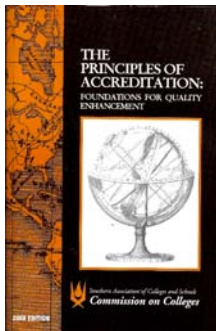
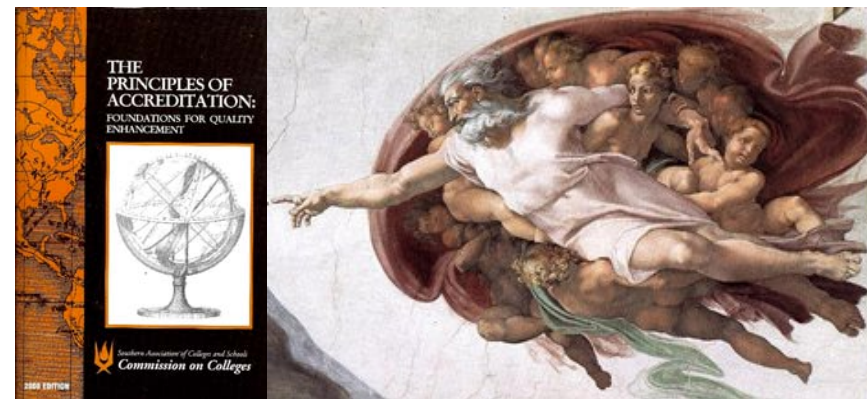


RELEVANT INSTITUTIONAL EFFECTIVENESS REQUIREMENTS FROM THE SACS *PRINCIPLES OF ACCREDITATION* MANUAL:



The Principles of Accreditation: Foundations for Quality Enhancement, 2008 Edition.



CORE REQUIREMENTS:

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

COMPREHENSIVE STANDARDS:

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate

3.5 Educational Programs: Undergraduate Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

<http://www.sacscoc.org/pdf/2008PrinciplesofAccreditation.pdf>

INSTITUTIONAL EFFECTIVENESS REPORTING: A SACS MANDATE



INSTITUTIONAL EFFECTIVENESS SIMPLIFIED

- 1) What are you supposed to be doing? (defined by the Mission Statement, Learning Outcomes/Program Objectives)
- 2) Are you doing it? (Measuring the learning outcomes/program objectives)
- 3) Are you doing it well? (Measures & Findings)
- 4) How do you know? (Measures and Findings)
- 5) Are there some things you aren't doing well? (Measures and Findings)
- 6) What are you doing about it? [Action Plan]

SOURCES OF MEASUREMENT: From WEAVEonline 4.0, the checkboxes below indicate possible sources of evidence for measuring Learning Outcomes/Program Objectives. There are certainly more, but this is a good starting point for potential ways of measurement.

Academic Direct Measures:	Academic Indirect Indicators:	Administrative Measures:
<input type="checkbox"/> Capstone Assign	<input type="checkbox"/> Advisory Board	<input type="checkbox"/> Activity Volume
<input type="checkbox"/> Comprehensives	<input type="checkbox"/> Alumni Survey	<input type="checkbox"/> Benchmarking
<input type="checkbox"/> Internship Eval	<input type="checkbox"/> Benchmarking	<input type="checkbox"/> Climate/Environ
<input type="checkbox"/> Licensure Exam	<input type="checkbox"/> Curriculum	<input type="checkbox"/> Discussions
<input type="checkbox"/> Performance	<input type="checkbox"/> Employer Survey	<input type="checkbox"/> Doc. Analysis
<input type="checkbox"/> Portfolio	<input type="checkbox"/> Exit Interviews	<input type="checkbox"/> Efficiency
<input type="checkbox"/> Pre/Post Test	<input type="checkbox"/> Focus Groups	<input type="checkbox"/> Evaluations
<input type="checkbox"/> Presentation	<input type="checkbox"/> Graduate Accept	<input type="checkbox"/> Existing Data
<input type="checkbox"/> Project	<input type="checkbox"/> Honors/Awards	<input type="checkbox"/> External Report
<input type="checkbox"/> Standard. Test	<input type="checkbox"/> Placement Data	<input type="checkbox"/> Focus Groups
<input type="checkbox"/> Thesis/Project	<input type="checkbox"/> Satisfaction	<input type="checkbox"/> Gov't Standards
<input type="checkbox"/> Video/Audiotape	<input type="checkbox"/> School Perform	<input type="checkbox"/> Prof. Standards
<input type="checkbox"/> Written Assign.	<input type="checkbox"/> Student Evals	<input type="checkbox"/> Satisfaction
<input type="checkbox"/> Writing Exam	<input type="checkbox"/> Transfer Accep	<input type="checkbox"/> Service Quality
<input type="checkbox"/> Other Direct	<input type="checkbox"/> Other Indirect	<input type="checkbox"/> Other Admin

WEAVEonline uses these categories in the input screens:

Mission
 Goals, Learning Outcomes/Objectives, Measures & Findings
 Action Plan Tracking
 Achievement Target Tracking & Analysis Questions
 Annual Reporting



Creating Learning Outcomes and Program Objectives¹

- 1) Start with your mission. What are students or users in the case of administrative units, supposed to be getting from your program? (A unit is defined as a degree program.)
- 2) Goals state what you, your colleagues, or your institution aim to achieve. [74] (These are not currently used at SMU, but can be, by units in establishing departmental outcomes.)
- 3) Learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience, i.e. your degree program(s). They should be directly related to the Mission Statement. [75]
- 4) Use concrete action words and verbs, usually beginning with something like "students will—be able to/demonstrate/show....."
- 5) Grades can be useful evidence of student learning if the grades are based on direct evidence of student learning (tests, projects, papers, assignments, etc) that is clearly linked to major learning and goals and clearly delineated, consistent standards through test blueprints or rubrics. [8]
- 6) A rubric is a scoring guide: a simple list, chart, or guide that describes the criteria that you and perhaps your colleagues will use to score or grade an assignment. At a minimum, a rubric lists the things you're looking for when you evaluate a student assignment. [124]

AN OBSERVATIONS AND SOME REFERENCES:

You don't have to cover all of your areas to prove Institutional Effectiveness. Ideally, three to five Learning outcome/objectives will be satisfactory. More can be done at the discretion of the unit.

WEAVE BLOG There is an SMU blog created for disseminating information about Institutional Effectiveness, WEAVEonline, SACS requirements, and any other topic related to this genre. <http://blog.smu.edu>—WEAVE blog Comments and discussion welcomed.

SACS REACCREDITATION WEBSITE EXAMPLE

For a good example of a SACS reaccreditation activity, see the University of Texas at Dallas web site: http://sacs.utdallas.edu/sacs_home <Click> <Compliance Review>; <CCR Navigator>; <Principles>; choose which principle you would like to review for how UTD responded to it.

¹Material above quoted and paraphrased from Linda Suskie: *Assessing Student Learning, A Common Sense Guide*. [pp]