

Office of Institutional Effectiveness

Program Review Report 2006-2007

Submitted October 11, 2007

1. Data

Table 1.1. Direct Expenditures on Institutional Effectiveness

IE Office	2000-01	2001-02*	2002-03*	2003-04*	2004-05	2005-06	2006-07
Total Expenditures	\$235,978	\$182,929	\$151,694	\$172,181	\$218,734	\$223,007	\$219,151
FTE Students	2,680	2,703	2,773	2,823	2,802	2,724	2,801
Expend. per FTE	\$88	\$68	\$55	\$61	\$78	\$82	\$78

Expenditure data have been revised from previous reports to include only actual expenses and exclude committed funds.

* The IE Office was without a Director during these some or all of these years and reduced salary expenditures.

Table 1.2. Achievement of IE Office Objectives




	2002-03	2003-04	2004-05	2005-06	2006-07
 Objectives Achieved	--	--	15	19	7
 Objectives Partially Achieved or Behind Schedule	--	--	5	3	6
 Objectives Not Achieved	--	--	2	2	1

Table 1.3. Research Projects, Reports, Presentations, and Publications

	2002-2003	2003-2004	2004-2005	2005-06	2006-07
Formal Studies [†]	--	11	7	11	7
Presentations & Workshops (Internal)	--	9	13	23	36
Presentations (External)	--	0	2	4	5

[†] See Appendix 1

Table 1.4. Tests Administered

	2002-03	2003-04	2004-05	2005-06	2006-07
General Education	965	0*	0*	0*	0*
Major Field	208	223	212	227	178
Total	1,173	223	212	227	178

* General Education assessment testing was discontinued in 2003-04 because results were unreliable.

Table 1.5. Surveys Administered

	2002-03	2003-04	2004-05	2005-06	2006-07
Surveys Conducted	--	31	48	41	49
<i>Survey Volume</i>					
Distributed	5,536	3,922	8,520	12,534	14,788
Processed	3,224	2,858	5,367	5,714	5,249

Table 1.6. Unique Data Requests Processed

Statistics do not include use of interfaces by IE Office Staff.

	2002-03	2003-04	2004-05	2005-06	2006-07
Data Requests	192	371	288	336	322
HOMER Queries	--	--	313	372	396
GEORGE Queries					
Foreign Language				8	12
Writing Portfolio	--	--	132	87	108
MARGE Queries	--	--	--	149	466
SADI	--	--	--	385	1093
Total	192	371	733	1,337	2397

Table 1.7. External Surveys Completed

	2002-03	2003-04	2004-05	2005-06	2006-07
Number of Surveys Completed	--	--	--	24	26
Total Number of Survey Pages	--	--	--	385	571
Deadlines Missed	0	0	0	0	0

Table 1.8. Assessment of Academic Programs

	2001-02	2003-04	2004-05	2005-06	2006-07
Number of Majors Reviewed	--	6	5	8	6
<i>1=Missing, 2=Approaches Guidelines, 3=Meets Guidelines, 4=Exceeds Guidelines</i>					
Goals	--	--	2.4	2.8	2.9
Objectives	--	--	1.8	2.3	2.8
Measurement	--	--	2.0	2.3	2.7
Findings	--	--	1.7	2.5	2.7
Use of Results	--	--	1.7	2.0	2.5

Table 1.9. Web Site Usage Summary

	2002-03	2003-04	2004-05*	2005-06	2006-07^
Unique visitors	--	--	3,256	6,481	6,797
Number of visits	--	--	3,954	9,725	9,721
Pages	--	--	8,835	31,065	31,247
Hits	--	--	44,051	101,765	100,496
Bandwidth	--	--	282 MB	1,391 MB	1980.27 MB

* Web counter (AW Stats) installed January 24, 2005; all figures **EXCLUDE** usage from IE Office computer terminals.

^This year's data is estimated due to the website migration during July and August, 2007. AW Stats was not available during this process.

Table 1.10. University Teaching and Service









	2002-03	2003-04	2004-05	2005-06	2006-07
Courses Taught (3 cr. hrs)	0	0	1	1	0
Number of Advisees (Fall)	12	9	8	21	14

2. Mission, Goals, and Objectives







Mission

The overarching charge of the Office of Institutional Effectiveness at USCA is to provide internal and external constituencies with an accurate and complete understanding of how the institution is advancing its mission to “challenge students to acquire and develop the skills, knowledge and values necessary for success in a dynamic global environment.”

To meet this challenge, the IE Office uses a multifaceted and dynamic approach that integrates the collection and analysis of institutional data with the coordination of the assessment of student learning outcomes from academic units, general education, and co-curricular programs in an ongoing effort to improve programs and services throughout the university. The IE Office disseminates assessment results and institutional data to support institutional planning and decision-making as well as advancing quality and innovation in the teaching and learning process, co-curricular programs, and other administrative units.

2004-05 Status	2005-06 Status	2006-07 Status	Goals and Objectives
2.8	3.0	2.7	<p>1. External Reporting</p> <p>Federal and state agencies as well as national publications and organizations will receive accurate information in the timeframe requested or required by law.</p> <ol style="list-style-type: none"> 1. All external stakeholders will receive accurate information in the timeframe specified. 2. Internal reports will use data from required external reports as much as is possible. 3. Internal and external constituencies will understand important issues related to reporting institutional data.
			
			
			
2.4	2.4	2.8	<p>2. Internal Reporting</p> <p>Campus units and internal constituencies will receive and use regular reports about institutional data.</p> <ol style="list-style-type: none"> 1. Academic and non-academic personnel will know what kinds of data and resources are available through the IE Office. 2. Campus constituencies will use static reports (fact book, CDS, PacerDash) to gather needed and useful institutional information. 3. Campus constituencies will use dynamic reporting tools developed and maintained by the IE Office to monitor enrollment and assessment data. 4. Campus leaders will develop indicators and metrics for the institution and monitor these through resources provided by the IE Office.
			
			
			
			
2.5	2.6	2.3	<p>3. Assessment</p> <p>Academic and administrative units will engage in sound research-based assessment practices and use findings for improvement as required by SACS.</p> <ol style="list-style-type: none"> 1. Faculty will have identified learning outcomes for all degree programs and general education and staff and administrators will
			

2004-05 2005-06 2006-07

Status	Status	Status	Goals and Objectives
			have identified outcomes for all co-curricular programs and administrative units.
			2. Faculty and staff will use research-based assessment practices that collect and analyze quantitative and/or qualitative data about their programs
			3. Faculty and staff will make programmatic changes and request resources based on findings from their research-based assessment program.
			4. The internal and external community will know about and understand assessment successes by means of presentations and publications
3.0	3.0	2.0	<p>4. <u>Research</u></p> <p>Internal and external constituencies will know and understand more about USC Aiken, student performance, and institutional effectiveness as a result of research activities undertaken by the IE Office.</p> <p>1. Campus constituencies will receive an annual report on retention of first-year students and use results for improvements.</p> <p>2. Faculty and staff will use meaningful surveys and other research instruments linked to outcomes as part of their assessment activities.</p> <p>3. Administrative and academic units will receive research reports as requested and use results to improve the effectiveness of their areas and programs</p>
			
			
			

3. Assessment

Success in Meeting Goals and Objectives

Of the fourteen objectives that comprise the measurable outcomes of the IR Office's goals, seven were completely met or are on target according to planned timelines (see green indicators on pp. 3-4). Another seven objectives were not met in some way or have not been completed to the extent planned (see amber indicators on pp. 3-4). Overall, the IE Office did a better job at internal reporting in the 2006-07 year, but efforts in the areas of assessment and research suffered, in part because of an unfilled staff vacancy for twelve months.

Ranking of Goals

3=Objectives Achieved, 2=Objectives Partially Achieved or Behind Schedule, 1=Objectives Not Achieved

Evaluation Score	Goal
2.8	2. Internal Reporting
2.7	1. External Reporting
2.3	3. Research
2.0	4. Assessment

Goal 1 External Reporting: Complete on time all required reporting to federal and state agencies as well as national publications and organizations with accurate data.

- 1.1 All reports to federal and state agencies, accreditors and other organizations, and data requests from external publications (e.g. *U.S. News, Barron's*, etc.); success on this objective is simply measured by on time completion. Time devoted to external and internal reporting was quite significant and will increase tremendously in 2007-08 with the departure of the Director of Institutional Effectiveness in July 2007. While a new Coordinator of Institutional Statistics was hired in May 2007, there will be a learning curve period for this individual as well as the staff to implement research, statistical analysis, and reporting that the former Director engaged in prior to his departure.
- 1.2 Some progress has been made in aligning internal and external reporting. Data compiled on the institutional dashboard, PacerDash, was very useful in early preparation and completion of the state agency accountability report submitted in September 2007. In addition, the common data set and university fact book were used extensively to complete IPEDS fall data collection.
- 1.3 Progress has been made in the area of communicating to external and internal constituencies the importance issues related to reporting institutional data. The staff has worked tirelessly to advance this objective through consultations, presentations, and direct information enlightenment. Upper level management has been supportive and been the driving force behind making administrative program review uniformity an integral part of the program review process for 2007. In the absence of a Director the IE Staff has worked together to facilitate as needed and field questions to guide the direction and implementation of new program review guidelines.

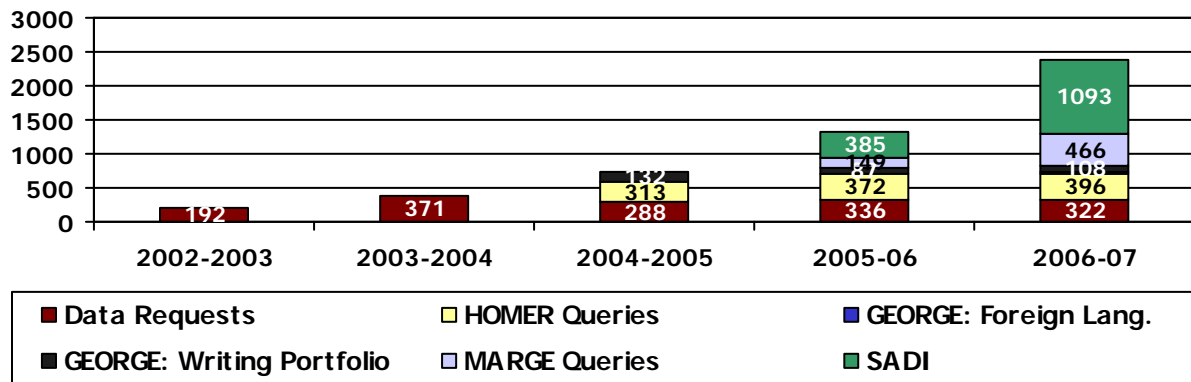
Goal 2 Internal Reporting: Identify, generate, and communicate regular reports to campus units and constituencies.

2.1 Overall increase in our website traffic and the continual increase in use of our online tools indicate our continued success in this area. The Managed Approach to Routinely Generated E-Lists (MARGE) interface launched in 2005-06 allows information to be available with no wait from the user and has grown to include 14 dynamic reports over the past year, encompassing requests from Admissions, Records, and Financial Aid. While no formal training on our online tools was offered in 2005-06, the staff has continued to meet the training needs on a one-on-one basis. Workshops previously facilitated by Cheryl Fogle on the MS Office suite were discontinued after a meeting between Cheryl, Maria Chandler, Director of HR, and Jamie Fields, Director of Client Services in April, 2007. It was understood from this meeting that the Computer Services help desk would develop and facilitate these workshops from then on.

2.2 When data requests were received, the staff continued to encourage faculty and staff to first visit our website for information readily available online. PacerDash, the Fact Book, Common Data Set as well as Academic Tracking Reports are all made available on the IE Office website and continue to be used by the campus community.

2.3 The dynamic reporting tools developed and maintained by the IE Office are increasingly being used to monitor enrollment and assessment data. The Statistical Admissions Data Interface (SADI), developed in 2005-06 to monitor the quality of the applicant pool and assist in managing admissions data, continues to be our most used interface.

Chart 3.1 Data Requests Processed By Year



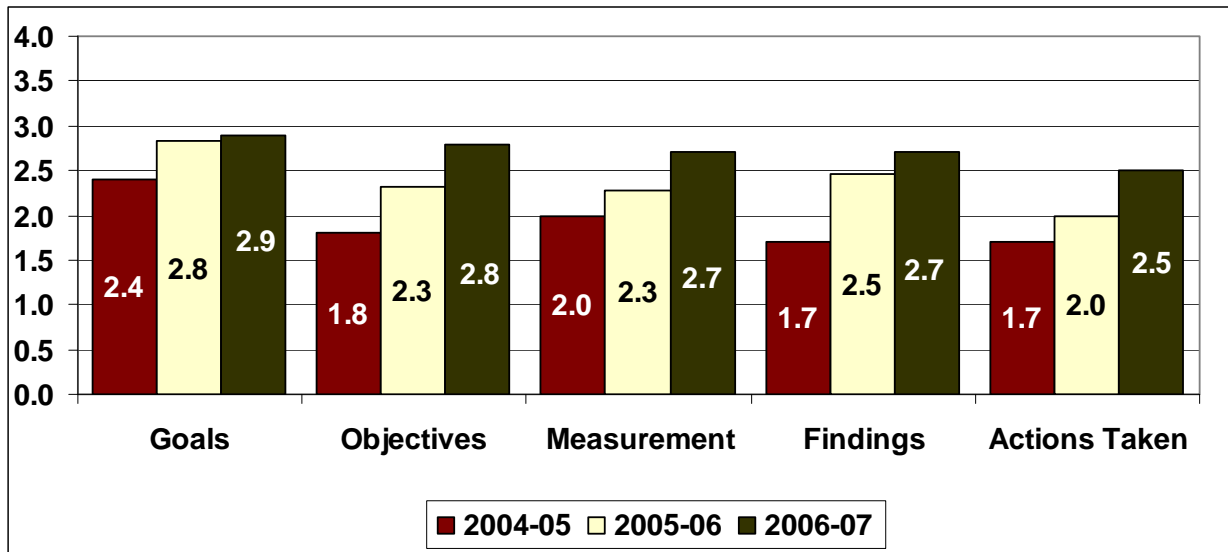
2.4 The strategic indicators at the institutional level that were identified in conjunction with the Monday Group in May 2006, continue to be available and maintained on the institutional dashboard, PacerDash. These 40 indicators are benchmarked against a national peer group of 84 comparable and aspirational public institutions with similar missions, programs, geographic settings, and enrollments.

Goal 3 Assessment: Coordinate, communicate, and strengthen assessment processes and practices to focus on outcomes assessment as a means for improvement.

In 2006-07, the three-year cycle of reviewing academic programs continued the identification of learning outcomes for degree programs. The Academic Assessment committee rated the goals for learning outcomes of review programs at 2.9 on a scale of 1-4 (4=Exceeds Guidelines, 3=Meets Guidelines, 2=Approaches Guidelines, 1=Missing), up from 2.8 in 2005-06. The General Education Review Committee convened over the semester to discuss new general education initiatives. New guidelines for administrative program reviews were put into place in July 2007. A workshop designed for Directors and others involved in the preparation of annual program review reports for **administrative units** was held on July 16, 2007. Dr. Braden Hosch, Director of Institutional Effectiveness, introduced the new set of program review guidelines approved by Monday Group. These guidelines will be used for program review reports covering the 2006-07 academic year. Elements of the reports were covered with strategies for report preparation, Special emphasis on how to write outcomes as well as how to design and conduct assessment were discussed. A total of 21 employees attended this workshop, representing 26 administrative units.

Chart 3.2 Mean Summary Scores for Programs in Assessment Cycle 2004-05 – 2006-07.

4=Exceeds Guidelines, 3=Meets Guidelines, 2=Approaches Guidelines, 1=Missing



3.2 Providing support to academic and administrative units with research-based assessment processes that collect and analyze quantitative and/or qualitative data about their programs is an ongoing activity in this office. The IE Director met with various department faculty and staff discussing these items.

3.3. The IE Office continues to provide various offices on campus with information for use in their assessment programs. The Interactive Tools, Pacer Dash, Facts and Figures located on the IE website all assist the offices with information for their programs.

3.4 A total of 28 internal presentations were given by the IE office over the 2006-07 academic year. These presentations were given to both academic and administrative groups on the campus. External presentations ranged from presentations by all three employees of the Institutional Effectiveness office at the annual conference of the Southern Association for Institutional Research in Washington, DC, as well as the Director's presentations at the Southern Association of Colleges and Schools Commission on Colleges in Orlando, Florida and the Annual Conference on the First Year Experience in Dallas, Texas. Formal studies were conducted, distributed, or presented to the Enrollment Planning Team, Academic Council, and Academic Faculty. (Appendix 1)

Goal 4 Research: Identify, develop, and conduct ongoing research projects to advance collective knowledge about USCA, student performance, and institutional effectiveness to support campus initiatives.

4.1 Academic Tracking Report 8, for completion in Spring 2007 was not completed by the Director before his departure in July 2007. The IE office employees will begin work on that report over the next month.

4.2 The office continues to produce meaningful surveys and other research instruments for faculty and staff. Listed below are some of the studies conducted by the IE Office.

Table 3.1 Clients for Majors Studies Conducted by IE Office

Major Study	Primary Clients
A Path Forward for Strategic Planning	Strategic Planning Cmte.
Administrative Program Review Report	Monday Group
CIRP Indicators of Note	EPT
CIRP, NSSE, et al.	Academic Council
Degree Production & Enrollment Model	Academic Council, EPT, Monday Group, Strategic Planning Committee
Degrees Awarded – National & State	EPT Strategic Enrollment Planning Team
EPT Overview	USC President & EPT
Faculty Salary Inequities	Faculty Welfare Committee
Faculty Salary Study, 2006-07	Faculty Welfare Cmte.
General Education	Academic Assessment Committee
General Education	General Education Review Committee
NSSE	EPT, FYE Committee
PacerDash & ENROLLSTAT	EPT Communications Action Team, EPT Strategic Enrollment Planning Team
Projections	EPT Strategic Enrollment Planning Team
Retention of F 2005 Freshmen	EPT
State Agency Accountability Report	Strategic Planning Cmte.
State Agency Accountability Report Update	Monday Group (Retreat)

4.3 The IE office conducts surveys and produces research reports as requested by administrative and academic units.

Table 3.2 Clients for Majors Studies Conducted by IE Office

Advisement Survey	General Education Survey of Faculty
Alumni Interest Survey	Greek Life Survey
Alumni Survey (Institutional - every 2 years)	HERI/CIRP
Athlete Survey	Nursing, Senior Exit survey
Biology - Exit Survey	Orientation – Transfer; Family
Bookstore Survey	Psychology - Exit Survey (Undergraduate)
Business, School of Senior Exit Survey; Summer Class Preference; Alumni Career	Residence Life (Quality of Life)
Chemistry - Exit Survey	Sociology Exit Survey
Communications - Exit Survey	Visual & Performing Arts Exit Surveys
Education, School of Post Internship Survey; Practica	YFCY

4. Year in Review

Accomplishments from Last Year’s Future Plans

The accomplishments listed below are framed in the context of goals outlined in the 2006-07 IE Office Program Review. In many cases, the accomplishments exceed the scope of a single goal but are listed with the goal most prominently addressed by the activity or project.

- Cheryl’s Training
- Hired Statistician
- Software and Web Upgrades
- New Survey System (Class Climate)
- Three Staff Members Presented Papers at SAIR

5. Obstacles

Many, but not all, of our obstacles were overcome and therefore resulted in accomplishments. Obstacles included:

- Without Statistician for most of the year
- Partial website migration from IE Server to Web Server during summer
- Upgrade of SQL Server created a lot of bugs within online interfaces and database maintenance jobs that continue to be worked out
- Working during remodeling of Penland 108, then subsequent office move from Penland 108 to H&SS 101
- Staffing – no Director for 3 months
- Staffing – no Coordinator of Institutional Statistics for 6 months.
- Realization of inadequate cross-training
- The demands placed on the Institutional Effectiveness office have dramatically increased over the past few years. This is evidenced by data requests as well as assessment requests (new Program Review format). The office workload has also increased greatly due to office personnel shortages. A statistician for Enrollment Services would help to alleviate some of this workload as well as assist the Vice Chancellor for Enrollment Services.

6. Future Plans

- Develop and implement plan to re-envision USCA Fact Book
- Hire Director
- Institutional Effectiveness Website – new look
- National Survey of Student Engagement
- Produce Academic Tracking Report #8 that was not completed and continue with subsequent reports as scheduled.
- Implement an upgrade to the SADI (Statistical Admissions Data Interface) online tool for Admissions.
- Begin development of a new interface to track assessment data for degree programs beginning with Exercise Science.

7. Needs

Funding Request	Amount		Unit-Level Objective (number and description)	Relevant Assessment Data
	One-Time	Recurring		

Appendix 1: Formal Studies and Conference Presentations 2006-07

Formal Studies Conducted

- End of Year Report for the Enrollment Planning Team (September 2006)
- Evaluation of the Administrative Program Review Process (January 2007)
- Development of a predictive degree production and enrollment model (January 2007)
- Staff Salary Inequity Study 2006-07 (April 2007)
- Faculty Salary Study, 2006-07 (May 2007)
- Engaging Students for Educational Excellence: Institutional Effectiveness Report 2007 (July 2007)
- State Accountability Report for the Budget and Control Board (September 2007)

External Conference Presentations

- Bergstrom, M. & Hosch, B. (2006). How do you know they're engaged if they don't take the survey? Increasing response rates on the National Survey of Student Engagement. Southern Association for Institutional Research, Annual Meeting. Arlington, Virginia.
- Fogle, C. & Hosch, B. (2006). By GEORGE I Think We've Got It! An approach to building an online data mart. Southern Association for Institutional Research, Annual Meeting. Arlington, Virginia.
- Hosch, B., Parker, C., & Prior, S. (2006). Did it promote quality or is it just another report? Initial experiences using Baldrige criteria for state agency accountability reports. Southern Association for Institutional Research, Annual Meeting. Arlington, Virginia.
- Hosch, B., Ozment, S., Rhodes, L., & Schweder, W. (2006). How well does your program review process work? Establishing processes, outcomes, and metrics for institutional effectiveness. Southern Association of Colleges and Schools Commission on Colleges, Annual Meeting. Orlando, Florida.
- Foote, S. & Hosch, B. (2007). Understanding what they have learned: A follow-up discussion of direct measurement of student outcomes in first-year seminar assessment. Annual Conference on the First-Year Experience. Dallas, Texas. [proposal submitted]

Appendix 2: Surveys Conducted 2006-07

Survey	Target	Distributed (Est.) Fa06	Distributed (Est.) Sp07	Distributed (Est.) Total	Processed
360 Degree Evaluation	Dr. Martin		30		24
360 Degree Evaluation	Dr. Senn		17		17
360 Degree Evaluation	Ms. Hudock		23		17
360 Degree Evaluation	Dr. Hallman		19		17
360 Degree Evaluation	Dr. Ozment		17		16
360 Degree Evaluation	Mr. Lemons		19		13
360 Degree Evaluation	Dr. Kladvko		21		18
360 Degree Evaluation	Mr. Ateca		18		16
360 Degree Evaluation	Mr. Duckett		18		17
Advisement Survey	Students		1700	1700	997
Alumni Interest Survey	Alumni		2253	2253	231
Alumni Survey (Institutional – every 2 years)	Alumni		1035	1035	239
Athlete Survey	Students	48	40	88	49
Biology – Exit Survey	Students	13	23	36	36
Bookstore Survey	Students	3380		3380	687
Business, School of Senior Exit Survey	Students	38	56	94	90
Business, School of Summer Class Preference (new Sp 07)	Students		570	570	77
Business, School of, Alumni Career	Students	38	56	94	87
Business, School of, Career Survey	Students		13	13	5
Business, School of, Exit Survey	Students		13	13	6
Chancellor - YP Delphi Study – Wave 1	External		220	220	25
Chancellor - YP Delphi Study – Wave 2	External		220	220	76
Chancellor - YP Delphi Study – Wave 3	External		220	220	19
Chemistry – Exit Survey	Students	1	3	4	4
Communications – Exit Survey	Students	22		22	8
Education, School of Post Internship Survey	Students		75	75	62
Education, School of; Practica	Students		250	250	198
EVCAA – Evaluation	Faculty/Staff		15	15	13
Faculty Ballots	Faculty		161	161	120
Faculty By-Laws 1	Faculty		161	161	97
Faculty By-Laws 2	Faculty		161	161	121
General Education Survey of Faculty	Faculty	161		161	82
Greek Life Survey	Students				
HERI/CIRP	Students	670		670	649
Library – Evaluation of Services/Faculty	Students			269	269
Library Director Evaluation	Staff		8	8	7
Nursing, Senior Exit survey	Students		26	26	18
Orientation – January 2007 Evaluations	Transfer & Non Traditional Students			0	
Psychology – Exit Survey (Undergraduate)	Students	12	25	37	26
Residence Life (Quality of Life)	Students		650	650	152
Resident Assistants Evals- Customized	Students	650		650	298
Service Learning, Faculty Interest In	Faculty		150	150	47

Survey	Target	Distributed (Est.) Fa06	Distributed (Est.) Sp07	Distributed (Est.) Total	Processed
Sociology Exit Survey	Students	14		14	14
Student Life – Orientation Family Survey (July/Aug)	External		550	550	
Unit Head Evaluations	Faculty/Staff		165	165	125
Visual & Performing Arts Exit Surveys	Students	4	8	12	12
Workshop – Excel	Faculty/Staff	23		23	4
Workshop – Outlook	Faculty/Staff	18		18	8
YFCY	Students		600	600	136
Total	49	5,092	9,609	14,788	5,249

Notes:

Response rate data are not available for all surveys, and inconsistencies in data collection prohibit valid reporting.

Distributed:

- If there were validation codes for an online survey, then the number of validation codes = the number of distributed surveys.
- If there were no validation codes, then the number of responses = the number of distributed surveys.

Processed:

- Processed surveys are completed surveys that are counted in tabulations and data analysis.

* Survey was administered through an outside agency but required substantial involvement and follow-up from IE Office Staff.

Appendix 3: Assessment Evaluation 2006-07 Review Cycle

Academic Assessment Committee Ratings of Department and School Assessment Efforts (2005-06 Program Reviews)

Summary Score: 1=Missing, 2=Approaches Guidelines, 3=Meets Guidelines, 4=Exceeds Guidelines

Goals	2	9	74	6	2.9
Goals are stated clearly.	1	3	25	2	2.9
Goals are about student learning.	1	1	26	2	3.0
Goals are formulated with "students" as the grammatical subject.	0	5	23	2	2.9
Objectives	9	20	55	12	2.8
Objectives derive from each goal.	2	10	17	4	2.7
Objectives are measurable in scope.	2	6	21	4	2.8
Objectives are formulated with "students" as the grammatical subject.	5	4	17	4	2.7
Measurement	5	23	60	6	2.7
Outcomes of objectives have been measured.	3	12	17	0	2.5
Measures for each outcome include one measure independent of student grades.	2	8	20	2	2.7
Measurements have been made by faculty or other qualified professionals.	0	3	23	4	3.0
Findings	13	15	55	10	2.7
All findings are presented.	4	8	17	3	2.6
Data from findings appear in tables and/or appendices.	5	2	19	4	2.7
Findings about supplementary assessment data (e.g. satisfaction surveys, focus groups, self-assessments) are presented when appropriate.	4	5	19	3	2.7
Actions Taken	4	11	11	4	2.5
Actions prompted by the results are described.	4	11	11	4	2.5

Methodology

Members of the 2006-07 Academic Assessment Committee continued the practice begun in 2004-05 of using a checklist of program review elements to categorize essential elements of the assessment section of program review for the four programs (eight majors) in the review cycle for 2006-07. The checklist criteria were extracted directly from the program review guidelines developed by Academic Council. Each voting member of the Assessment Committee and the IE Director (*ex-officio*) examined program review assessment sections and indicated on the checklist the extent to which the assessment report exceeded guidelines, met guidelines, approached guidelines, or was missing from the report. Committee members found it most useful to make multiple checkmarks per category to represent strengths and weaknesses of various elements and portions of assessment reports. These checklists were kept as internal committee documents, and while each member's checklists were shared with the Committee as a whole, the results were not shared with Department Chairs or School Heads.

Check marks from each reviewer's checklist were aggregated for each program. These program-level summaries (not provided here) were used in part to generate initial response letters to Department Chairs and School Heads that prepared them for their face-to-face meeting with the Committee. Additionally, results from all five program-level summaries were aggregated to produce the table included in this report. This table provides an overview of the extent to which the five assessment reports met university guidelines for assessment. A summary score for each objective was calculated by assigning points to rating categories (1=*Missing*, 2=*Approaches Guidelines*, 3=*Meets Guidelines*, 4=*Exceeds Guidelines*). The summary score for each major goal or category represents the average of its component objectives. The target for each element should be at least 3.0.

Results

Results indicate that as a group the five programs are not meeting the university guidelines for assessment. The most advanced assessment element was the development of Goals (summary score = 2.8, up from 2.4 the previous year), followed by Findings (summary score = 2.5, up from 1.7 the previous year), although it is important to note that this level of performance is only in the middle ranges of the "Approaches Guidelines" level. The development of measurable Objectives (2.3, up from 1.8), Measurement (2.3, up from 1.7 the previous year) and Use of Results (2.0, up from 1.7 the previous year) were rated in the developing stage for these programs.

Discussion

These results are not positive in an absolute sense, but they indicate improvement across all areas of assessment. It is possible, that these improvements are indicative of the programs in the cycle in 2005-06 rather than any overall improvement. Completion of another 3-year cycle would be necessary to test this hypothesis and is too long to wait to make changes or adjustments. It is also possible that the additional points of review in the assessment cycle for academic programs have had some positive effect. One additional review point has been placed into the assessment cycle – a review of the subsequent year's program review by the IE Director – to promote follow-up on the Assessment Committee's recommendations. Also the Assessment Committee has charged the IE Director with meeting with Unit Leaders during the semester before submission of their program review during a year when it will be examined by the full Assessment Committee to coach units through the program review process and to produce more meaningful results.

These findings were presented by several members of the Academic Assessment Committee at the SACS Annual Meeting in December 2006.

Appendix 4: External Surveys Completed 2006-07

Surveys Completed About Institutional Data

Survey Survey	Page Length	
	2005-06	2006-07
ACT Institutional Data Questionnaire	11	16
Barron's Profiles of American Colleges	16	--
Chronicle Guidance Publication	14	--
College Board	48	47
College Scope (sent CDS)		34
Common Data Set (current)		34
Common Data Set (previous year)		34
CSRDE Retention reports	5	15
Diverse Issues in Higher Education		1
FMG – Falcon Management Group – affiliated with Pepsi and distributed to high schools	1	--
Higher Education Directory		6
IPEDS – Institutional Characteristics	19	23
IPEDS – Graduation Rate Survey	42	44
IPEDS – Enrollment	19	41
IPEDS – HR	33	44
IPEDS – Finance	20	26
IPEDS – Completions	5	3
IPEDS – Student Financial Aid	3	5
Peterson's Annual Survey of University Personnel– have not seen during the previous year, but has been done in the past	15	--
Peterson's Graduate Survey	8	8
Peterson's Undergraduate Survey	12	10
Princeton Review – similar to Common Data Set	40	55
SACS – Institutional Profile	7	7
SACS – Financial Profile	4	4
SCOIS – South Carolina Occupational Information System	5	6
US News – Finance	2	4
US News – Main – (formerly Part A)	24	72
US News – Financial Aid (formerly Main – Part B)	30	12
US News Distance Education Survey		12
US News NSSE Data Collection		8
Wintergreen Orchard House	2	--
Majors/Degrees update (2600126)		
Total	385	571