




# Office of Institutional Effectiveness

## Program Review Report 2004-2005

Submitted October 12, 2005

### *I. Data*

**Table 1. Achievement of IE Office Goals and Objectives**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
 Targets Achieved or Project On Time	--	--	--	--	15
 Approaching Targets or Project Behind Schedule	--	--	--	--	5
 Targets Missed or Unsatisfactory Progress	--	--	--	--	2

**Table 2. Research Projects, Reports, Presentations, and Publications**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Formal Studies <sup>†</sup>	--	--	--	11	7
Presentations (Internal)	--	--	--	9	13
Presentations (External)	--	--	--	0	2

<sup>†</sup> See Appendix 1

**Table 3. Tests Administered**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
General Education	1,237	954	965	0*	0*
Major Field	215	217	208	223	212
Total	1,452	1,171	1,173	223	212

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

**Table 4. Surveys Administered**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Number of Surveys	--	--	--	31	48
<i>Survey Volume</i>					
Distributed	--	--	5,536	3,922	8,520
Processed	5,620	3,371	3,224	2,858	5,367

**Table 5. Unique Data Requests Processed**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Data Requests*	--	142	192	371	288
Homer Web Queries	--	--	--	--	313
Writing Portfolio Queries	--	--	--	--	132

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

**Table 6. Assessment of Academic Programs**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<b>Number of Majors Reviewed by Assessment Committee</b>	--	--	--	6	5
<i>1=Missing, 2=Approaches Guidelines, 3=Meets Guidelines, 4=Exceeds Guidelines</i>					
<b>Goals</b>	--	--	--	--	2.4
<b>Objectives</b>	--	--	--	--	1.8
<b>Measurement</b>	--	--	--	--	2.0
<b>Findings</b>	--	--	--	--	1.7
<b>Use of Results</b>	--	--	--	--	1.7

**Table 7. Web Site Usage**

Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan-05*	86	92	277	1342	9.68 MB
Feb-05	398	447	1130	6334	37.69 MB
Mar-05	479	561	1357	7448	40.46 MB
Apr-05	638	831	1537	7447	33.31 MB
May-05	483	569	1115	6815	35.70 MB
Jun-05	360	420	937	4818	31.56 MB
Jul-05	274	338	832	4731	29.11 MB
Aug-05	538	696	1650	5116	64.50 MB
<b>Total</b>	<b>3,256</b>	<b>3,954</b>	<b>8,835</b>	<b>44,051</b>	<b>282.01 MB</b>

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

## 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.

2004-05

#### **Status**   **Goals and Objectives**

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##### **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 and Objectives**

Of the twenty two objectives that comprise the measurable outcomes of the IR Office's goals, fifteen were completely met or are on target according to planned timelines (see green indicators on pp. 3-4). Another five objectives are behind schedule in some fashion or have not been completed to the extent planned (see amber indicators on pp. 3-4), and two objectives which are either stalled or completed at an unsatisfactory level (see red indicators on pp. 3-4).

#### ***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.***

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 appears to have been reduced, given the decline in annual work log requests from 371 in 2003-04 to 288 in 2004-05 (although this measure appears to be slightly unreliable because of inconsistent record keeping). A better indicator may be web traffic on the Homer web interface (313 web queries, excluding those from IE staff) and writing portfolio web interface (132 queries) (see Table 5 on page 1). The coordination of external and internal reporting has been somewhat more difficult to accomplish and its effectiveness is difficult to measure. Common Data Set reports were generated, although the de-funding of the Common Data Set Exchange may lessen the value of this exercise. The most viewed common data set was the 2003 CDS, and it was ranked #22 in terms of web traffic.

Identification of a reliable peer group for the annual salary study and the IPEDS Data Comparison Report may provide some useful benchmarking items, but such activities will be unlikely to significantly reduce time and effort expended by the IE Office on external reporting, and alignment of such indicators may in fact be quixotic. The burden of external reporting will continue to increase with significant reports such as the Baldrige Agency Accountability Report for the State Budget and Control Board as well as reporting mandates likely to be included in the Reauthorization of the Higher Education Act. This objective (1.3) will be monitored for 2005-06 and considered for removal from the stated list of objectives for the IE Office.

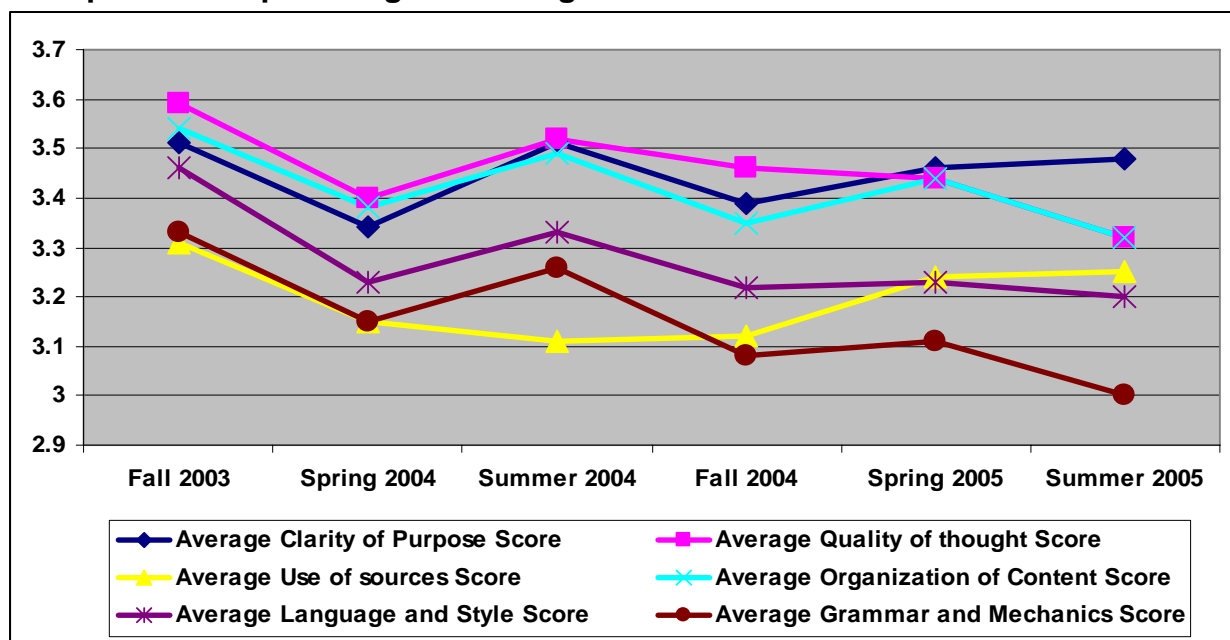
The objective to better communicate strengths and limitations of reporting systems to external constituencies through official channels and publication was accomplished in part through participation in development of state goals to replace the performance funding structure. These goals have been developed, although it is not clear to what extent efforts to communicate limitations were received by the group authoring these goals. Publication in this venue was not accomplished, although one presentation about higher education accountability was delivered to the Aiken Rotary (Noon) in February 2005. Planned participation in state-wide efforts in 2005-06 may better address this objective in a measurable way.

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

Significant progress has been made in communication of assessment and research findings. Central to these efforts has been the redesign of the web site to match the university template and migration of the site from a UNIX server to a Windows Server. Static reports have been standardized and improved somewhat, including the provision of data for academic units to complete program review at least six weeks before reports are due. Other than the Home Page, the portal to fact books, frozen retention data, and the Common Data Set was the number one page viewed by visitors (excluding IE staff), with 471 different users visiting the pages and various subdirectories (see table A4.4 on page 26). Despite some of these improvements, some informal feedback – typically a request for data that is not there or is buried in the current Factbook – has suggested that further improvement in terms of layout, readability, and availability of statistics can be made in 2005-06.

Dynamic reporting tools have been developed for reporting enrollment information to academic administrators. These reports about student information (the Homer reports) were previously emailed to members of Academic Council monthly, but now they are available online in a format in which user can select the information they need (GPA, contact info, current hours, demographics, etc.). These data are updated weekly using a semi-automatic upload of frozen files from the USC mainframe. This process was designed by Jared Lemke who created converter to use mainframe files on desktop PCs. The process is currently maintained by Cheryl Fogle, who is in the process of assessing design improvements and the construction of a similar data tool for Admissions. To date, the interface has generated 313 separate queries (see Table 5 on page 1) that would have previously required a data request through the IE Office and creation of a specific SAS or Data Analyzer program to provide the data requested.

**Example Data Report: English Writing Portfolio Scores Fall 2003-Summer 2005**



Further, the addition of a web counter provided some insight into who uses the information on the web and what information is most useful. Website statistics indicate a majority of academic units use the data and assessment tools regularly. External visitors comprise more than half of the web traffic, however, and noticeable usage spikes occur when replies citing resources on the site are posted to discussion groups and email lists. Significant declines in web traffic during summer months suggest that more effort may need to be devoted to campus-wide promotion of available information and features on the IE Website. Training about these resources primarily took the form of one-on-one instruction of user by IE staff either in person or via phone support. These efforts could be made more effective if actual training were conducted. Some Nursing staff and faculty were trained in the use of TLT Flashlight – an online survey instrument, although usage and follow-up have suggested that this training may not have been very effective.

While all of these developments are positive, no measurable progress has been made on identifying strategic indicators at the institutional level that can communicate success on strategic plan initiatives or enrollment planning initiatives. It will be critical to identify and deploy a set of dashboard indicators during 2005-06 to solidify communication strategies as well as to prepare information needed for the Baldrige-based Agency Accountability Report to the State Budget and Control Board.

Another significant barrier to achieving unit goals and objectives is historical mission-creep. In part because of the unwieldy information management system (IMS), the IE Office has ended up providing lists of students to a variety of constituencies (students on probation, Dean's list, students in particular majors who have earned X hours with Y GPA, etc.). Fully 8% of all data requests processed by the IE Office were of this nature, and have little to do with research, assessment, or measures of effectiveness. These functions would more appropriately be performed by the Records Office, as is done in most other universities. As a particularly poignant example, the Records Office requested that the IE Office generate a report of how many transcripts the Records Office had released to students in the past year. As the University approaches implementation of a new ERP system through the OneCarolina Project, records-oriented requests and needs should be redirected to the Records Office.

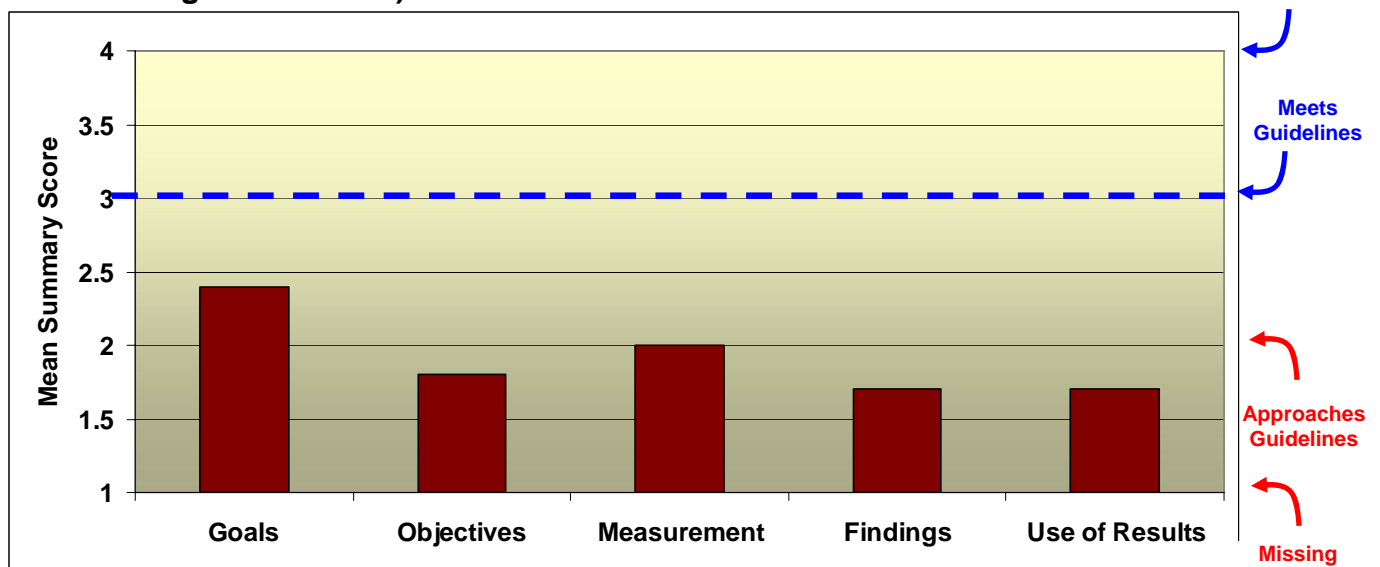
***Goal 3 Assessment: Coordinate, communicate, and strengthen assessment processes and practices to focus on outcomes assessment as a means for improvement.***

Some important successes were accomplished in the area of assessment in 2004-05. Most significantly, the development of the web-based reporting tool for the English Writing Portfolio is the centerpiece assessment developments and this type of record keeping represents the future of managing results of general education assessment. Not only have 132 visits to the site been made to make queries (excluding those made by IE Staff), but the interface has generated two conference presentations: the Southern Association for Institutional Research (Oct 2005) and the Southern Association of Colleges and Schools (Dec 2005). An additional proposal has been submitted to the national Association for Institutional Research (May 2006). Further, success with this vehicle for managing and delivering assessment results has jump started assessment activity in a number of units, including Communications, History, Political Science, and Mathematics.

Another significant and positive development is the adoption of a rubric by the Academic Assessment Committee to assess the extent to which assessment review prompts effective changes and revisions in department-based assessment practices.

The bad news, however, is that the results from the instrument reveal that USCA needs to make significant progress to meet its own guidelines for assessment. Results indicate that as a group the five programs reviewed by the Committee in 2004-05 are not meeting the university guidelines for assessment. The most advanced assessment element was the development of Goals (summary score = 2.4), followed by Measurement (summary score = 2.0), although it is important to note that this level of performance is only at the “Approaches Guidelines” level. The development of measurable Goals (1.8), Presentation of Findings (1.7) and Use of Results (1.7) were even below this threshold. These outcomes results indicate that the IE Office needs to redirect significant effort to 1) promote additional leadership on campus for assessing learning outcomes, especially among faculty, and 2) communicate more effectively the need to assess learning outcomes, provide advice and support where necessary, and continue to leverage successes (see Appendix 3 for full results).

**Mean Summary Scores for Programs in Assessment Cycle 2004-05 (Based on 2003-04 Program Reviews)**



While these results are not positive, they do mask some of the progress being made in assessment, and these measurements will serve as a baseline for improvement. 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.

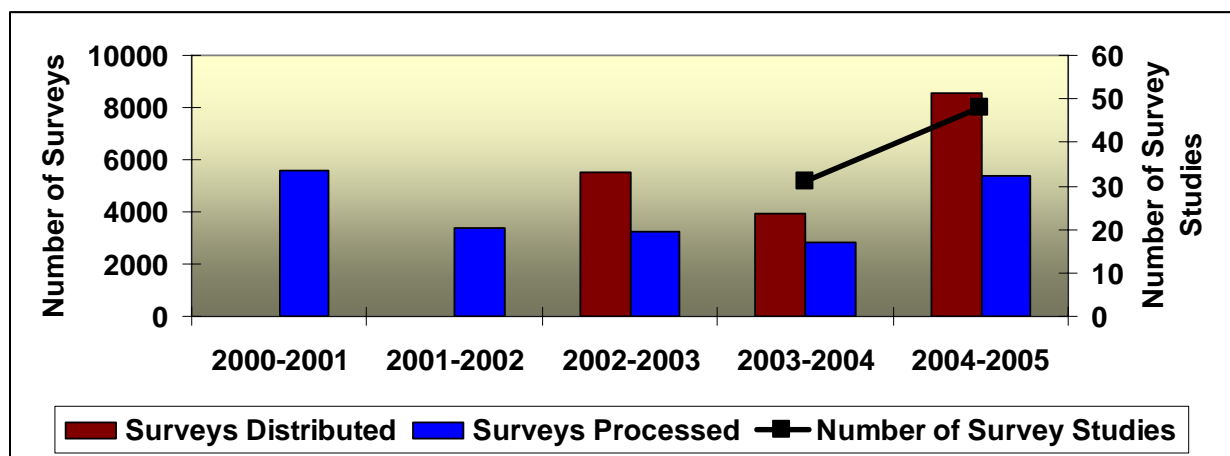
Additional progress also must be made on general education. At the time of writing this program review, only four out of eleven general education goals have been finalized. These goals must be complete by the end of Spring 2006.

***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.***

Research projects met all targets for 2004-05. Seven research-based reports were produced over the course of the year, and thirteen presentations (30-60 minutes in length) were made to a variety of campus constituencies (see Table 2 on page 1). Two of these projects (*Academic Tracking Reports #4 and #5*) provide a special focus on academic success of students living on and off-campus as well as first year students. The IE Director also participated in a national project about graduation rate outcomes sponsored by the American Association of State Colleges and Universities, the Education Trust, and the National Association of System Heads.

The Office also increased its capacity to process surveys. Almost all of this increase has resulted from shifting the duties of the Assessment Coordinator (Maureen Bergstrom) from testing to survey administration. The number of surveys processed in 2004-05 increased by 87.8% from 2003-04, and the total number very nearly approached the office high of 5,620 surveys in 2000-01, when the IE Office had one employee dedicated solely to conducting surveys. While a significant portion of these surveys targeted alumni, faculty, and some external constituencies, the primary research subjects were students. Two clear measures are lacking in terms of measuring survey effectiveness: 1) at what level are students being over-surveyed or harassed by surveys? and 2) to what extent was the information learned from this level of surveying useful?

**Volume of Surveys Distributed and Processed and Number of Survey Studies 2004-05**



All survey results are now being placed in the online assessment archive, and the IE Office Program Review will need to identify some measures for the extent to which various clients who contracted surveys through the IE Office used the results that were obtained.

## IV. Year in Review

### Accomplishments from Last Year's Future Plans

The accomplishments listed below are framed in the context of goals outlined in the 2003-04 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.

Operational Objective set in 2003-04 Program Review	Accomplishments in 2004-05
1. Complete all required reporting (Goal 1):	Completed on time: <ul style="list-style-type: none"> <li>• IPEDS Fall and Spring reporting</li> <li>• SACS institutional profile</li> <li>• SC CHE Performance Funding Reporting, including the annual Institutional Effectiveness report</li> <li>• All surveys and other external requests</li> </ul>
2. Migrate primary data reports to the Common Data Set (Goals 1.2, 1.3)	Completed in Spring 2005 <ul style="list-style-type: none"> <li>• 2004 data, except Section H (Financial Aid) placed into CDS in February 2005 placed into CDS in May 2005.</li> <li>• 2005 Section H (Financial Aid) data</li> <li>• 2005 data target is January 31, 2006</li> <li>• The Common Data Set Exchange (CDX) Consortium has been disbanded, so data were not shared.</li> </ul>
3. Restructure web site (Goal 2)	<ul style="list-style-type: none"> <li>• Web site migrated to university template on December 1, 2004. Since January 24, 2005 there have been 3,256 unique visitors to the IE office web site.</li> </ul>
4. Continue development of online assessment tools (Goals 2.2, 3.5)	<ul style="list-style-type: none"> <li>• Writing Portfolio Data populated Fall 2003 through Spring 2005</li> <li>• Advanced and summary data report access extended to all full-time faculty</li> <li>• Obtained agreement from Language, Literature, &amp; Culture Faculty to use interface beginning with Fall 2005 data.</li> <li>• <b>UNMET OBJECTIVE: convince major programs to adopt a similar data management system for assessing learning outcomes in their majors.</b></li> </ul>

Operational Objective set in 2003-04 Program Review	Accomplishments in 2004-05
5. Evaluate Academic and Administrative Program Review Process	<ul style="list-style-type: none"> <li>• Academic Assessment Committee adopted and used a rubric for the evaluation of unit-level assessment reports (Goal 3.2.c)</li> <li>• <b>UNMET OBJECTIVE: Strategic indicators at institutional level were not identified and help develop them at unit-level for “dashboard” like online interface (Goals 2.5, 2.6)</b></li> </ul>
6. Begin campus training for USC Data Warehouse, the assessment tool, the Homer interface, and pivot tables (Goal 2.4)	<ul style="list-style-type: none"> <li>• Limited publicity and demonstration were provided on an individual basis in 2004-05 – training efforts will need to be extended in 2005-06 with advent of SADI (Statistical Admissions Data Interface) in January 2006.</li> </ul>
7. Reformulate and conduct alumni survey for 2000-02 grads (Goal 1.1, 3)	<ul style="list-style-type: none"> <li>• Survey conducted and initial data reported to CHE in 2005 IE Report. Success indicators were: <ol style="list-style-type: none"> <li>1. Response increased from 20% to 26.4%;;</li> <li>2. Data provided for performance funding and other areas that demonstrate institutional success.</li> <li>3. Initial analysis suggests data will be more useful for a variety of uses but full extent will not be know until report is completed.</li> </ol> </li> </ul>
8. Assess need for student opinion survey; conduct if necessary (Goals 1.1, 3)	<ul style="list-style-type: none"> <li>• Developed proposal for Point of Service (POS) Survey System. Feasibility is still under study.</li> </ul>
9. Solidify two-year planning calendar	<ul style="list-style-type: none"> <li>• Full Planning Calendar completed; began issuing lists of expected reports to various constituencies.</li> </ul>

Operational Objective set in 2003-04 Program Review	Accomplishments in 2004-05
10. Provide office staff with additional technology training and development	<ul style="list-style-type: none"> <li>• Minimum 1 conference or training per staff member:               <ol style="list-style-type: none"> <li>1. Bergstrom attended TLT Flashlight workshop at USC Columbia Aug 04</li> <li>2. Herrin attended SAIR Conference in Biloxi, MS 10/21-24.</li> <li>3. Hosch attended                   <ul style="list-style-type: none"> <li>○ SACS annual conference in Atlanta, Dec 2004</li> <li>○ ASCU assessment conference in Atlanta, Feb 2005</li> <li>○ SCAIR conference in March 2005</li> </ul> </li> </ol> </li> </ul>
11. Complete articulation of general education outcomes (Goal 3.1)	<ul style="list-style-type: none"> <li>• <b>UNMET OBJECTIVE: Four out of eleven general education outcomes finalized in Spring 2005</b></li> </ul>
12. Develop data resources and research plan to investigate impact of student financial aid and resources on retention and academic performance (Goal 4)	<ul style="list-style-type: none"> <li>• <b>UNMET OBJECTIVE: Data analysis proved to be too complicated and outstripped desktop computer power. Data structures were determined inadequate for planned project.</b></li> </ul>
13. Develop research methodology and conduct review of transfer students, especially academic performance (Goal 4)	<ul style="list-style-type: none"> <li>• Metrics identified from presentation from Central Missouri State Univ. at AIR Conference.</li> </ul>
14. Continue survey and assessment support for campus constituencies (Goals 4, 4.3)	<ul style="list-style-type: none"> <li>• Athletics Task Force</li> <li>• Continuing Education</li> <li>• Bookstore</li> <li>• Library</li> </ul>

Operational Objective set in 2003-04 Program Review	Accomplishments in 2004-05
15. Continue assessment and research support for campus committees (Goals 3, 4):	<ul style="list-style-type: none"> <li>• Strategic Planning Committee – presented overview of NSSE results (Nov. 2004)</li> <li>• First-Year Experience Committee – provided assessment support in identifying goals and objectives for AFYS 101</li> <li>• <b>American Democracy Project - none</b></li> <li>• Distance Learning Committee – presented talk at Annual Technology Conference about effectiveness of using online quizzes; promoted method with Poli Sci &amp; Bio Depts.</li> <li>• Enrollment Planning Team – various research support on student retention (see <i>Academic Tracking Report #5</i>) and probation policy</li> </ul>
16. Conduct research projects for the following (Goals 3, 4)	<ul style="list-style-type: none"> <li>• See list of reports in Appendix</li> </ul>
17. Submit material for publication and/or conference presentations (Goals 1.4, 4)	<ul style="list-style-type: none"> <li>• Conference proposals accepted at SAIR (Oct 2005) and SACS (Dec 2005).</li> </ul>

**Additional Accomplishments**

Personnel: Hired Cheryl Fogle as a programmer to replace Jared Lemke.

## ***V. Future Plans***

### **Survey Cycle**

Through consultation with the Strategic Planning and Survey Action Team of the Enrollment Planning Team and coordination with the office of Academic Success and the First Year Experience, IE Office has placed USCA onto a regular cycle for the administration of the National Survey of Student Engagement (even years), the Cooperative Institutional Research Program (CIRP) survey of entering freshmen (every year), and its companion Your First College Year (YFCY) survey (odd years). 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. Data from the CIRP Freshman Survey will be collected annually to match with retention data in an effort to identify indicators of students who may be at-risk of performing poorly at USCA.

<b>Survey</b>	<b>Target Population</b>	<b>Admin. Date</b>
National Survey of Student Engagement (NSSE)	Freshmen/Seniors	Spring 2006
CIRP Freshman Survey	Incoming Freshmen	Summer 2006
Your First College Year	Freshmen	Spring 2007
Alumni ('02-'04) Survey	Alumni	Spring 2007
CIRP Freshman Survey	Incoming Freshmen	Summer 2007
National Survey of Student Engagement (NSSE)	Freshmen/Seniors	Spring 2008
HERI Faculty Survey	Faculty	2007-08

### **Operational Objectives for 2005-06**

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
  - Baldrige-based Agency Accountability Report for State Budget and Control Board
  
2. Develop in collaboration with statewide partners metrics for higher education accountability in South Carolina (Goal 1.4)
  - Attend CHE Accountability Conference
  - Review metrics for other states (e.g. Kentucky)
  - Develop useful metrics

3. Submit material for publication and/or conference presentations (Goals 1.4, 4)
  - SAIR
  - SACS
  - AIR
  - Submit one article for publication
4. Develop and implement plan to re-envision USCA Fact Book (Goal 2.1)
5. Develop and implement survey reporting following standardized template or small selection of templates (Goal 2)
6. Continue development of online data management and assessment tools (Goals 2.2, 3.5)
  - Continue population of Writing Portfolio data
  - Implement online assessment tool use for Language, Literature, and Cultures general education competency; secondary priority is Western Civilizations, American Political Institutions, and Oral Communications
  - Encourage academic units to begin using interface for program-level assessment
7. Develop and implement Statistical Admissions Database Interface (SADI) in Spring 2006 (Goal 2.2)
  - Begin campus training for SADI in Spring 2006 (Goal 2.4)
  - All Admissions staff identified by Director trained; 50% should become proficient.
  - Reduce data requests from Enrollment Services (Goal 1.2)
8. Develop and implement dashboard indicators (Goals 2.5, 2.6)
  - Align with Baldrige needs
  - Align with ENROLLSTAT needs
  - Align with Strategic Planning needs
9. Assess feasibility of Point of Service (POS) Survey system (Goal 3)
10. Complete articulation of general education outcomes (Goal 3.1)
  - All general education outcomes finalized in Spring 2006
11. Develop and implement strategy for assessment of co-curricular and administrative offices to meet SACS guidelines (Goals 3.2, 3.2.a).
  - Hold workshop for student affairs and have goals for all units finalized by Spring 2006
  - Explore creation of Assessment Committee for Co-Curricular and Administrative Offices
12. Monitor Effectiveness of Academic and Administrative Program Review Process

- Indicators should increase; recommendation report (December 2005) should indicate more programs address Assessment Committee recommendations (Goals 3.2, 3.3, 3.4)
13. Provide office staff with additional technology training and development (USCA Strategic Plan Goal 7g)
- Minimum 1 conference or training per staff member:
    1. All staff attending SAIR in Charleston (Oct 2005)
    2. Fogle may attend AIR summer institute to develop data warehouse
    3. Hosch to attend SACS (Dec 2005)
14. Develop online assessment archive (Goal 3)
- Store all materials for 2004-05 review cycle in archive
  - Provide and test password protection
  - Develop utility of archive as expanded
15. Develop data resources and research plan to investigate impact of student financial aid and resources on retention and academic performance (Goal 4)
- Base initiative on Financial Aid/Scholarship Strategy Action Team Report
16. Gather and analyze transfer students metrics (Goal 4)
- Data collection complete in November 2005
  - Initial analysis complete in December 2005
17. Gather and analyze data from National Student Clearinghouse (Goal 4)
- Data collection complete in November 2005
  - Initial analysis complete in December 2005
18. Acquire data for more detailed analysis of graduation rates, including use of predicted graduation rate formula (Goal 4)
- Data collection complete in December 2005
  - Initial analysis complete in January 2005
19. Continue survey and assessment support for campus constituencies (Goals 4, 4.3)
- Monday Group (Enrollment Projections)
  - EVCAA – Lyceum
  - Library
  - Student Affairs
20. 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

21. Conduct research projects for the following (Goals 3, 4)

- Alumni Survey
- Campus Climate for Minorities Survey
- Academic Tracking Report #6: Retention and Academic Success of 2004 FY Cohort
- Academic Tracking Report #7 Sophomore to Junior Retention
- Report on 2005 CIRP results
- EPT End of Year Report
- Others as required

## ***VI. Needs***

The list of needs below is for the 2006-07 academic year.

<b>Campus Technology Committee Item</b>	<b>Est. Cost</b>	<b>Notes</b>
New Desktop Computer for Jodi Herrin	NA	<i>Below benchmark.</i> Herrin's computer was overlooked for replacement in the last two cycles
New B/W LaserJet Printer	\$1,200	<i>Below benchmark;</i> quote from Bob Wiesner on 10/11/05; Bob recommended its replacement using CTC funds
New Color Laser Printer	\$1,200	<i>Below benchmark;</i> quote from Bob Wiesner on 10/11/05; Bob recommended its replacement using CTC funds

### **Other Needs**

USCA has done a remarkable job meeting many of the needs listed below. They are mentioned in this program review to identify a continuing need for focus and institutional support over the next few years.

#### ***Engagement with Implementation of the OneCarolina Project***

Continued support of One Carolina ERP initiative is critical to overarching success in the IE Office. It is essential that as an institution we continue to promote a philosophy that improves the effectiveness of our business practices in the selection of and migration to a new information management system. A great institutional and system-wide danger will be to replicate existing business practice because they are familiar rather than adopt newer practice that will be more effective.

#### ***Engagement with Higher Education Accountability System***

Strategic and effective lobbying for an accountability system to replace Performance Funding is necessary to ensure institutional health in a regulatory environment focused on efficiency rather than effectiveness. Efforts to shape the accountability system must remain engaged with other groups in the state at various institutional levels.

#### ***\$\$\$ SACS Consulting Visit \$\$\$***

A SACS consultant should be scheduled to visit USCA in November 2006. The cost of this visit is currently unknown and some cost sharing among the IE Office and others may be necessary.

## ***Appendix 1: Formal Studies 2004-05***

### **Formal Studies Conducted in 2004-05**

AASCU Graduation Rate Outcomes Study - Campus Self Study: University of South Carolina Aiken (February 2005), coauthored with Randy Duckett

Academic Tracking Report 4: Fall 2004 Undergraduate Academic Performance by Place of Residence (January 2005)

Academic Tracking Report 5: Fall 2003 First Year Cohort Retention to Fall 2004 (June 2005)

Faculty Salary Study, 2004-05 (May 2005)

Report to the USCA Athletic Task Force on Focus Groups with Athletes, Coaches, and Administrators (September 2004)

Results of the Athletics Task Force Survey (October 2004)

Setting the Pace For Excellence: Institutional Effectiveness Report 2005 (July 2005)

## Appendix 2: Surveys Conducted 2004-05

Survey	Target	Distributed	Processed
Advancement Polo Survey	External	26	26
Advisement Survey	Students	1793	863
AFYS Text Selection	Faculty/Staff	14	9
Alumni Survey - initial mail out	Alumni	1089	269
Alumni Survey - web follow up	Alumni	20	20
Athlete Survey - Spring 2005	Students	224	43
Athletics Task Force Survey	External	677	677
Biology Exit Survey	Students	30	30
BIS Exit Survey - Fall 2004	Students	2	2
BIS Exit Survey - Spring 2005	Students	7	7
Business Alumni Career	Alumni	88	88
Business Alumni Career	Alumni	35	35
Business Career Survey	Students	81	81
Business Senior Exit Survey	Students	78	78
Campus Climate for Diversity	Students	109	109
Chemistry Exit Survey	Students	3	3
Communications Exit Survey	Students	10	10
Communications Exit Survey	Students	23	23
Education Alumni Survey	Alumni	35	35
Education Educ 310	Students	90	90
Education Employer Survey	External	124	37
Education Post Internship Survey	Students	84	84
Education Practica	Students	150	150
Education Teacher Cadet Survey	Students	170	170
Education Teacher Cadet Survey	Students	141	141
English Exit Survey	Students	6	6
EVCAA Evaluation	Faculty/Staff	14	12
Faculty Ballot - regular election	Faculty/Staff	144	96
Faculty Ballot - special election	Faculty/Staff	144	94
Faculty Facilitators	Faculty/Staff	24	24
HERI Faculty Survey	Faculty/Staff	151	97
Housing & Residence Survey - Quality of Life	Students	650	279
Library Evaluation of Services/Faculty - Fall 2004	Students	78	78
Library Evaluation of Services/Faculty - Spring 2005	Students	589	589
Nursing Alumni Survey	Alumni	65	13
Psych - grad Exit Survey - Fall 2004	Students	1	1
Psych - grad Exit Survey - Spring 2005	Students	4	4
Psych - undergrad Exit Survey - Fall 2004	Students	10	10
Psych - undergrad Exit Survey - Spring 2005	Students	14	14
Sociology Exit Survey (Fa04Sp05)	Students	45	34
Student Life - Orientation Advisement (July/Aug)	Students	502	290
Student Life - Orientation Family Survey (July/Aug)	External	200	62
Student Life - Orientation New Student Survey (July/Aug)	Students	502	377
Student Life - Orientation Transfer Students (July/Aug)	Students	80	59

<b>Survey</b>	<b>Target</b>	<b>Distributed</b>	<b>Processed</b>
Survey About Effectiveness of Online Quizzes (English)	Students	14	14
Survey About Effectiveness of Online Quizzes (Poli Sci)	Students	14	14
Unit Heads Evaluation	Faculty/Staff	151	105
Visual & Performing Arts Exit Survey - Fall 2004	Students	7	7
Visual & Performing Arts Exit Survey - Spring 2005	Students	8	8
<b>Total</b>		<b>8,520</b>	<b>5,367</b>

**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.

\* The National HERI Faculty Survey was administered through the Higher Education Research Institute at UCLA but required substantial involvement and follow-up from IE Office Staff; the bi-annual institutional alumni survey also requires significant staff involvement and follow-up.

## ***Appendix 3: Assessment Evaluation 2004-05 Review Cycle (Five Majors)***

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

	<b>Missing</b>	<b>Approaches Guidelines</b>	<b>Meets Guidelines</b>	<b>Exceeds Guidelines</b>	<b>Summary Score</b>
<b>Goals</b>					<b>2.4</b>
Goals are stated clearly.	0	17	5	3	2.4
Goals are about student learning.	3	14	6	3	2.3
Goals are formulated with "students" as the grammatical subject.	2	11	11	3	2.6
<b>Objectives</b>					<b>1.8</b>
Objectives derive from each goal.	15	8	4	3	1.8
Objectives are measurable in scope.	14	13	5	0	1.7
Objectives are formulated with "students" as the grammatical subject.	13	8	4	2	1.8
<b>Measurement</b>					<b>2.0</b>
Outcomes of objectives have been measured.	14	12	7	0	1.8
Measures for each outcome include one measure independent of student grades.	10	7	12	0	2.1
Measurements have been made by faculty or other qualified professionals.	9	7	13	0	2.1
<b>Findings</b>					<b>1.7</b>
All findings are presented.	15	9	6	0	1.7
Data from findings appear in tables and/or appendices.	21	4	9	0	1.6
Findings about supplementary assessment data (e.g. satisfaction surveys, focus groups, self-assessments) are presented when appropriate.	12	9	6	0	1.8
<b>Actions Taken</b>					<b>1.7</b>
Actions prompted by the results are described.	13	13	4	0	1.7

## **Methodology**

Members of the Academic Assessment Committee conducted a pilot project using a checklist of program review elements to categorize essential elements of the assessment section of program review for the five programs in the review cycle for 2004-05. 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*) reviewed 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 = 2.4), followed by Measurement (summary score = 2.0), although it is important to note that this level of performance is only at the "Approaches Guidelines" level. The development of measurable Goals (1.8), Presentation of Findings (1.7) and Use of Results (1.7) were even below this threshold.

## **Discussion**

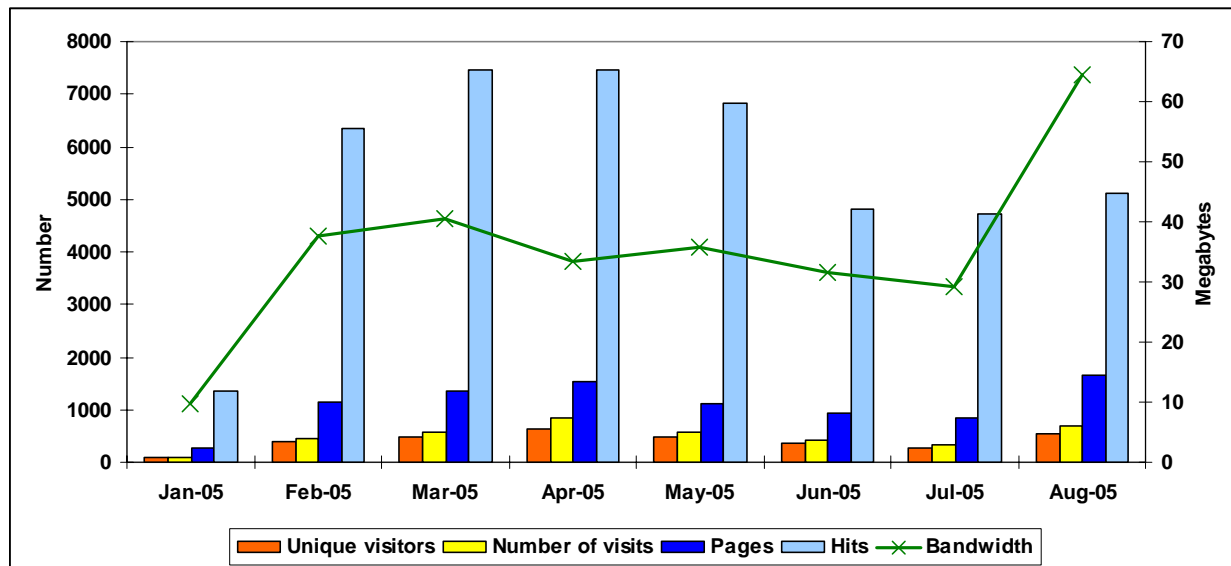
While these results are not positive, they do mask some of the progress being made in assessment, and these measurements will serve as a baseline for improvement. One additional review point has been placed into the assessment cycle – a review of the subsequent year's program review by the IE Director – 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.

## Appendix 4: Website Traffic and Usage

**Table A4.1 – Overall Web Traffic: Visitors, Visits, Pages, Hits, & Bandwidth**

Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan-05*	86	92	277	1,342	9.68 MB
Feb-05	398	447	1,130	6,334	37.69 MB
Mar-05	479	561	1,357	7,448	40.46 MB
Apr-05	638	831	1,537	7,447	33.31 MB
May-05	483	569	1,115	6,815	35.70 MB
Jun-05	360	420	937	4,818	31.56 MB
Jul-05	274	338	832	4,731	29.11 MB
Aug-05	538	696	1,650	5,116	64.50 MB
<b>Total</b>	<b>3,256</b>	<b>3,954</b>	<b>8,835</b>	<b>44,051</b>	<b>282.01 MB</b>

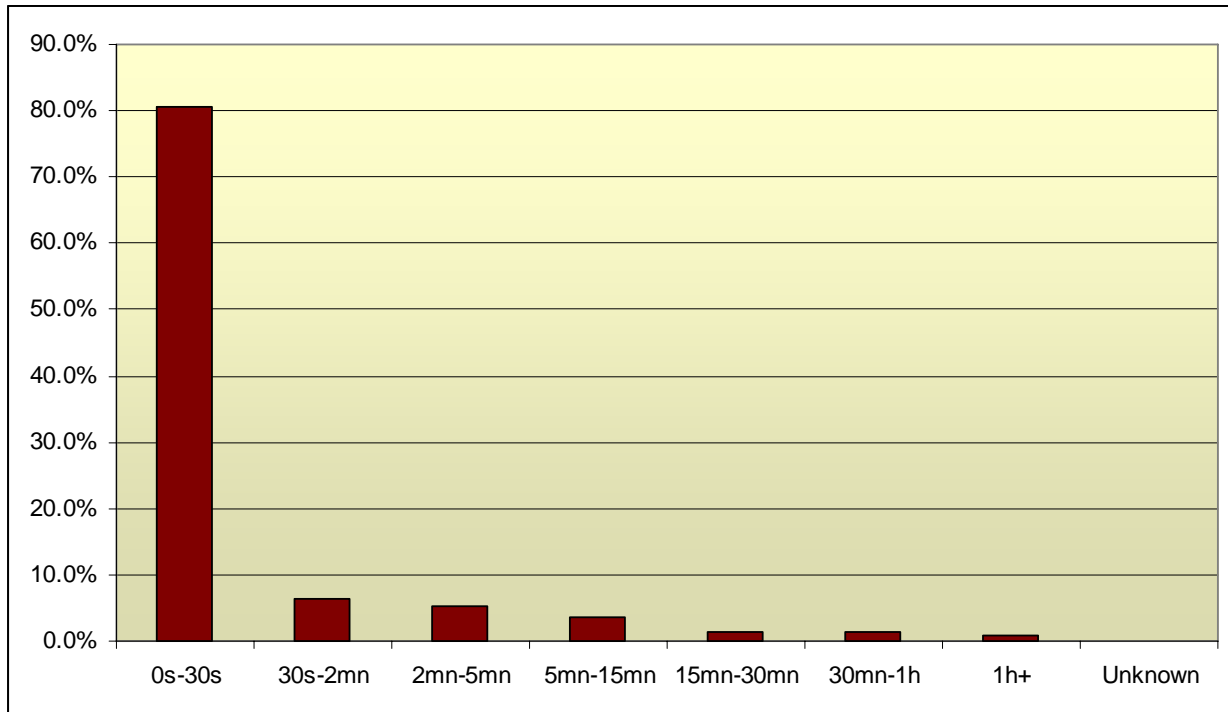
**Chart A4.1 – Overall Traffic: Visitors, Visits, Pages, Hits, & Bandwidth**



**Table A4.2 – Duration of Visits**

Visits duration	Number of visits	Percent
0s-30s	3843	80.7%
30s-2mn	312	6.5%
2mn-5mn	248	5.2%
5mn-15mn	178	3.7%
15mn-30mn	71	1.4%
30mn-1h	75	1.5%
1h+	34	0.7%
Unknown	1	0.0%

**Chart A4.1 – Duration of Visits**



**Table A4.3 – Web Traffic By Top Domains**

Countries/Domains		Pages	Hits	Bandwidth
Unknown	ip	4463	17041	123.98 MB
USA Educational	edu	2875	11142	94.23 MB
Network	net	1858	9885	68.99 MB
Commercial	com	1332	10617	51.46 MB
United States	us	73	410	4.04 MB
USA Military	mil	52	178	2.22 MB
Canada	ca	47	282	3.72 MB
Non-Profit Organizations	org	46	252	1.76 MB
Czech Republic	cz	38	56	4.09 MB
USA Government	gov	32	146	1.39 MB
United Kingdom	uk	17	221	1.35 MB
Australia	au	12	197	1.13 MB
Mexico	mx	9	28	306.84 KB
Netherlands	nl	8	15	368.78 KB
Philippines	ph	7	25	598.95 KB
India	in	7	41	210.60 KB
Japan	jp	6	12	258.03 KB
Lithuania	lt	5	12	93.72 KB
Germany	de	5	54	284.78 KB
Malaysia	my	4	10	382.98 KB
Denmark	dk	4	16	580.60 KB
Singapore	sg	4	25	817.98 KB

**Table A4.4 – Top 50 Pages Viewed**

Page URL	Viewed	Avg. size	Entry	Exit
Home Page	2405	4.44 KB	1825	1176
/facts/	471	5.19 KB	17	35
/surveys/ResLife/	468	337 Bytes	399	401
/surveys/	370	3.49 KB	165	172
/assessment/	354	4.44 KB	81	104
/tools/	323	3.32 KB	58	37
/research/	287	5.48 KB	24	57
/research/Faculty/Facsal2005.pdf	254	77.16 KB	199	217
/research/ATReports/AT_Report5.pdf	239	130.16 KB	147	178
/facts/fb04/	232	4.84 KB	12	11
/staff/	221	5.64 KB	16	106
/assessment/ResourcesforAssess.htm	192	17.55 KB	128	137
/research/ATReports/AT_Report3.pdf	190	93.22 KB	149	130
/facstaff/HOMER/majorreport.asp	187	76.57 KB		28
/surveys/CampusClimate/	165	338 Bytes	147	148
/facstaff/HOMER/index.asp	139	12.57 KB	30	25
/research/Presentations/Measuring_College_Success_2005.pdf	136	20.72 KB	98	106
/mission/	135	9.47 KB	16	66
/resources/	123	3.36 KB	4	6
/facstaff/AI/AEGLJ/reports/majorreport.asp	108	4.56 KB		5
/facts/fb04/enroll_overview.htm	105	30.36 KB	3	30
/facts/cds/2003/cdsg2003.htm	99	9.55 KB	85	73
/assessment/IERReports/IERReport2004.pdf	90	64.42 KB	46	59
/facstaff/AI/AEGLJ/index.asp	85	3.27 KB		3
/facts/ret_info/	85	4.19 KB	2	3
/surveys/athletics/	85	350 Bytes	76	76
/resources/ir_resources.htm	85	9.58 KB	43	43
/sitemap/	79	5.18 KB	18	19
/assessment/IERReports/	75	4.02 KB	4	4
/research/Presentations/RJWP_USCIRPresentation.pdf	71	87.29 KB	43	49
/research/surveys/nsse/2004/	71	5.89 KB	9	34
/assessment/GenEdGoals+1+8.pdf	68	57.82 KB	48	50
/facstaff/AI/AEGLJ/reports/index.asp	66	8.71 KB	1	5
/research/ATReports/AT_Report4.pdf	64	52.52 KB	19	31
/facts/fb04/adm_sat.htm	62	8.38 KB	15	27
/facstaff/AI/AEGLJ/reports/scores.asp	62	25.31 KB		9
/facts/ret_info/ret1.htm	61	18.72 KB	1	29
/research/ATReports/AT_Report2.pdf	61	64.77 KB	36	42
/facts/fb03/adm_sat.htm	59	7.81 KB	47	36
/research/ATReports/AT_Report1.pdf	59	52.86 KB	34	36
/facts/cds/2004/	58	3.60 KB	4	7
/facts/cds/2004/cdsg2004.htm	57	9.66 KB	30	39
/research/Presentations/Getting_Students_to_Read.pdf	55	116.60 KB	34	40
/facts/fb05/	55	4.98 KB	1	3
/facstaff/AI/AEGLJ/reports/advreport.asp	52	8.65 KB		8
/facts/fb03/	52	5.26 KB	1	2
/facstaff/EPAl/reports/majorreport.asp	47	4.56 KB		5
/assessment/IERReports/IERReport2001.htm	46	191.89 KB	34	39
/assessment/IERReports/IERReport2002.htm	46	104.36 KB	32	32
/assessment/IERReports/IERReport2005.pdf	45	204.62 KB	19	33

**Table A4.5. Web Robots, Spiders, and Crawlers**

Robots/Spiders	Hits	Bandwidth	Last visit
Googlebot	3451+510	133.59 MB	10 Oct 2005 - 22:26
MSNBot	2471+549	136.54 MB	10 Oct 2005 - 21:16
Inktomi Slurp	1332+1173	29.68 MB	10 Oct 2005 - 22:36
AskJeeves	608+166	15.71 MB	10 Oct 2005 - 13:27
Unknown robot (identified by 'crawl')	698+36	18.94 MB	10 Oct 2005 - 13:48
WISENutbot	601+40	3.34 MB	16 Aug 2005 - 18:41
Fast-Webcrawler	535+45	19.22 MB	10 Oct 2005 - 06:57
Inktomi Search	389+53	7.30 MB	12 Jul 2005 - 14:58
psbot	186+24	2.99 MB	07 Oct 2005 - 06:46
Unknown robot (identified by 'robot')	189+10	5.27 MB	27 Sep 2005 - 03:56
BecomeBot	129+46	929.24 KB	10 Oct 2005 - 10:19
Grub.org	137+6	720.81 KB	02 Oct 2005 - 01:25
Alexa (IA Archiver)	67+51	2.18 MB	30 Sep 2005 - 08:18
AtlocalBot	79+1	1.27 MB	02 Apr 2005 - 20:37
inetbot	56+16	1.92 MB	07 Feb 2005 - 08:34
GigaBot	35+22	393.09 KB	10 Oct 2005 - 08:59
Unknown robot (identified by hit on 'robots.txt')	0+43	15.03 KB	07 Oct 2005 - 14:26
Walhello appie	1+29	14.16 KB	16 Jul 2005 - 11:48
DiamondBot	18+8	84.78 KB	03 Sep 2005 - 02:25
MSIECrawler	3+5	6.77 KB	26 Sep 2005 - 20:33
ExactSeek Crawler	0+1	361 Bytes	29 Jul 2005 - 08:50

**Table A4.6 – Operating Systems Used By Visitors**

Operating Systems	Hits	Percent
Windows	48,426	94.2%
Macintosh	1,969	3.8%
Unknown	806	1.5%
Linux	175	0.3%
Sun Solaris	1	0.0%
WebTV	1	0.0%

**Table A4.7 Breakdown of Departmental Usage of IE Interactive Tools**

ABUS	92
AEGL	38
ACOM	37
APSY	31
AEDC	31
ANRS	29
ABIO	16
ASCY	11
AMTH	8
AHST	7
ADMN	4
ACHM	3
AFLG	2
NULL	2
AART	1
AEXS	1

**Table A4.8 – Top 50 Key Phrases and Top 48 Key Words Used in Search Engines**

Keyphrases used on search engines			Keywords used on search engines		
946 different keyphrases	N	Percent	1131 different keywords	N	Percent
academic tracking	36	3.1%	of	195	3.7%
institutional effectiveness	20	1.7%	effectiveness	139	2.6%
usca	12	1.0%	institutional	130	2.5%
aiken tech	10	0.8%	and	110	2.1%
institutional effectiveness plan	7	0.6%	salary	107	2.0%
university of south carolina office of institutional research	6	0.5%	in	92	1.7%
institutional effectiveness report	5	0.4%	college	91	1.7%
jared lemke	4	0.3%	for	91	1.7%
sat effectiveness	4	0.3%	university	86	1.6%
objectives of general education	4	0.3%	carolina	69	1.3%
institutional effectiveness mission	4	0.3%	academic	66	1.2%
assessment in higher education	4	0.3%	south	64	1.2%
measuring quality in higher education	3	0.2%	faculty	63	1.2%
faculty salary	3	0.2%	education	60	1.1%
student learning outcomes community college fine arts	3	0.2%	assessment	60	1.1%
usc beafort	3	0.2%	salaries	59	1.1%
getting students to read	3	0.2%	usca	58	1.1%
measuring college success	3	0.2%	tracking	53	1.0%
akin south carolina	3	0.2%	learning	50	0.9%
how to motivate students to read	3	0.2%	the	50	0.9%
salaries in sc	3	0.2%	outcomes	49	0.9%
foreign language objectives for sacs	3	0.2%	to	47	0.9%
measuring higher education	3	0.2%	student	45	0.8%
powerpoint for students	3	0.2%	survey	41	0.7%
salary ranges for college professors	3	0.2%	aiken	36	0.6%
institutional effectiveness policy	3	0.2%	research	35	0.6%
usc-aiken sat scores	2	0.1%	goals	35	0.6%
survey research in program evaluation for effectiveness and satisfaction in colleges and universities	2	0.1%	objectives	34	0.6%
kennesaw state university faculty salary	2	0.1%	higher	34	0.6%
webcape brigham young	2	0.1%	success	34	0.6%
student learning outcomes for sociology	2	0.1%	students	33	0.6%
portfolio ppt	2	0.1%	professor	32	0.6%
civic engagement outcomes	2	0.1%	office	31	0.5%
usc beaufort professor salary 2004	2	0.1%	professors	30	0.5%
institutional research conferences	2	0.1%	measuring	28	0.5%
consumption benefits of higher education filetype pdf	2	0.1%	usc	27	0.5%
byu placement exam	2	0.1%	retention	26	0.5%
learning outcomes foreign languages	2	0.1%	sat	24	0.4%
grambling faculty salaries	2	0.1%	state	23	0.4%
university of south carolina akin	2	0.1%	average	22	0.4%
constitution effectiveness	2	0.1%	program	22	0.4%
glenn shumpert	2	0.1%	report	22	0.4%
institutional effectiveness research	2	0.1%	on	21	0.4%
civics goals and objectives	2	0.1%	writing	21	0.4%
valdosta state university faculty salaries	2	0.1%	tech	20	0.3%
qaa psychology united kingdom	2	0.1%	rates	20	0.3%
thesis in partial fulfillment for the degree in business administration with questionnaires used	2	0.1%	graduation	19	0.3%