

Office of Institutional Effectiveness

Program Review Report 2003-2004

Submitted October 18, 2004

I. Data

Major Studies Conducted and Distributed: 11

Academic Tracking Reports (#1-3):
 First-Year Student Retention Fall 2002 to Spring 2003
 Academic Success of Transfer Student from Aiken Technical College
 First-Year Student Retention Fall 2002 to Fall 2003
American Democracy Project Inventory of Civic Engagement (2003)
Charting a Course for Excellence: Institutional Effectiveness Report 2004
CIRP Survey of Freshmen (2003)
Faculty Salary Inequity Study 2002-2003
Faculty Salary Inequity Study 2003-2004
Faculty Workload Study Part 1: Committee Service
Faculty Workload Study Part 2: Advising
Survey of Alumni ('98-'99 and '99-'00)

Tests Administered

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
General Education	--	1,237	954	965	0*
Major Field	--	215	217	208	223
Total	1,273	1,452	1,171	1,173	223

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

Surveys Administered

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Number of Surveys	--	--	--	--	31
Respondents					
Distributed	--	--	--	5,536	3,922
Processed	3,815	5,620	3,371	3,224	2,858

Unique Data Requests Processed

	2001-2002	2002-2003	2003-2004
Total	142*	192	371

* Data requests tracked on the Job request log are not available prior to January, 2002.

II. 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.

Goals

The goals and objectives listed below follow directly from the mission of the IE Office; broadly speaking, they encompass the broad categories of measurement, communication, and improvement. While they are grouped into four broad categories and may be monitored with individual performance measures, many goals and objectives are intimately related to each other.

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. Continue IE Office history of accurate and on-time reporting.
2. Reduce time devoted to external reporting with better use of data tools and training.
3. Coordinate internal reporting to official external reports as closely as possible.
4. Communicate strengths and limitations of reporting systems to external constituencies through official channels and publication.

2. Internal Reporting

Identify, generate, and communicate regular reports to campus units and constituencies.

1. Improve and maintain static reports on the IE website for Office, on-campus, and off-campus use.
2. Develop dynamic reporting tools for Office and on-campus use to include such items as enrollment, degrees awarded, credit hour production by discipline, and retention.
3. Migrate unit-specific email reports to web-based tools.
4. Train academic and non-academic personnel about data availability and uses.
5. Develop strategic indicators and monitoring process at institutional level and assist development among administrative units.
6. Develop improvement and use measures for all internal reports, including what was learned from the data & analysis as well as what changes were made.

3. Assessment

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

1. Coordinate identification of learning outcomes for all degree programs and general education.
2. Develop and maintain assessment practices to measure the extent to which learning outcomes are achieved.
 - a. For all units, ensure that assessment practices and procedures at least meet if not exceed minimum standards set by SACS.
 - b. For units with more mature assessment practices, advance assessment programs to produce most meaningful data possible.
 - c. Prompt creation and use of an assessment rubric based on the criteria of successful assessment programs.
3. Continue transition from assessment of process indicators and satisfaction to more concrete outcomes measures.
4. Continue to build trust with faculty about the value of assessment.
5. Extend online dynamic data collection and reporting tools used for writing portfolio to other areas of general education and to program assessment.
6. Communicate assessment successes with internal and external community through presentations and publications.

4. Research

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

1. Continue retention research on entering first-year students.
2. Provide ongoing research support for the Executive Vice Chancellor for Academic Affairs and other senior administrators as well as for various campus committees, including the Strategic Planning Committee, the Enrollment Planning Team, the First-Year Experience Committee, the Distance Learning Committee, and others.
3. Redesign and administer meaningful surveys linked to outcomes goals.

III. Assessment

Success in Meeting Goals

Of the twelve goals set in the 2002-03 program review, eleven have been met completely or with substantial progress. Section IV (“Accomplishments,” see below) provides greater detail about success measures for each goal. While substantial progress was not made for Goal 9 (Identify sources of external funding), this remains a long-term operational goal for the IE Office, and further progress is expected for 2004-05.

While most of these operational goals have been met, the most important measures of the effectiveness of the IE Office’s activities are how data products and analysis, as well as process development and assessment consultation improve the operations and effectiveness of other units and the institution at-large. In this respect the outcomes measures of many of this year’s activities will not become apparent for several years. Nevertheless some of the outcomes that drew on the resources of this office during 2003-04 included:

- Revision of admission standards to require a minimum combined SAT score of 800 (Enrollment Planning Team and SS&P)
- Furtherance of a data sharing partnership with Aiken Technical College to better understand and improve student success
- Beginning uses of NSSE data (conversations about academic expectations); will serve as springboard for answering questions like “what do we expect our students to do?”

Capacity to Process Data Requests

The number of data requests fulfilled by the IE Office in 2003-04 increased 92% over 2002-03 levels. This increase may be attributed to the addition of a Director in September 2003 and a programmer in July 2004. Of the 264 requests for which response time was recorded, 38% were completed within 1 day or less; an additional 29% were completed within one week. The remaining 33% of data requests were either long term projects (e.g. *Academic Tracking Report #2: Academic Success of Transfer Students from Aiken Technical College*), projects with a set deadline (e.g. *U.S. News and World Report* gives institutions 6 weeks to respond to a survey), or had no deadline associated with them.

Assessment of email delivery of regular data (“Homer” database files) to Department Chairs and School Heads has been assessed only informally once by email. Only one unit leader responded, indicating that the reports are helpful. Additional informal conversations suggest that this is indeed the case but that unit leaders would benefit greatly from about an hour of training in how to use these reports more effectively. Further, this email delivery has noticeably reduced the number of requests for lists of students with certain majors, mailing labels, etc., and it has also made a variety of reports much easier to compile quickly and easily.

Explicit time measures have not been attached to external data requests, and so the amount of time it takes to complete surveys such as those from Peterson’s, *U.S. News & World Report*, SACS, and others is not available. Past practices have required reduplication of programs and efforts, which should be reduced by migration to the Common Data Set, which is typically referenced more and more by data requests from external constituencies. This time commitment will be monitored more closely in 2004-05.

IV. Year in Review

Accomplishments

The accomplishments listed below are framed in the context of goals outlined in the 2002-03 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.

Goal set in 2002-03 Program Review	Accomplishments in 2003-04
1. Continue to revise and refine the OIE Mission Statement, aligning it with the USCA strategic plan and other institutional needs; specific goal statements will be fashioned to reflect the new direction of the OIE.	<ul style="list-style-type: none"> Redefined mission and goals of a unified IE Office (see Section II above).
2. Continue to provide accurate and timely data for major external reports (i.e. IPEDS, SC CHE Performance Funding, SACS, <i>U.S. News & World Report</i> , College Guides, etc.).	<ul style="list-style-type: none"> Completed all mandatory reporting.
3. Monitor and shape new academic assessment process, placing significant weight on the assessment of learning outcomes, using measures that de-emphasize satisfaction surveys and place more weight on faculty assessments of student competence in specific learning goals and objectives.	<ul style="list-style-type: none"> Revised Program Review Process (in conjunction with Academic Assessment Committee)
a. Prompt the Assessment Committee to examine external models for academic assessment; review 2003-04 program review submissions (Biology/Geology, BIS, Business, English, Mathematics, and Visual & Performing Arts) and develop more detailed guidelines and criteria for 2004-05.	<ul style="list-style-type: none"> Reviewed in detail assessment programs for Biology, Business, English, Interdisciplinary Studies, Math & Computer Science, Visual & Performing Arts; recommended changes to be reviewed November 2004
b. Build trust with department chairs and faculty to show that assessment is not a nuisance but a helpful tool.	<ul style="list-style-type: none"> Completed initial development of an online assessment reporting system (launched in September 2004 – detailed reporting will appear in the 2004-05 Program Review) Revision of Academic Assessment Committee sections of the USCA Faculty Manual
c. Prompt departments to create or refine goals for student learning; shift emphasis of	<ul style="list-style-type: none"> Completed for Communications (see 2004-05 Bulletin p. 52)

goals from what the program/faculty will do to what the students will do or demonstrate. Print these goals in the University Bulletin once they represent sound and measurable outcomes.	<ul style="list-style-type: none"> • Approved but not in Bulletin for English, Foreign Language, Biology • Recommendations made to Business (attended & made presentation at School retreat), Interdisciplinary Studies (ad hoc committee meeting on this topic), Math & Computer Science, Visual and Performing Arts • Placed graduate assessment on 2004-05 agenda of Graduate Advisory Council
4. Develop in consultation with the Assessment Committee a plan for assessing general education outcomes beginning in 2004-05.	<ul style="list-style-type: none"> • Initiation of general education assessment revision (initial reporting received Oct. 1, 2004)
5. Modify student, alumni, and retention studies to emphasize behavioral report over satisfaction measures:	<ul style="list-style-type: none"> • Conducted 11 major studies involving academic success, student retention, civic engagement, faculty workload, faculty salaries, and student dispositions • Conducted exit surveys for some units; only minor revisions have been made so far • Prompted one unit (English) to conduct a focus group to supplement exit surveys
<p>a. Administer National Survey of Student Engagement (NSSE)</p> <p>b. Administer Faculty Survey of Student Engagement (FSSE)</p>	<ul style="list-style-type: none"> • Administered the National Survey of Student Engagement and the Faculty Survey of Student Engagement (reporting on results usage will appear in the 2004-05 Program Review) (Goal 5a)
c. Construct retention study based on nationally available research design, data, and internal needs	<ul style="list-style-type: none"> • Completed three retention studies of first-year students (included above) focus on engagement models and academic success.
6. Create a user-friendly database of 50-100 critical variables attached to currently enrolled students, updated weekly, that can be manipulated in Excel on high-end desktop computers on campus. Expand access to this database, while maintaining data security.	<ul style="list-style-type: none"> • Developed “Homer” database for regular delivery of data to academic leaders and for Office use
7. Refashion web presence to provide a) the appearance of a seamless transition from the main USCA web site and b) a readily useful and intelligible set of university statistics and assessment information to a wide range of internal and external constituencies.	<ul style="list-style-type: none"> • Migrated IE web site to university template

<p>8. Contribute actively to interdisciplinary campus initiatives, especially the American Democracy Project and the Foundation of Excellence for the First Year initiative, to formulate plans in terms of clearly identifiable outcomes that will indicate goals and success of programs.</p>	<ul style="list-style-type: none"> • Heavily supported the work of five university committees: Enrollment Planning Team, First Year Experience Committee, American Democracy Project Committee, Strategic Planning Committee, Distance Learning Committee
<p>9. Identify external funding sources that will provide support for ongoing OIE initiatives; as a guiding principle in seeking funding sources, the receipt of external funding should not disrupt day-to-day operations of the OIE but rather ameliorate them.</p>	<ul style="list-style-type: none"> • Director attended a grant-writing workshop in Fall 2003. • A list of funding opportunities is under development.
<p>10. Provide consultation for developing outcomes measures and assessment methods to co-curricular programs (e.g. Student Life and the Writing Room have already approached the OIE); assist in formalizing and outcomes assessment process for these and other offices.</p>	<ul style="list-style-type: none"> • Produced two analyses of academic performance of students using the Writing Room and made recommendations to Director for additional data collection and assessment • Produced two analyses of academic performance of students living in USCA residence halls and scanned literature for additional characteristics; these studies have influenced 2004-05 programming in residence halls to incorporate more of an academic focus • Began consultations about assessment embedded in a co-curricular transcript • Piloted assessment of civic engagement outcomes developed by ADP Committee in Double Knot Scholars Program (August 2004 through Fall)
<p>11. Reassess personnel needs and refashion the job description of the fourth office member; conduct a successful search for this individual.</p>	<ul style="list-style-type: none"> • Successful hire of Jared Lemke as a programmer for the IE Office • Reclassification of Jodi Herrin to Statistical Analyst III • Transformed Maureen Bergstrom's position to use more of her talents and abilities • Consolidated Assessment and IR Budget lines to reflect new Office structure
<p>12. Formalize office procedures for workflow, data reporting, and other office activities (closely linked to the results of Goal 6 and Goal 11).</p>	<ul style="list-style-type: none"> • Drafted nine months of a two-year planning calendar detailing schedules for regular activities and reports

Future Plans

The IE Office has placed USCA onto a two-year cycle for the administration of the National Survey of Student Engagement (Spring 2006), the Faculty Survey of Student Engagement (Spring 2006, and the Cooperative Institutional Research Program survey of entering freshmen (Fall 2005). A two-year cycle provides enough time for the analysis of results, the formulation of plans, and the implementation of those plans before the instruments are again used for measurement in the next two year cycle.

For 2004-05, the IE Office plans to accomplish the operational objectives listed below. Because other projects and needs will undoubtedly arise as the year progresses, some level of flexibility must be maintained in terms of scheduling staff time and resources to accommodate these needs as they arise.

1. Complete all required reporting (Goal 1):
 - IPEDS Fall and Spring reporting
 - SACS institutional profile
 - SC CHE Performance Funding Reporting, including the annual institutional effectiveness report
 - All surveys and other external requests
2. Migrate primary data reports to the Common Data Set (Goals 1.2, 1.3)
 - 2003 data was placed into CDS in May 2004 and transmitted to Common Data Set Exchange
 - 2004 data target is December 15, 2004
3. Restructure web site (Goal 2)
 - Streamlined and working web site on new server December 1, 2004. Basic redesign includes four primary areas:
 1. University Facts and Research Reports;
 2. Assessment Plans and Reports;
 3. Interactive Research Tools for Retention, Enrollment, and Assessment;
 4. Mission, Goals, and Administrative Materials.
 - These areas will develop over time; success will be measured by increased web traffic.
4. Continue development of online assessment tools (Goals 2.2, 3.5)
 - Continue population of Writing Portfolio Data
 - Extend data summary report access to more faculty
 - Complete operational data entry and goal modification interface
 - Pilot online assessment tool use among foreign language and communications departments
 - Encourage academic units to begin using interface for program-level assessment
5. Evaluate Academic and Administrative Program Review Process

- Have Academic Assessment Committee pilot a rubric for the evaluation of unit-level assessment reports (Goal 3.2.c)
 - Identify strategic indicators at institutional level and help develop them at unit-level for “dashboard” like online interface (Goals 2.5, 2.6)
6. Begin campus training for (Goal 2.4)
- USC Data Warehouse (Herrin, Hosch)
 - Writing Portfolio and general education assessment tool (Lemke, Hosch)
 - Pivot table use for assessment
7. Reformulate and conduct alumni survey for 2000-02 grads (Goal 1.1, 3)
- Process underway; first draft finalized before December holiday. Targets are:
 1. Increase response rate above state-mandated minimum of 20%;
 2. Glean useful data that can be used to improve academic and co-curricular environment;
 3. Provide data for performance funding and other areas that demonstrate institutional success.
 - Survey to be mailed in late January; results should be available by May 2005.
8. Assess need for student opinion survey; conduct if necessary (Goals 1.1, 3)
- Determine needs for student satisfaction survey
 - Administer online only (no class time devoted to survey if conducted)
9. Solidify two-year planning calendar
- First draft completed by December 1, 2004. revisions to be conducted through December 1, 2005.
10. Provide office staff with additional technology training and development
- Minimum 1 conference or training per staff member:
 1. Bergstrom attended TLT Flashlight workshop at USC Columbia Aug 04
 2. Herrin attended SAIR Conference in Biloxi, MS 10/21-24.
 3. Hosch scheduled to attend
 - SACS annual conference in Atlanta, Dec 2004
 - ASCU assessment conference in Atlanta, Feb 2005
 - SCAIR conference in March 2005
 4. Lemke scheduled to attend SCAIR conference in March 2005
11. Complete articulation of general education outcomes (Goal 3.1)
- All general education outcomes finalized in Spring 2005, printed in 2005-06 Bulletin
12. Develop data resources and research plan to investigate impact of student financial aid and resources on retention and academic performance (Goal 4)
- Ongoing project in collaboration with Glenn Shumpert and EPT. Initial data has been extracted. Target for completion of initial analysis is December 2004

13. Develop research methodology and conduct review of transfer students, especially academic performance (Goal 4)
 - Ongoing project, anticipating needs of EPT and national trends for accountability

14. Continue survey and assessment support for campus constituencies (Goals 4, 4.3)
 - Athletics Task Force
 - Continuing Education
 - Bookstore
 - Monday Group (Classified Employees Survey)
 - Library

15. Continue assessment and research support for campus committees (Goals 3, 4):
 - Strategic Planning Committee
 - First-Year Experience Committee
 - American Democracy Project
 - Distance Learning Committee
 - Enrollment Planning Team
 - Others, as needed

16. Conduct research projects for the following (Goals 3, 4)
 - Academic Tracking Report #4: Retention and Academic Success of 2003 FY Cohort
 - Report on Interim CIRP results (2004 FY class)
 - Report on NSSE results
 - Redesign faculty salary inequity formula (in conjunction with Faculty Welfare Committee)
 - Others as required

17. Submit material for publication and/or conference presentations (Goals 1.4, 4)
 - Article on Higher Education Act reauthorization: reporting procedures for alumni tracking by lenders rather than institutions. Target publication: *The Chronicle Review*
 - Article on the relationship between academic success and first-year retention (data from CSRDE). Have agreed with Rosemary Hayes to consult with CSRDE about publication/distribution possibilities.

V. Needs

The list of needs that follows is for the 2005-06 academic year. Careful management of the IE Office budget should allow for these resources (except as noted below) to be covered by the 2004-05 IE Office budget (17160-A024), although some redistribution of funds among budget lines will be necessary.

Item	Est. Cost	Notes
New Computer for Jodi Herrin	--	Jodi reports that she has deferred replacement of her computer for at least one year; her computer should be on the scheduled replacement cycle
New B/W LaserJet Printer	\$2,100	HP 4300TN; quote from Bob Wiesner on 10/6/04; funds available in the 2004-05 IE budget
Projected increase in Major Field Tests	Additional \$550	Funds should be allocated to class 53002 Educational Supplies; ACT projects an 8-10% increase in MFT costs in 2005-06.
Campus license for TLT Flashlight online survey tool	\$1,000	Product under 2 nd year of testing, covered by USC license for 2004-05; recommend that this item be covered by the Campus Technology Budget
New office laptop	\$1,700	Est. price based on university buy for 2004-05; funds available in the 2004-05 IE budget

Appendix: Surveys 2003-04

Survey	Target	Distributed	Processed
360 Evaluations	Faculty/staff†	106	175
Admin. Mid-management	Faculty/staff	4	4
ADP Civic Engagement Inventory	Faculty/staff	195	48
Biology Senior Exit Survey (Bubble/Data Input) F03/Sp04	Students	34	34
BIS Exit Interview	Students	15	10
Business Alumni Career	Students	467	57
Business Alumni Survey Fall 2003	Students	110	99
Business Alumni Survey Spring 2004	Students	56	20
Business Senior Exit Fall 2003	Students	110	100
Business Senior Exit Spring 2004	Students	56	22
Chemistry Exit Survey	Students	7	7
Communications (Fall 03, Spring 04)	Students	40	36
Education Post-Internship	Students	80	80
English Exit Survey	Students	2	2
Faculty Ballot	Faculty/staff	142	96
Faculty Facilitators (Orientation)	Faculty/staff	26	20
FSSE*	Faculty/staff	195	110
Library	Students	399	399
NSSE*	Students	900	256
Pacer Orientation	Students	260	250
Pacer Orientation July '04	Students	300	288
Post Registration August '04	Students	160	158
Post Registration July '04	Students	275	260
Psychology Exit Survey	Students	54	31
Psychology Grad. Exit Survey (Fall '03)	Students	8	8
Psychology Grad. Exit Survey (Sp. '04)	Students	5	5
Sociology Senior Exit Survey (Bubble/Data Input) F03/Sp04	Students	24	24
Transfer/Non Traditional August '04	Students	25	20
Transfer/Non-Traditional July '04	Students	50	38
Unit Head Evaluation	Faculty	162	94
VCAA Evaluation	Faculty	13	13
Total		3922	2858

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.

† Included some off-campus constituencies

* The National Survey of Student Engagement and the Faculty Survey of Student Engagement were administered through the University of Indiana but required substantial involvement and follow-up from IE Office Staff.