EXPLANATION—INSTITUTIONAL EFFECTIVENESS PLAN—ACADEMIC PROGRAM

FOR ACADEMIC YEAR: __________
DEPARTMENT & COLLEGE: __________________________
DEGREE/MAJOR: __________________________
DATE SUBMITTED: __________________________ (Prior to/before the academic year)

PURPOSE/MISSION: Why does the academic program exist? A program’s purpose should be discipline specific and student oriented. All purpose statements should fit within, support, and not contradict the university’s mission. Caution: Do not spend so much time on the mission statement that you fail to address the essentials—SLOs, which flow from your mission, and assessment measures. Example: The Bachelor of Science in Criminal Justice will provide a foundation that combines ethical values with the theories, principles, and practices necessary for a successful career in Criminal Justice.

PROGRAM’S STUDENT LEARNING OUTCOMES (SLOs): What goes here? Outcomes include the knowledge, skills, and abilities that students will possess at the conclusion of the academic program. No number of SLOs required—just enough to cover the knowledge base of the program. Caution: Do not lump all the SLOs into one general category of “have the knowledge necessary to function as a professional __________.” They must be broken down into incremental knowledge and aligned with assessment instruments. Course outcomes are not the same as program outcomes. Example: 5. The graduating student will be able to explain the functions of the American Criminal Justice System.

ASSESSMENTS: What is the assessment you will use to measure the outcome? Include the name of assessment, standard of success, timeframe & responsibility for administering. The assessment might be a major field test, certification exam, capstone project/presentation, employer internship surveys, writing portfolio, etc. Caution 1: Ascertain that your assessments are aligned with and actually measure specific SLOs. If using a project, presentation, or portfolio, remember that a rubric must be used for evaluation with a panel scoring the representative sample. Caution 2: Embedding assessments within courses is not recommended because it requires a high level of IE understanding, consistency, and follow-through by the Dept. Head.

Examples:
• Major Field Test (Nov & April for graduating seniors)-Outcomes 5, 6, 7, & 8
  o Standard of Success set at 85th percentile for Outcomes 6-8; 75th percentile for Outcome 5
• Senior Project/Presentation/Portfolio (Nov & April for graduating seniors)-Outcomes 1-9
  o Standard of Success set at overall score of 3.75 out of 5 on Outcomes 1-8 and 4.0 on Outcome 9, based on rubric scoring.

LOCATION & RESPONSIBILITY: What goes here? Identify the person responsible for administering all of the assessments and where the results are retained on file and for how long. Example: All results of surveys, tests, and portfolios will be maintained for five cycles, in the office of the Department Chair of Criminal Justice who is responsible for administering all of the assessments.

DISSEMINATION/DISCUSSION/ANALYSIS: What is your plan for discussing and disseminating the results with departmental faculty? State who sees the results and what other groups, if any, will be involved in the analysis.

SIGNATURES & DATE: Signatures verify that the IE plan has been reviewed by the signer. If edits are needed, the signer is to return it to the originator for revision. Print, sign, date, and
forward plan to next signatory. After review by the Associate Provost for IE; if no revisions are needed, it will be scanned and returned to Dean, Dept. Head, and IE Team Member.