

**PROGRAM REVIEW
of 2000-2001
OFFICE OF ACADEMIC ASSESSMENT
Submitted September, 2001**

PART I– DELIVERY OF CURRENT SERVICES

A. MISSION

The mission of the Office of Academic Assessment is to coordinate and implement an overall academic assessment program for the University, in keeping with USCA's overall mission statement, including the assessment of general education and assessment in the academic disciplines. To this end, the office seeks to achieve the following goals, to:

1. Effectively assess the basic skills of entering freshmen and at appropriate points throughout the undergraduate years of all students. (Supports USCA Goal 1-Strategies A,C)
2. Coordinate and monitor the assessment of academic programs. (Supports USCA Goal 1-Strategies A,C)
3. Serve as the primary assessment consultant to the University administration, academic units, departments/schools, and faculty committees. (Supports USCA Goal 1-Strategies A,C; Goal 2 – Strategy G)
4. Serve as the primary academic assessment liaison to outside agencies and institutions.(Supports USCA Goal 3)
5. Conduct and analyze survey research of academic programs, as needed (Supports USCA Goal 1 – Strategies A,C; Goal 2-Strategy G)
6. Conduct faculty workshops, as needed, on assessment-related issues. (Supports USCA Goal 1-Strategies A,C; Goal 2-Strategy G)
7. To seek, secure and support grant efforts for the Office of Institutional Research and Assessment and for USCA. (Supports USCA Goal 3-Strategy C; Goal 5-Strategy B)

The Office of Academic Assessment supports the USCA Strategic Plan in a variety of ways but most notably the Office is related to Goal 1, Strategy A which calls for the oversight of assessment and general education goals.

B. Number and Type of Assessment Staff Support

	HEADCOUNT (FTE)					
	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-2000</u>	<u>2000-2001</u>
Full-time	2(1)	2(1)	2(1)	2(1)	2(1)	2(1)
Part-time	0	0	0	0	0	0
Student (FWS)	1(.1875)	1(.1875)	1(.1875)	1(.5)	1(.5)	1(.5)
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TOTAL	3(1.1875)	3(1.1875)	3(1.1875)	3(1.5)	3(1.5)	3(1.5)

*This chart reflects work-load not budget. Currently ONLY the Director and 2 Student FWS workers at 20 hrs. a week are paid from Assm. Funds. All other staff including support is being paid by IR funds.

PART II: MAJOR PROJECTS ACCOMPLISHED IN 2000-01

The Office of Academic Assessment had a very busy year. The following highlights should be noted:

- **Form B: The main objective of the office from 1999-2001**
Obj.1: To assist the university in having a satisfactory SACS visit (Linked to Assm. Goals 1-6; IR Goals 1-7. Completed

Activities to reach Objective 1 :

- **Two staff members of the Office served on the SACS Steering Committee.**
- **Over 300 documents, reports, charts, data requests, phone calls, or surveys directly connected with SACS study were generated by this Office in 2000-2001. Making a total of over 800 responses for SACS purposes from 1999-2001 by this office. This was entirely add-on responsibility for this office.**

Assessment Method #1: *Number in Office Participating in SACS Leadership Roles: Two office members (out of 4 total full time Office employees) are serving on SACS Steering Committee which consists of only 14 members in the University.*

Assessment Method #2: *SACS visit of outside evaluators*

Assessment Method #3: *Count of reports, requests and consultations regarding SACS.*

Use of Outcomes: SACS Commendation (one of two given) for the use of assessment for planning at USCA.

- The review of Forms A,B and C by the Academic Assessment Committee continued with much stronger and smoother results than last year when it was introduced. Several department chairs indicated that this was a much appreciated structured, opportunity to meet face to face and individually with the Assessment Committee for a helpful review of their departmental assessment process. Several also expressed that they believed this procedure, over time, would assist them in better assessment and program improvement. The Assessment Committee is becoming much more familiar with assessment procedures campus-wide.
- There were 1452 tests that the Office of Academic Assessment administered for 2000-2001 period. 173 reports issued including advising, survey reports for assessment and on-line surveys and reports. 92% of the persons returning an evaluation for the report they requested were satisfied with the reporting format now in use. 100% reported they were satisfied overall with the service they received from the Office of Institutional Research and Assessment. **It should be noted that since 1997-98, test administration by this office has increased by almost 200% from 744 to 1452. In addition, the total number of Major Field Tests (used by Biology, Business, and Psychology) has increased over time also.**
- The Office of Institutional Research and Assessment staff had 108 separate meetings (on-line, face to face, or on the phone) regarding assessment with department chairs, individual faculty, Academic Council or others. These meetings related directly to assessment of programs or academic issues during 2000-2001.

- The USCA-Assessment News Newsletter was distributed to all full-time faculty, part-time faculty and all administrative units in 2000-2001. Sections are planned in each issue (3-4 per year) that will highlight *Good Examples of the Uses of Assessment* in the academic and administrative units of USCA, so that the entire campus can see that assessment is required and demonstrated in each unit.
- For the 2/3 of the faculty that use the services of the Office of Institutional Research and Assessment, the majority responded (1999 Faculty Survey) that they were satisfied or highly satisfied with the knowledge and helpfulness of the office staff (72.3%) in assisting them. In addition there was a 100% satisfaction rate with the Office from returned Office evaluations.
- The total number of “Web hits” to the Office of Research and Assessment server for this program review period was 192,797, **a 242% increase over last year**, with a high in April of 32,252 (see attached chart). Approximately 63% of those were from “outside the institution” and 37% of those were from within USCA. This increase verifies that Web access is quite successfully used for this Office and was most probably highly used by the external SACS committee during its visit.
- Ms. Maureen Bergstrom was re-classed as a Coordinator of Testing this year because of the increased load in testing requirements. It should be noted that she still does all functions of an Administrative Assistant as well as the additional testing responsibilities.

Assessment goals, objectives, methodologies, outcomes and use of outcomes are clearly stated for each office goal in Forms A,B and C which are on file in the Office of Institutional Research and Assessment and are now uploaded on to the WEB at <http://assess.usca.sc.edu/ira/assessindex.htm>

PART IV. OFFICE ACTIVITY/TRANSACTIONS: TOTAL TRANSACTIONS FY 1999-00

Although it is important for both Institutional Research and Assessment to track the production for each area, it is just as important to reflect the “total load” for this office, thereby giving the reader an idea of the total production of both functions of the Office of Institutional Research and Assessment. Total production of the staff members is reflected below. (Detailed breakdown shown in Appendix A).

WORK TRANSACTIONS

<u>ACTIVITY</u>	<u>FY</u> <u>1995-96</u>	<u>FY</u> <u>1996-97</u>	<u>FY</u> <u>1997-98</u>	<u>FY</u> <u>1998-</u> <u>1999</u>	<u>FY</u> <u>1999-</u> <u>2000</u>	<u>FY</u> <u>2000-</u> <u>2001</u>
SURVEYS (Distrib & Processed)						
Total Survey Load.....IR	1697	3222	6549 est.	6062	6586	11,587
Total Survey Load.....Assm.	482	322	522 est.	389	363	515
Total Load.....Combined	2,179	3,544	7071 est.	6,451	6,949	12,102
TESTS/ TRANSCRIPTS/ REPORTS						
Total Load.....IR	370	1171	1631 est.	1112	723	1676
Total Load.....Assm.	1084	950	940 est.	1404	1479	1285
Total LoadCombined	1454	2121	2571 est.	2516	2202	3106
REQUESTS/CONSULTATIONS/ PRESENTATIONS						
Total Load.....IR	484	522	308 est.	329	774	999
Total Load.....Assm.	59	59	25 est.	92	72	119
Total Load.....Combined	543	581	333 est.	421	846	1118
NUMBER OF HOURS SPENT IN MEETINGS/WORKSHOPS						
Total Hours.....IR	423	1016	724 est.	653.5	813	1391
Total Hours.....Assm.	149	166	300 est.	260.5	315	369
Total Hours.....Combined	572	1182	1024 est.	914	1128	1760

	<u>FY</u> <u>1997-98</u>	<u>FY</u> <u>1999-2000</u>	<u>FY</u> <u>2000-2001</u>
LEVEL OF SATISFACTION WITH OFFICE AS EVIDENCED BY SURVEY OF FACULTY AND/OR STAFF (Respondents only for satisfaction rates)	CLASSIFIED 72% Satisfied 29% did not know FACULTY 51% Satisfied 38% did not know	CLASSIFIED unknown until spring 2001 FACULTY 62.1% Satisfied 39% did not know	CLASSIFIED 56% satisfied 38% did not know FACULTY Next survey 2002

PRODUCTION BREAKDOWN

- The breakdown of special requests from USCA Departments is: Admissions 26%; Business 5%; Records 12%; Education 3%; Alumni 5%; Public Relations 5%; CSD 6%.
- The Office of Institutional Research and Assessment generated approximately 16,326 separate total activities during the 2000-01 year. One should note that this is an increase of 61% output in this office since Dr. Ulmer-Sottong became director in 1998.

PART V: Future Directions

The responsibility for academic assessment has grown tremendously in the past three years in part because of the renewed attention to it. Departments are re-engaged in documenting what they already do in assessment and in some cases creating stronger planning and implementation of assessment. This office has had increased demands in assessment even over the past two years. This includes such things as administration and tracking of over 1400 exams a year, the implementation of close monitoring of Forms A,B and C and the Assessment Committee review of 4 units per year (Form C Review), successful SACS, NCATE, AACSB and NLN accreditation visits, the increased frequency of Assessment Committee meetings to two times a month and finally the increase of the use of this office for departmental surveys once done within the department and now done by this office.

The Office of Institutional Research and Assessment desires to offer more hands-on assistance in assessment. Although on report evaluation, 87% of the respondents are satisfied with the service they have received from the office, the highest rate of dissatisfaction in the 1999 Faculty Survey with this Office was the ability to give assistance in assessment with a 43.4% dissatisfaction rate.

This campus needs to support the staffing of assessment if it wants more hands-on assistance and if it wants assessment to remain strong at the departmental AND particularly at the classroom level for any new research in teaching and learning.

One of the strongest models for assessment offices nationwide (according to Dr. Peter Ewell, NCHEMS, and Dr. Trudy Banta (Indiana Assessment Institute) is the “addition [to an Office of Assessment] of a part-time faculty member who serves as the faculty liaison for academic chairs and deans, thereby strengthening ties from faculty member to faculty member and department to department in the area of assessment”. I believe we should explore this model more fully.

If there is more staffing support for assessment, the following areas can be addressed more effectively in 2001-2002. Otherwise, this office is at its maximum output for assessment and for institutional research.

As a passing note, the Director worked every other weekend either one or two weekend days ALL during this past year to accommodate the additional work this office did.

2001-2002 PLAN (In addition to current level of activities if ¼ time faculty member is assigned. Faculty member should be interested in the *research* of assessment – see A below.)

- A: Target one or two departments a year for highly focused assessment assistance including any that are interested in the research of student learning as a response to different teaching models, curriculum changes, or classroom techniques. Meet with all other department members twice a semester regarding assessment needs and follow through as well as updating them on what the research is producing both at USCA and across the nation regarding teaching/learning/assessment.
- B: Implement Rubric for Question #14 for grading the General Education Assessment (Assm. Goal #1) Ongoing, good progress made but unsure of eventual worth of this Question 14 initiative. I think this worth should be determined before we go further.
- C: Effectively shift to two- year testing pattern for General Education Testing, use the off-year to issue Surveys to freshmen and seniors on critical USCA topics such as cheating, alcohol use, diversity issues, etc. (Assm. Goal #1,2,3,6). This will be proposed to the Academic Assessment Committee on 9/25/2001.
- D: Increase publication of the Assessment Newsletter to a once every two month publication.

PART VI: FISCAL NEEDS

Assessment Request: The office requests one quarter-time faculty member (released time) assigned to assist with assessment. This would allow the current focus on assessment to be maintained and to assist faculty with a renewed emphasis on classroom assessment. An increased emphasis on teaching and learning, assessment of student outcomes, cycles of accreditation of professional schools, CHE program reviews, ratings and rankings for national publications, and performance funding will continue to place increased data demands on this office which far outstrip its capacity to offer assessment support to the departments. \$1500.

IR Request: As we head into a year of Strategic Planning that most certainly will culminate (as SACS did) in an increase in the PERMANENT ACTIVITIES ASSIGNED TO THIS OFFICE over the next several years, I STRONGLY URGE THE HIRING OF ANOTHER STATISTICAL ANALYST, AND ALSO THE FUNDING OF THE BELOW ¼ TIME RELEASE TIME FACULTY MEMBER FOR ASSESSMENT IF USCA EXPECTS BOTH AREAS TO PRODUCE WHAT IS NEEDED IN THE COMING YEARS.

PART III - STATISTICAL DATA

APPENDIX A: Chart 1- Surveys

**COMPLETE BREAKDOWN OF SURVEYS, DISTRIBUTED AND PROCESSED,
RELATED TO INSTITUTIONAL RESEARCH AND ASSESSMENT**

SURVEYS	<u>FY</u> <u>1995-96</u>	<u>FY</u> <u>1996-97</u>	<u>FY</u> <u>1997-98</u>	<u>FY</u> <u>1998-99</u>	<u>FY</u> <u>1999-2000</u>	<u>FY</u> <u>2000-2001</u>
# of surveys distributed(D)/processed(P) for on-campus needs	661D/ 1036P	1939D/ 1283P	4472D/ 2077P	*2295D/ 3767P	2771D/ 3815P	5967 D/ 5620P
Total activities for IR	1697	3222	6549	6062	6586	11,587
<i>Academic Department Interviews and Surveys Required Under Academic Assessment:</i>						
# of surveys/interviews conducted/analyzed with seniors for departments/schools	175	150	162	389	363	515
Total activities for assessment	482	322	522	389	363	515
Grand Total Survey Load Distributed and Processed for Office	2179	3544	7071	6451	6949	12,102

*Some surveys distributed by other offices but processed by IR & Assessment (Advisement, Library, etc.)

APPENDIX A: Chart 2 –Tests and Reports

**COMPLETE BREAKDOWN OF TESTS, TRANSCRIPTS ANALYZED, AND REPORTS
RELATED TO INSTITUTIONAL RESEARCH AND ASSESSMENT**

TESTS ADMINISTERED TRANSCRIPTS ANALYZED REPORTS PREPARED	<u>FY 1995-96</u>	<u>FY 1996-97</u>	<u>FY 1997-98</u>	<u>FY 1998-99</u>	<u>FY 1999-2000</u>	<u>FY 2000-2001</u>
# Tests given (General Education and Major Field Tests)	884	751	744	1148	1273	1237 Gen.Ed. 215 Major Field
Written reports prepared (counted in assessment- includes reports generated for internal use and on-line reports)	200	199	186	225(individual faculty reports – advising/teac hing/exit surveys	197 (advising survey reports, paper and on-line reports)	173 (advising survey reports, paper and on- line reports)
On-Line Assessment Dept./instittuional Surveys administered				31	9	51
Total activities for Assessment	1084	950	940	1404	1479	1676

# Transcripts analyzed	360	1139	1431	300	22	0
On-Campus Reports				135	30*	110
# Off-campus data reports received for review and verification (all data points per page checked, counted as one report)	10	32	200	600 PF/Columbia/ CHEMIS/Feds/ other	425	1020
On-Line IR Reports/Info				77	246	155
Total activities for IR	370	1171	1631	1112	723	1285
Grand Total Tests, Transcripts Analyzed, Reports for Office	1454	2121	2571	2516	2202	3106

*have not completed several semesters of grade distributions yet. They are in the process of being completed.

APPENDIX A: Chart 3- Meetings with Faculty, Presentations

**COMPLETE BREAKDOWN OF REQUESTS, CONSULTATIONS, AND PRESENTATIONS
RELATED TO INSTITUTIONAL RESEARCH AND ASSESSMENT**

REQUESTS/CONSULTATIONS/ PRESENTATIONS	<u>FY</u> <u>1995-96</u>	<u>FY</u> <u>1996-97</u>	<u>FY</u> <u>1997-98</u>	<u>FY</u> <u>1998-99</u>	<u>FY</u> <u>1999-00</u>	<u>FY</u> <u>2000-2001</u>
# Consultations with departments or faculty on Assm.	53	52	20 (3 mo. only)	55 Lovely 15 Jodi 12 Lisa	47 Lovely 15 Jodi 6 Myles	Lovely 51 Jodi 15 Myles 42
# Presentations/workshops/ attendance at professional Assm conferences	6	7	5	12*	1Lovely 1 Jodi 1Myles 1 Maureen	Lovely 8 Jodi1 Myles1 Maureen 1
Total activities for Assessment	59	59	25	94	72	119

# Consultations with departments or faculty on IR(in person/on phone/on line)				10 accreditation - Lovely 25 accrd. Jodi	30 Jodi 12 Myles 20 Lovely	Lovely 267 Jodi 70 Myles25
# Presentations/workshops/ attendance at professional conferences IR				12 Lovely 5 Jodi 2Lisa	1 Jodi 2 Myles 14 Lovely	Lovely 16 Jodi1 Myles2
# Requests for information responded to for on-campus data need IR	444	467	277	250	636	553
# Requests for information responded to for off-campus data needs IR	40	55	31	35	50	65
Total presentation/conference/ meeting activities for IR	484	522	308	339	774	999
Grand Total Requests/ Consultations/ Presentations for Office	543	581	333	433	846	1118

*Includes 7 faculty members who attended SCHEA conference on Assm. Budget Monies. Office coordinated attendance.

APPENDIX A: Chart 3 Time on Tasks

COMPLETE BREAKDOWN OF NUMBER OF CONTACT HOURS SPENT IN MEETINGS/WORKSHOPS

# OF CONTACT HOURS SPENT IN MEETINGS/ WORKSHOPS	<u>FY 1995-96</u>	<u>FY 1996-97</u>	<u>FY 1997-98</u>	<u>FY 1998-99</u>	<u>FY 1999-2000</u>	<u>FY 2000-2001</u>
<i># Hours of interaction with various ON-CAMPUS groups and committees/ testing of students</i>	IR 328 Assm 48	IR 215 Assm 63	IR 53 (3 mo) 27.5 Jodi Assm 38 (3 mo)	IR Lovely 280 IR Jodi 40.5 IR Lisa 14 Assm. 65 Lovely 48 Maureen (testing, surveys, assm. co)	IR Lovely 220 IR Jodi 38 IR Myles 10 Assm. 172 Lovely 95 Maureen	IR Lovely 321 IR Jodi 66 IR Myles 58 IR Maureen 294 Assm. Lovely 178 Maureen 108
<i># Hours of interaction with various OFF-CAMPUS groups and committees</i>	IR 95 Assm 81	IR 791 Assm 73	IR 68 (3 mo) 22.5 Jodi Assm 32 (3 mo)	IR 215 Lovely IR 85 Jodi IR 15 Lisa Assm. 127.5 Lovely	IR Lovely 583 IR Jodi 36 IR Myles 64 Assm. 30 Lovely	IR Lovely 487 IR Jodi 75 IR Myles 20 Assm Lovely 35 Myles 15
<i># Hours faculty workshops/ dept. meeting presentations provided (plus preparation)</i>	IR ? Assm 20	IR 10 Assm 30	IR 10 (3 mo) Assm 5	IR 4 Lovely Assm. 20	IR Lovely 10 Assm. 18	IR Lovely 40 IR Jodi 20 Assm Lovely 13 Myles 20
<i>Total hours spent in meetings & workshops for IR</i>	423	1016	181 (3 mo)	653.5	813	1391
<i>Total Hours Spent in Meetings and Workshops for Assessment</i>	149	166	75 (3 mo)	260.5	315	369
Grand Total hours spent in meetings and workshops	572	1182	256 (3 mo. only)	914	1128	1760

NOTE: Remaining hours spent on generating reports, phone calls, in-office; the above time on tasks only includes meetings and workshops given. There are 2080 working hours in each 12 month contract.

APPENDIX B

COMMITTEE MEMBERSHIP OF IR/ASSM. STAFF

Dr. Lovely Ulmer-Sottong	South Carolina Institutional Researchers' Association (state secretary) Rate Committee S.C. National FIPSE Study, Co-Chair, Executive Committee PEW National Research Team (1 of 19 nationwide researchers) Campus Cabinet Enrollment Planning Team Enrollment Services Institutional Planning (ESIP) Institutional Planning Cabinet SACS Steering Committee Data Collection Committee, Chair Teaching Sector IR Committee, Chair or Co-chair of mtgs. Society of College and University Planners
Ms. Jodi Herrin	S.C. Institutional Researchers Association SACS - Data Collection Committee S.C. FIPSE Study
Mr. Myles Black	S.C. Institutional Researchers Association RATE Committee S.C. FIPSE Study
Ms. Maureen Bergstrom	Classified Employees Assembly, Chair Institutional Planning Cabinet SACS Steering Committee Campus Cabinet Chancellor Search Committee