

# Office of Institutional Effectiveness




## Program Review Report 2005-2006

Submitted October 10, 2006

(Revised December 2006)

### I. Data

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

	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
 <b>Targets Achieved or Project On Time</b>	--	--	--	15	19
 <b>Approaching Targets or Project Behind Schedule</b>	--	--	--	5	3
 <b>Targets Missed or Unsatisfactory Progress</b>	--	--	--	2	2

**Table I.2. Direct Expenditures on Institutional Effectiveness**

IE Office	2000-2001	2001-2002*	2002-2003*	2003-2004*	2004-2005	2005-06
Total Expenditures	\$237,533	\$187,162	\$161,382	\$184,269	\$226,349	\$237,371
FTE Students	2,680	2,703	2,773	2,823	2,802	2,733
Expend. per FTE	\$89	\$69	\$58	\$65	\$81	\$83

\* The IE Office was without a Director during these some or all of these years and reduced salary expenditures. The Office was short an additional employee for most of 2003-04.

\*\* Revised in December 2006 from \$237,371 total expenditures and \$87 per FTE following budget rectification.

**Table I.3. Research Projects, Reports, Presentations, and Publications**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
<b>Formal Studies<sup>†</sup></b>	--	--	11	7	11
<b>Presentations (Internal)</b>	--	--	9	13	23
<b>Presentations (External)</b>	--	--	0	2	4

† See Appendix 1

**Table I.4. Tests Administered**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
<b>General Education</b>	954	965	0*	0*	0*
<b>Major Field</b>	217	208	223	212	227
<b>Total</b>	1,171	1,173	223	212	227

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

**Table I.5. Surveys Administered**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
<b>Surveys Conducted</b>	--	--	31	48	41
<b>Survey Volume</b>					
<b>Distributed</b>	--	5,536	3,922	8,520	12,534
<b>Processed</b>	3,371	3,224	2,858	5,367	5,714

## Table I.6. Unique Data Requests Processed

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

	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
Data Requests*	142	192	371	288	336
HOMER Queries	--	--	--	313	372
GEORGE Queries					
Foreign Language					8
Writing Portfolio	--	--	--	132	87
MARGE Queries	--	--	--	--	149
SADI	--	--	--	--	385
<b>Total</b>	142	192	371	733	1,337

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

## Table I.7. Assessment of Academic Programs

	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
Number of Majors Reviewed	--	--	6	5	8
<i>1=Missing, 2=Approaches Guidelines, 3=Meets Guidelines, 4=Exceeds Guidelines</i>					
Goals	--	--	--	2.4	2.8
Objectives	--	--	--	1.8	2.3
Measurement	--	--	--	2.0	2.3
Findings	--	--	--	1.7	2.5
Use of Results	--	--	--	1.7	2.0

## Table I.8. Web Site Usage

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>

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

## Table I.9. Web Site Usage Summary

	2001-2002	2002-2003	2003-2004	2004-2005*	2005-06
Unique visitors	--	--	--	3,256	6,481
Number of visits	--	--	--	3,954	9,725
Pages	--	--	--	8,835	31,065
Hits	--	--	--	44,051	101,765
Bandwidth	--	--	--	282 MB	1,391 MB

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

## Table I.10. University Teaching and Service

	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
Courses Taught (3 cr. hrs)	--	0	0	1	1
Number of Advisees (Fall)	9	12	9	8	21

## 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    2005-06**

<b>Status</b>	<b>Status</b>	<b>Goals and Objectives</b>
		<b>1. External Reporting</b>
		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.
		<b>2. Internal Reporting</b>
		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. Train academic and non-academic personnel about data availability and uses.
		4. Develop strategic indicators and monitoring process at institutional level and assist development among administrative units.
		5. 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. Coordinate identification of outcomes for all co-curricular programs and administrative units.
		3. 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.
		4. Continue transition from assessment of process indicators and satisfaction to more concrete outcomes measures.
		5. Continue to build trust with faculty about the value of assessment.
		6. Extend online dynamic data collection and reporting tools used for writing portfolio to other areas of general education and to program assessment.
--		7. Promote the use of assessment findings to make changes and improvements.
		8. 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 USC Aiken, 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.
--		4. Provide guidance to administrative and academic units about conducting research relevant to the effectiveness of their areas and programs.

### ***III. Assessment***

#### **Success in Meeting Goals and Objectives**

Of the twenty-four objectives that comprise the measurable outcomes of the IR Office's goals, nineteen were completely met or are on target according to planned timelines (see green indicators on pp. 3-4). Another four objectives are behind schedule in some fashion or have not been completed to the extent planned (see amber indicators on pp. 3-4), and one objective which has not been completed at a satisfactory 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.***

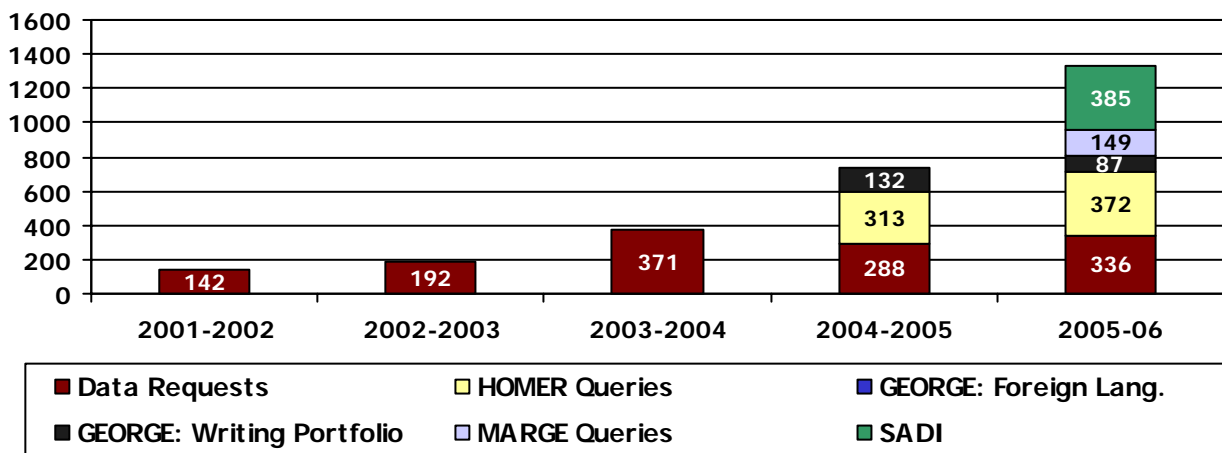
- 1.1 All reports to federal and state agencies, accreditors and other organizations, and data requests from external publications (e.g. *U.S. News, Barron's*, etc.); success on this objective is simply measured by on time completion. Subsequent audit has revealed that USC Aiken's tuition and fees was underreported on the 2005-06 IPEDS Institutional Characteristics Survey. This discrepancy has been noted in the 2006-07 submission.
- 1.2 Time devoted to external and internal reporting was quite significant and will increase tremendously in 2006-07 with the departure of the Assistant Director in May 2006, who had fifteen years of experience in preparing these reports. While data collection for time spent on these tasks still is beyond our ability to record accurately, the volume of data requested is estimated at 385 pages worth of surveys to government agencies and external organizations, such as *U.S. News & World Report* (see Appendix 5). It is likely that this volume will increase with time, and so efforts to make reporting easier and more efficient will be essential.
- 1.3 Some progress has been made in aligning internal and external reporting. Data reported through IPEDS data were most useful in 2005-06 when completing the state agency accountability report submitted in September 2006. Throughout the development process of this report, indicators for success were drawn from a number of publicly available sources that derive from external reports to federal, state, and other agencies. These data are also compiled for use on PacerDash, the newly created institutional dashboard.
- 1.4 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 and indicators to replace the performance funding structure. The IE Office also supported the Chancellor's presentation to the Governor's Task Force on Higher Education.

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

2.1 Maintenance of the USC Aiken Fact Book and various other static reports has been acceptable, but their development fell short of meeting goals to reconceptualize how these data are provided to IE Office clients. The Fact Book was not completed on time, and the Common Data Set was not completed at all for 2005. Further, the development of Lyceum – a planned repository of academic productivity data – made no progress in 2005-06.

2.2 Dynamic reporting tools continue to be developed. Most significantly, the Statistical Admissions Data Interface (SADI) was developed to monitor the quality of the applicant pool and assist and managing admissions data to make strategic and tactical decisions. The utility of this interface was praised highly in “Marketing and Recruitment Opportunities Analysis,” a consulting report prepared by Kent Hopkins and Sheila Mahan of Noel-Levitz. The General Education Outcomes Results Generator (GEORGE) has added a foreign language module, and at the end of the year the Managed Approach to Routinely Generated E-Lists (MARGE) interface was launched. Most importantly the capacity for delivering data has increased four-fold, from a high of 371 data requests in 2003-04 to 1,329 overall queries or delivered data products in 2005-06.

**Chart III.1 Data Requested Processed By Year**



2.3 While training in 2004-05 primarily took on the form of one-on-one training, two training sessions were held for faculty and staff on the use of dynamic reporting tools in 2005-06. These workshops were designed and conducted by Cheryl Fogle. One workshop on SADI was held for staff in the Admissions Office, and a second workshop was held for interested faculty and staff on using the HOMER interface. Assessment results show moderately high levels of user proficiency immediately following the workshops, although it is likely that these skills degrade with time for infrequent users. Additionally, workshops revealed that many computer users on campus demonstrated skill levels with basic productivity tools in the MS Office suite that needed improvement. To address this need, Cheryl has launched a series of workshops for 2005-06 on basic and intermediate features of these tools. While these sorts

of workshops go above and beyond her job description, the data provided to individuals by the IE Office will become more powerful when these computer users can manipulate the data themselves.

**Table III.1 Assessment Results from Training Sessions**

(5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Agree)

Item	% Strongly Agree or Agree	Mean
The presenter was knowledgeable about the subject matter.	100%	4.94
During the workshop I produced a report from [this application].	100%	4.88
The presentation was clear and well-organized.	100%	4.82
The presenter fully answered questions.	100%	4.82
I understand the primary functions of [this application].	94%	4.75
During the workshop I produced an advanced rpt from [this application].	94%	4.71
There was enough time scheduled for this workshop.	94%	4.59
I am confident I can use [this application] to generate reports I need.	94%	4.53

2.4 Strategic indicators at the institutional level were identified in conjunction with the Monday Group in May 2006 and placed on the institutional dashboard, PacerDash, which may be accessed online at <http://ie.usca.edu/PacerDash> by anyone with a USC Aiken login. In all 40 indicators were identified, and 28 are currently operational, with several others available in the State Agency Accountability Report.

2.5 Little progress has been made in terms of identifying improvement measures that can be summarized to evaluate the performance of assessment systems (i.e. the extent to which an internal report was useful and what changes were made based on its information). Research for an evaluation of the administrative program review process was conducted in 2005-06, and the final report on this study is expected in late October 2006. Nevertheless, even a positive result from an overhaul of this process falls short of some discussed items (e.g. a mandatory follow-up report by the office or individual receiving the data to indicate how data were used and improvements that were made).

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

3.1 Outcomes were identified for ten out of eleven general education competencies (the exception is the Non-Western requirement), and this compiled list of outcomes was delivered to the General Education Review Committee. This list of outcomes is online at [http://ie.usca.edu/assessment/gen\\_ed3%200.pdf](http://ie.usca.edu/assessment/gen_ed3%200.pdf). The identification of goals for learning outcomes continues to make progress. In 2005-06, the Academic Assessment Committee rated the goals for learning outcomes of review programs at 2.8 on a scale of 1-4 (4=Exceeds Guidelines, 3=Meets Guidelines, 2=Approaches Guidelines, 1=Missing), up from 2.4 in 2004-05.

3.2 The identification of outcomes for co-curricular units made some progress in 2005-06, but there are no tangible results to show for these foundational efforts. A workshop for Student

Affairs staff was held in Fall 2005, but assessment results were mixed. Most reported they knew what learning outcomes were, but only 5 out of 13 produced strong example outcomes in the assessment at the end of the workshop. The second foundational activity was a review of elements in administrative program review reports from 2003-04 and 2004-05. This study indicated only about 10% of reports identified outcomes in a developed fashion, with another 14% developing these outcomes, while outcomes were not present in more than three-fourths of these reports.

**Table III.2 Evaluation of Administrative Program Review Elements**

(4=Exemplary, 3=Developed, 2=Developing, 1=Not Present; Target Mean = 3.00)

Rank	Item	N	Mean	Std. Dev.	Not Present	Developing	Developed	Exemplary
1	<i>Mission Statement</i>	149	2.91	0.45	3%	7%	87%	3%
2	<i>Strategies or Planned Actions for the Upcoming Year</i>	149	2.13	0.82	28%	30%	42%	0%
3	<i>Assessment Section</i>	150	2.10	0.74	22%	47%	31%	1%
4	<i>Measurements are Research-Based</i>	148	2.08	0.85	32%	29%	39%	1%
5	<i>Key Measures or Performance Indicators</i>	149	1.80	0.75	40%	40%	20%	0%
6	<i>Operational Goals</i>	149	1.73	0.79	48%	32%	19%	1%
7	<i>Trend Data is Provided</i>	148	1.58	0.81	61%	20%	17%	1%
8	<i>Linkage to University Mission or Strategic Plan</i>	147	1.53	0.71	60%	27%	13%	0%
9	<i>Outcomes (Goals and/or Objectives)</i>	148	1.34	0.68	77%	14%	8%	1%
10	<i>Operational Objectives</i>	149	1.21	0.56	86%	8%	5%	1%
11	<i>Measurements are Linked to Operational Goals, Objectives, or Outcomes</i>	150	1.19	0.53	87%	7%	6%	0%
12	<i>Resource Allocation Based on Assessment Data</i>	145	1.19	0.54	88%	5%	7%	0%
13	<i>Major Strengths and Weaknesses are Identified</i>	148	1.18	0.48	86%	10%	4%	0%
14	<i>Program Changes or Future Plans are Based on Assessment Data</i>	150	1.15	0.43	87%	10%	3%	0%
15	<i>Comparative Data is Provided</i>	148	1.14	0.48	90%	7%	1%	1%
16	<i>Resource Allocation Aligned with Program Goals, Objectives, Outcomes</i>	148	1.14	0.40	89%	9%	2%	0%

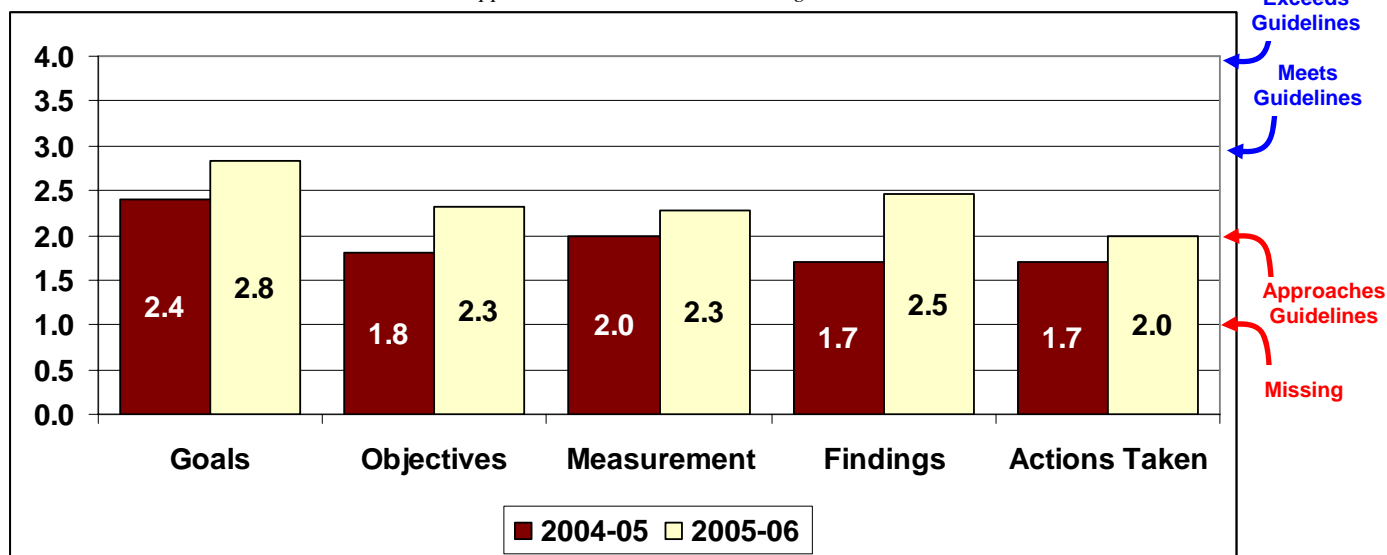
3.3 (a) The Academic Assessment Committee continued to use a rubric to assess the extent to which assessment review prompts effective changes and revisions in department-based assessment practices. This monitoring process indicated that the quality of assessment practices in academic program review reports has improved but still does not rise to the level needed to meet SACS guidelines.

(b) The Department of English expanded its general education assessment efforts with a longitudinal study of freshman folder submissions and their relationship to performance on the Junior Writing Portfolio. Additionally, a graphing feature is under development for GEORGE.

(c) The results of the rubric used by the Academic Assessment Committee are summarized below.

**Chart III.2 Mean Summary Scores for Programs in Assessment Cycle 2004-05 and 2005-06**

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



3.4 Educational outcomes appear to be the focus of assessment activities at the Department and School level for programs at least at the goal level. In the area of developing more measurable objectives for the outcomes of student learning, more work remains to be done.

3.5 No metrics have been developed for faculty trust in the value of assessment.

3.6 GEORGE was extended to measure foreign language competency and these results were cited in the State Agency Accountability Report.

**Table III.3 Foreign Language Assessment Results from 2005-06**

5=Exemplary, 3=Acceptable, 1=Poor

	Fall 2005	Spring 2006	Effect Size	Total
Reading	3.83	3.63**	-0.19	3.74
Listening	3.66	3.54	--	3.60
Writing	3.50	3.61	--	3.55
Speaking	3.41	3.63**	0.21	3.51
Culture	3.35	3.19*	-0.14	3.28
<b>Aggregate</b>	<b>3.66</b>	<b>3.57</b>	<b>--</b>	<b>3.62</b>

\* Significant at p<0.05, \*\* Significant at p<0.01

3.7 No metrics have been developed for promoting the use of assessment findings to make changes and improvements.

3.8 The number of external presentations doubled from two in 2004-05 to four in 2005-06 (see Table I.3 for trend data and Appendix I for a listing of titles).

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

4.1 Two studies on the academic success and retention of first year students were completed in 2005-06:

- Academic Tracking Report 6: Success and Retention of Entering Freshmen With Admission Prerequisite Exceptions, 2004 and 2005 (November 2005)
- Academic Tracking Report 7: Fall 2004 First Year Cohort Retention to Fall 2005 (July 2006)

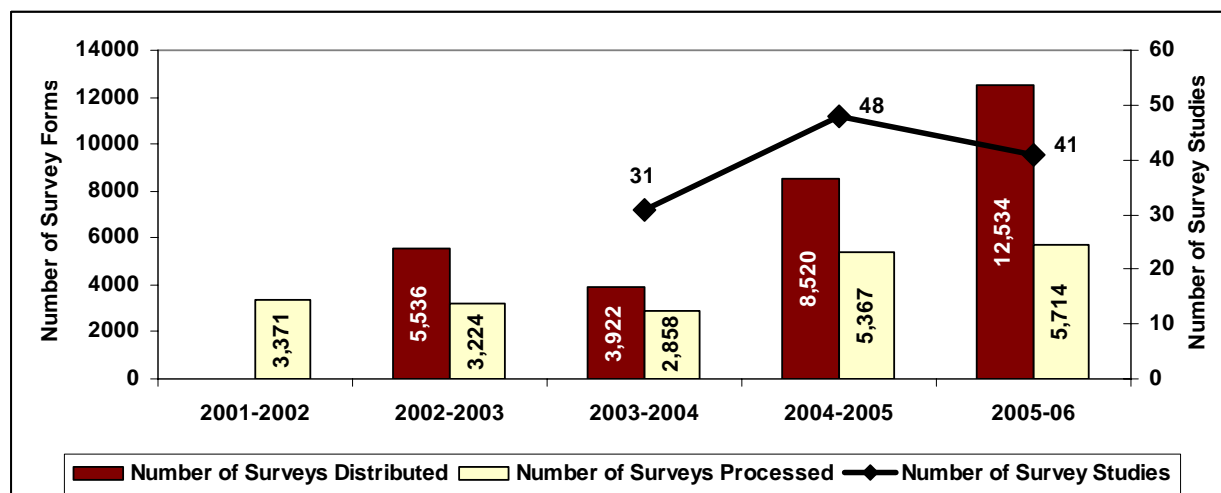
4.2 Ongoing research support was provided for various constituencies. See Table III.4 for an inventory of selected projects and constituencies.

**Table III.4 Clients for Majors Studies Conducted by IE Office**

<b>Major Study</b>	<b>Primary Clients</b>
End of Year Report for the Enrollment Planning Team (September 2005)	Enrollment Planning Team
Faculty Survey 2004-05, Results and Analysis for USCA Aiken (September 2005)	Academic Affairs Faculty Welfare Committee Faculty Assembly
Academic Tracking Report 6: Success and Retention of Entering Freshmen With Admission Prerequisite Exceptions, 2004 and 2005 (November 2005)	Academic Affairs Enrollment Services SC Commission on Higher Education
Survey of Alumni '00-'02, conducted in 2005 (December 2005)	Strategic Planning Committee Alumni Affairs Academic Council
Study of Faculty Advising Loads, Fall 2003 through Fall 2005 (January 2006)	Academic Affairs Enrollment Services
Perceptions of USC Aiken's Image, Mission, and Values: Focus Group Research 2005-06, co-authored with Jennifer Lake (February 2006)	Strategic Planning Committee Enrollment Planning Team
Perceptions of Administration, Work Load, and Academic and Campus Services at USC Aiken: Focus Group Research 2005-06, co-authored with Jennifer Lake (February 2006)	Strategic Planning Committee Enrollment Planning Team Monday Group
Faculty Salary Study, 2005-06 (April 2006)	Academic Affairs Faculty Welfare Committee
Academic Tracking Report 7: Fall 2004 First Year Cohort Retention to Fall 2005 (July 2006)	Academic Affairs Enrollment Planning Team Academic Council
Laying the Foundations For Excellence: Institutional Effectiveness Report 2006 (July 2006)	SC Commission on Higher Education
State Accountability Report for the Budget and Control Board (September 2006)	SC State Budget and Control Board Monday Group Strategic Planning Committee

4.3 Survey redesign is ongoing. The IE Office again increased the volume of surveys it administered. While the number of actual studies dropped from 48 in 2004-05 to 41 in 2005-06, the volume of distributed surveys increased by 47% from 8,520 in 2004-05 to 12,534 in 2005-06. This increase was largely due to a more comprehensive Cost of Attendance survey administered campus-wide to all students and an Alumni Interest Survey administered in the summer to about 2,000 alumni. Processed surveys increased a modest 6.5% from 5,367 in 2004-05 to 5,714 in 2005-06. Nevertheless, these measures do not provide data about the usefulness of survey results.

**Chart III.3 Volume of Surveys Distributed and Processed and Number of Survey Studies 2005-06**



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.

4.4 Providing support to academic and administrative units about assessment is an ongoing activity. In addition to meeting held under the auspices of the Academic Assessment Committee to review assessment programs in majors, during 2005-06 meetings were held between the IE Director and various Chairs, Deans, department faculty or unit staff

**Table III.5 Meetings about Learning Outcomes in General Education**

Department/School	Social and Behavioral Sciences	Humanities	World Civilizations	American Political Institutions
Biology and Geology				
Communications		X		
English		X		
History, Political Science & Philosophy	X	X	X	X
Languages, Literatures & Cultures		X		
Mathematics and Computer Science				
Psychology	X			
Sociology	X			
Visual and Performing Arts		X		

**Table III.6 Meetings About Learning Outcomes in Majors**

Department/School	Chair/Dean	Additional Faculty
Biology and Geology	X	
Business Administration	X	
Communications	X	X
English	X	X
Languages, Literatures & Cultures	X	X
Mathematics and Computer Science	X	
Nursing	X	
Visual and Performing Arts	X	X

**Table III.7 Meetings About Assessment in Other Units**

	Unit Head	Additional Staff
Alumni Affairs	X	
Career Services	X	
First Year Experience	X	X
Library	X	X
Student Life and Services Division	X	X

## 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 2004-05 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 2004-05 Program Review	Accomplishments in 2005-06
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 and financial profiles</li> <li>• SC CHE Performance Funding Reporting, including the annual institutional effectiveness report</li> <li>• All surveys and other external requests</li> <li>• Baldrige-based Agency Accountability Report for State Budget and Control Board</li> </ul>
2. Develop in collaboration with statewide partners metrics for higher education accountability in South Carolina (Goal 1.4)	Completed in Fall 2005 <ul style="list-style-type: none"> <li>• Attend CHE Accountability Conference</li> <li>• Review metrics for other states (e.g. Kentucky)</li> </ul> Completed in Fall 2005 but product not useful: <ul style="list-style-type: none"> <li>• Develop useful metrics</li> </ul>
3. Submit material for publication and/or conference presentations (Goals 1.4, 4)	Completed in 2005-06 <ul style="list-style-type: none"> <li>• SAIR</li> <li>• SACS</li> <li>• AIR</li> </ul> <b>UNMET OBJECTIVE:</b> <ul style="list-style-type: none"> <li>• <b>Submit one article for publication</b></li> </ul>
4. Develop and implement plan to re-envision USCA Fact Book (Goal 2.1) 4.	<b>UNMET OBJECTIVE</b>
5. Develop and implement survey reporting following standardized template or small selection of templates (Goal 2)	Satisfactory progress made in 2005-06: <ul style="list-style-type: none"> <li>• Basic template includes year-to-year means comparison; sophisticated template includes multi-year comparison and/or statistical significance calculation.</li> </ul>

Operational Objective set in 2004-05 Program Review	Accomplishments in 2005-06
6. Continue development of online data management and assessment tools (Goals 2.2, 3.5)	<p>Completed in 2005-06</p> <ul style="list-style-type: none"> <li>Continued population of Writing Portfolio data</li> <li>Implemented online assessment tool use for Language, Literature, and Cultures general education competency</li> <li>Developed interest in three academic programs (Business, Education, Exercise Science) to begin using interface for program-level assessment</li> </ul>
7. Develop and implement Statistical Admissions Database Interface (SADI) in Spring 2006 (Goal 2.2)	<p>Completed in 2005-06</p> <ul style="list-style-type: none"> <li>Begin campus training for SADI in Spring 2006 (Goal 2.4)</li> <li>Reduce data requests from Enrollment Services (Goal 1.2)</li> </ul> <p>50% COMPLETED IN 2005-06</p> <ul style="list-style-type: none"> <li>All admissions staff were trained, but 50% did not become proficient. Metrics for proficiency are proxies (usage stats), but usage statistics indicate two primary users (30+ uses) and Admission counselors as secondary users (10-20 uses), Marc 1-Aug 31, 2006.</li> </ul>
8. Assess feasibility of Point of Service (POS) Survey system (Goal 3)	<p>Completed in 2005-06</p> <ul style="list-style-type: none"> <li>POS survey system was deemed unfeasible until installation of Class Climate. Survey volume, however, is approaching maximum capacity.</li> </ul>
9. Complete articulation of general education outcomes (Goal 3.1)	<p>91% Completed in 2005-06</p> <ul style="list-style-type: none"> <li>Ten out of eleven general education outcomes finalized in Spring 2006 and delivered to General Education Review Committee.</li> </ul>
10. Develop and implement strategy for assessment of co-curricular and administrative offices to meet SACS guidelines (Goals 3.2, 3.2.a).	<p>50% COMPLETED IN 2005-06</p> <ul style="list-style-type: none"> <li>Held workshop for student affairs but did not have goals for all units finalized by Spring 2006.</li> <li>Creation of Assessment Committee for Co-Curricular and Administrative Offices only raised as issue but not explored. <b>Research for recommendation completed but report not yet issued.</b></li> </ul>
11. Monitor Effectiveness of Academic and Administrative Program Review Process	<p>Completed and targets met in 2005-06 for academic program review – see #10 above for administrative program review:</p> <ul style="list-style-type: none"> <li>Indicators increased; recommendation report (December 2005) indicated more programs address Assessment Committee recommendations (Goals 3.2, 3.3, 3.4)</li> </ul>

<b>Operational Objective set in 2004-05 Program Review</b>	<b>Accomplishments in 2005-06</b>
12. Provide office staff with additional technology training and development (USCA Strategic Plan Goal 7g)	<p>Completed in 2005-06</p> <ul style="list-style-type: none"> <li>• Minimum 1 conference or training per staff member: <ul style="list-style-type: none"> <li>○ All staff attended SAIR in Charleston (Oct 2005)</li> <li>○ Fogle attended HEDW data warehouse conference</li> <li>○ Hosch attended SACS (Dec 2005)</li> </ul> </li> </ul>
13. Develop online assessment archive (Goal 3)	<p>Completed in 2005-06</p> <ul style="list-style-type: none"> <li>• All materials for 2004-05 review cycle stored in archive</li> <li>• Password protection active and tested.</li> <li>• Archive expanded to include administrative program review reports</li> </ul>
14. Develop data resources and research plan to investigate impact of student financial aid and resources on retention and academic performance (Goal 4)	<p>Completed in 2005-06</p> <ul style="list-style-type: none"> <li>• Financial aid data for 2005 FY Cohort obtained and frozen for use in upcoming Academic Tracking Report.</li> </ul>
15. Gather and analyze transfer students metrics (Goal 4)	<p><b>UNMET OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Data not collected (target was November 2005)</li> <li>• No analysis performed (target was December 2005)</li> </ul>
16. Gather and analyze data from National Student Clearinghouse (Goal 4)	<p>Completed in 2005-06:</p> <ul style="list-style-type: none"> <li>• Report online on EPT web site at: <a href="http://www.usca.edu/ESIP/ept/pdf/StudentMigration.pdf">http://www.usca.edu/ESIP/ept/pdf/StudentMigration.pdf</a></li> </ul>
17. Acquire data for more detailed analysis of graduation rates, including use of predicted graduation rate formula (Goal 4)	<p>Completed in 2005-06:</p> <ul style="list-style-type: none"> <li>• Data collection for 1997, 1998, 1999 cohorts completed in December 2006.</li> <li>• Initial analysis completed in January 2006 – findings indicated USC Aiken underperforms its six[year predicted graduation rate by 2-3 percentage points.</li> </ul>
18. Continue survey and assessment support for campus constituencies (Goals 4, 4.3)	<p>Completed in 2005-06:</p> <ul style="list-style-type: none"> <li>• Library – development of assessment plan</li> <li>• Student Affairs</li> </ul> <p><b>UNMET OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Monday Group (Enrollment Projections)</li> <li>• EVCAA – Lyceum</li> </ul>

Operational Objective set in 2004-05 Program Review	Accomplishments in 2005-06
<p>19. Continue assessment and research support for campus committees (Goals 3, 4)</p>	<p>Completed in 2005-06:</p> <ul style="list-style-type: none"> <li>• Strategic Planning Committee – development of Dynamic Student Centered Environment goals and targets</li> <li>• First-Year Experience Committee – assessment of AFYS in Fall 2005</li> <li>• American Democracy Project – assessment of Service Learning Workshop</li> <li>• Distance Learning Committee – online quiz workshops</li> <li>• Enrollment Planning Team – multiple, including Academic Tracking Report #7 Student Migration, and the End-of-Year Report</li> </ul>
<p>20. Conduct research projects for the following (Goals 3, 4)</p>	<p>Completed in 2005-06</p> <ul style="list-style-type: none"> <li>• Alumni Survey</li> <li>• Academic Tracking Report #6: Retention and Academic Success of 2004 FY Cohort</li> <li>• EPT End of Year Report</li> <li>• Others as required</li> </ul> <p>Retasked objective:</p> <ul style="list-style-type: none"> <li>• The survey designed to measure the campus climate for minority students was not requested by the Minority Student Success Action Team in 2005-06. This item will be transformed into a report on minority student success developed in 2006-07.</li> </ul> <p><b>UNMET OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Report on 2005 CIRP results</li> <li>• Academic Tracking Report: Sophomore to Junior Retention</li> </ul>

## ***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>
Your First College Year	Freshmen	Spring 2007
Alumni ('02-'04) Survey	Alumni	Spring 2007
CIRP Freshman Survey	Incoming Freshmen	Summer 2007
HERI Faculty Survey	Faculty	2007-08
CIRP Freshman Survey	Incoming Freshmen	Summer 2007
National Survey of Student Engagement (NSSE)	Freshmen/Seniors	Spring 2008

### **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. Transform IE Office objectives into outcomes (Goals 3.2, 3.3a)
3. Construct and implement a plan to generate all metrics for academic productivity for submission by academic units in their 2006-07 program review reports. Plan should be approved by Academic Council and results should be available September 15, 2007. This outcome should be linked directly to the primary functionality of Lyceum.

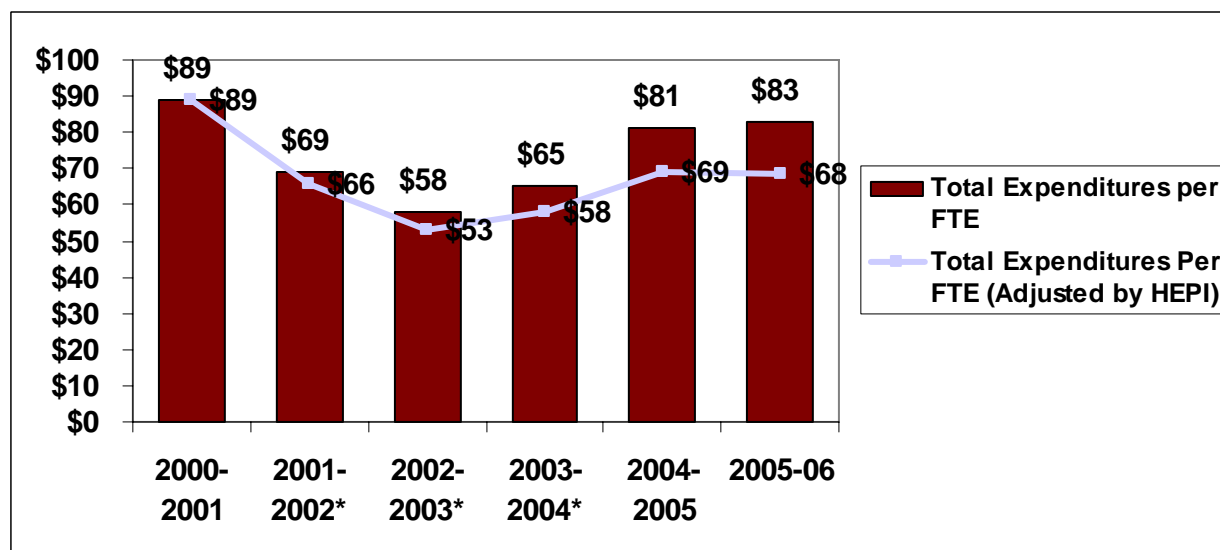
4. Submit material for publication and/or conference presentations (Goals 1.4, 4)
  - FYE 2007
  - SAIR 2007
  - SACS 2007
  - Submit one article for publication
5. Develop and implement plan to re-envision USCA Fact Book (Goal 2.1)
6. Refine survey reporting template and archive survey reports and data (Goal 2)
7. Continue development of online data management and assessment tools (Goals 2.2, 3.5)
  - Continue population of Writing Portfolio and foreign language data
  - Implement use of interface for program-level assessment for at least one academic program
  - Implement online assessment tool use for one additional general education competency
8. Maintain institutional performance indicators (Goals 2.5, 2.6)
  - Post data on PacerDash
  - Save for use in State Agency Accountability Report
  - Align with Strategic Planning needs
9. 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
10. Monitor Effectiveness of Academic and Administrative Program Review Process
  - Indicators should increase; recommendation report (December 2006) should indicate more programs address Assessment Committee recommendations (Goals 3.2, 3.3, 3.4)
11. 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 Washington, DC (Oct 2006)
    2. Hosch to attend SACS (Dec 2006)
12. Continue development of online assessment archive (Goal 3)
  - Store all materials for 2005-06 review cycle in archive for academic and administrative units
  - Develop utility of archive as expanded

13. 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
14. Gather and analyze data from National Student Clearinghouse (Goal 4)
  - Data collection complete in November 2006
  - Initial analysis complete in December 2006
15. Acquire data for more detailed analysis of graduation rates, including use of predicted graduation rate formula (Goal 4)
  - Data collection complete in December 2006
  - Initial analysis complete in January 2007
16. Continue assessment and research support for campus committees (Goals 3, 4):
  - Strategic Planning Committee
  - First-Year Experience Committee
  - Enrollment Planning Team
  - Others, as needed
17. Conduct research projects for the following (Goals 3, 4)
  - Alumni Survey
  - Academic Tracking Report: Retention and Success of 2005 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 IE Office has been a responsible steward of university funds for the past five years. Total expenditures per FTE student were \$89 (unadjusted) in 2000-01 and in 2005-06, these expenditures were \$83 per FTE (unadjusted) and \$68 per FTE (adjusted by HEPI, basis = 2000).<sup>1</sup> The major trough in expenditures between 2001 and 2004 represents the period when the IE Office was without a Director and one other staff member. This level of performance indicates sound fiscal responsibility and also unsurprisingly that the primary expense has been in salaries. In essence costs have been reduced by 20% in adjusted dollars and staff salaries have not kept pace.

**Table VI.1 Total Expenditures on Institutional Effectiveness Per FTE Student**



HEPI is the Higher Education Price Index (see [www.CommonFund.org](http://www.CommonFund.org)).

\* The IE Office was without a Director during these some or all of these years and reduced salary expenditures. The Office was short an additional employee for most of 2003-04.

### Salaries

Increases in staff salaries are a pressing need in several positions in the IE Office, all of which require high levels of technological proficiency and significant university-specific knowledge. Training new employees poses significant soft costs in terms of lost productivity. The salaries for some positions in the IE Office are more than 30% below the CUPA median salary for the position (data available upon request).

### Technology

Item	Est. Cost	Notes
New Laptop Computer for IE Office	\$1,800	Current laptop shows significant wear and is becoming unreliable. IE Office Budget has funds for replacement.

<sup>1</sup> Revised in December 2006 from \$87 per FTE and \$72 per FTE adjusted by HEPI following budget rectification.

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

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

- End of Year Report for the Enrollment Planning Team (September 2005)
- Faculty Survey 2004-05, Results and Analysis for USCA Aiken (September 2005)
- Academic Tracking Report 6: Success and Retention of Entering Freshmen With Admission Prerequisite Exceptions, 2004 and 2005 (November 2005)
- Survey of Alumni '00-'02, conducted in 2005 (December 2005)
- Study of Faculty Advising Loads, Fall 2003 through Fall 2005 (January 2006)
- Perceptions of USC Aiken's Image, Mission, and Values: Focus Group Research 2005-06, co-authored with Jennifer Lake (February 2006)
- Perceptions of Administration, Work Load, and Academic and Campus Services at USC Aiken: Focus Group Research 2005-06, co-authored with Jennifer Lake (February 2006)
- Faculty Salary Study, 2005-06 (April 2006)
- Academic Tracking Report 7: Fall 2004 First Year Cohort Retention to Fall 2005 (July 2006)
- Laying the Foundations For Excellence: Institutional Effectiveness Report 2006 (July 2006)
- State Accountability Report for the Budget and Control Board (September 2006)

### **External Conference Presentations**

- Dynamic delivery: Sharing learning outcomes results across the university. Association for Institutional Research Annual Form. Chicago, Illinois, 2006.
- Did they really learn anything? Transforming first-year seminar assessment to measure student learning outcomes. Presented with Ms. Stephanie Foote. 25th Annual Conference on the First-Year Experience. Atlanta, Georgia. 2006.
- Communicating assessment results online to promote curricular change. Presented with Dr. Lynne Rhodes. Southern Association of Colleges and Schools Commission on Colleges, Annual Meeting. Atlanta, Georgia.
- Measuring, managing, and communicating learning outcomes of general education. Presented with Dr. Lynne Rhodes, Dept. of English, USC Aiken. Southern Association for Institutional Research, Annual Meeting. Charleston, South Carolina.

## Appendix 2: Surveys Conducted 2005-06

Survey	Target	Target	Distributed	Processed
Academic Affairs	Evaluation of the EVCAA	Faculty/Staff	12	12
Academic Affairs	Evaluation of Unit Heads	Faculty/Staff	146	106
Advisement	advisement survey	Students	1684	720
Alumni Affairs	Alumni Interest Survey	Alumni	1851	361
Athletics	Athlete Survey 2006	Students	190	85
Biology, Dept. of	Exit Survey	Students	12	12
Business, School of	Alumni Career	Students	17	17
Business, School of	Career Survey	Students	81	79
Business, School of	Career Survey	Students	39	39
Business, School of	Senior Exit Survey	Students	81	81
Business, School of	Senior Exit Survey	Students	39	39
Chancellor	Aiken Futures Delphi Study (Wave 1)	External	47	27
Chancellor	Aiken Futures Delphi Study (Wave 2 - Activity #1)	External	51	27
Chancellor	Aiken Futures Delphi Study (Wave 2 - Activity #2)	External	51	25
Chancellor	Aiken Futures Delphi Study (Wave 2 - Activity #3)	External	51	26
Chancellor	Aiken Futures Delphi Study (Wave 2 - Activity #4)	External	51	26
Chancellor	Evaluation	Faculty/Staff	7	7
Chemistry	Exit Survey	Students	5	5
Communications	Exit Survey	Students	22	22
Education, School of	Post Internship Survey	Students	100	69
Education, School of	Practica	Students	100	91
Faculty Assembly	Ballot	Faculty/Staff	146	135
Faculty Assembly	Ballot	Faculty/Staff	146	106
Faculty Assembly	Ballot	Faculty/Staff	146	124
Faculty Welfare Cmte.	Faculty & Staff Smoking Policy Questionnaire	Faculty/Staff	450	227
Financial Aid Office	Cost of attendance survey	Students	2800	825
HERI*	CIRP	Students	673	650
IE Office	HOMER Training Follow-Up	Faculty/Staff	9	9
IE Office	Regular Report Data Collection	Faculty/Staff	450	29
IE Office	SADI Training Follow-Up	Faculty/Staff	8	8
IE Office	Online Quizzes (Spring 2006)	Students	135	69
Library	Evaluation on Services/Faculty	Faculty/Staff	466	466
NSSE*	Student Survey	Students	1011	576
Nursing, School of	Exit Survey	Students	27	25
Psychology, Dept. of	Exit Survey	Students	17	17
Psychology, Dept. of	Exit Survey	Students	28	28
Psychology Graduate	Exit Survey	Students	6	6
Residence Life	RA Evals-Customized	Students	675	304
Residence Life	Residence Life Survey	Students	675	205
Sociology, Dept. of	Exit Survey	Students	23	23
Visual & Performing Arts	Exit Survey	Students	6	6
<b>Total</b>			<b>5,714</b>	<b>12,534</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.

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

## *Appendix 3: Assessment Evaluation 2005-06 Review Cycle*

**Table A3.1 Academic Assessment Committee Ratings of Department and School Assessment Efforts (2004-05 Program Reviews)**

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

	Summary		2005-06 Frequencies				Summary Score
	2004-05	2005-06	Missing	Approaches Guidelines	Meets Guidelines	Exceeds Guidelines	
<b>Goals</b>	<b>2.4</b>	<b>2.8</b>	3	21	48	12	<b>2.8</b>
Goals are stated clearly.	2.4	2.9	1	6	18	4	2.9
Goals are about student learning.	2.3	2.8	1	8	15	4	2.8
Goals are formulated with "students" as the grammatical subject.	2.6	2.8	1	7	15	4	2.8
<b>Objectives</b>	<b>1.8</b>	<b>2.3</b>	18	34	21	12	<b>2.3</b>
Objectives derive from each goal.	1.8	2.3	8	9	8	4	2.3
Objectives are measurable in scope.	1.7	2.3	5	13	6	4	2.3
Objectives are formulated with "students" as the grammatical subject.	1.8	2.4	5	12	7	4	2.4
<b>Measurement</b>	<b>2.0</b>	<b>2.3</b>	17	34	37	3	<b>2.3</b>
Outcomes of objectives have been measured.	1.8	2.1	7	15	12	0	2.1
Measures for each outcome include one measure independent of student grades.	2.1	2.3	5	13	11	2	2.3
Measurements have been made by faculty or other qualified professionals.	2.1	2.4	5	6	14	1	2.4
<b>Findings</b>	<b>1.7</b>	<b>2.5</b>	11	27	48	2	<b>2.5</b>
All findings are presented.	1.7	2.3	4	14	12	1	2.3
Data from findings appear in tables and/or appendices.	1.6	2.6	3	6	21	0	2.6
Findings about supplementary assessment data (e.g. satisfaction surveys, focus groups, self-assessments) are presented when appropriate.	1.8	2.5	4	7	15	1	2.5
<b>Actions Taken</b>	<b>1.7</b>	<b>2.0</b>	5	19	5	0	<b>2.0</b>
Actions prompted by the results are described.	1.7	2.0	5	19	5	0	2.0

## Methodology

Members of the 2005-06 Academic Assessment Committee continued the practice begun in 2004-05 of using a checklist of program review elements to categorize essential elements of the assessment section of program review for the four programs (eight majors) in the review cycle for 2005-06. The checklist criteria were extracted directly from the program review guidelines developed by Academic Council. Each voting member of the Assessment Committee and the IE Director (*ex-officio*) examined program review assessment sections and indicated on the checklist the extent to which the assessment report exceeded guidelines, met guidelines, approached guidelines, or was missing from the report. Committee members found it most useful to make multiple checkmarks per category to represent strengths and weaknesses of various elements and portions of assessment reports. These checklists were kept as internal committee documents, and while each member's checklists were shared with the Committee as a whole, the results were not shared with Department Chairs or School Heads.

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

## Results

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

## Discussion

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

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

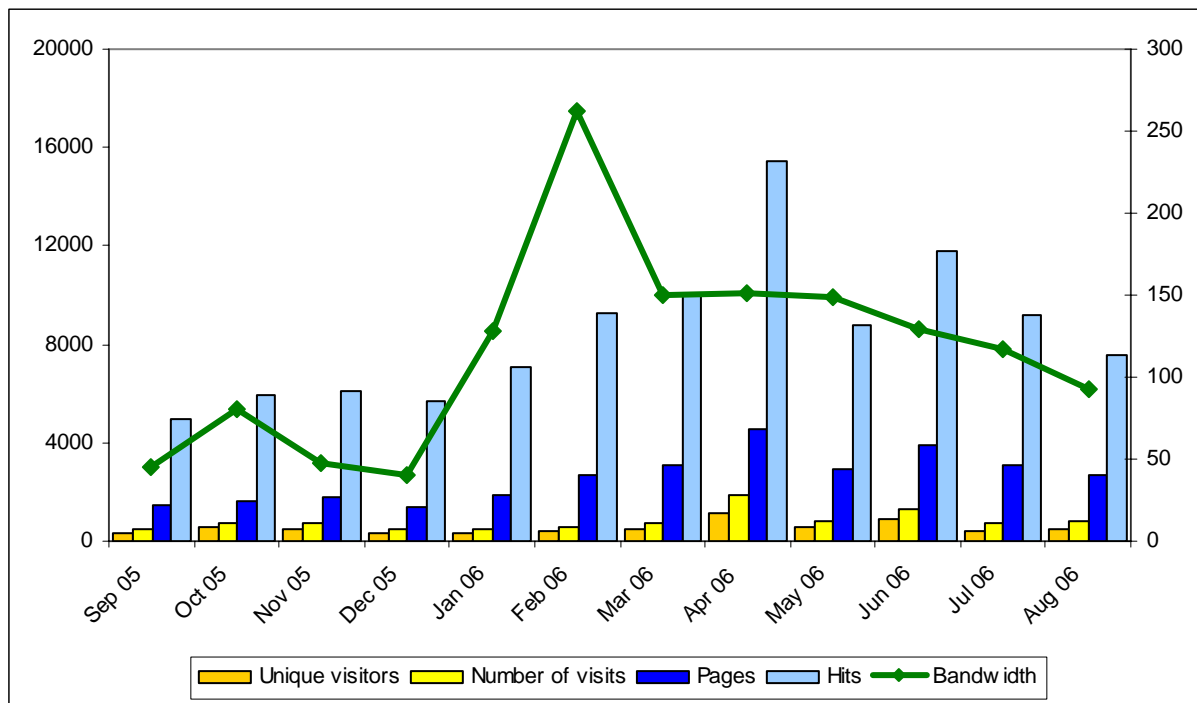
## Appendix 4: Website Traffic and Usage

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

Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Sep 05	361	498	1,469	4,930	45.3 MB
Oct 05	591	727	1,644	5,914	80.3 MB
Nov 05	496	718	1,773	6,135	47.1 MB
Dec 05	353	489	1,355	5,696	39.7 MB
Jan 06	325	461	1,888	7,072	127.5 MB
Feb 06	369	539	2,721	9,254	261.9 MB
Mar 06	505	758	3,061	9,964	150.6 MB
Apr 06	1,162	1,875	4,585	15,464	150.9 MB
May 06	564	832	2,905	8,820	149.1 MB
Jun 06	887	1,321	3,875	11,758	129.3 MB
Jul 06	417	730	3,115	9,187	116.8 MB
Aug 06	451	777	2,674	7,571	93.0 MB
<b>Total</b>	<b>6,481</b>	<b>9,725</b>	<b>31,065</b>	<b>101,765</b>	<b>1,391 MB</b>

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

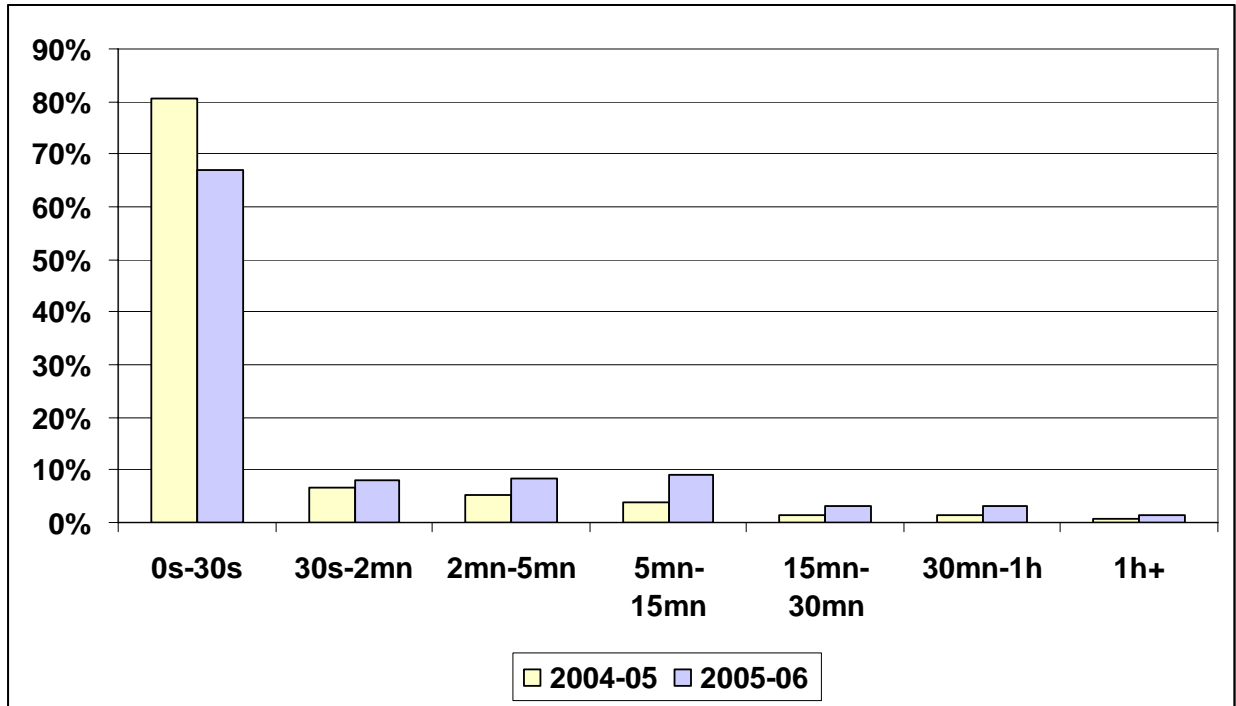
**Chart A4.1 – Overall Traffic: Visitors, Visits, Pages, Hits, & Bandwidth**



**Table A4.2 – Duration of Visits**

Visits duration	2004-05		2005-06	
	Number of visits	Percent	Number of visits	Percent
0s-30s	3843	80.7%	6505	66.90%
30s-2mn	312	6.5%	786	8.10%
2mn-5mn	248	5.2%	831	8.50%
5mn-15mn	178	3.7%	879	9.00%
15mn-30mn	71	1.4%	311	3.20%
30mn-1h	75	1.5%	289	3.00%
1h+	34	0.7%	124	1.30%
Unknown	1	0.0%	--	--

**Chart A4.1 – Duration of Visits**



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

Domains/Countries	dm	Sum of Pages	Sum of Hits	Sum of MB
USA Educational	edu	10,294	28,994	588.8
Unknown	ip	9,090	38,528	357.8
Network	net	4,667	13,317	135.4
Commercial	com	2,159	9,658	88.7
Czech Republic	cz	1,116	1,117	68.7
Canada	ca	274	493	14.4
Germany	de	265	308	2.6
USA Government	gov	120	235	3.3
United States	us	92	314	5.9
Non-Profit Organizations	org	77	236	7.6
USA Military	mil	21	77	2.2
Australia	au	19	124	1.4
Netherlands	nl	19	55	0.3
United Kingdom	uk	18	102	1.9
France	fr	11	42	2.5
Old style Arpanet	arpa	10	23	0.7
Poland	pl	10	48	0.4

**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**

<b>Robots/Spiders</b>	<b>Hits</b>	<b>Bandwidth</b>	<b>Last Visit</b>
Googlebot	8,546+594	302.65 MB	31-Aug-2006
MSNBot	5,718+1,378	207.12 MB	31-Aug-2006
Inktomi Slurp	3,200+3,279	107.13 MB	31-Aug-2006
Unknown robot (identified by 'crawl')	2,141+161	69.93 MB	31-Aug-2006
Fast-Webcrawler	1,416+82	70.83 MB	22-Aug-2006
AskJeeves	1,361+488	37.78 MB	31-Aug-2006
Unknown robot (identified by 'robot')	700+11	21.97 MB	3-May-2006
psbot	565+105	10.51 MB	30-Aug-2006
Lycos	305+116	2.30 MB	20-Feb-2006
WISENutbot	251+32	2.3 MB	7-Jul-2006
GigaBot	242+219	5.41 MB	30-Aug-2006
Unknown robot (identified by 'spider')	182+1	4.06 MB	18-Feb-2006
BecomeBot	113+29	1.01 MB	23-Aug-2006
larbin	33+18	0.25 MB	28-Aug-2006
MSIECrawler	16+20	0.06 MB	1-Aug-2006
Grub.org	14+	0.07 MB	2-Oct-2005
Alexa (IA Archiver)	12+18	0.07 MB	24-Jul-2006
Turn It In	11+2	1.50 MB	26-Jul-2006
Voyager	9+9	0.05 MB	29-Jun-2006
DiamondBot	5+3	0.18 MB	8-Nov-2005
EchO!	0+1	0.00	1-Jul-2006
Scooter	0+1	0.00	10-May-2006
TITAN	0+1	0.00	31-Jan-2006
Unknown robot (identified by hit on 'robots.txt')	0+934	0.33 MB	31-Aug-2006
Walhello appie	0+2	0.00	30-Jun-2006

\* Robots shown here gave hits or traffic "not viewed" by visitors, so they are not included in other charts. Numbers after + are successful hits on "robots.txt" files.

**TableA4.6 – Operating Systems Used By Visitors**

<b>Operating Systems</b>	<b>Hits</b>	<b>Percent</b>
windows	92,974	84.1%
Mac	7,436	6.7%
Others	5,073	4.6%
Unknown	4,789	4.3%
Linux	268	0.2%
WebTV	16	0.0%

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

Dept	GEORGE		HOMER	SADI	MARGE Reports	05-06 Grand Total	04-05 Grand Total
	A EGLJ	ALLCA					
ADMN	4	1	129	385	149	668	4
ABUS	15	3	78			96	92
ANRS	29		26			55	29
A EGL	9	2	41			52	38
AEDC	11		19			30	31
AMTH			25			25	8
ACOM	6		15			21	37
ABIO	12	1	6			19	16
APSY			19			19	31
ASCY	1		10			11	11
AART			4			4	1
ABIS		1				1	0
AHST						0	7
ACHM						0	3
ALLC						0	2
AEXS						0	1
<b>Grand Total</b>	<b>87</b>	<b>8</b>	<b>372</b>	<b>385</b>	<b>149</b>	<b>1001</b>	<b>311</b>

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

Key phrases used on search engines			Keywords used on search engines		
	N	Percent		N	Percent
2152 different key phrases			5729 different keywords		
academic tracking	127	30.8%	salary	236	7.48%
institutional effectiveness	31	7.5%	of	226	7.17%
web 2.0 ppt	19	4.6%	university	194	6.15%
university of south carolina akin	17	4.1%	faculty	187	5.93%
office of institutional effectiveness	14	3.4%	salaries	145	4.60%
aiken tech	13	3.1%	academic	127	4.03%
university of south carolina at akin	12	2.9%	tracking	114	3.61%
institutional dashboard	11	2.7%	institutional	108	3.42%
usca	11	2.7%	college	104	3.30%
assessment in higher education	8	1.9%	carolina	96	3.04%
getting students to read	8	1.9%	south	92	2.92%
akin south carolina	7	1.7%	and	89	2.82%
braden hosch	5	1.2%	effectiveness	89	2.82%
clemson faculty salary	5	1.2%	in	83	2.63%
professor salary	5	1.2%	professor	77	2.44%
usc aiken	5	1.2%	state	70	2.22%
usc upstate faculty salaries	5	1.2%	for	67	2.12%
usc upstate salaries	5	1.2%	assessment	56	1.78%
aacsb learning outcomes	4	1.0%	education	54	1.71%
college dashboard	4	1.0%	usc	48	1.52%
jared lemke	4	1.0%	aiken	43	1.36%
kennesaw state university faculty salary	4	1.0%	to	42	1.33%
measuring college success	4	1.0%	2005	41	1.30%
measuring success in college	4	1.0%	average	40	1.27%
university of south carolina institutional research	4	1.0%	success	37	1.17%
university of south carolina-akin	4	1.0%	usca	37	1.17%
web 2.0.ppt	4	1.0%	akin	36	1.14%
academic tracking in schools	3	0.7%	at	36	1.14%
assessment research dashboard	3	0.7%	professors	35	1.11%
assurance of learning george mason	3	0.7%	higher	34	1.08%
bar	3	0.7%	the	34	1.08%
college degrees and success	3	0.7%	survey	32	1.01%
college of charleston faculty salaries	3	0.7%	students	31	0.98%
college of charleston faculty salary 2005	3	0.7%	measuring	27	0.86%
converse college faculty salary	3	0.7%	powerpoint	27	0.86%
dashboard college	3	0.7%	dashboard	26	0.82%
dissention card list	3	0.7%	learning	26	0.82%
enrollment dashboard	3	0.7%	ppt	26	0.82%
http //ie.usca.edu/research	3	0.7%	student	26	0.82%
institutional effectiveness mission	3	0.7%	study	26	0.82%
institutional effectiveness report	3	0.7%	writing	26	0.82%
national faculty salary survey multi-discipline report 2004-2005	3	0.7%	office	25	0.79%
pacera dash	3	0.7%	on	25	0.79%
powerpoint for students	3	0.7%	outcomes	24	0.76%
powerpoint writing	3	0.7%	report	23	0.73%
radford university faculty salaries	3	0.7%	2006	22	0.70%
read .ppt	3	0.7%	portfolio	22	0.70%
salary ranges for college professors	3	0.7%	research	22	0.70%
salary study	3	0.7%	sc	21	0.67%
tracking academic performance	3	0.7%	goals	20	0.63%

## *Appendix 5: External Surveys Completed 2005-06*

**Table A5.1 Surveys Completed About Institutional Data**

<b>Survey</b>	<b>Page Length</b>
ACT Institutional Data Questionnaire	11
Barron's Profiles of American Colleges	16
Chronicle Guidance Publication	14
College Board	48
CSRDE Retention reports	5
FMG – Falcon Management Group – affiliated with Pepsi and distributed to high schools	1
IPEDS – Institutional Characteristics	19
IPEDS – Graduation Rate Survey	42
IPEDS – Enrollment	19
IPEDS – HR	33
IPEDS – Finance	20
IPEDS – Completions	5
IPEDS – Student Financial Aid	3
Peterson's Annual Survey of University Personnel– have not seen during the previous year, but has been done in the past	15
Peterson's Graduate Survey	8
Peterson's Undergraduate Survey	12
Princeton Review – similar to Common Data Set	40
SACS – Institutional Profile	7
SACS – Financial Profile	4
SCOIS – South Carolina Occupational Information System	5
US News – Finance	2
US News – Main – Part A	24
US News – Main – Part B	30
Wintergreen Orchard House Majors/Degrees update (2600126)	2
<b>Total</b>	<b>385</b>