



# Components & Quick Facts of an Institutional Effectiveness Report

I.E. Office & I.E. Committee

Francis Marion University

3<sup>rd</sup> February, 2020

Components	Quick Facts
<b>Heading</b>	Year  Name of Preparer(s)
<b>Mission Statement</b>	Limit to one short paragraph.  Align with University's Mission Statement/Strategic Plan.
<b>Program Learning Outcomes</b>	Should include <b>AT LEAST 4 GOALS</b> related specifically to student learning.  Can include goals not related to student learning.  <b>Align</b> with Program/Department mission statement.
<b>Student Learning Outcomes</b>	Focus on the intended abilities, knowledge, values, and attitudes a student should demonstrate after having used certain services or having participated in an activity.  What to assess? <b>At LEAST 4 Student Learning Outcomes</b> Knowledge Outcomes – Core of concepts and material knowledge Skills Outcomes – What a student can do? Attitudes and Values Outcomes – Those faculty believe to be important Behavioral Outcomes – Behaviors crucial to the course curriculum's impact  <b>Selecting Measurable Outcomes</b> – Use Bloom's Taxonomy for Categorizing Learning Outcomes.  <b>Align</b> with Program Learning Outcomes.
<b>Method</b>	Restate each Student Learning Outcome.  State the <b>assessment method</b> used to measure each Student Learning Outcome. State whether the method is <b>Direct or Indirect Assessment</b> . Direct Assessment – Evidence on Student Performance that demonstrates the learning itself. Indirect Assessment – Evidence how students feel about learning and their learning environment rather than actual demonstration of outcome achievement.  State procedure or method used to assess each Student Learning Outcome.  How and by whom are the findings analyzed in order to take possible action on the findings?  Identify Student Learning Outcomes addressing <b>General Education Goals</b> (part or entire goal; or multiple goals.

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<b>Method Continue</b>	<p>Identify</p> <p><b>Baseline</b> – (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><b>Benchmark</b> – (Present) What result(s) you would like to accomplish in this academic year.</p> <p><b>Target</b> – (Future) What result(s) you would like to accomplish in the future say 3 or 5 or 10 years.</p> <p><b>Align with Student Learning Outcomes.</b></p>
<b>Assessment Results</b>	<p>Restate Student Learning Outcomes</p> <p>Discuss assessment results</p> <p>Discuss relationship of results to benchmark and target.</p> <p>Indicate if baseline, benchmark and target were achieved.</p> <p>State</p> <p>Number of students assessed per Student Learning Outcomes.</p> <p>Total number of students in the program/department.</p> <p><b>Align with Method(s).</b></p>
<b>Action Items</b>	<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><b>Use your findings to plan for Action Items.</b></p> <p><b>Identify areas to monitor, remediated, or improved.</b></p> <p><b>NO vague action items/plans: (e.g. If benchmark is met, no action is needed).</b></p> <p><b>Align with results.</b></p>
<b>Executive Summary</b>	<p>Summary of items discussed in the report</p> <p>1 page maximum - Usually Written Last</p>
<b>Appendix</b>	<p>Insert tools used to assess Student Learning Outcomes</p>