



Revised JULY 2024

THE UNIVERSITY OF BELIZE INSTITUTIONAL EFFECTIVENESS FRAMEWORK



INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT
QUALITY ASSURANCE DEPARTMENT

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The University of Belize Institutional Effectiveness Framework

SECTION 1: What is Institutional Effectiveness?

Institutional effectiveness can be viewed as a self-evaluation cyclical process developed to measure, at regular intervals, the extent to which departments and units are achieving their goals and fulfilling the institution's stated mission. The institutional effectiveness process allows institutions to obtain a holistic view of their performance at specified points in time. This comprehensive view allows the institution to make better informed decisions and provides greater opportunities for improvement.

According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, 2018):

Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

1.1 Details of SACSCOC Requirements for Institutional Effectiveness

Sections 7 and 8 of SACSCOC accreditation requirements are associated with Institutional Planning and Effectiveness as follows:

Core Requirement 7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with the mission. (Institutional planning)

Standard 7.3 The institutional identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)

Core Requirement 8.1 The institution identifies, evaluates, and publishes goal and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

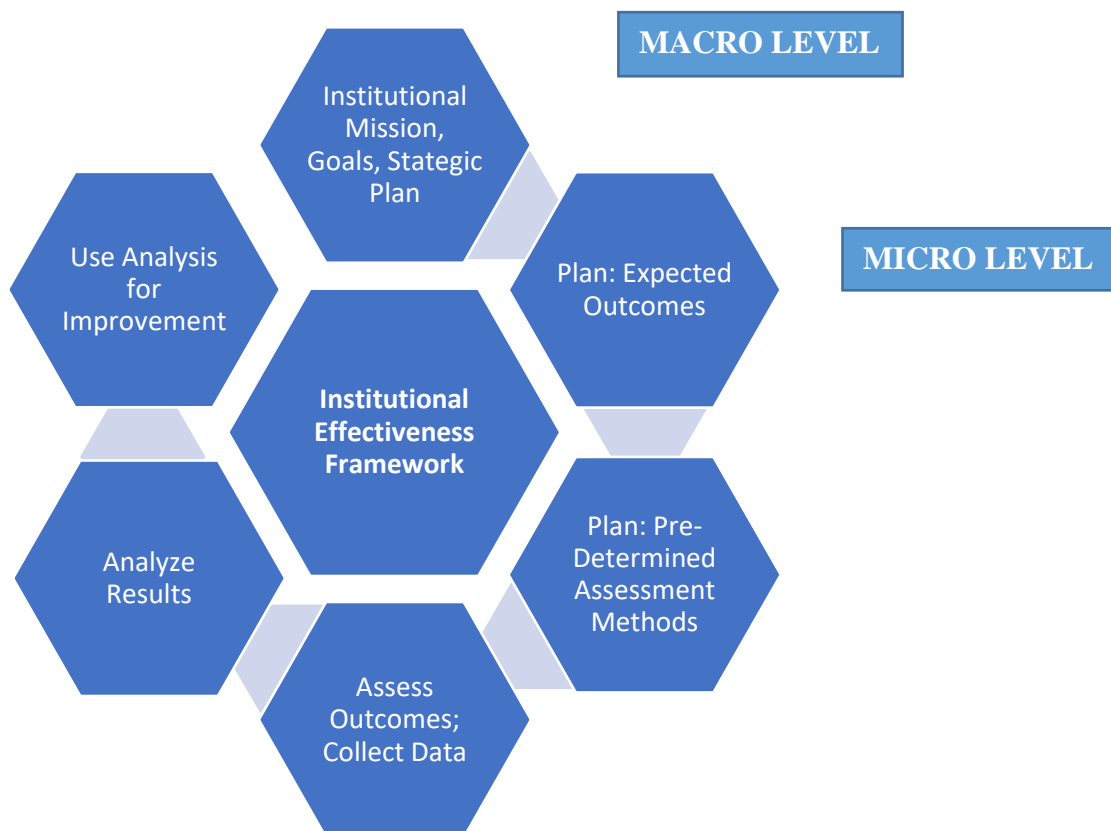
Standard 8.2 The institution identifies expected outcomes, assesses the extent it achieves these outcomes and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs (Student outcomes: general education)
- c. Academic and student services that support student success (Student outcomes: academic and student services)

1.2 Diagrammatical Representation of the Institutional Effectiveness Framework

The diagram below summarizes the institutional effectiveness cyclical process that has been developed for the University of Belize.

Diagram 1



Institutional effectiveness involves an ongoing planning and evaluation series of steps that integrates macro institutional priorities with micro activities at the departmental/unit levels. The macro priorities incorporate the institution's mission, vision, and strategic goals. The micro activities incorporate the steps which take place at the operational levels. The macro and micro actions embody the Plan-Do-Study-Act cycle, which depicts the continuous improvement model institutions utilise in their quality efforts.

1.3 Types of Assessment

The micro activities comprise **three main types of assessment**, which are linked to the academic, departmental and unit structures and operations of the University. These assessment types occur at the levels of **academic programs, academic and student support units, and administrative departments**.

As the diagram depicts, the institutional effectiveness process requires each type of assessment unit to

- Identify outcomes¹ to be achieved, and these outcomes are aligned to the institution's mission and strategic goals
- Identify pre-set assessment methods (success criteria) to measure the outcomes
- Conduct outcome assessments using the pre-set methods and collect data/results
- Analyze results and determine the degree of success or attainment of the outcomes
- Use the analysis of the results to identify action plans for improvement, where necessary
- If required, include assessment action plans in subsequent assessment cycle(s) for further monitoring and assessment.
- Include 'close the loop' statements for each outcome at the end of each assessment cycle. These statements would either bring the outcome cycle to an end or justify the action plans for continued improvement in the next cycle(s).

1.4 Assessment Cycle

The assessment cycle is aligned with the University's five-year strategic plan and is an annual planning and reporting requirement for the three assessment types. The three types (assessment units) will have the same annual assessment cycle of September 1 to July 31.

¹ Outcomes: Three types of outcomes depending on the type of assessment: student learning outcomes, student outcomes, and administrative outcomes

1.5 Assessment Units

As indicated above, there are three main types of assessment units within the institutional planning and effectiveness structure at UB. The **academic program assessment type** is sub-divided into (i) academic programs, and (ii) academic programs – general education. The **academic and student support assessment type** comprises departments/units that directly support and liaise with faculty and students and indirectly support student learning. The **administrative assessment type** comprises departments/units that administratively support the mission of the University in a more indirect way. The table below shows how the assessment units are classified for the purpose of institutional effectiveness planning and reporting at UB.

Table 1: List of Departments/Units Categorized by Assessment Units

Academic Program	Academic and Student Support	Administrative
Faculties	Library	Office of the President
Central Farm	Student Affairs	Office of the Vice President
Regional Language Center	Open and Distance Learning	ICT
	Records	Institutional Advancement
	Admissions	Finance
		Punta Gorda Campus
		Marketing and Communications
		Human Resources
		Research Office
		Physical Plant
		Security and Safety
		Quality Assurance
		Environmental Research Institute
		Banking and Finance Institute
		Intercultural Indigenous Institution
		Central Farm

1.6 Assessment Documents

a. Plan

At the start of the assessment cycle, each assessment unit will submit the assessment plan, including the outcomes to be achieved and the success criteria (methodology)

used to measure the outcomes. The plans will be submitted by September 15th in the given cycle.

b. Report

At the end of the assessment cycle, each assessment unit report will present the degree to which the outcomes have been met using the plan already submitted and make recommendations for improvement. The reports will be submitted by July 31 in the given cycle.

c. Templates and Fact Sheets

Templates have been developed outlining the structure of the plans and reports for each assessment unit (see separate documents). Fact sheets have also been developed as guiding documents to be used with the templates to assist in the completion of the plans and reports.

1.7 Management of the Institutional Effectiveness Process

Institutional effectiveness is managed by the Institutional Effectiveness and Assessment (IEA) section of the Quality Assurance Department. The IEA section will provide support and guidance to all assessment units for the process, planning and assessment activities.

SECTION 2: Assessment Process for Assessment Units

The assessment process for each assessment unit is briefly described for Academic Programs, Academic Programs – General Education, Academic and Student Support Group, and Administrative Group.

2.1 Assessment of Academic Programs

A flowchart depicting the reporting structure for Academic Programs is shown in Appendix 1. The assessment plan and report are documented per academic program using the same template (see Appendix 2), and the corresponding fact sheet should be used as a guide (see Appendix 3). The structure is as follows:

- Header and Faculty/Program Identifier
- Program Mission Statement
- Program Learning Outcomes (PLOs) – same as program goals; align to the mission statement
- Student Learning Outcomes (SLOs - identify SLOs per PLO
- Assessment Methods – identify method per SLO; must use direct measures; may include indirect measures as well; may not only use indirect measures

- Assessment Results – must be linked to each assessment method
- Planned Improvements – must be linked to the assessment results and the specific SLOs.

Each plan/report is reviewed using pre-designed rubrics (see Appendix 4).

2.2 Assessment of Academic Programs – General Education

A flowchart depicting the reporting structure for Academic Programs – General Education is shown in Appendix 5. The assessment plan and report are documented per course using the same template (see Appendix 6), and the corresponding fact sheet should be used as a guide (see Appendix 7). The structure is as follows:

- Header and Faculty/Department Identifier
- Basic Course Information
- Student Learning Outcomes (SLOs) – same as GEC intended learning outcomes
- Assessment Methods – identify method per SLO; must use direct measures; may include indirect measures as well; may not only use indirect measures
- Assessment Results – must be linked to each assessment method
- Planned Improvements – must be linked to the assessment results and the specific SLOs.

Each plan/report is reviewed using pre-designed rubrics (see Appendix 8).

2.3 Assessment of the Academic and Student Support Group

A flowchart depicting the reporting structure for the Academic and Student Support Group is shown in Appendix 9. The assessment plan and report are documented per department/unit using the same template (see Appendix 10), and the corresponding fact sheet should be used as a guide (see Appendix 11). The structure is as follows:

- Header and Department/Unit Identifier
- Department/Unit Mission Statement
- Department/Unit Goals – align to the mission statement
- Desired Outcomes – may be student outcomes or operational (performance, task) outcomes; if student outcomes, must be measurable; identify Desired Outcomes per Goal
- Assessment Methods – identify the method per Desired Outcome
- Assessment Results – must be linked to each assessment method
- Planned Improvements – must be linked to the assessment results and the specific Desired Outcomes.

Each plan/report is reviewed using pre-designed rubrics (see Appendix 12).

2.4 Assessment of the Administrative Group

A flowchart depicting the reporting structure for the Administrative Group is shown in Appendix 13. The assessment plan and report are documented per department/unit using the same template (see Appendix 14), and the corresponding fact sheet should be used as a guide (see Appendix 15). The structure is as follows:

- Header and Department/Unit Identifier
- Department/Unit Mission Statement
- Department/Unit Goals – align to the mission statement
- Desired Outcomes – may be operational (performance, task) outcomes or student outcomes; if student outcomes, must be measurable; identify Desired Outcomes per Goal
- Assessment Methods – identify the method per Desired Outcome
- Assessment Results – must be linked to each assessment method
- Planned Improvements – must be linked to the assessment results and the specific Desired Outcomes.

Each plan/report is reviewed using pre-designed rubrics (see Appendix 16).

SECTION 3: Annual Review Process

3.1 Plans and Reports for Assessment Units

The IEA section will facilitate the annual review of each plan at the beginning of the assessment cycle and the final report at the end of each assessment cycle. The IEA section will conduct the review in conjunction with the Institutional Effectiveness (IE) Committee, which will be comprised of members appointed to represent a cross-section of the University (see Appendix 17). The IE Committee membership is divided into four functional assessment areas: academic programs, general education, academic and student support, and administrative. Committee members will utilize pre-designed rubrics to ensure compliance with the institutional effectiveness standards.

The IEA section will compile all individual annual institutional effectiveness plans and reports and prepare an annual institutional effectiveness report based on all the assessment unit reports submitted. This report will be submitted to the Vice President and discussed at the Annual Assessment and Planning Meeting of the IE Committee, which will be held at the end of each cycle.

3.2 Goals and Outcomes for Student Achievement

The IE section works with the Office of the Vice President and key stakeholders to identify multiple measures that the University will use to measure student success. Data is collected and published to demonstrate compliance with Core Requirement 8.1.

3.3 Maintenance of Institutional Effectiveness Accreditation Requirements

On an annual basis, the IE plans and reports for all assessment units across the University, assessment review documents and records, as well as the IE committee membership details and minutes of meetings, will be housed in the accreditation repository.

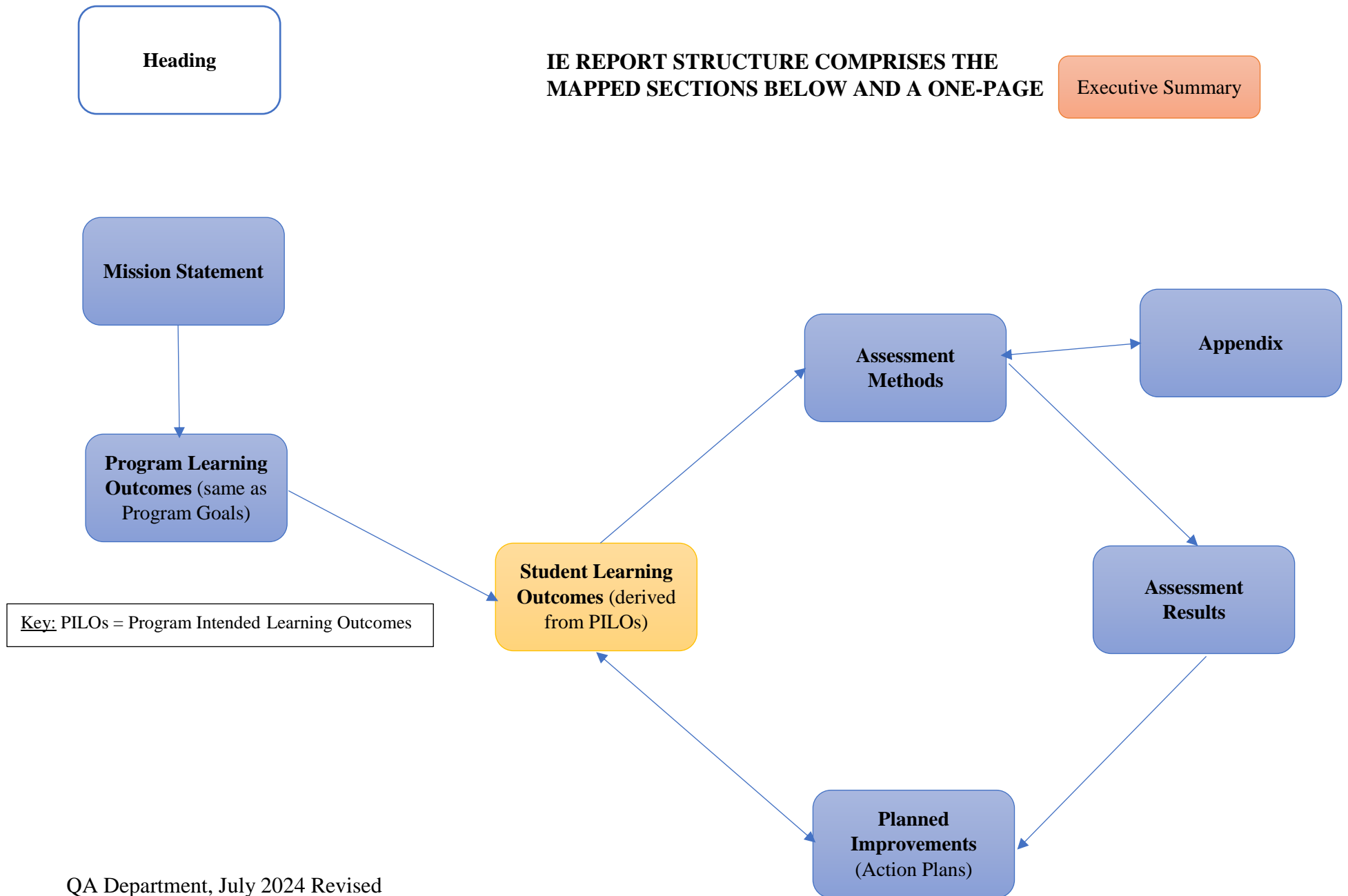
QA Department
July 2024

APPENDICES

Appendix 1: Flow Chart of Plan and Report Structure for Academic Programs

IE REPORT STRUCTURE COMPRISES THE MAPPED SECTIONS BELOW AND A ONE-PAGE

Executive Summary



Appendix 2: Plan and Report Template for Academic Programs

(To be completed using the appropriate Institutional Effectiveness (IE) Fact Sheet as a guide)

Name of Faculty/Department	
Name of Program	
IE Assessment Group	
Assessment Period	
Name of Preparer(s)	

Program Mission Statement

Program Learning Outcomes (same as Program Goals)

(correlate each goal with the University's Strategic Plan Pillar, and appropriate Strategic Goal and Objective using the coding system)

Executive Summary (submitted at the end of the report not to be included in the plan)
(not more than one page)

Student Learning Outcomes/Desired Outcomes (outcomes at the program level)

Assessment Methods

(plan stops here and submitted to the IE unit)

Assessment Results

(report starts here and adds remaining information to previously submitted plan in same document)

Planned Improvements

Appendix

Appendix 3: Fact Sheet for Academic Programs

This fact sheet is intended to give an outline of the structure of the Institutional Effectiveness plan and report for the Academic Program Group.

Faculty departments/units should follow the provided template. **All report section fields and section details should be addressed.**

Document Section	Guiding Principles/Details/Information/Section Details
1. Header	The University of Belize Logo
	Institutional Effectiveness Annual Plan and Report
2. Faculty/Program Identifier	Name of Faculty/Department:
	Name of Program:
	IE Assessment Group:
	Assessment Period:
	Name of Preparer(s):
3. Mission Statement	Program Mission Statement:
	Align with the University's Mission Statement
4. Program Learning Outcomes Same as the Program Goals found in the Program Specifications document	There should be a minimum of 4 goals and not exceed 6 goals
	Should include at least 4 goals related specifically to student learning
	May include goals not related to student learning
	Goals are correlated to University Strategic Goals and Objectives. (Use the coding system that corresponds with the strategic pillar and the number for the goal/objective eg. 1.1)
	Align to Program Mission Statement
5. Student Learning Outcomes Same as Program Intended Learning Outcomes found in the Program Specifications document	Focus on the intended learning knowledge, skills, fluency, and values that a student should demonstrate after having participated in an activity.
	What to assess? At least 4 Student Learning Outcomes and not more than 6 Student Learning Outcomes <ul style="list-style-type: none"> - Knowledge Outcomes: core of concepts and material knowledge - Skills Outcomes: competencies in research, life and analytic inquiry - Fluency Outcomes: ability of students to communicate and apply numerical and graphical tasks - Values: ethical and moral attitudes
	Select appropriate Program Intended Learning Outcomes / Student Learning Outcomes
Student Learning Outcomes continued	May develop overarching Outcomes or condense existing Outcomes using the Program Intended Learning Outcomes as a guide

Document Section	Guiding Principles/Details/Information/Section Details
	<p>Measurable Outcomes – Use Bloom’s Taxonomy for Categorizing Learning Outcomes</p> <p>Align with Program Learning Outcomes</p>
6. Assessment Methods	<p>Restate each Student Learning Outcome</p> <p>State the assessment method used to measure each Student Learning Outcome</p> <p>State whether the method is Direct or Indirect Assessment</p> <ul style="list-style-type: none"> - Direct Assessment: Evidence on Student Performance that demonstrates learning itself - Indirect Assessment: Evidence on how students feel about learning and their environment rather than actual demonstration of outcome achievement <p>How and by whom are the findings analyzed in order to take possible action on the findings?</p> <p>Identify</p> <ul style="list-style-type: none"> - Baseline: (Past) Results from previous year(s). If no baseline report, then not applicable. If there are multiple years of data, take the average to create a baseline - Benchmark: (Present) Result(s) to be accomplished in this academic year - Target: (Future) Results to be accomplished in the future in 3 or 5 years <p>Make reference to previous year(s) results and action items</p> <p>Align with Student Learning Outcomes</p>
7. Assessment Results	<p>Restate Student Learning Outcomes</p> <p>Discuss assessment results</p> <p>Discuss the relationship of results to baseline, benchmark and target</p> <p>Indicate if baseline, benchmark and target were achieved</p> <p>State</p> <ul style="list-style-type: none"> - Number of students assessed per Student Learning Outcome - Total number of students in the program <p>Align with Assessment Methods</p>
8. Planned Improvements	<p>These are action items based on assessment results</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - What was surprising about the data? - What factors may explain the data? - Are the right groups being reached? - What can be done to improve performance? - What barriers might exist?
Planned Improvement continued	<p>Use the findings to plan the action items</p> <p>Identify areas to monitor or improve</p> <p>Vague action items should not be given (eg. This statement is too vague: if the benchmark is met, no action is needed)</p> <p>Align with Assessment Results</p>

Document Section	Guiding Principles/Details/Information/Section Details
9. Appendix	Insert tools used to assess Student Learning Outcomes
10. Executive Summary	Summary of items discussed in the report
	1 page minimum – Usually written last
	Place after Program Learning Outcomes

Appendix 4: Rubric for Academic Programs

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
Organization of Plan/Report sections	100% of plan/report sections included. Sections in order.	At least 75% of plan/report sections included. Sections in proper order.	At least 50% of plan/report sections included. Sections not in proper order.:	At least 25% plan/report sections included. Sections not in proper order.	Less than 25% plan/report sections included	
Program Learning Outcomes (PLOs)	At least four PLOs identified. 100% of PLOs aligned to Program Mission Statement.	At least four PLOs identified. 75% of PLOs aligned to Program Mission Statement.	At least three PLOs identified. 75-100% of PLOs aligned to Program Mission Statement.	At least three PLOs identified. Less than 50% of PLOs aligned to Program Mission Statement.	No PLOs identified.	
Student Learning Outcomes (SLOs)	At least four SLOs identified. 100% of SLOs quantifiable and aligned to PLOs.	At least four SLOs identified. 75% of SLOs quantifiable and aligned to PLOs.	At least three SLOs identified. 50% of SLOs quantifiable and aligned to PLOs.	At least two SLOs identified. 25% of SLOs quantifiable and aligned to PLOs.	No SLOs identified. No evidence that the standard of performance is quantified for each stated outcome.	
Assessment Methods	Restated all SLOs and explained methods and procedures to assess each outcome. Direct and indirect measures used. 100% of assessment approaches encompassed multiple methods.	Restated all SLOs and explained methods and procedures to assess each outcome. Direct and indirect measures used. At least 75% of assessment approaches encompassed multiple measures.	Restated some of the SLOs and explained some of the methods and procedures to assess each outcome. Not clear. Direct and indirect measures used but no evidence of indirect measures. At least 50% of assessment approaches encompassed multiple measures.	SLOs not restated and no explanations given for the methods and procedures to assess each outcome. Indirect measures used but no evidence of direct measures. At least 25% of assessment approaches encompassed multiple measures.	SLOs not restated and no coverage of methods and procedures evident. No evidence of direct or indirect measures used. No evidence that the assessment methods evaluated an SLO.	

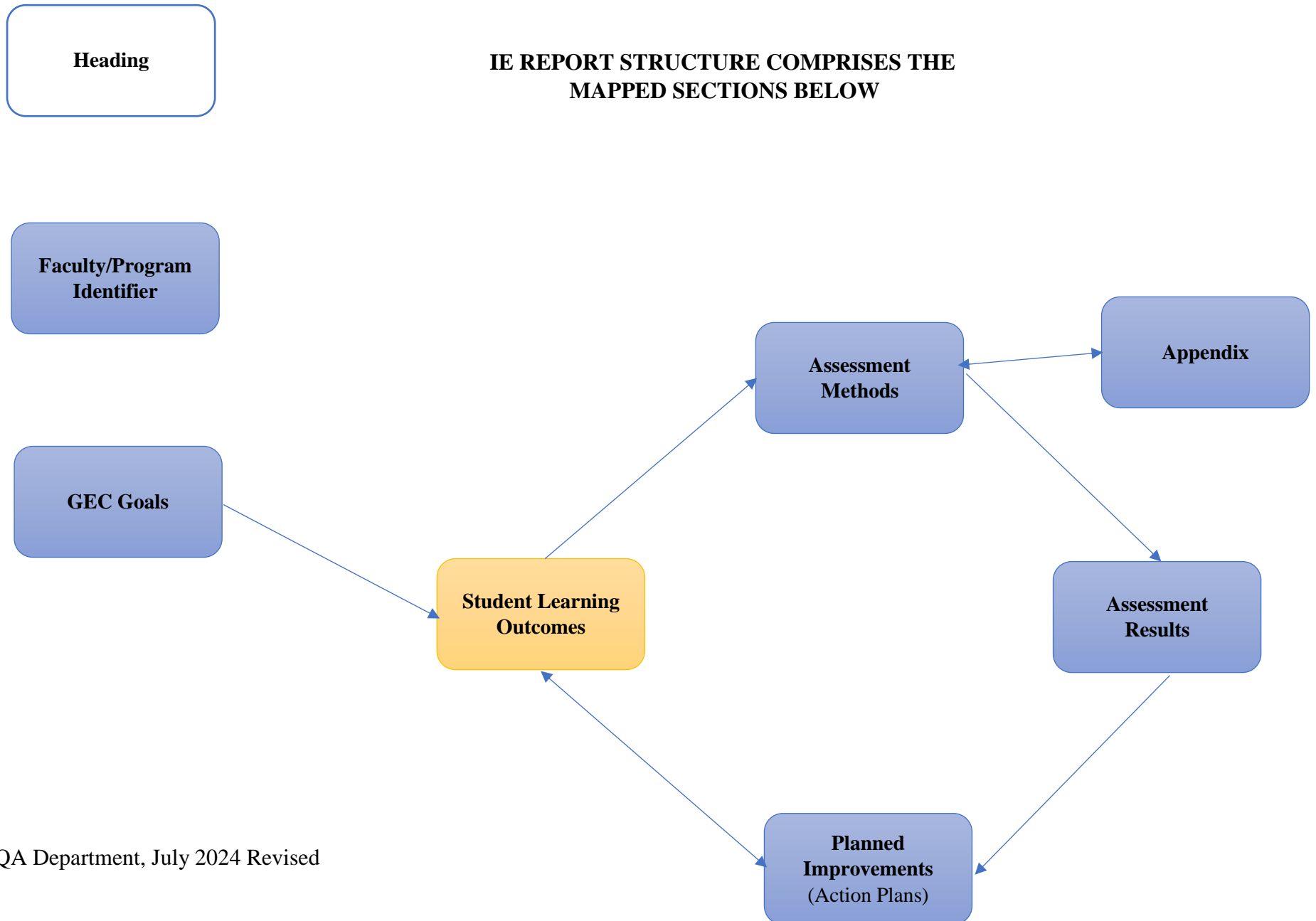
Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
	<p>Establish a Baseline (Past) may not applicable for first year.</p> <p>100% of Benchmarks (Present) are stated, quantified and aligned to SLOs.</p> <p>100% of Targets (Future) are stated, quantified and aligned to SLOs.</p>	<p>Establish a Baseline (Past) may not applicable for first year.</p> <p>75% of Benchmarks (Present) are stated, quantified and aligned to SLOs.</p> <p>75% of Targets (Future) are stated, quantified and aligned to SLOs.</p>	<p>Establish a Baseline (Past) may not applicable for first year.</p> <p>50% of Benchmarks (Present) are stated, quantified and aligned to SLOs.</p> <p>50% of Targets (Future) are stated, quantified and aligned to SLOs.</p>	<p>Establish a Baseline (Past) may not applicable for first year.</p> <p>25% of Benchmarks (Present) are stated, quantified and aligned to SLOs.</p> <p>25% of Targets (Future) are stated, quantified and aligned to SLOs.</p>	<p>Establish a Baseline (Past) may not applicable for first year.</p> <p>0% of Benchmarks (Present) are stated, quantified and aligned to SLOs.</p> <p>0% of Targets (Future) are stated, quantified and aligned to SLOs.</p>	
Assessment Results	<p>Restated all SLOs and 100% of the results aligned with assessment methods.</p> <p>Results presented for 100% of assessment methods.</p>	<p>Restated all SLOs and 75% of the results aligned with assessment methods.</p> <p>Results presented for 75% of assessment methods.</p>	<p>Restated some of the SLOs and 50% of the results aligned with assessment methods.</p> <p>Results presented for 50% of assessment methods.</p>	<p>SLOs not restated and 25% of the results aligned with assessment methods.</p> <p>Results presented for 25% of assessment methods.</p>	<p>SLOs not restated and 0% of the results aligned with assessment methods.</p> <p>Results presented for 0% of assessment methods.</p>	
Planned Improvements	<p>Restated all SLOs and 100% of the actions aligned with assessment results.</p> <p>100% of actions linked to specific SLOs.</p>	<p>Restated all SLOs and 75% of the actions aligned with assessment results.</p> <p>75% of actions linked to specific SLOs.</p>	<p>Restated all SLOs and 50% of the actions aligned with assessment results.</p> <p>50% of actions linked to specific SLOs.</p>	<p>SLOs not restated and 25% of the actions aligned with assessment results.</p> <p>25% of actions linked to specific SLOs.</p>	<p>SLOs not restated and 0% of the actions aligned with assessment results.</p> <p>0% of actions linked to specific SLOs.</p>	

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
Appendix	At least one supporting document for the report. 100% complete, appropriate and clear.	At least one supporting document for the report. 75% complete, appropriate and clear.	At least one supporting document for the report. 50% complete, appropriate and clear.	At least one supporting document for the report. 25% complete, appropriate and clear.	No supporting document for the report.	
Readability of Plan/Report	Report written for broad audience and contained no jargon. Report concise, no unnecessary information. 100% of section headings and transitions clear. All tables appropriate and supported the text.	Report written for broad audience and contained little jargon. Report concise, no unnecessary information. 75% of section headings and transitions clear. 75% of tables appropriate and supported the text.	Report was technical and not written for broad audience and contained too much jargon. Report was overly verbose. 50% of section headings and transitions clear. 50% of tables appropriate and supported the text.	Report was far too technical and not written for broad audience and contained far too much jargon. Report was very verbose. 25% of section headings and transitions clear. 25% of tables appropriate and supported the text.	Report was poorly organized. Report was unreadable. 0% of section headings and transitions clear. 0% of tables appropriate and supported the text.	
Score						

Note

- Adopted from Components and Quick Facts of an Institutional Effectiveness Report, Francis Marion University

Appendix 5: Flow Chart of Plan and Report Structure for Academic Programs – General Education



Appendix 6: Plan and Report Template for Academic Programs -General Education

(To be completed using the appropriate Institutional Effectiveness (IE) Fact Sheet as a guide)

Name of Faculty/Department	
IE Assessment Group	
Assessment Period	
Course Title	
Name of Preparer(s)	

General Education Core Goals

(correlate each goal with the University's Strategic Plan Pillar, and appropriate Strategic Goal and Objective using the coding system)

Executive Summary (submitted at the end of the report not to be included in the plan)
(not more than one page)

Student Learning Outcomes/Desired Outcomes (outcomes at the program level)

Assessment Methods

(plan stops here and submitted to the IE unit)

Assessment Results

(report starts here and adds remaining information to previously submitted plan in same document)

Planned Improvements

Appendix 7: Fact Sheet for Academic Programs – General Education

This fact sheet is intended to give an outline of the structure of the Institutional Effectiveness plan and report for the Academic Program Group-General Education.

General Education plans and reports are presented per course by the Faculty/Departments responsible for the course and should follow the template provided. **All report section fields and section details should be addressed.**

Report Section	Guiding Principles/Details/Information/Section Details
1. Header	University of Belize Logo
	Institutional Effectiveness Annual Plan and Report
2. Faculty/Department Identifier	Name of Department/Program:
	IE Assessment Group
	Assessment Period:
3. General Education Goals	Name of Preparer(s):
	General Education Core goals
	There should be a minimum of 4 goals and not exceed 6 goals
	Should include at least 4 goals related specifically to student learning May include goals not related to student learning Goals are correlated to University Strategic Goals and Objectives. (Use the coding system) eg. 1.1)
	Align to General Education Core Mission Statement
4. Student Learning Outcomes	Same as GEC Intended Learning Outcomes found in the General Education Core Curriculum Manual
	Focus on the intended learning knowledge, skills, and values that a student should demonstrate after having participated in an activity
	What to assess? At least 4 Student Learning Outcomes and not more than 6 Student Learning Outcomes - Knowledge Outcomes: the core of concepts and material knowledge - Skills Outcomes: competencies in research, life and analytic inquiry - Values Outcomes: ethical and moral attitudes
	Select appropriate GEC Intended Learning Outcomes as the Student Learning Outcomes
	May need to develop overarching Outcomes or condense existing Outcomes using the existing GEC Intended Learning Outcomes as a guide
	Measurable Outcomes – Use Bloom’s Taxonomy for Categorizing Learning Outcomes

Report Section	Guiding Principles/Details/Information/Section Details
5. Assessment Methods	Restate each Student Learning Outcome
	State the assessment method used to measure each Students Learning Outcome
	State whether the method is Direct or Indirect Assessment
Assessment Methods continued	<ul style="list-style-type: none"> - Direct Assessment: Evidence on Student Performance that demonstrates learning itself - Indirect Assessment: Evidence on how students feel about learning and their environment rather than actual demonstration of outcome achievement
	How and by whom are the findings analyzed in order to take possible action on the findings?
	Identify <ul style="list-style-type: none"> - Baseline: (Past) Results from previous year(s). If no baseline report, then not applicable. If there are multiple years of data, take the average to create a baseline - Benchmark: (Present) Result(s) to be accomplished in this academic year - Target: (Future) Results to be accomplished in the future in 3 or 5 years
	Make reference to previous year(s) results and action items
	Align with Student Learning Outcomes
	6. Assessment Results
Discuss assessment results	
Discuss the relationship of results to baseline, benchmark and target	
Indicate if baseline, benchmark and target were achieved	
State <ul style="list-style-type: none"> - Number of students assessed per Student Learning Outcome - Total number of students in the course per program 	
Align with Assessment Methods	
7. Planned Improvements	These are action items based on assessment results
	Questions to ask: <ul style="list-style-type: none"> - What was surprising about the data? - What factors may explain the data? - Are the right groups being reached? - What can be done to improve performance? - What barriers might exist?
	Use the findings to plan the action items
	Identify areas to monitor or improve
	Vague action items should not be given (eg. This statement is too vague: if the benchmark is met, no action is needed)
	Align with Assessment Results
	Can be separated from the table – Usually written last

Report Section	Guiding Principles/Details/Information/Section Details
8. Appendix	Insert tools used to assess Student Learning Outcomes

Appendix 8: Rubrics for Academic Programs – General Education

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
Organization of Plan/Report sections	100% of plan/report sections included. Sections in order.	At least 75% of plan/report sections included. Sections in proper order.	At least 50% of plan/report sections included. Sections not in proper order.:	At least 25% plan/report sections included. Sections not in proper order.	Less than 25% plan/report sections included	
Student Learning Outcomes (SLOs)	At least four SLOs identified. 100% of SLOs quantifiable.	At least four SLOs identified. 75% of SLOs quantifiable.	At least three SLOs identified. 50% of SLOs quantifiable.	At least two SLOs identified. 25% of SLOs quantifiable.	No SLOs identified. No evidence that the standard of performance is quantified for each stated outcome.	
Assessment Methods	<p>Explained methods and procedures to assess each outcome.</p> <p>Direct and indirect measures used.</p> <p>100% of assessment approaches encompassed multiple methods.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p>	<p>Explained methods and procedures to assess each outcome.</p> <p>Direct and indirect measures used.</p> <p>At least 75% of assessment approaches encompassed multiple measures.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p>	<p>Explained some of the methods and procedures to assess each outcome. Not clear.</p> <p>Direct and indirect measures used but no evidence of indirect measures.</p> <p>At least 50% of assessment approaches encompassed multiple measures.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p>	<p>No explanations given for the methods and procedures to assess each outcome.</p> <p>Indirect measures used but no evidence of direct measures.</p> <p>At least 25% of assessment approaches encompassed multiple measures.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p>	<p>No coverage of methods and procedures evident.</p> <p>No evidence of direct or indirect measures used.</p> <p>No evidence that the assessment methods evaluated an SLO.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p>	

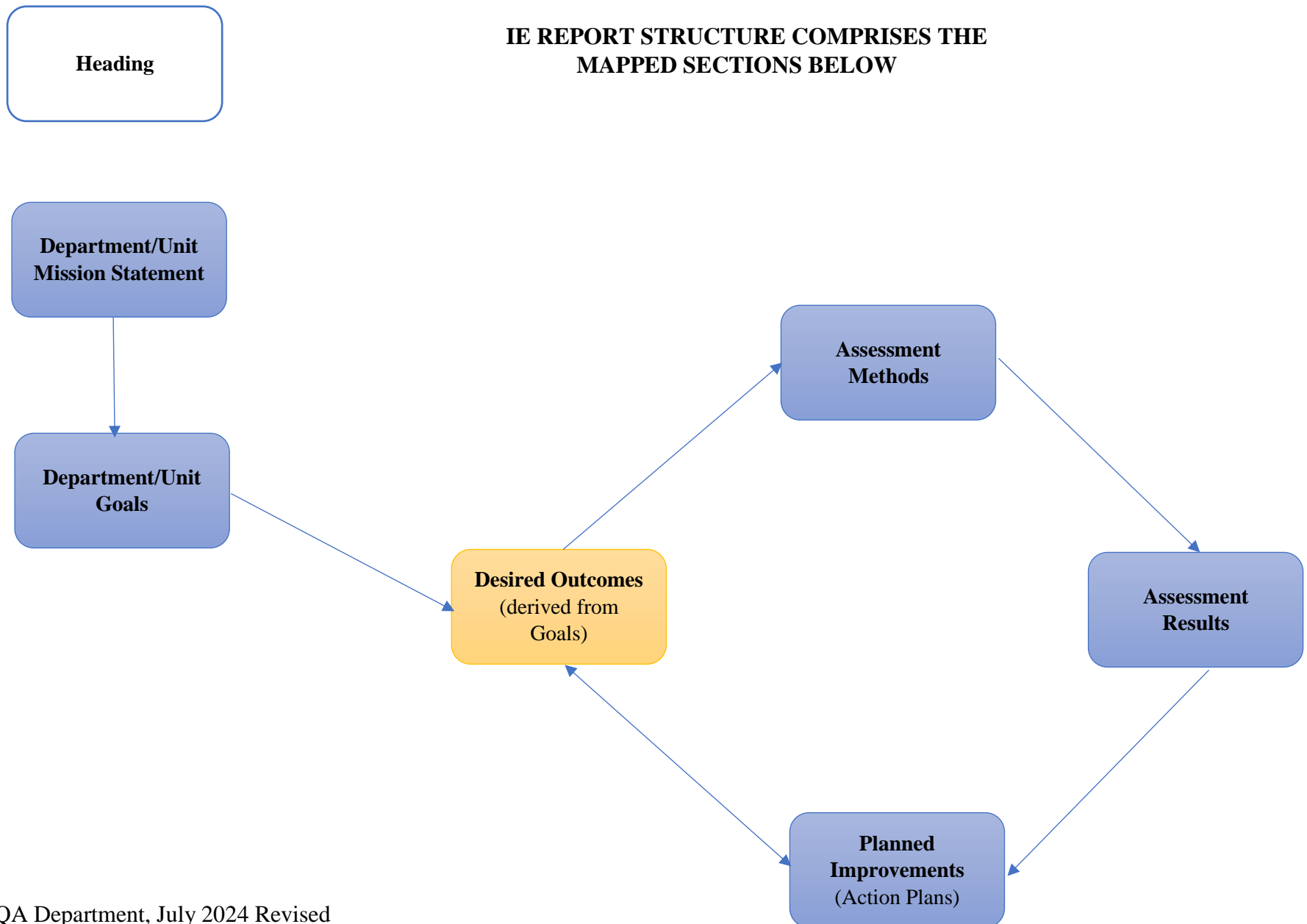
Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
	100% of Benchmarks (Present) are stated, quantified and aligned to SLOs. 100% of Targets (Future) are stated, quantified and aligned to SLOs.	75% of Benchmarks (Present) are stated, quantified and aligned to SLOs. 75% of Targets (Future) are stated, quantified and aligned to SLOs.	50% of Benchmarks (Present) are stated, quantified and aligned to SLOs. 50% of Targets (Future) are stated, quantified and aligned to SLOs.	25% of Benchmarks (Present) are stated, quantified and aligned to SLOs. 25% of Targets (Future) are stated, quantified and aligned to SLOs.	0% of Benchmarks (Present) are stated, quantified and aligned to SLOs. 0% of Targets (Future) are stated, quantified and aligned to SLOs.	
Assessment Results	100% of the results aligned with assessment methods. Results presented for 100% of assessment methods.	75% of the results aligned with assessment methods. Results presented for 75% of assessment methods.	50% of the results aligned with assessment methods. Results presented for 50% of assessment methods.	25% of the results aligned with assessment methods. Results presented for 25% of assessment methods.	0% of the results aligned with assessment methods. Results presented for 0% of assessment methods.	
Planned Improvements	100% of the actions aligned with assessment results. 100% of actions linked to specific SLOs.	75% of the actions aligned with assessment results. 75% of actions linked to specific SLOs.	50% of the actions aligned with assessment results. 50% of actions linked to specific SLOs.	25% of the actions aligned with assessment results. 25% of actions linked to specific SLOs.	0% of the actions aligned with assessment results. 0% of actions linked to specific SLOs.	
Appendix	At least one supporting document for the report. 100% complete, appropriate and clear.	At least one supporting document for the report. 75% complete, appropriate and clear.	At least one supporting document for the report. 50% complete, appropriate and clear.	At least one supporting document for the report. 250% complete, appropriate and clear.	No supporting document for the report.	

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
Readability of Plan/Report	Report written for broad audience and contained no jargon. Report concise, no unnecessary information. 100% of section headings and transitions clear. All tables appropriate and supported the text.	Report written for broad audience and contained little jargon. Report concise, no unnecessary information. 75% of section headings and transitions clear. 75% of tables appropriate and supported the text.	Report was technical and not written for broad audience and contained too much jargon. Report was overly verbose. 50% of section headings and transitions clear. 50% of tables appropriate and supported the text.	Report was far too technical and not written for broad audience and contained far too much jargon. Report was very verbose. 25% of section headings and transitions clear. 25% of tables appropriate and supported the text.	Report was poorly organized. Report was unreadable. 0% of section headings and transitions clear. 0% of tables appropriate and supported the text.	
Score						

Note

- Adopted from Components and Quick Facts of an Institutional Effectiveness Report, Francis Marion University

Appendix 9: Flow Chart of Plan and Report Structure for Academic and Student Support Group



Appendix 10: Plan and Report Template for Academic and Student Support Group

(To be completed using the appropriate Institutional Effectiveness (IE) Fact Sheet as a guide)

Name of Department/Unit	
IE Assessment Group	
Assessment Period	
Name of Preparer(s)	

Department Mission Statement:

Department Goals*¹	Desired Outcomes	Assessment Methods*²	Assessment Results*³	Planned Improvements / Action Items

Notes:

*¹ Correlate each goal with the University’s Strategic Plan Pillar, and appropriate Strategic Goal and Objective using the coding system in brackets

*² Plan stops here; submit to IEA section

*³ Report starts here to complete table; submit to IEA section

Appendix 11: Fact Sheet for Academic and Student Support Group

This fact sheet is intended to give an outline of the structure of the Institutional Effectiveness plan and report for the Academic and Student Support Group.

Departments/Units should follow the template provided. **All report sections fields and section details should be addressed.**

Report Section	Guiding Principles/Details/Information/Section Details
1. Header	University of Belize Logo
	Institutional Effectiveness Annual Plan and Report
2. Department/Unit Identifier	Name of Department/Unit: IE Assessment Group: Assessment Period: Name of Preparer(s):
3. Mission Statement	Department/Unit Mission Statement: Align with the University's Mission Statement
4. Department/Unit Goals	Should include at least 4 goals related specifically to academic or student support services Goals may or may not be measurable Goals are correlated to University Strategic Goals and Objectives. (Use the coding system that corresponds with the strategic pillar and the number for the goal/objective eg. 1.1) Align with the Department Mission Statement
5. Desired Outcomes	At least 4 Desired Outcomes, which are student learning outcomes or operational outcomes (performance/task oriented) - Student Learning Outcomes: What students will be able to think, know, or do as a result of their educational experiences - Operational Outcomes (performance): Level of performance of an operational aspect of a program or office - Operational Outcomes (task): Tasks or processes that support an operational aspect of a program or office The student outcomes should be measurable Should not exceed 6 outcomes per goal Align with Goals
6. Assessment Methods	Restate each Desired Outcome State the assessment method used to measure each Desired Outcome Identify - Baseline: (Past) Results from previous year(s). If there is no baseline report, then it is not applicable. If there are multiple years of data, take the average to create a baseline - Benchmark: (Present) Result(s) to be accomplished in this academic year

Report Section	Guiding Principles/Details/Information/Section Details
	<p>- Target: (Future) Results to be accomplished in the future in 3 or 5 years</p> <p>Make reference to previous year(s) results and action items</p> <p>Align with Desired Outcomes</p>
7. Assessment Results	<p>Restate Desired Outcomes</p> <p>Discuss assessment results and findings</p> <p>Indicate how and by whom the findings are analyzed in order to take possible action on the findings</p> <p>Discuss the relationship of results to baseline, benchmark and target</p> <p>Indicate if baseline, benchmark and target were achieved</p> <p>State sample size, and population size where possible (surveys, satisfaction reports)</p> <p>Align with Assessment Methods</p>
8. Planned Improvements	<p>These are action items based on assessment results</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - What was surprising about the data? - What factors may explain the data? - Are the right groups being reached? - What can be done to improve performance? - What barriers might exist? <p>Use the findings to plan the action items</p> <p>Identify areas to monitor or improve. Give examples of units seeking improvements based on analysis</p> <p>Discuss how the assessment addresses different types of student populations if applicable</p> <p>Vague action items should not be given (eg. This statement is too vague: if the benchmark is met, no action is needed)</p> <p>Align with Assessment Results</p>

Appendix 12: Rubrics for Academic and Student Support Group

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
Organization of Plan/Report sections	100% of plan/report sections included. Sections in order.	At least 75% of plan/report sections included. Sections in proper order.	At least 50% of plan/report sections included. Sections not in proper order.:	At least 25% plan/report sections included. Sections not in proper order.	Less than 25% plan/report sections included	
Department/Unit Goals	At least four Goals identified. 100% of Goals aligned to Department Mission Statement.	At least four Goals identified. 75% of Goals aligned to Department Mission Statement.	At least three Goals identified. 75-100% of Goals aligned to Department Mission Statement.	At least three Goals identified. Less than 50% of Goals aligned to Department Mission Statement.	No Goals identified.	
Desired Outcomes	At least four Desired Outcomes identified. 100% of Desired Outcomes quantifiable and aligned to Goals.	At least four Desired Outcomes identified. 75% of Desired Outcomes quantifiable and aligned to Goals.	At least three Desired Outcomes identified. 50% of Desired Outcomes quantifiable and aligned Goals.	At least two Desired Outcomes identified. 25% of Desired Outcomes quantifiable and aligned to Goals.	No Desired Outcomes identified. No evidence that the standard of performance is quantified for each stated outcome.	
Assessment Methods	<p>Explained methods and procedures to assess each outcome.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>100% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	<p>Explained methods and procedures to assess each outcome.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>75% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	<p>Explained some of the methods and procedures to assess each outcome. Not clear.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>50% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	<p>No explanations given for the methods and procedures to assess each outcome.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>25% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	<p>No coverage of methods and procedures evident.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>0% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	

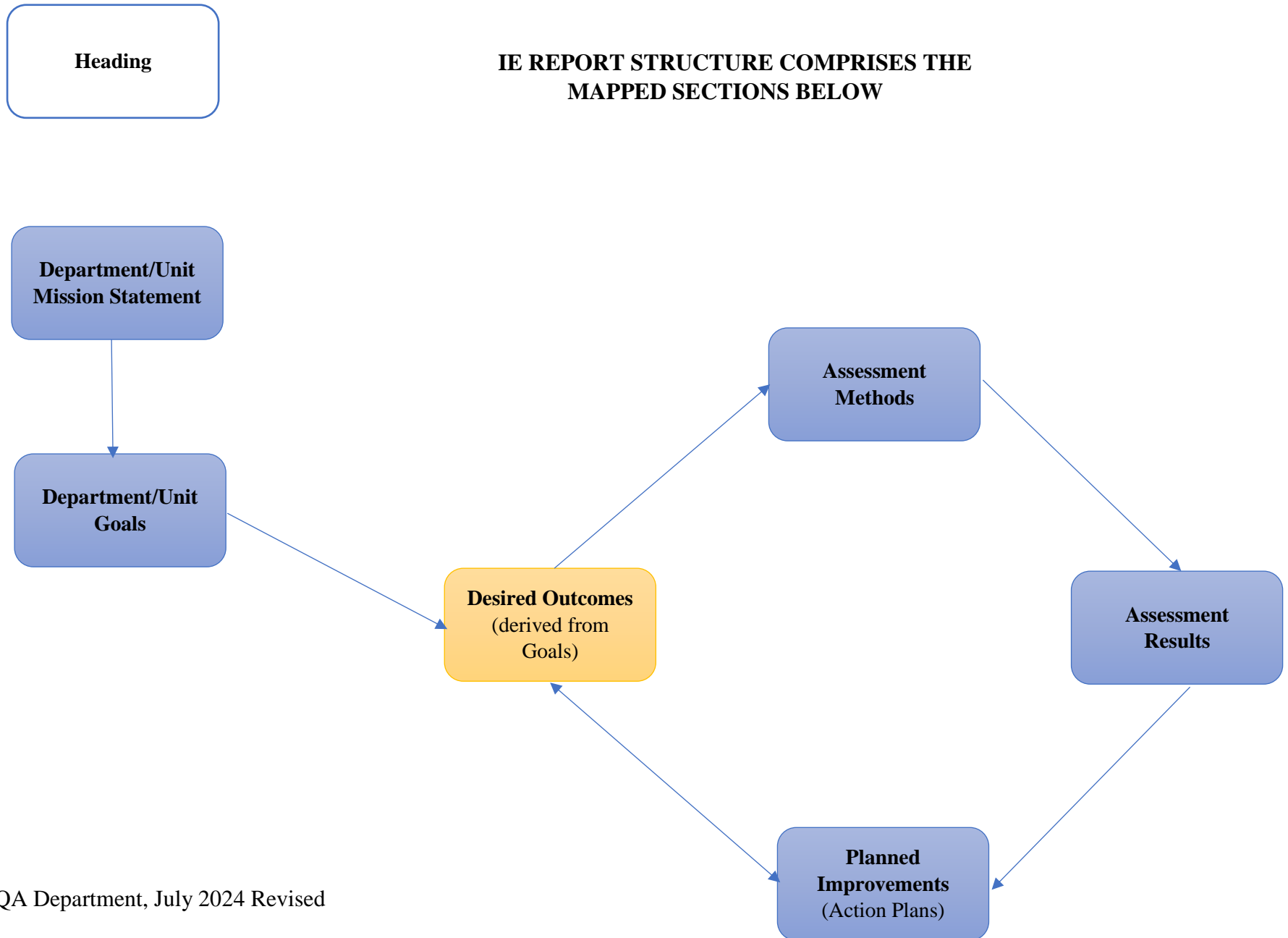
Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
	100% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	75% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	50% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	25% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	0% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	
Assessment Results	100% of the results aligned with assessment methods. Results presented for 100% of assessment methods.	75% of the results aligned with assessment methods. Results presented for 75% of assessment methods.	50% of the results aligned with assessment methods. Results presented for 50% of assessment methods.	25% of the results aligned with assessment methods. Results presented for 25% of assessment methods.	0% of the results aligned with assessment methods. Results presented for 0% of assessment methods.	
Planned Improvements	100% of the actions aligned with assessment results. 100% of actions linked to specific Desired Outcomes.	75% of the actions aligned with assessment results. 75% of actions linked to specific Desired Outcomes.	50% of the actions aligned with assessment results. 50% of actions linked to specific Desired Outcomes.	25% of the actions aligned with assessment results. 25% of actions linked to specific Desired Outcomes.	0% of the actions aligned with assessment results. 0% of actions linked to specific Desired Outcomes.	
Readability of Plan/Report	Report written for broad audience and contained no jargon. Report concise, no unnecessary information. 100% of section headings and transitions clear.	Report written for broad audience and contained little jargon. Report concise, no unnecessary information. 75% of section headings and transitions clear.	Report was technical and not written for broad audience and contained too much jargon. Report was overly verbose. 50% of section headings and transitions clear.	Report was far too technical and not written for broad audience and contained far too much jargon. Report was very verbose. 25% of section headings and transitions clear.	Report was poorly organized. Report was unreadable. 0% of section headings and transitions clear.	

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
	All tables appropriate and supported the text.	75% of tables appropriate and supported the text.	50% of tables appropriate and supported the text.	25% of tables appropriate and supported the text.	0% of tables appropriate and supported the text.	
Score						

Note

- Adopted from Components and Quick Facts of an Institutional Effectiveness Report, Francis Marion University

Appendix 13: Flow Chart of Plan and Report Structure for Administrative Group



Appendix 14: Plan and Report Template for Administrative Group

(To be completed using the appropriate Institutional Effectiveness (IE) Fact Sheet as a guide)

Name of Department	
IE Assessment Group	
Assessment Period	
Name of Preparer(s)	

Department/Unit Mission Statement:

Department Goals*¹	Desired Outcomes	Assessment Methods*²	Assessment Results*³	Planned Improvements / Action Items

Notes:

*¹ Correlate each goal with the University’s Strategic Plan Pillar, and appropriate Strategic Goal and Objective using the coding system in brackets

*² Plan stops here; submit to IEA section

*³ Report starts here to complete table; submit to IEA section

Appendix 15: Fact Sheet for Administrative Group

This fact sheet is intended to give an outline of the structure of the Institutional Effectiveness plan and report for the Administrative Group.

Departments/Units should follow the template provided. **All report section fields and section details should be addressed.**

Report Section	Guiding Principles/Details/Information/Section Details
1. Header	University of Belize Logo
	Institutional Effectiveness Annual Plan and Report
2. Department/Unit Identifier	Name of Department/Unit: IE Assessment Group: Assessment Period: Name of Preparer(s):
3. Mission Statement	Department/Unit Mission Statement: Align with the University's Mission Statement
4. Department/Unit Goals	Should include at least 4 goals related specifically to administrative support services Goals may or may not be measurable Goals are correlated to University Strategic Goals and Objectives. (Use the coding system that corresponds with the strategic pillar and the number for the goal/objective eg. 1.1) Align with the Department's Mission Statement
5. Desired Outcomes	At least 4 Desired Outcomes, which are operational outcomes (performance/task oriented) or student learning outcomes - Operational Outcomes (performance): Level of performance of an operational aspect of a program or office - Operational Outcomes (task): Tasks or processes that support an operational aspect of a program or office - Student Learning Outcomes (if applicable): What students will be able to think, know, or do as a result of their educational experiences The student outcomes should be measurable Should not exceed 6 outcomes per goal Align with Goals
6. Assessment Methods	Restate each Desired Outcome State the assessment method used to measure each Desired Outcome Identify - Baseline: (Past) Results from previous year(s). If there is no baseline report, then it is not applicable. If there are multiple years of data, take the average to create a baseline

Report Section	Guiding Principles/Details/Information/Section Details
	<ul style="list-style-type: none"> - Benchmark: (Present) Result(s) to be accomplished in this academic year - Target: (Future) Results to be accomplished in the future in 3 or 5 years <p>Make reference to previous year(s) results and action items</p> <p>Align with Desired Outcomes</p>
7. Assessment Results	<p>Restate Desired Outcomes</p> <p>Discuss assessment results and findings</p> <p>Indicate how and by whom the findings are analyzed in order to take possible action on the findings</p> <p>Discuss the relationship of results to baseline, benchmark and target</p> <p>Indicate if baseline, benchmark and target were achieved</p> <p>State sample size, and population size where possible (surveys, satisfaction reports)</p> <p>Align with Assessment Methods</p>
8. Planned Improvements	<p>These are action items based on assessment results</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - What was surprising about the data? - What factors may explain the data? - Are the right groups being reached? - What can be done to improve performance? - What barriers might exist? <p>Use the findings to plan the action items</p> <p>Identify areas to monitor or improve. Give examples of units seeking improvements based on analysis</p> <p>Discuss how the assessment addresses different types of student populations if applicable</p> <p>Vague action items should not be given (eg. This statement is too vague: if the benchmark is met, no action is needed)</p> <p>Align with Assessment Results</p>

Appendix 16: Rubrics for Administrative Group

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
Organization of Plan/Report sections	100% of plan/report sections included. Sections in order.	At least 75% of plan/report sections included. Sections in proper order.	At least 50% of plan/report sections included. Sections not in proper order.:	At least 25% plan/report sections included. Sections not in proper order.	Less than 25% plan/report sections included	
Department/Unit Goals	At least four Goals identified. 100% of Goals aligned to Department Mission Statement.	At least four Goals identified. 75% of Goals aligned to Department Mission Statement.	At least three Goals identified. 75-100% of Goals aligned to Department Mission Statement.	At least three Goals identified. Less than 50% of Goals aligned to Department Mission Statement.	No Goals identified.	
Desired Outcomes	At least four Desired Outcomes identified. 100% of Desired Outcomes quantifiable and aligned to Goals.	At least four Desired Outcomes identified. 75% of Desired Outcomes quantifiable and aligned to Goals.	At least three Desired Outcomes identified. 50% of Desired Outcomes quantifiable and aligned Goals.	At least two Desired Outcomes identified. 25% of Desired Outcomes quantifiable and aligned to Goals.	No Desired Outcomes identified. No evidence that the standard of performance is quantified for each stated outcome.	
Assessment Methods	<p>Explained methods and procedures to assess each outcome.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>100% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	<p>Explained methods and procedures to assess each outcome.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>75% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	<p>Explained some of the methods and procedures to assess each outcome. Not clear.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>50% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	<p>No explanations given for the methods and procedures to assess each outcome.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>25% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	<p>No coverage of methods and procedures evident.</p> <p>Establish a Baseline (Past) may not applicable for first year.</p> <p>0% of Benchmarks (Present) are stated, quantified and aligned to Desired Outcomes.</p>	

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
	100% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	75% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	50% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	25% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	0% of Targets (Future) are stated, quantified and aligned to Desired Outcomes.	
Assessment Results	100% of the results aligned with assessment methods. Results presented for 100% of assessment methods.	75% of the results aligned with assessment methods. Results presented for 75% of assessment methods.	50% of the results aligned with assessment methods. Results presented for 50% of assessment methods.	25% of the results aligned with assessment methods. Results presented for 25% of assessment methods.	0% of the results aligned with assessment methods. Results presented for 0% of assessment methods.	
Planned Improvements	100% of the actions aligned with assessment results. 100% of actions linked to specific Desired Outcomes.	75% of the actions aligned with assessment results. 75% of actions linked to specific Desired Outcomes.	50% of the actions aligned with assessment results. 50% of actions linked to specific Desired Outcomes.	25% of the actions aligned with assessment results. 25% of actions linked to specific Desired Outcomes.	0% of the actions aligned with assessment results. 0% of actions linked to specific Desired Outcomes.	
Readability of Plan/Report	Report written for broad audience and contained no jargon. Report concise, no unnecessary information. 100% of section headings and transitions clear.	Report written for broad audience and contained little jargon. Report concise, no unnecessary information. 75% of section headings and transitions clear.	Report was technical and not written for broad audience and contained too much jargon. Report was overly verbose. 50% of section headings and transitions clear.	Report was far too technical and not written for broad audience and contained far too much jargon. Report was very verbose. 25% of section headings and transitions clear.	Report was poorly organized. Report was unreadable. 0% of section headings and transitions clear.	

Evaluation Criteria	Exemplary (4)	Proficiency (3)	Emerging (2)	Inadequate (1)	Not Evident (0)	Row Total
	All tables appropriate and supported the text.	75% of tables appropriate and supported the text.	50% of tables appropriate and supported the text.	25% of tables appropriate and supported the text.	0% of tables appropriate and supported the text.	
Score						

Note

- Adopted from Components and Quick Facts of an Institutional Effectiveness Report, Francis Marion University

Appendix 17: Terms of Reference for the Institutional Effectiveness Committee

The Institutional Effectiveness (IE) Committee supports the University's commitment in the achievement of its strategic goals and fulfilment of the institutional mission. It is a working committee and is divided into four main assessment subcommittees: Academic Program, General Education, Academic and Student Support, and Administrative. Membership of the IE Committee comprises a cross section of faculty and staff across the University and its multi-locational sites.

In support of its function, the IE Committee:

- Works closely with the IEA section of Quality Assurance
- Works closely with the Strategic Planning Committee
- Monitors compliance with SACSCOC standards for institutional effectiveness
- Reviews plans and reports for assigned assessment units using pre-designed rubrics and provides feedback to faculty/department/unit heads
- Promotes continuous improvement efforts of faculties/departments/units as it relates to institutional effectiveness
- Evaluate the institution's performance towards fulfilling its strategic goals and institutional mission
- Assesses the effectiveness of the IE processes and recommends areas for improvement.