



Components & Quick Facts of an Institutional Effectiveness Report

I.E. Office & I.E. Committee

Francis Marion University

3rd March, 2021

Components	Quick Facts
Heading	<p>Year</p> <p>Name of Preparer(s)</p>
Mission Statement	<p>Limit to one short paragraph.</p> <p>Align with University's Mission Statement/Strategic Plan.</p>
Program Learning Outcomes	<p>Should include AT LEAST 4 GOALS related specifically to student learning.</p> <p>Can include goals not related to student learning.</p> <p>Align with Program/Department mission statement.</p>
Student Learning Outcomes	<p>Focus on the intended abilities, knowledge, values, and attitudes a student should demonstrate after having used certain services or having participated in an activity.</p> <p>What to assess? At LEAST 4 Student Learning Outcomes</p> <ul style="list-style-type: none"> 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 <p>Selecting Measurable Outcomes – Use Bloom's Taxonomy for Categorizing Learning Outcomes.</p> <p>Align with Program Learning Outcomes.</p>
Method	<p>Restate each Student Learning Outcome.</p> <p>State the assessment method used to measure each Student Learning Outcome. State whether the method is Direct or Indirect Assessment.</p> <ul style="list-style-type: none"> 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. <p>State procedure or method used to assess each Student Learning Outcome.</p> <p>How and by whom are the findings analyzed in order to take possible action on the findings?</p> <p>Identify Student Learning Outcomes addressing General Education Goals (part or entire goal; or multiple goals).</p>

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Method Continue	<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>Align with Student Learning Outcomes.</p>
Assessment Results	<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>Align with Method(s).</p>
Action Items	<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.</p> <p>NO vague action items/plans: (e.g. If benchmark is met, no action is needed).</p> <p>Align with results.</p>
Executive Summary	<p>Summary of items discussed in the report</p> <p>1 page maximum - Usually Written Last</p>
Appendix	<p>Insert tools used to assess Student Learning Outcomes</p>