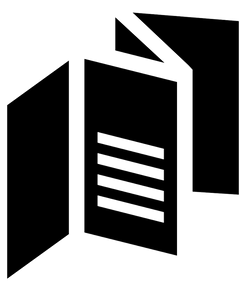
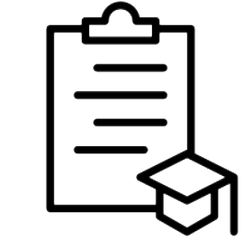
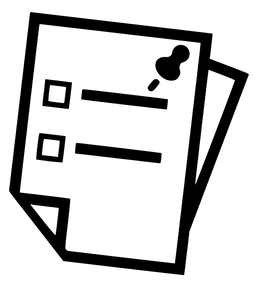
**Educational Effectiveness Inventory (2024)**

The Educational Effectiveness Inventory (EEI) is an annual survey that tracks degree programs' progress on educational effectiveness over time. In Fall 2024, the Office of Educational Effectiveness & Assessment administered the EEI for the 19th time, with 84 out of 90 degree programs (93%) responding. This report provides selected results from the Fall 2024 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 2024, 78 programs in LMU had published their learning outcomes in at least one of the following locations.*

***Bulletin***

## 79%

***Printed materials***

## 18%

***Syllabi***

## 51%

***Program website***

**69%**

# 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 2023-24.

**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.***

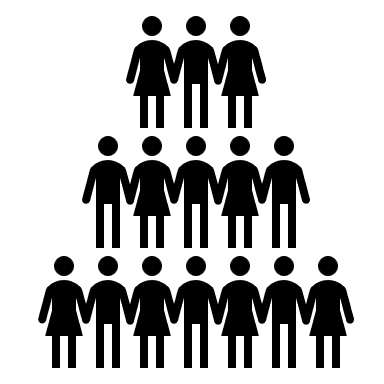
**Learning Outcomes Analysis**

**Evidence Used to Assess Student Learning**

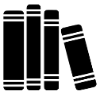
***The evidence of student learning that programs collect, analyze, and discuss is crucial to effective assessment. The graph below shows the number of programs collecting and/or analyzing at least one form of direct evidence, at least one form of indirect evidence, or both in 2023-24.***

***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)***

A hand touching a screen

Description automatically generatedA black target with a dart in the center

Description automatically generated

***Course or Curricular***

**20%**

***Learning Outcomes Assessment Methods Staff***

## 2% 7% 9%

**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:***

**Once a semester 7%**

# Discussion Frequency

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

**None**

**23%**

***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 2023-24.***

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

**Reporting Assessment**

## Discussing Assessment