

## Institutional Effectiveness Report Template

Name of Program/Department:	
Year:	2016-2017
Name of Preparer:	

### Program Mission Statement

- Please begin this brief statement with “The Mission of the Department of \_\_\_\_ is...”  
Make sure that this mission ties into the mission of your college and the mission of Francis Marion University.

### Program Learning Outcomes (PLOs)

- These are broad statements identifying learning parameters, content and relationships between content areas – what students should *learn, understand, or appreciate* as a result of their studies by the time they finish a program or a major. Goals may be incorporated in the mission statement.
- For example:
  - Critical Thinking
  - Competence in Written and Oral Communication
  - Active Societal Engagement
  - Team Work and Collaboration
- It’s important to connect the student learning outcomes to the PLOs; however, please note that the IE report is not a report about meeting PLOs. Rather, it’s a document focused on students’ learning.

### Executive Summary of Report (one-page maximum)

- Summarize the IE report (in two or three paragraphs) to include the main points of each section.
- We recommend that you complete this section after the entire report is complete.

### Student Learning Outcomes (SLOs)

- SLOs describe in concrete terms what PLOs mean. SLO statements identify what students will be able to *demonstrate, produce or represent* as a result of what and how they have learned in a program. Unlike Program Goals, SLO’s are not fixed. You are expected to assess the SLO’s and implement your assessment results by making required changes in your curriculum, pedagogies, faculty professional development, and student support.
- Present each outcome in a numbered list.
- Relate outcomes to PLOs.
- We are recommending that each program have at least four SLOs.

## Assessment Methods

- Restate each numbered student learning outcome and explain the method(s) and then the procedures that were used to assess each outcome.
- Please use both direct and indirect measures in your assessment.
  - Discuss **targets** and **benchmarks** for each student learning outcome (*for example: The percentage of students achieving Exemplary Status on the Departmental Presentation Rubric for the major project will increase by 25 %, (Baseline = 60%).*

## Assessment Results

- Restate each numbered student learning outcome and discuss assessment results and the relationship of results to targets and benchmarks.
- For example:

The percentage of students achieving Exemplary Status on the Departmental Presentation Rubric for the major project increased by 30%. The stated Baseline was 60%, so the current level of performance at Exemplary Status was 90%. The Target of 85% was achieved. **(It is very important to state whether your target was achieved. If you did not achieve the target level, you should state in the Action Items why you think the target was not achieved and the plan to correct the performance level during the next academic year.)**

## Action Items

- Discuss specific department/program changes that will be made as a result of the results.
- Relate action items to student learning outcomes.
- For example:

The targeted instruction in PSY 250 germane to professional presentation techniques may have had an impact on this outcome. We will continue to upgrade the presentation modules in PSY 250 and pilot test more advanced training protocols in PSY 350—Research Methods.

## Appendix

- Include any additional materials here
- You could, for example, show the basic structure of PSY 250 (see example above) and its link to PSY 350.
- You could also show examples of your indirect survey instruments or rubrics here.
- Anything placed here should have been discussed in the body of the report.

## Sources cited and other resources for assessment terminology and assistance:

[https://www.westmont.edu/offices/institutional\\_portfolio/program\\_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes\\_000.pdf](https://www.westmont.edu/offices/institutional_portfolio/program_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes_000.pdf)

<http://academics.lmu.edu/spee/officeofassessment/assessmentresources/glossaryofassessmentterms/>

<http://assessment.ucdavis.edu/how/glossary.html>

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