MOREHOUSE
COLLEGE

Institutional Effectiveness Annual Report Instructions

Program Information
Select the fiscal year for which you are reporting from the dropdown list, enter your program/unit name, and enter the name of your unit's assessment leader. The assessment leader is the individual with primary responsibility for coordinating and/or documenting the program or unit's assessment efforts. This individual may be a department chair, program director, faculty member, administrator, or staff.

Institutional Goals Supported
Reflecting on the College's current strategic plan, select the institutional goals that your program/unit has supported during the current assessment cycle.

Program/Unit Purpose Statement
Provide a clear and concise summary of your program or unit's purpose/mission. This statement should identify stakeholders and as well as indicate what the program or unit does that distinguishes it from other programs or units. The statement should be aligned and consistent with the College mission statement.

Learning Outcomes/Unit Objectives
Enter the student learning outcomes (SLOs) or program/unit objectives that were assessed during the current assessment cycle. As a general guideline, three to five (3-5) outcomes/objectives are usually adequate for showing program/unit improvement over time. However, each student learning outcome or unit objective does NOT need to be assessed every year. Relevant considerations include:

(Student Learning Outcomes)
- Student learning outcomes (SLOs) typically concern knowledge/understandings, skills/competencies/abilities, or attitudes/values/dispositions that students are expected to acquire through an academic program or administrative unit.
- SLOs should align with the program and institutional mission statement.
- SLOs should be specific, measurable, and student-centered; be stated with clarity, using precise verbs; and identify which students are to be assessed.

(Unit Objectives)
- Unit objectives are statements about the expected impact or results of the unit and its services.
- Unit objectives can be *process statements*, which focus on how of key functions and services are delivered (i.e., timeliness, accuracy, efficiency, volume, response time, compliance, etc.).
- Unit objectives can be *learning outcomes statements*, which focus on how the services have impacted or changed students, faculty or staff knowledge/understandings, skills/competencies/ abilities, or attitudes/ values/ dispositions.
- Unit objectives can be framed as *satisfaction statements*, which focus on levels of overall satisfaction with the services provided.

Assessment Methods
List all the assessment methods or instruments used for each of the learning outcomes or unit objective noted for the current cycle. Assessment methods can be direct, indirect, formative, and summative; however at least one direct assessment measure must be used for each outcome/unit objective. Examples of direct and indirect assessments are listed in the table below.

Direct Assessments	Indirect Assessments
Projects in capstone courses	Surveys (student satisfaction, employer, etc.)
Discipline specific certification and licensure exams	Interviews
Exhibits	Focus groups
Portfolio reviews	Case studies
Standardized tests such as ETS Major Field Tests	
Specific course assignments	
Embedded test items	
Pre-/Post-testing	
Research projects or papers	
Manuscript submissions	

Use rubrics to score subjective assessments. Course grades CANNOT be used as an assessment measure, as they do not reflect students' strengths and weaknesses in specific areas. Other relevant considerations related to this section of your report include:

- How will the outcome/objective be measured?
- Who will be assessing, when, and how often?
- A single method may be used to assess more than one outcome/objective.
- Multiple assessment methods (at least two) should be used to assess each learning outcome or unit objective.
- All outcomes/objectives must have at least one direct measure.

Criteria for Success
Performance targets define the "criteria for success" for each assessment measure. Acceptable levels of performance need to be established for AGGREGATE performance for each measure (i.e., not for individual student performance, but for students as a group). Examples: 80% of students pass with a score of 8 or higher on a 10-point rubric for their oral presentation; 85% of students are satisfied or very satisfied with their experience in the Douglass Academic Resource Center. Other relevant considerations related to this section of your report include:

- How well should students be able to do on the assessment?
- With respect to SLOs, performance targets should challenge students but also reflect varying levels of student ability.
- Performance targets should be consistent with the rubric or other instruments used to assess each outcome/objective.
- An explanation or justification for the choice of targets should be provided whenever possible.
- State the target in terms of reasonable percentages, percentiles, averages, or other quantitative measures.
- The target might be a level of proficiency; a number or percentage of people/activities/items; or a combination of the two.

Assessment Findings
For each learning outcome or unit objective assessed, summarize the data collected and principal findings. Findings should relate directly to the outcome/objective, method(s), and performance targets(s). Clearly indicate whether the performance targets were met, partially met or not met. More detailed descriptions, such as charts and tables may be submitted as supporting documents. Other considerations include:

- What did you learn from the assessment? What do the data show in light of the performance target(s), findings from previous years, recent changes in the program, and/or the assessment process, etc.?

- What strengths and weaknesses do the findings reveal about the program and/or the assessment process?

Use of Results for Program/Unit Improvement (Action Plans)
Describe how assessment findings are shared and discussed among program faculty/staff and other stakeholders. Discuss the process that is used to analyze assessment findings and to use them to make improvements in the program and/or the assessment process. Describe any changes in the program and/or the assessment process that are planned or being implemented in response to the current assessment findings. Other relevant considerations include:

- Are different assessment methods needed?
- Do performance targets need to be increased or lowered?
- Are curricular changes needed in the program?
- Is professional development needed for faculty/staff in the program or unit?
- Do student learning outcomes or unit objectives need to be revised?
- Do rubrics need to be revised?
- Are additional resources required?

Initiative for Next Cycle with Budgetary Implications
Summarize the budgetary implications of any planned initiatives resulting from your current assessment findings. In other words, do any of the activities described in the Action Plan column of the report require additional resources, reallocation of resources, etc.?

Follow-up Report on Previous Cycle Action Plan
Briefly summarize the status of the previous year's action plan(s). Provide concrete evidence that action was taken on all issues that were identified. Give explanations for not implementing planned improvements where necessary.

Summary Conclusions
Use this optional section to provide additional comments or share any relevant closing thoughts.

Supporting Documents
Submit any documents (e.g., descriptions of assessment methods, rubrics, detailed assessment findings, etc.) to supplement your report form. When sharing documents, please use clear, descriptive file names and document titles/headings so that the intent of the document is clear.

Save and Submit
Save your file using the following file naming convention:

[Unit Name_IE Annual Report_YYYY-YY.docx]

- Mathematics_IE Annual Report_2015-16.docx
- Journalism and Sports_IE Annual Report_2016-17.docx
- Institutional Research and Effectiveness_IE Annual Report_2015-16.docx
- Alumni Relations_IE Annual Report_2016-17.docx