Educational Effectiveness Inventory (2023)

The Educational Effectiveness Inventory (EEI) is an annual survey that tracks degree programs' progress on educational effectiveness over time. In Fall 2023, the Office of Assessment administered the EEI for the 18th time, with 92 out of 98 degree programs (94%) responding. This report provides selected results from the Fall 2023 survey.

## Learning Outcomes Publishing

Making program learning outcomes public is one of the primary ways to convey what students gain from an LMU degree. As of Fall 2023, 82 programs in LMU had published their learning outcomes in at least one of the following locations.

Bulletin 81.8%

Syllabi 48.9%

Printed materials 22.7%

Program website 70.5%
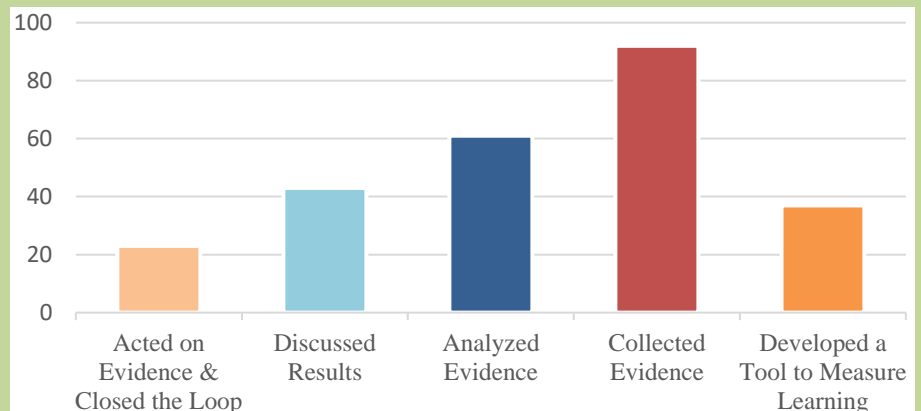
The Importance of Learning Outcomes

Learning Outcomes serve as a guiding framework for educational endeavors. Learning Outcomes, succinctly defined expectations of what students should know and be able to do upon completing a program, are essential elements in fostering transparency, accountability, and continuous improvement within higher education. The Pie chart below illustrates the number of learning outcomes LMU programs analyzed during 2022-23.

Learning Outcomes Analysis

33%
20%
10%
8%
13%
16%

■ 0 LO ■ 1 LO ■ 2 LO ■ 3 LO ■ 4 LO ■ More than 4 LO
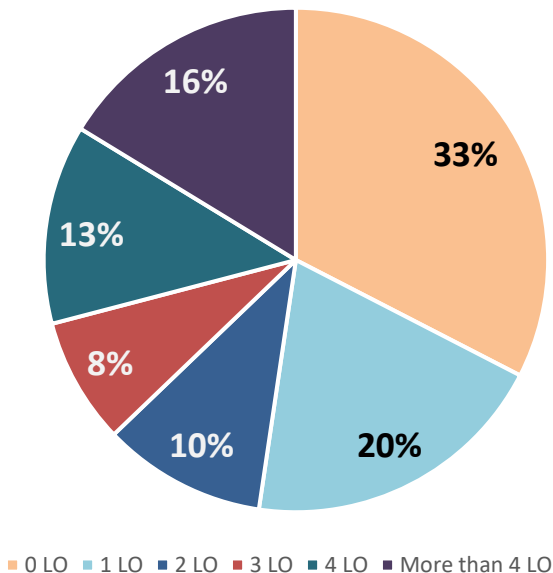
Steps in Assessment Cycle

The assessment cycle is the systematic, ongoing process of identifying program outcomes and where students engage with them in the curriculum, then collecting, analyzing, and discussing evidence of learning to inform improvements to the program. The bar chart below shows the number of programs that engaged in the following key steps in this process.
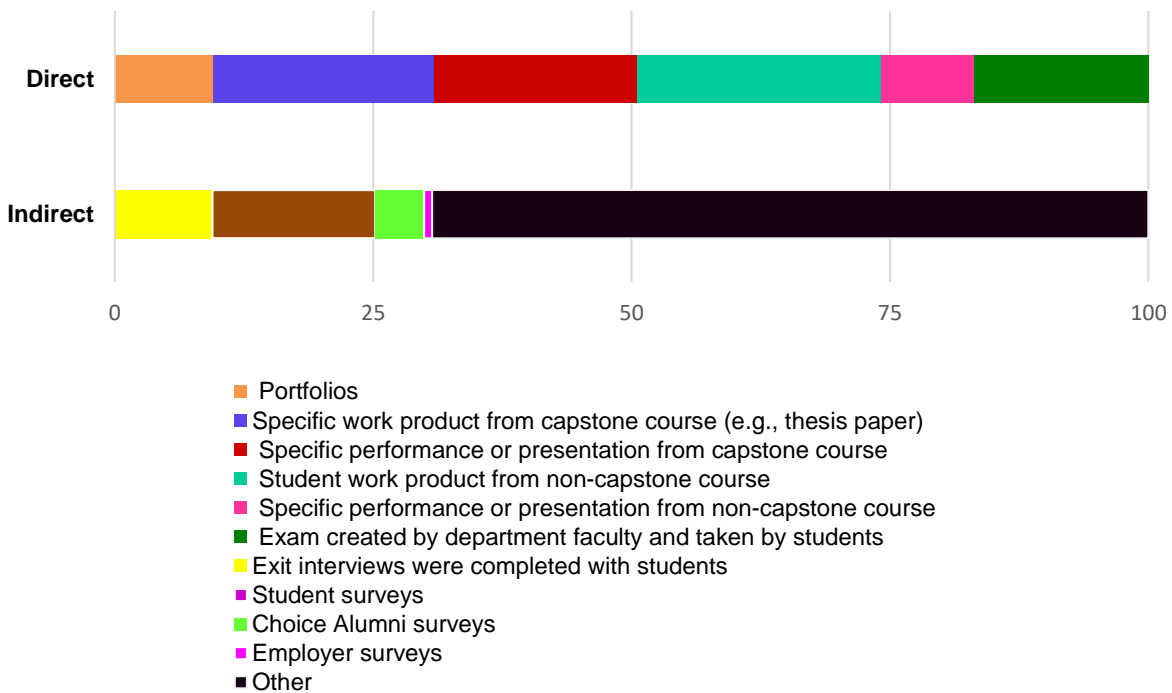
Acted on Evidence & Closed the Loop | Discussed Results | Analyzed Evidence | Collected Evidence | Developed a Tool to Measure Learning

Evidence Used to Assess Student Learning

The evidence of student learning that programs collect, analyze, and discuss is crucial to effective assessment. The graph below shows the number of programs collecting and/or analyzing at least one form of direct evidence, at least one form of indirect evidence, or both in 2022-23.

Direct evidence: student demonstrations of learning (capstone or non- capstone performances or projects, exams developed by faculty, or standardized exams)

Indirect evidence: Reports from students or others about their learning experiences, or their own perceptions of how well they achieved a program's outcomes (student surveys developed by faculty, national student surveys, alumni surveys, employer surveys, or student interviews/focus groups)

Legend:
- Portfolios
- Specific work product from capstone course (e.g., thesis paper)
- Specific performance or presentation from capstone course
- Student work product from non-capstone course
- Specific performance or presentation from non-capstone course
- Exam created by department faculty and taken by students
- Exit interviews were completed with students
- Student surveys
- Choice Alumni surveys
- Employer surveys
- Other

Assessment Responsibility & Stakeholder Engagement

For assessment to be meaningful, programs must use what they learn to make decisions for improvement, such as modifications to pedagogy, the design of curriculum and services, or how they allocate resources to enhance a student's university experience. Below presents the percentage of programs that made changes to the following:

Course or Curricular
13.4%

Learning Outcomes
4.5%

Assessment Methods
**5%**

Discussion Frequency

To maintain a culture of evidence, faculty must have regular discussions of assessment to understand and improve student learning.

To illustrate how frequently these discussions occur, the graph on the right presents the number of programs that discussed assessment more than once a semester, once a semester, once a year, or not at all for 2022-23.

None 16%

Once a semester 19%

Once a year 34%

More than once a semester 31%
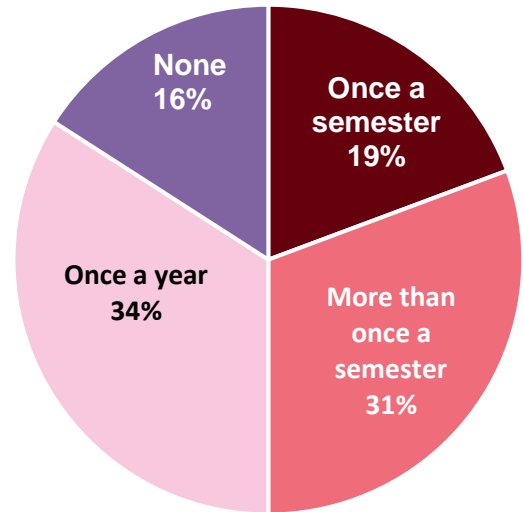
Another essential component of a culture of evidence is discussing and reporting assessment results to key groups within/outside the program, department, school or college, and university, to obtain multiple perspectives on how these results can inform meaningful improvements to the program and student learning.

Discussing Assessment

14%

11%

34%

42%
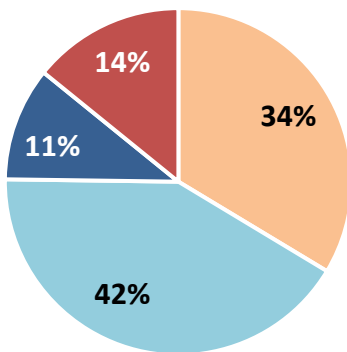
- A committee of program faculty
- The program faculty as a whole
- No one discussed
- Other

Reporting Assessment

The program faculty
The department faculty
The Dean's Office
The Office of Assessment
Accreditation agency
Did not report
Other