

Office of Institutional Effectiveness

Program Review Report 2006-2007

Submitted October 11, 2007

1. Data

Table 1.1. Direct Expenditures on Institutional Effectiveness

| IE Office | 2001-02* | 2002-03* | 2003-04* | 2004-05 | 2005-06 | 2006-07 | 2007-08* |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| Total Expenditures | \$182,929 | \$151,694 | \$172,181 | \$218,734 | \$223,007 | \$219,151 | |
| FTE Students | 2,703 | 2,773 | 2,823 | 2,802 | 2,724 | 2,778 | 2690 |
| Expend. per FTE | \$68 | \$55 | \$61 | \$78 | \$82 | \$79 | |

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

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

Table 1.2. Achievement of IE Office Objectives




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

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

| | 2003-2004 | 2004-2005 | 2005-06 | 2006-07 | 2007-08 |
|--------------------------------------|-----------|-----------|---------|---------|---------|
| Formal Studies [†] | 11 | 7 | 11 | 7 | |
| Presentations & Workshops (Internal) | 9 | 13 | 23 | 36 | |
| Presentations (External) | 0 | 2 | 4 | 5 | 0 |

[†] See Appendix 1

Table 1.4. Tests Administered

| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|-------------------|---------|---------|---------|---------|---------|
| General Education | 0* | 0* | 0* | 0* | |
| Major Field | 223 | 212 | 227 | 178 | |
| Total | 223 | 212 | 227 | 178 | |

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

Table 1.5. Surveys Administered

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

Table 1.6. Unique Data Requests Processed

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

| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|--------------------------|---------|---------|---------|---------|---------|
| Data Requests | 371 | 288 | 336 | 322 | |
| HOMER Queries | -- | 313 | 372 | 396 | |
| GEORGE Queries | | | | | |
| Foreign Language | | | 8 | 12 | |
| Writing Portfolio | -- | 132 | 87 | 108 | |
| MARGE Queries | -- | -- | 149 | 466 | |
| SADI | -- | -- | 385 | 1093 | |
| Total | 371 | 733 | 1,337 | 2397 | |

Table 1.7. External Surveys Completed

| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|-------------------------------------|---------|---------|---------|---------|---------|
| Number of Surveys Completed | -- | -- | 24 | 26 | |
| Total Number of Survey Pages | -- | -- | 385 | 571 | |
| Deadlines Missed | 0 | 0 | 0 | 0 | |

Table 1.8. Assessment of Academic Programs

| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|---|---------|---------|---------|---------|---------|
| Number of Majors Reviewed | 6 | 5 | 8 | 6 | |
| <i>1=Missing, 2=Approaches Guidelines, 3=Meets Guidelines, 4=Exceeds Guidelines</i> | | | | | |
| Goals | -- | 2.4 | 2.8 | 2.9 | |
| Objectives | -- | 1.8 | 2.3 | 2.8 | |
| Measurement | -- | 2.0 | 2.3 | 2.7 | |
| Findings | -- | 1.7 | 2.5 | 2.7 | |
| Use of Results | -- | 1.7 | 2.0 | 2.5 | |

Table 1.9. Web Site Usage Summary

| | 2003-04 | 2004-05* | 2005-06 | 2006-07^ | 2007-08 |
|-------------------------|---------|----------|----------|------------|---------|
| Unique visitors | -- | 3,256 | 6,481 | 6,797 | |
| Number of visits | -- | 3,954 | 9,725 | 9,721 | |
| Pages | -- | 8,835 | 31,065 | 31,247 | |
| Hits | -- | 44,051 | 101,765 | 100,496 | |
| Bandwidth | -- | 282 MB | 1,391 MB | 1980.27 MB | |

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

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

Table 1.10. University Teaching and Service









| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|-----------------------------------|---------|---------|---------|---------|---------|
| Courses Taught (3 cr. hrs) | 0 | 1 | 1 | 0 | |
| Number of Advisees (Fall) | 9 | 8 | 21 | 14 | |

2. Mission, Goals, and Objectives







Mission

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

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

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

2004-05 2005-06 2006-07

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

3. Assessment

Success in Meeting Goals and Objectives

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

Ranking of Goals

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

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

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

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

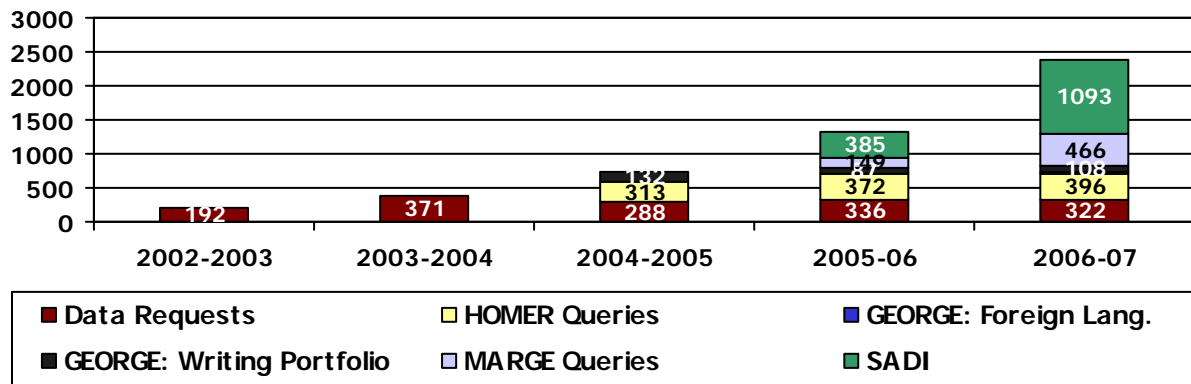
Goal 2 Internal Reporting: Identify, generate, and communicate regular reports to campus units and constituencies.

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

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

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

Chart 3.1 Data Requests Processed By Year



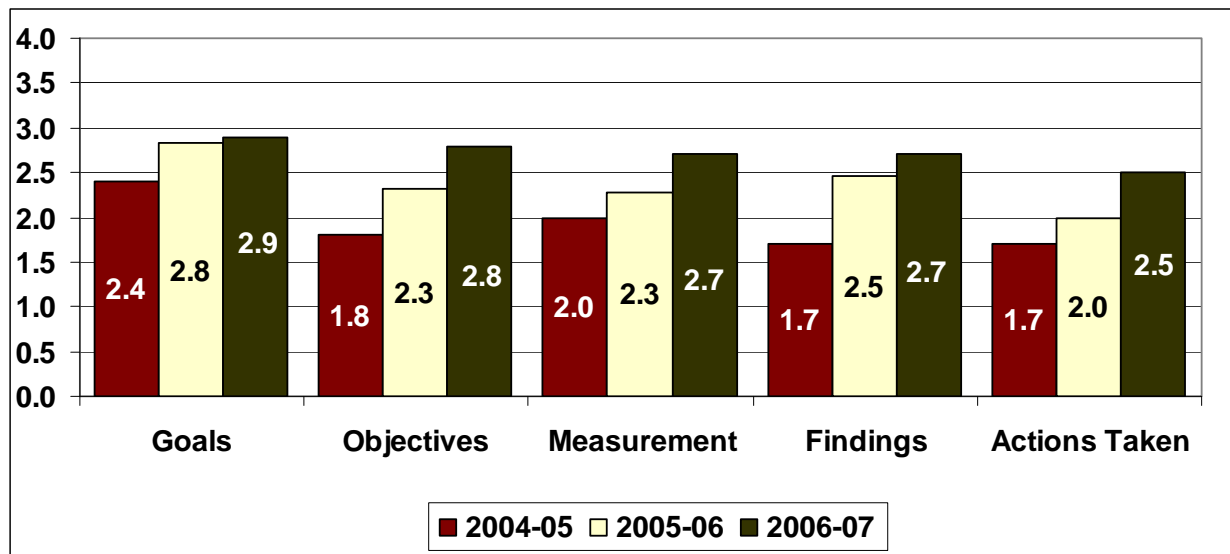
2.4 The strategic indicators at the institutional level that were identified in conjunction with the Monday Group in May 2006, continue to be available and maintained on the institutional dashboard, PacerDash. These 40 indicators are benchmarked against a national peer group of 84 comparable and aspirational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

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

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

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

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



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

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

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

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

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

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

Table 3.1 Clients for Majors Studies Conducted by IE Office

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

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

Table 3.2 Clients for Majors Studies Conducted by IE Office

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

4. Year in Review

Accomplishments from Last Year’s Future Plans

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

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

5. Obstacles

Many of our obstacles were overcome and therefore resulted in accomplishments. Obstacles included:

- Without Statistician for most of the year
- Partial website migration from IE Server to Web Server during summer
- Upgrade of SQL Server created a lot of bugs within online interfaces and database maintenance jobs that continue to be worked out
- Staffing – no Director for 6 months
- Staffing – no Coordinator of Institutional Statistics for 6 months.
- Staffing – no Assessment Program Coord
- The demands placed on the Institutional Effectiveness office have dramatically increased over the past few years. This is evidenced by data requests as well as assessment requests (new Program Review format). The office’s workload has also increased greatly due to office personnel shortages. A statistician for Enrollment Services would help to alleviate some of this workload as well as assisting the Director of ES to perform his job more efficiently.

6. Future Plans

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

7. Needs

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

Appendix 1: Formal Studies and Conference Presentations 2006-07

Formal Studies Conducted

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

External Conference Presentations

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

Appendix 2: Surveys Conducted 2006-07

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

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

Notes:

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

Distributed:

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

Processed:

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

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

Appendix 3: Assessment Evaluation 2006-07 Review Cycle

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

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

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

Methodology

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

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

Results

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

Discussion

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

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

Appendix 4: External Surveys Completed 2006-07

Surveys Completed About Institutional Data

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