## Components & Quick Facts of an Institutional Effectiveness Report
### Support Services: Academic & Student (8.2.c)
#### Francis Marion University
##### I.E. Office

<table>
<thead>
<tr>
<th>Components</th>
<th>Quick Facts</th>
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| **Heading**         | Francis Marion University  
*Office Name:*  
IE Departmental Assessment Plan  
*Assessment Plan Period:*  
*Name of Preparer(s):* |
| **Mission Statement** | Limit to one short paragraph.  
Align with University’s Mission Statement/Strategic Plan. |
| **Goals**           | Should include **AT LEAST 4 GOALS** related specifically to academic or student support services.  
These goals do not necessarily need to be measurable.  
Align with Mission Statement. |
| **Desired Outcomes** | **AT LEAST 4 Desired Outcomes** can come from Student Learning Outcomes, Operational Outcomes: Performance, and/or Operational Outcomes: Task.  
**Student Learning Outcomes** (Maybe for 8.2.c) – Describe what is intended that students will be able to think, know, or do as a result of their educational experiences.  
**Operational Outcomes: Performance** (8.2.c) – Describe the level of performance of an operational aspect of a program or office. E.g. Customer Satisfaction, Quality of Work, timeliness of a product or process.  
**Operational Outcomes: Task** (8.2.c) – Describe tasks or processes that support an operational aspect of a program or office. Do not over-rely on Tasks?  
**Select Measurable Outcomes** – E.g. For student learning outcomes - Use Bloom’s Taxonomy for Categorizing Learning Outcomes.  
**Some Examples:** Usage of programs, services, and facilities; user satisfaction; needs assessment of users; complying with professional standards; benchmarking with other institutions; cost effectiveness; strategic plan accomplishments; student learning outcomes...  
Align with Goals. |
| Assessment Methods and Procedures | State the **assessment method** used to measure each Desired Outcome.  
Identify  
**Baseline** – (Past) Results from previous year(s). If no baseline report N/A. If there are multiple years of data, take the average to create a baseline.  
**Benchmark** – (Present) What result(s) you would like to accomplish in this academic year.  
**Target** – (Future) What result(s) you would like to accomplish in the future say 3 or 5 or 10 years.  
Make reference to previous year(s) results and action items. **Align** with Desired Outcomes. |
| Results | State and discuss assessment results/findings  
**How and by whom** are the findings analyzed in order to take possible action on the findings?  
Discuss relationship of results to baseline, benchmark and target.  
Indicate if **baseline, benchmark and target** were achieved.  
State  
State **sample size, population size** where possible (surveys, satisfaction reports).  
**Align** with Assessment Methods and Procedures. |
| Planned Improvements Based on Assessment Results | What surprised you about the data?  
What factors may explain the data?  
Are we reaching out to the right group?  
What can we do to improve performance? What barriers might exist?  
**Use your findings to plan for Action Items.**  
Identify areas to monitor, remediated, or improved. Examples of units seeking improvement based on analysis.  
Discussion of how assessment address different types of the student population.  
**NO vague action items/plans:** (e.g. If benchmark is met, no action is needed).  
**Align** with Results. | Updated (3/1/2021) |