**SACS Related Deadlines**

**November 2008—January 2009**
Review matrices with the IE team

**February 1, 2009**
Completed SLO & PO matrices due to IE for Fall 2008 semester

**June 1, 2009**
Completed SLO & PO matrices due to IE for Spring 2009 semester

**September 10, 2009**
SACS Compliance Report due

**March 8-12, 2010**
SACS onsite review

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**Office of Institutional Effectiveness**

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**Assessment Workshops**

The purpose of the assessment workshops is to provide specific information about the development of SLO and PO matrices using FIU and SACS standards and to assist attendees with creating or developing their matrices. Attendees should leave the workshop with at least one completed matrix.

All workshops will be held in a computer lab. Workshop attendees should bring their 07-08 and 08-09 SLO and PO matrices on a jump drive and/or paper copies of their matrices.

*Space is limited to 10 attendees per session. Please RSVP for one of the following workshops at ie@fiu.edu.*

**Workshop Schedule (UP — GL 141E)**

- Wednesday, February 4th, 10 a.m. to 12 noon
- Tuesday, February 17th, 10 a.m. to 12 noon
- Friday, March 6th, 10 a.m. to 12 noon
- Friday, March 20th, 12 noon to 2 p.m.
- Monday, April 6th, 1 p.m. to 3 p.m.
- Thursday, April 30th, 10 a.m. to 12 noon
- Thursday, April 30th, 2 p.m. to 4 p.m.

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**Key Assessment Terms**

**Accreditation:** Method of quality assurance that encourages institutions to engage in habits of continuous improvement based on systematic assessment, external examination, and peer feedback

**Artifact:** A sample of student work (including research papers, projects, oral presentations, etc.), collected for the purposes of student learning outcomes assessment

**Assessment Cycle:** Used for continuous improvement, this four step cycle asks that you plan for assessment, do the assessment, evaluate the assessment results, and act on the assessment results.

**Closing the Loop:** A term used to signify the process of using assessment results to create program improvement plans and then implementing those plans during the following assessment cycle.

**SACS (Southern Association of Colleges and Schools):** A private, non-profit accrediting agency for colleges and schools in the Southern States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

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**Spring 2009**
### Writing Student Learning Outcomes (SLOs)
SLOs focus on assessing students' skills, knowledge, and/or professional values at the time of graduation.

Learning outcomes should be specific, measurable, attainable, and achievable within an assessment cycle. At least one direct measure needs to be assessed.

#### Examples of SLOs:
- Doctoral students will identify, define, and apply the key theoretical perspectives to their specialization areas in the field of English literature.
- Students will identify and explain key concepts in the field of chemistry.

### Using Rubrics to Evaluate SLO Artifacts
Artifacts that could be scored objectively should be graded using rubrics with specific categories and criteria. For example, for the evaluation of a research paper, you could have a rubric that assesses writing clarity, use of research, synthesis of the literature, and explanation of the content or concepts (4 categories). The rubric could be a 3-point rubric (poor, acceptable, exceptional) or a 4-point rubric (poor, acceptable, good, excellent). Many customizable rubrics are available online. One of the most popular is: http://rubistar.4teachers.org

### Using Faculty Panels to Evaluate SLO Artifacts
Panels are necessary when rubrics are used to evaluate student artifacts. It is recommended that panels consist of at least 3 members. These members should be experts in the field (including faculty, external professionals from the field, or alumni). When using panels of 3, each member rates all of the artifacts in the sample.

### Writing Program Outcomes (POs)
POs focus on what the programs should accomplish each semester or year with students in terms of program quality and productivity (e.g. retention and graduation rates).

POs should be specific, measurable, attainable, and achievable within an assessment cycle. Both direct and indirect measures may be used to assess program outcomes.

#### Examples of POs:
- Chemistry students who apply to graduate or professional schools will be accepted into the graduate or professional programs of study.
- Full-time students will graduate from the English doctoral program within 7 years of program admission.

### Direct Measures
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<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
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<td>Surveys</td>
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<td>Locally Developed Exams</td>
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<td>Oral exams</td>
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### What Goes in the Use of Results
The Use of Results segment in the SLO and PO matrices explains how the data will be used to make program changes that can improve student learning and program effectiveness in the following assessment cycle.

In the Use of Results column, you should:
- Include an improvement plan that is specific, achievable, and attainable.
- Concentrate on implementing specific improvements rather than planning for possible improvements.
- Focus on improving student learning outcomes and avoid discussing assessment improvement plans.

### Resources for You
- **Online Resources:**
  - Assessment matrix examples and instructions
  - Blank assessment matrices
  - Links to external online resources

- **Office Resources (PC 543):**
  - Assessment publications
  - Assessment guides prepared by the IE staff
  - http://w3.fiu.edu/indata/portal/inst_effectiveness.htm

### Who We Are
**Institutional Effectiveness**

Our mission is to support the University’s efforts to ensure student learning through the assessment process. Institutional Effectiveness assists all administrative units with their operational objectives for administrative & educational support services and all academic programs with their student learning outcomes, program outcomes and core curriculum outcomes by providing training and workshops. The staff is available to assist all areas of the University with their assessment process.

### What We Do
**The IE Team Members:**
- Conduct workshops
- Provide individualized help in developing and creating matrices
- Assist with assessment and SACS documentation (student learning outcomes, program outcomes, core curriculum outcomes, and operational objectives)
- Review, offer suggestions, and disseminate assessment and accreditation documentation
- Prepare informational packages specifically designed for each program’s or unit’s needs

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### Direct Measures
- Observations
- Projects
- Oral presentations
- Papers
- Laboratory Assignments
- Standardized Exams
- Locally Developed Exams
- Oral exams

### Indirect Measures
- Surveys
- Questionnaires
- Focus Groups
- Interviews

### Standardized Exams
- Oral exams

### Locally Developed Exams
- Oral presentations
- Focus Groups