Tulane University SACS Accreditation Re-Affirmation

School of Liberal Arts
September 9, 2009
Agenda

- Overview of Accreditation Process
- Assessment Plans
- Resources
Key SACS Compliance Standards

- **Core Requirements**
  - 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes...

- **Comprehensive Standards**
  - 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:
    - Educational programs, to include student learning outcomes
    - Administrative support services
    - Educational support services
    - Research
    - Community/public service
  
  - 3.7.1 The institution employs competent faculty members...
**Administrative Unit Assessment Form**

**Tulane University**

**Administrative Unit Outcomes Assessment Plan**

Please note: This information is being requested to show that 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 (SACS Accreditation Core Requirement 2.5); and that 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 (SACS Accreditation Comprehensive Standard 3.3.1.)

**Unit/Department:**

<table>
<thead>
<tr>
<th>Departmental Contact</th>
<th>Name: Jane Q. Public</th>
<th>Phone: 555-1234</th>
<th>Email: <a href="mailto:jane.q.public@tulane.edu">jane.q.public@tulane.edu</a></th>
</tr>
</thead>
</table>

**Date Submitted:** Monday, June 01, 2009

**Mission Statement:**

The mission of the department is to ...

<table>
<thead>
<tr>
<th>Goals/Outcomes (Add lines as needed)</th>
<th>Assessment Methods and Procedures</th>
<th>Results</th>
<th>Planned/Actual Improvements Based on Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Goal/Outcome 1...</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2 Goal/Outcome 2...</td>
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Tulane University
ACADEMIC Program Learning Outcomes Assessment Plan

Please note: This information is being requested to show that 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 (SACS Accreditation Core Requirement 2.5); and that 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 (SACS Accreditation Comprehensive Standard 3.3.1.)

<table>
<thead>
<tr>
<th>Degree/Major:</th>
<th>Your Degree/Your Major Here</th>
<th>Academic Year Addressed:</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Contact</td>
<td>Name: John Q. Public</td>
<td>Phone: 555-1235</td>
<td>Email: <a href="mailto:john.q.public@tulane.edu">john.q.public@tulane.edu</a></td>
</tr>
<tr>
<td>Date Submitted:</td>
<td>Monday, June 01, 2009</td>
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</tbody>
</table>

Mission Statement:
The mission of the B.A. program in XXXX is to ...

<table>
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<tr>
<th>Learning Outcomes (Add lines as needed)</th>
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</table>
“Describe important structural features of the Italian language and discuss chronological, sociolinguistic and geographical variation in its use.”

“A student graduating with a BA degree in Performance will be able to analyze and interpret a play from a performance point of view and be able to speak and write about a play text’s technical and emotional elements.”

“Students will demonstrate competency in standard professional academic writing style.”
### Examples of completed plans - Sociology

<table>
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<tr>
<td>Learning Goal 1: Students can demonstrate understanding of the discipline of sociology and its role in contributing to our understanding of social reality. Learning Outcomes for Goal 1: • Describe how sociology is similar or different from other social sciences and give examples of those differences. • Apply principles, concepts, and the sociological imagination to at least one area of social reality.</td>
<td>A set of 5 standardized test questions measure students’ comprehension of sociology as a discipline and basic sociological concepts. These test questions were administered in all sections of Soci 201. Benchmark: At least 80% of all students will score 4 out of 5.</td>
<td>Quiz was administered at end of Spring 2009 semester. 87.3% scored at least 4 out of 5. The quiz mean is 4.05. Item analysis is in process.</td>
<td>Benchmark was met. The sociology faculty will discuss how to best improve the measurement of the most commonly missed quiz item and how to best help students understand and retain that insight.</td>
</tr>
</tbody>
</table>
## Examples of completed plans – Political Economy

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<td>Students will demonstrate competency in standard professional academic writing style.</td>
<td>Internal and external review of papers written for PECN core courses with special emphasis on scholarly production.</td>
<td>Begins Fall 2009. 80% of selected students perform at standard of 80% or better on departmental rubric applied to selected papers.</td>
<td>The director, the assessment officer, and instructors will review the results of the rubric assessment and formulate strategies to maintain or increase success.</td>
</tr>
</tbody>
</table>
Assessment Methods

Direct Measures
- Examinations
- Capstone papers
- Senior projects/performances

Indirect Measures
- Course evaluations
- Student surveys
Assessment Plan Timeline

- FY09 Plans
  - FY09 plans are due!
- September 15, 2009
  - Assessment Workshop 8:00 am.
- October 12, 2009
  - Initial FY10 plans due
- June 1, 2010
  - Completed FY10 plans due
Learning outcomes/goals should be consistently stated in measurable and observable terms directly related to the mission statement. Each program/unit/department should have between 3 and 8 goals unless otherwise required by professional accreditation or standards.

Please enter the full text of your goal/outcome phrased in measurable language.
Questions?

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  Director of Institutional Assessment
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  314-2898