EXPLANATION—INSTITUTIONAL EFFECTIVENESS RESULTS—ACADEMIC PROGRAM

FOR ACADEMIC YEAR: ____________________________
DEPARTMENT & COLLEGE: ____________________________
DEGREE/MAJOR: ____________________________
DATE SUBMITTED: ____________________________ (At the conclusion of the academic year)

RESULTS: What goes here? Numbers, percentiles, rubric scores, exam pass rates, etc. from the assessment measures listed on your plan. Compare to the prior year’s results and state whether or not you have met your standard of success. Caution: Without numbers, the IE document cannot evidence compliance with SACS COC requirements. Example: Ratings on the Student Internship Survey (Outcomes 1-4) were similar and met or exceeded the prior year, in the range of 95-100% agreement/strong agreement as compared to 94-99% for the prior year. Results for interns in online degree programs stood at 90%; Austin interns reached 95% (only 2 respondents); and San Marcos stood at 100% (1 respondent). However, students’ comments confirmed that some of them became frustrated about a good way to communicate the resources (Outcome 4) which are available in the communities of their internships.

USE OF RESULTS & MODIFICATIONS: This is the “fix” for the problem identified in the results. Specify the change required to improve the results; show cause & effect. All modifications must tie to and flow from the results. If scores did not meet the desired standard, what change will be made/has been made in the program’s curriculum or pedagogy? Caution: A list of improvements ≠ use of results. Do not copy and paste verbiage from prior years. Unless results illustrate continuous improvement from year to year, then a modification is necessary. Example: Outcomes #1, 2, and 4—The department has met and revised the curriculum to include a field trip as a part of a capstone course (prior to their internship experiences) to a high crime area. Students will collect information from a designated, high-need constituency in the community (seniors, disabled citizens, etc.). Students will work as groups to design and communicate an “innovative education” plan regarding the safety resources available to the appointed constituency.

TIMELINE, REQUIREMENTS, AND APPROVALS: How will you accomplish the modification? Provide timelines and detail requirements for the change(s)—reorganization, budget, release time, new personnel, a course rewrite, etc.? Name the position(s) required for approving the change(s). Minor adjustments might only require the department’s support and approval. Example: The capstone course curriculum and design (see attached outline) will go before the academic policies committee for approval in the Fall 2012 term. If approved by the committee, the faculty senate, the assistant VPAA, and the VPAA, and if funding is provided for the field trip and training experience (see attached budget estimates), the additional course will be added in Fall 2013 term.

SIGNATURES & DATES: Why are signatures required? Signatures verify that the IE Results document has been reviewed and has the signer’s approval. Print,
sign, date, and forward the results documentation to the next signatory. Next, the Results will be reviewed by the Associate Provost for IE; if no revisions are needed, it will be signed, scanned, and returned to the Dean, Dept. Head, and IE Team Representative. **Caution:** A signature on the results ≠ approval or budget allocation. All approval steps are still required. A&M System Policies and A&M-Commerce Procedures must still be followed.

**FINAL DATES:** Why record the actual approval and implementation dates (perhaps at a later time)? This effectively closes the loop, evidences follow-through, and establishes that the modification to curriculum or pedagogy was, in fact, both approved and implemented. After final dates are added, update the IE document and send it to the Associate Provost for IE.