Francis Marion University

Institutional Effectiveness Office

Introducing the

Patriot Evaluation Process—**PEP 1.0**

C. Harold McManus, PhD
IE Director

The focus of the IE Office—A three headed enterprise

Institutional Research

Strategic Planning

Accreditation & Reaffirmation

Ghiddrah

CR 2.5 (Process)

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**. **(Institutional Effectiveness)**

CS 3.3.1 (Application)

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: (Institutional effectiveness)

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 educational support services
3.3.1.4 research within its educational mission, if appropriate
3.3.1.5 community/public service within its educational mission, if appropriate

FRANCIS MARION UNIVERSITY BOARD OF TRUSTEES

VP - DEVELOPMENT/ FOUNDATION
- Alumni Affairs
- Annual Fund
- Capital Campaign
- Grants Development
- Planned Giving
- Prospect Research

PRESIDENT
(3 Hour Teaching Load)

GENERAL COUNSEL
(3 Hour Teaching Load)

ATHLETICS DEPARTMENT
- Compliance/Academic Support
- Media Relations
- Men's Intercollegiate Sports
- Sports Medicine
- Women's Intercollegiate Sports

PROVOST
(3 Hour Teaching Load)

- CENTER FOR THE CHILD

- **COLLEGE OF LIBERAL ARTS**
  - Biology
  - Chemistry
  - English Modern Languages & Philosophy
  - Fine Arts
  - History
  - Mass Communication
  - Mathematics
  - Nursing
  - Physics
  - Political Science & Geography
  - Psychology
  - Sociology

- **ENROLLMENT MANAGEMENT**
  - Admissions
  - Distance Education
  - Financial Assistance
  - Orientation/ Provisional Programs
  - Registrar

- GRADUATE STUDIES

- **LIBRARY**
  - Circulation
  - Reference/ Serials
  - Systems
  - Technical Services

- PERFORMING ARTS CENTER

- SCHOOL OF BUSINESS

- SCHOOL OF EDUCATION

VP - BUSINESS AFFAIRS
(3 Hour Teaching Load)

- ACCOUNTING

- **AUXILIARY SERVICES**
  - Bookstore
  - Dining Services
  - Housing

- CAMPUS POLICE

- CONTRACT MANAGEMENT

- **FACILITIES MANAGEMENT**
  - Building Maintenance
  - Custodial Services
  - Engineering
  - Grounds Maintenance
  - Materials Services
  - Motor Pool
  - Plants Projects
  - Warehouse

- FINANCIAL SERVICES

- PURCHASING

VP - STUDENT AFFAIRS AND DEAN OF STUDENTS
(3 Hour Teaching Load)

- CAMPUS RECREATIONAL SERVICES
- CAREER DEVELOPMENT
- COUNSELING & TESTING
- INTERNATIONAL STUDENT AFFAIRS
- MULTICULTURAL AFFAIRS
- RESIDENCE LIFE
- ROTC
- STUDENT HEALTH SERVICES
- STUDENT LIFE
- STUDENT MEDIA
- UNIVERSITY CENTER

VP - PUBLIC AND COMMUNITY AFFAIRS
(3 Hour Teaching Load)

- **COMMUNITY RELATIONS**
  - Legislative Affairs
  - Local Government Access Channel
  - Special Events
  - Special Projects

- **PUBLIC AFFAIRS**
  - Mail Center
  - Marketing
  - Media Relations
  - Printing Department
  - Publications

- RURAL AND COMMUNITY HEALTH

VP - ADMINISTRATION
(3 Hour Teaching Load)

- AFFIRMATIVE ACTION

- **CAMPUS TECHNOLOGY**
  - Campus Application & Data Services
  - Communications Infrastructure & Systems
  - Instructional Technology & Media Service
  - Network Security
  - User Services

- HUMAN RESOURCES

- INSTITUTIONAL RESEARCH
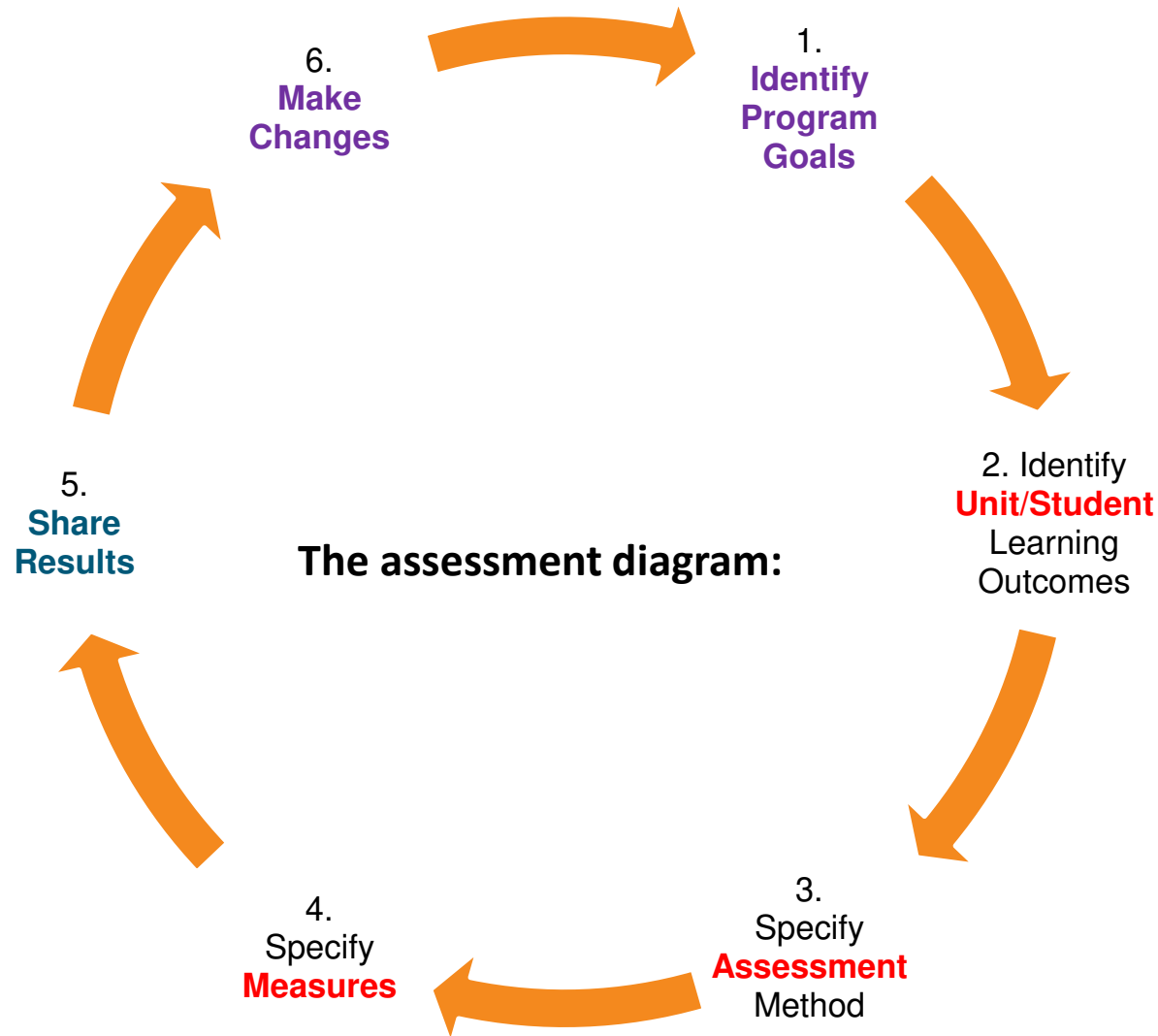
- INVENTORY TELE- COMMUNICATIONS

Student Affairs and Dean of Students

- Army ROTC
- Campus Recreational Services (Intramurals)
- Career Development
- Counseling and Testing Services
- Dean of Students Office
- Fraternity and Sorority Life (Greek Council, IFC, NPC, NPHC)
- Housing and Residence Life
- International Students
- Leadership @ FMU
- Mediation Services
- Multicultural Affairs
- Patriot Newspaper
- Student Government Association
- Student Handbook
- Student Health Services
- Student Honor Code
- Student Organizations (Academic, Honor Societies & Special Interest)
- University Center Services
- University Programming Board (UPB)

N = 19

The institution **OFFICE/UNIT identifies expected outcomes**, **assesses the extent to which it achieves these outcomes**, and **provides evidence of improvement** based on **analysis of the results. (Institutional effectiveness)**

3.3.1.3—Educational Support

The assessment diagram:

6. **Make Changes**

1. **Identify Program Goals**

2. Identify **Unit/Student** Learning Outcomes

3. Specify **Assessment** Method

4. Specify **Measures**

5. **Share Results**

Enhancing Your Assessment System

1. **Identify Program Goals**
2. **Identify Unit Learning Outcomes**
3. **Specify Assessment Method**
4. **Specify Measures**
5. **Share Results**
6. **Make Changes**

IDENTIFY STRATEGIZE HYPOTHESIZE

IMPLEMENT MONITOR ADJUST

REPORT RECOMMEND IDENTIFY STRATEGIZE HYPOTHESIZE

Brainstorming
Keep Minutes & Roll
What is going on?
Process validation!

Operational Efficiency—Direct
Attitude—Indirect
Operational Definitions
Baselines and Benchmarks

Findings
Conclusions
Go Back to #1

IE will support your efforts every step of the way!

1

Authors of Your System

Design, organize, and collaborate

Getting Started with the Template

Title of Unit or Office
Year:
Name of Preparer:

Program Mission Statement
Please begin this brief statement with "The Mission of the Department of X is…Make sure that this mission ties into the Mission of your College and also the Mission of Francis Marion University.

Executive Summary of Report (One-page maximum)
Summarize the IE report (in two or three paragraphs) to include the main points of each section. It is recommended that you complete this section after the entire report is complete.

You don't have to start from scratch.

If you need help with a status report or update, look no further.

cmcmanus@fmarion.edu or X-1559

Use the IE **template** to develop your report

Working with the Template

Unit/Student Learning Outcomes
Present each outcome in a numbered list

Be sure to include your baseline and benchmark data.
We are recommending at least four ULO/SLO. For example:

The percentage of students rating the dining hall experience at the **Exemplary Status** level on the **Semi-annual Benchmark Poll** will increase by **25%**. Baseline = **45%**.

You should not start from scratch.
This process has to be continuous.

If you need help, please send a note to cmcmanus@fmarion.edu or call X-1559

Assessment Methods
Restate each numbered unit/student learning outcome and explain the method(s) and then the procedure that will be utilized to assess the outcome
Please use both direct and indirect measures.
Discuss baselines and benchmarks for each student learning outcome and **provide justification** for the stated benchmarks---**what have you modified and enhanced** to make you think you will see the increase in performance indicated. What is new and improved?

Assessment Results

Restate each numbered Unit/student learning outcome and discuss assessment results and relationship of results to benchmarks.

For example:

The percentage of students rating the dining hall experience at **Exemplary Status** on the Semi-annual Benchmark Poll was 81%. 81% represents a 80**% Change** increase over the baseline (45%.) The target of a 25% increase was achieved.

 (It is very important to state whether your target was achieved. *It does not* matter if you did not achieve the target level. We just have to state why we think the target was not achieved. Not a deal breaker! BUT, this can't happen every year!)
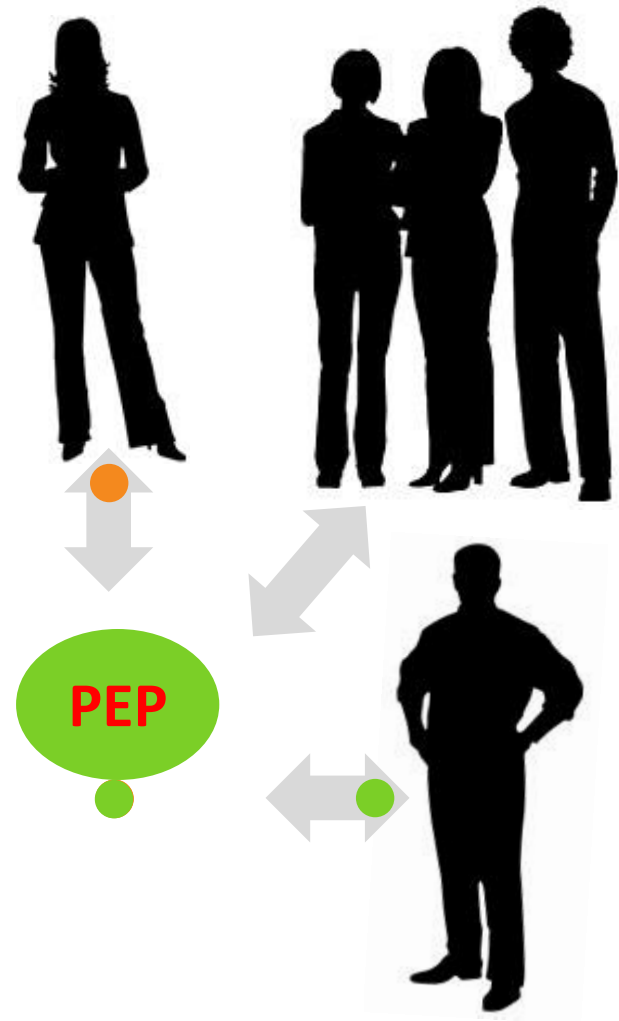
Closing the loop means/requires stating how you will use these results to make next year stronger!

Collaboration

Two key components of the report—Collaboration and Documentation.

It's about team work, and support. If there is no collaboration, the Report will not characterize your Office/Unit. If there is no

documentation, **It** did not occur.

It's not just about what you did, but what you can support

YOUR MESSAGE.

Let Your Report

SPEAK FOR ITSELF

Report's Voice

- **ongoing and systematic include planning,**
- **evaluation of programs**
- **identification and measurement of outcomes**
- **informed decision-making**
- **improving your program(s) and service(s)**
- **student success**
- **institutional quality**

- **expected outcomes**
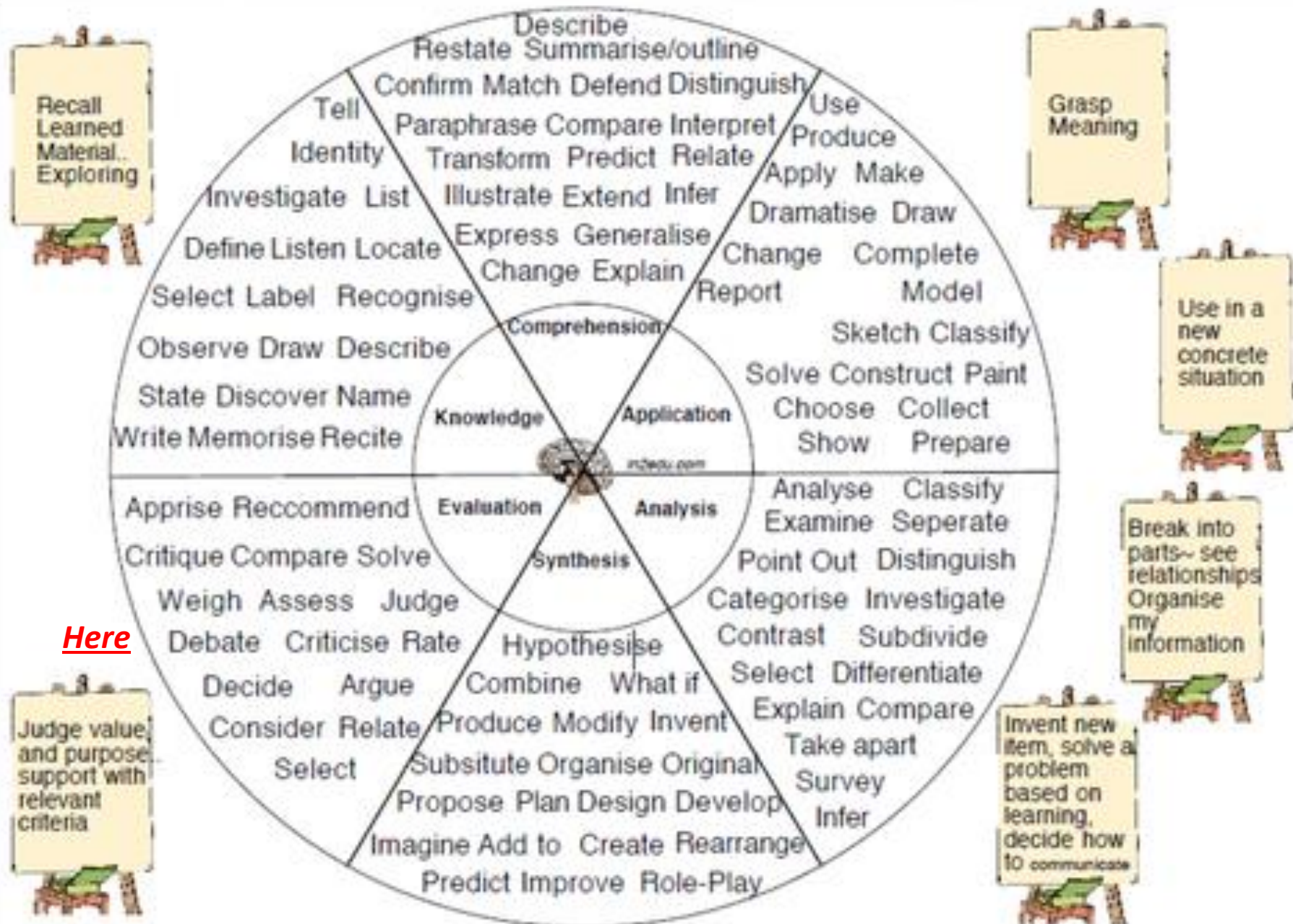- **assess the extent to which you achieves the outcomes**
- **provide evidence**

But wait...
There's More!

What else is there????

- 1.   Students will rate the dining hall high on food quality

  2.   **Student satisfaction** with dining services, food quality, will be at or above 75% positive endorsement.

- 1.   Students will indicate that they enjoy the food in the dining hall

  2.   Students will express satisfaction (judge/rate) with food quality at the 75% positive- endorsement level as measured by the monthly **Patriot Assessment of Student Satisfaction** [PASS 1.0], dining service survey [Baseline = 50%].

Bloom's Taxonomy Wheel

Recall Learned Material.. Exploring

Grasp Meaning

Use in a new concrete situation

Break into parts~ see relationships Organise my information

Judge value and purpose support with relevant criteria

Invent new item, solve a problem based on learning, decide how to communicate

Knowledge
Tell · Identity · Investigate · List · Define Listen Locate · Select Label Recognise · Observe Draw Describe · State Discover Name · Write Memorise Recite

Comprehension
Describe · Restate Summarise/outline · Confirm Match Defend Distinguish · Paraphrase Compare Interpret · Transform Predict Relate · Illustrate Extend Infer · Express Generalise · Change Explain

Application
Use Produce · Apply Make · Dramatise Draw · Change Complete · Report · Model · Sketch Classify · Solve Construct Paint · Choose Collect · Show Prepare

Analysis
Analyse Classify · Examine Seperate · Point Out Distinguish · Categorise Investigate · Contrast Subdivide · Select Differentiate · Explain Compare · Take apart · Survey · Infer

Synthesis
Hypothesise · Combine What if · Produce Modify Invent · Subsitute Organise Original · Propose Plan Design Develop · Imagine Add to Create Rearrange · Predict Improve Role-Play

Evaluation
Apprise Reccommend · Critique Compare Solve · Weigh Assess Judge · Debate Criticise Rate · Decide Argue · Consider Relate · Select

Here

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FRANCIS MARION UNIVERSITY
OFFICE OF FINANCIAL SERVICES
IE DEPARTMENTAL ASSESSMENT PLAN

ASSESSMENT PLAN PERIOD: July 1, 2015 - June 30, 2016

DEPARTMENTAL MISSON STATEMENT: The mission of the Office of Financial Services is threefold, to provide a financial plan (budget) for the University that is sufficient to cover all necessary expenses while seeking to increase efficiency of operations, to provide reporting to management of the University that is sufficient to make timely and effective decisions that will shape the path of the University, and to provide support to the VP of Business Affairs/CFO by means of facility space reservation management and complex/significant problem resolution assistance.

Goals	Desired Outcomes	Assessment Methods and Procedures	Results	Planned Improvements Based on Assessment
1. Promote fiscal accountability for the University through proper management of the annual budgets.	A. 65% of all budgetary adjustments will be initiated by Departments outside of Financial Services. B. 100% of all Annual Budget Distribution Forms will be returned by the deadlines imposed on the form. C. We will reduce the quantity of budget adjustments by at least 1% annually.	A. Randomly sample one month of Budget adjustments and determine the % of budget transfers generated or initiated by Departments outside of the Office of Financial Services. B. Review Annual Budget Distribution Forms and note the date approved. C. Look at the Budget Adjustment Log calculating the number of budget line item adjustments and compare to prior year's count.	TBD	TBD
2. Increase training and budget education efforts for new and existing faculty and staff.	A. Educate 10 faculty or staff annually on the importance of the budget and maintenance of the budget during the year. B. Educate 20 faculty and or staff on how to manage, interpret, or access their financial documents.	A. Review the Budget Education and Training Log noting how many people received education of the importance of budgeting and maintenance of their budgets. B. Review the Budget Education and Training Log noting how many people were trained on how to manage, interpret, and or access their financial documents.	TBD	TBD
3. Be an exemplary model of fiscal management for the University.	Zero audit findings related to operations of the Financial Services Office to include State and Federal grant reporting, Management / BOT reporting, other activities associated with the Office of	Review the annual external Auditors Report and determine if any findings were related to operations of the Financial Services Office.	TBD	TBD

Sheet1 / Sheet2 / Sheet3

Mission Critical Behavior

- Express your Mission—why are you here
- You must tie it to the Division's Mission
- The Division's Mission must be tied to the FMU Mission.
- It is all Mission Critical
- What do you add to KTD
- **K**NOW   **T**HINK   **D**O

What are good Unit/Learning outcome statements?

- Describe what your unit does to support the Mission of FMU.
- Describe how your actions will help students demonstrate, represent, or produce evidence of learning based on the actions of your unit;
- Rely on active verbs that identify what you will actually do to help students demonstrate, represent, or produce evidence of learning based on the actions of your unit. *Bloom's Taxonomy Verbs*

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Unit Outcome Markers

Student Centeredness
Campus Life
Instructional Effectiveness
Recruitment and Financial Aid
Campus Support Services
Academic Advising
Registration Effectiveness
Safety and Security
Concern for the Individual
Service Excellence
Responsiveness to Diverse Populations
Campus Climate

Measurable Verbs

- ✓ Add
- ✓ Analyze
- ✓ Apply
- ✓ Approximate
- ✓ Build
- ✓ Classify
- ✓ Collect
- ✓ Communicate
- ✓ Compare
- ✓ Compute
- ✓ Connect
- ✓ Consolidate
- ✓ Construct
- ✓ Contrast

- ✓ Convert
- ✓ Create
- ✓ Describe
- ✓ Determine
- ✓ Develop
- ✓ Display
- ✓ Divide
- ✓ Draw
- ✓ Estimate
- ✓ Examine
- ✓ Explain
- ✓ Extend
- ✓ Evaluate
- ✓ Find

- ✓ Formulate
- ✓ Graph
- ✓ Identify
- ✓ Interpret
- ✓ Investigate
- ✓ Justify
- ✓ Label
- ✓ List
- ✓ Locate
- ✓ Make
- ✓ Model
- ✓ Monitor
- ✓ Multiply
- ✓ Organize

- ✓ Plot
- ✓ Produce
- ✓ Recognize
- ✓ Reflect
- ✓ Select
- ✓ Show
- ✓ Simplify
- ✓ Solve
- ✓ State
- ✓ Subtract
- ✓ Translate
- ✓ Understand
- ✓ Use
- ✓ Write

Great source for writing great SLOs.

http://www.learningoutcomesassessment.org/TFComponentSLOS.htm

No Kidding this time ☺

There will be an evaluation of this session forthcoming. Sign the Roll!