Institutional Effectiveness Professional Development
December 2014

Student Learning Outcomes
Specific statements about what students should be able to do after teaching/learning has occurred
- Competencies include knowledge, skills, attitudes
- Specific and measurable
- Language must be learning focused
- Outcomes not related to learning should be included in department plan (e.g., student satisfaction survey, teaching evaluations)

Incorrect: Students will learn biology.
Correct: Students will demonstrate an understanding of concepts in the fields of organismal biology, evolutionary biology, genetics, and ecology.

Incorrect: Students will acquire knowledge to prepare them for careers.
Correct: Students will be able to effectively initiate and produce original design concepts using both traditional and electronic media.

Measures
Assessment methods should measure what knowledge, skills, and attitudes the student has learned.
- Aligned with outcomes
- Course grades and completion may not be used
- Participation in component is insufficient
- Self-report tools such as surveys are indirect, subjective, incomplete assessments

Incorrect: Grade in Research Course 4567
Correct: Research paper graded by rubric

Incorrect: Exit survey
Correct: Final project in capstone course graded by rubric

Incorrect: Portfolio
Correct: Portfolio graded using evaluation checklist

Incorrect: Internship participation
Correct: Internship evaluation completed by site supervisor

Targets
Criteria for success are quantifiable performance targets geared toward improvement with appropriate rationale.
- Aspirational, but attainable
- Meaningful
- Developed based on structure of assessment method being used
Incorrect: 50% of all graduates will be employed as counselor educator, counselor or in closely related positions
Correct: 85% of all graduates will be employed as counselor educator, counselor or in closely related positions*
*Department level target, job placement not direct measure of student learning

Incorrect: 100% of students will complete the exam prior to graduation
Correct: 85% of students will score within one standard deviation of national average

Results
Summary of findings and relevant data
- Reported in aggregate form (program or unit rather than individuals)
- Maintain anonymity of all participants
- Offer cogent analysis

Incorrect: 75% of students achieved a B or better on the final exam
Correct: 85% of students scored well in content areas of biochemistry, biology and genetics, but 45% missed questions in areas of evolution and population.

Incorrect: 75% of students satisfactorily completed the final project
Correct: 80% of students scored satisfactory or above on ability to develop topic and review literature, 35% scored unsatisfactory on ability to synthesize information

Closing the Loop
Action plans - implementation and documentation of changes made as a result of findings
- Clearly based on findings, map back to student learning outcomes and measures
- Clearly state changes implemented and include plan for tracking success

Incorrect: Target met. No further action needed. Continue to monitor.
Correct: Any changes to curriculum, pedagogy, assignments, faculty or student support that is related to the data collected

ACTION ITEMS

Fall 2014 Cycle
- Report findings for all measures
- Upload supporting documentation to Document Management file
- Create closing the loop action plans based on data

Spring 2015 Cycle
- Review IE plan
- Make changes to ensure quality components
- SLO’s, measures, targets

DUE JANUARY 9 DUE DECEMBER 19