

Components & Quick Facts of an Institutional Effectiveness Report
Support Services: Administrative (7.3)
Francis Marion University
20th August, 2020
I.E. Office

| Components | Quick Facts |
|--------------------------|---|
| 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 administrative support services. These goals do not necessarily need to be measurable and are explicit parts of the university’s budgeting process or components of its strategic plan. Align with Mission Statement. |
| Desired Outcomes | AT LEAST 4 Desired Outcomes can come from Operational Outcomes: Performance, Operational Outcomes: Task and/or Student Learning Outcomes. Operational Outcomes: Performance – 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 – Describe tasks or processes that support an operational aspect of a program or office. Do not over-rely on Tasks? Student Learning Outcomes (Maybe for those who cater for student outcomes) – Describe what is intended that students will be able to think, know, or do as a result of their educational experiences. Select Measurable Outcomes Some Examples: service (e.g. energy usage, response times, error rates, “clean report” benchmarks/targets, monetary benchmarks/targets, user satisfaction rates); monetary targets (e.g. fund-raising benchmarks/targets, research grant benchmarks/targets, auxiliary income benchmarks/targets). Usage of programs, services, and facilities; needs assessment of users; complying with professional standards; benchmarking with other institutions; cost effectiveness; strategic plan accomplishments; student learning outcomes... Align with Goals. |

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| <p>Assessment Methods and Procedures</p> | <p>State the assessment method used to measure each Desired Outcome.</p> <p>Identify</p> <p>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.</p> <p>Benchmark – (Present) What result(s) you would like to accomplish in this academic year.</p> <p>Target – (Future) What result(s) you would like to accomplish in the future say 3 or 5 or 10 years.</p> <p>Make reference to previous year(s) results and action items. Align with Desired Outcomes.</p> |
| <p>Results</p> | <p>State and discuss assessment results/findings</p> <p>How and by whom are the findings analyzed in order to take possible action on the findings?</p> <p>Discuss relationship of results to baseline, benchmark and target.</p> <p>Indicate if baseline, benchmark and target were achieved.</p> <p>State</p> <p>State sample size, population size where possible (surveys, satisfaction reports).</p> <p>Align with Assessment Methods and Procedures.</p> |
| <p>Planned Improvements Based on Assessment Results</p> | <p>What surprised you about the data?</p> <p>What factors may explain the data?</p> <p>Are we reaching out to the right group?</p> <p>What can we do to improve performance? What barriers might exist?</p> <p>Use your findings to plan for Action Items.</p> <p>Identify areas to monitor, remediated, or improved. Examples of units seeking improvement based on analysis.</p> <p>Discussion of how assessment address different types of the student population.</p> <p>NO vague action items/plans: (e.g. If benchmark is met, no action is needed).</p> <p>Align with Results.</p> |

