



Andrew College

2018-2019

Institutional Effectiveness Manual

This manual provides an overview of the Andrew College Strategic Planning and Institutional Effectiveness processes. It should serve as a guide to faculty, college administrators, and support staff in the processes of annual goal setting, assessment, review, and planning, which are the core elements of Institutional Effectiveness.

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Introduction

Andrew College, a United Methodist-related institution, accredited by the Southern Association of Colleges and Schools Commission on Colleges, offers four Associate Degrees and a Bachelor's Degree in Business Administration. Andrew College holds the second oldest charter in the United States for conferring degrees on women, opening in 1854 as a four-year college called Andrew Female College and named for Bishop James O. Andrew, founder of the Methodist Episcopal Church, South. The current mission underlines the purpose the college strives to serve:

Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education relevant to its region and beyond.

Planning, Research, and Assessment

Andrew College has a system of strategic planning, research, and assessment to guide the institution toward achieving its mission.

Planning

The college currently uses a 3-year strategic planning cycle to establish institutional and program goals and determine what actions are needed to implement these goals with an eye toward continuous improvement. This strategic planning process is led by a steering committee selected by the President and augmented through various constituent groups. The process involves:

1. Solicitation of input from college community
2. Review of internal and external factors
3. Development of a vision statement
4. Review of key documents, including the mission statement
5. Review of previous goals
6. Development of implementation plans and yearly goals
7. Submission of plan for approval by the Board of Trustees.
8. Annual assessment of goals and implementation plans.

The goals of the strategic plan are integrated with and inform the annual budget process. An overview of the current plan is located in **Appendix I**.

Research

Institutional Research collects data and research such as enrollment, degrees conferred, demographics, etc., that can give indirect measures of the college's current progress toward achieving our mission; is responsible for the administration and/or collection of survey data; and archives results from individual administrative and academic support unit surveys used to assess effectiveness.

Assessment

Institutional Effectiveness is the collective assessment processes that the college uses to demonstrate the current progress toward achieving our mission. This assessment process includes annual unit assessment reports and monitoring student achievement at the course and program level.

Annual Assessment Cycle

The Annual Planning and Effectiveness Cycle (**Figure 1**) integrates strategic planning, decision-making and the budgeting process with the action items and outcomes for the College's educational, administrative and academic units. Each academic program and administrative unit of the College operates under a program or unit mission statement that supports the College mission statement. Each unit defines expected program and student learning outcomes that if achieved support the College's mission and strategic initiatives and goals. The progress toward these goals is monitored through established assessment methods and needed improvements are made based on the data collected. An overview of the Annual Planning and Effectiveness Cycle is illustrated below:

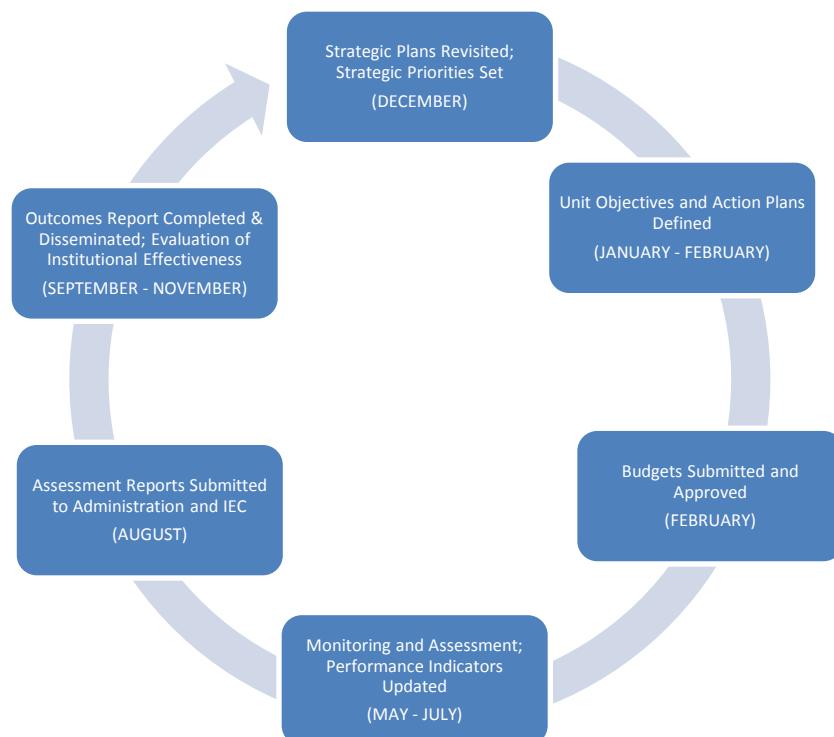
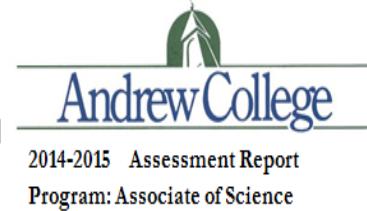


Figure 1. Annual Planning & Effectiveness Cycle

Assessment

Assessment is an ongoing and systematic process of gathering, analyzing, and using data to improve the ability of the college to fulfill its mission. Assessment is faculty and staff driven. Faculty and staff members identify learning outcomes, specify the means of assessment, and decide what to do with the results; staff identify outcomes for non-instructional units, specify the means of assessment, and decide what to do with the results. The College mission and strategic initiatives serve to guide these decisions. Each unit and degree program assesses and evaluates outcomes annually in an Annual Assessment Report (see Figure 2).



2014-2015 Assessment Report
Program: Associate of Science

Program Outcomes				
Program Outcomes	Methods of Outcomes Assessment	Data Collection Calendar	Assessment Results and Analysis of Results	Plan for Improvement
1. 50% or better retention of A.S. students	IRE generated report	Fall 2014	Not Achieved. <u>45%</u> Of the 148 AS-FTF in Fall 2013, 67 returned in Fall 2014.	Continue to work on retention efforts. High turnover in Science and Math faculty. Working to establish more stable faculty advisor base.
2. 60% of all students will declare A.S. degree concentrations	IRE generated report	Fall 2014	Exceeded. <u>70%</u> Of the 153 FTF in fall 2014, 107 declared concentration in the AS degree. 206 of 303 students (<u>68%</u>) declared concentrations in the AS degree program	
3. 80% Fall to Spring persistence rates for A.S. degree students	IRE generated report	Spring 2015	Exceeded 181 / 206 (<u>87%</u>) AS student enrollment in spring was 87% that of the previous fall term.	
4. 20 or higher A.S. degree conferred	IRE generated report	Summer 2015	Exceeded. 31 of the 47 degree conferred in 2014-15 were for AS degrees = 66%	

Figure 2. Annual Degree Program Assessment Grid example

Assessment Process

Develop Unit Plan

The Academic Dean and Division/Unit Coordinators, with the input of their faculty/staff constituents, implement the assessment process in the following sequences:

- Create program mission statements
- Identify several measurable student learning outcomes
- Specify how student learning outcomes will be assessed
- Assess outcomes and determine the extent to which outcomes were achieved
- Define a corrective action plan to improve the program and/or student learning outcomes.

This is an annual process with check-points at the end of each semester. Divisions and units should review the plan and their progress on the goals set each semester and complete an Assessment Grid each year and submit to the Director of Institutional Effectiveness.

Unit Plan Evaluation

The Director of Institutional Effectiveness reviews and evaluates submitted administrative unit, academic division, and degree assessment documents and provides feedback to ensure that assessment is presented in a consistent and meaningful way (**Appendices VII-VIII**). The program mission statement must support the College mission statement. The identified student learning outcomes must be appropriate to the mission and stated in measureable terms. Student learning outcome descriptors such as “adequate”, “proficient”, etc. must be defined. Student learning outcome assessment tools must be appropriate and clearly defined. A time-line for the administration of the assessment and the person responsible for administering the assessment, evaluating and analyzing the results, and reporting the findings must be documented and on file.

Unit Plan 2-Year IEC Evaluation

The Institutional Effectiveness Committee (IEC) evaluates unit plans on a 2-year cycle. **Table 2** (page 12) contains an overview of the cycle, and **Appendix XI** delineates the evaluation year for each unit and the office responsible for preparing and submitting the draft.

Assessment Components

Assessment ultimately seeks to determine the institution's progress in achieving its mission. This assessment is accomplished by evaluating 1) degree programs, 2) academic divisions, and 3) non-academic units. This is done by defining first institutional outcomes, then program learning outcomes, then student learning outcomes. **Figure 3** is a schematic of how these are related.

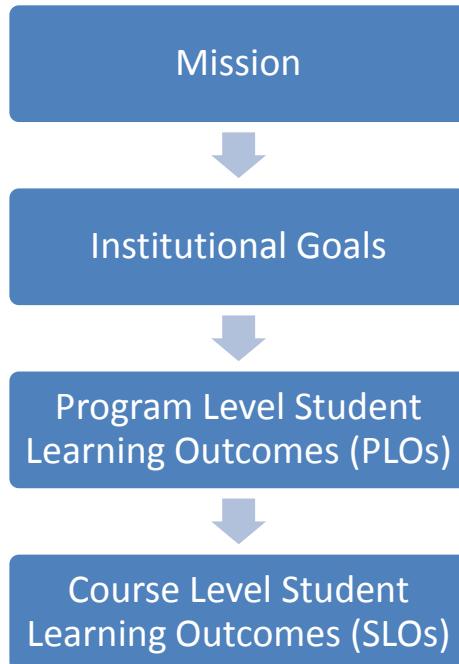


Figure 3. Mission, Institutional Goals, PLOs, and SLOs

Mission

The mission is reviewed during the strategic planning process and is the guiding purpose statement of the college. Our current mission states:

"Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education relevant to its region and beyond."

Institutional Outcomes

The institutional goals for Andrew College are derived from its mission and emphasize the following three competency areas within its general liberal arts curriculum:

1. Communication Skills
2. Critical Thinking Skills
3. Cultural Awareness and Appreciation

Program Level Learning Outcomes (PLOs).

Using the College's competency areas as a guide, expected program-level student learning outcomes (PLOs) are linked to a specific competency for each degree program. PLOs in the liberal arts general education curriculum are grouped by academic discipline. Division Coordinators through discussion with each other and with discipline faculty within their division identified the most appropriate course(s) in which to embed program-level student learning outcome assessment measures. **Table 1** provides the relationship between the liberal arts core PLOs and the four associate degree programs and baccalaureate of science degree program offered at Andrew College.

Table 1. Relationship between PLOs and Degree Programs

	AA	AM	AS	ADN	BS
1. 70% of students will demonstrate effective written communication skills (CA-1) (IO-A)	X	X	X	X	X
2. 70% of students will demonstrate effective oral communication skills. (CA-1) (IO-A)	X	X	X	X	X
3. 70% of students will demonstrate critical and analytical thinking skills. (CA-2) (IO-B)	X	X	X	X	X
4. 70% of students will articulate a broad understanding of global cultures (CA-3) (IO-C)	X	X	X	X	X
5. 70% of students will apply the scientific method to explore the physical universe. (CA-2) (IO-B)	X	X	X	X	X
6. 70% of students will demonstrate an understanding of social scientific methodologies as a means to explain human action (CA-2) (IO-B)	X	X	X	X	X
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness.(CA-2) (IO-B)	X	X	X	X	X
8. 70% of students will be able to identify, distinguish and notate written and aural elements of music theory (CA-3)		X			
9. 70% of students will demonstrate technical and artistic proficiency in performance of represented compositions (CA-3)		X			
10. 70% of students will demonstrate effective use of technology to navigate the electronic health record and to communicate with multi-professional teams.				X	
11. 70% of students will communicate with patients, families, and communities for planning and delivering of patient care.				X	
12. 70% of students will be able to apply economic analysis to a firm's decision-making and understand the impact of the economic environment financial decisions.					X
13. 70% of students will demonstrate proficiency in problem-solving and decision-making in a business context.					X

Degree Program Assessment. Since the AA, AM, and AS degree programs offered at Andrew College have a common liberal arts core of courses, the seven student learning outcomes related to the core courses are the same in these programs. Each degree program contains 18-20 semester hours of course work related to a specific discipline or concentration of study. The Associate of Music, Associate Degree in Nursing, and Bachelor of Science include PLOs related to two additional identified outcomes specific to the discipline of music, nursing, and business administration.

Course syllabi identify a point of assessment for a specific **Program Level Outcome** (PLO) and course level **Student Learning Objectives** (SLO) that connect back to the PLO. The SLO/PLO related assignment and evaluation results are used to measure the student's achievement. The alignment of core PLOs with assessment tools, a data collection calendar for course assessment, and the person responsible is maintained in the Office of Academic Affairs.

Each degree program has a **Curriculum Map**, a matrix that documents the connection between outcomes (what the students will be able to do or demonstrate as a result of their studies) and where the curriculum addresses those outcomes. Curriculum Maps provide a means of verifying that all identified PLOs are adequately addressed in a coherent program of study, and they help identify the courses in which program competencies are most logically assessed. Annually, division coordinators evaluate and report student achievement results for the PLOs embedded within courses in their division. The curriculum maps for each degree program are provided in the Appendices (**AA - Appendix II; AM - Appendix III; AS - Appendix IV; ADN - Appendix V; B.S. - Appendix VI**).

Academic and Administrative Unit Assessment. In addition to the degree program assessments conducted using the embedded PLO assessments as described above, each academic division and administrative unit defines outcomes and operational plans consistent with their mission and related to the College's strategic plan and priority goals. Each unit has the responsibility to define annual initiatives, effectiveness targets, expected outcomes, assessment measures, and activities tied to the Strategic Plan and college mission statement and submit an annual assessment report to the Director of Institutional Effectiveness. (**See Figure 2**)

The annual assessment report provides the foundation for each unit to assess institutional effectiveness and includes the following:

- Program Outcomes
- Method of Outcomes Assessment
- Data Collection Calendar
- Assessment Results and Analysis of Results
- Plan for Improvement

All administrative and academic support units are required to have a minimum of 3-5 program outcomes that relate to the unit's mission. **Program outcomes** are specific operational and administrative objectives that the unit intends to accomplish. Program objectives are stated in a way that makes them measurable. Objectives are assessed using multiple methods and measures when possible, including both direct and indirect measures. The Director of Institutional Effectiveness reviews and evaluates submitted administrative and academic support units' documents and provides feedback to ensure that assessment is presented in a consistent and meaningful way (**Appendices VII-VIII**).

Evaluation of Outcomes

The Institutional Effectiveness Committee reviews the degree program, academic division, and administrative unit Annual Assessment Reports to determine and report any significant trends or areas that need attention. The Director of Institutional Effectiveness compiles reported PLO data each term to determine an achievement rate for each. PLO achievement within academic divisions is shared with Division Coordinators for inclusion in the Academic Division Assessment reports. Each division discusses the results of the assessment and records the discussion in division meeting minutes at least once per semester, documenting any suggested/intended improvements for the upcoming year in the Annual Assessment Report. Outcome data is compared and contrasted to ensure course content is equivalent in rigor and that student learning outcome results are similar across all delivery methods. Overall program effectiveness is determined by a minimum of 70% of the students achieving the standard of each PLO.

Institutional Effectiveness Review Cycle

Division and program assessment reports are forwarded on even years for review to the Institutional Effectiveness Committee (IEC), and administrative and academic support units are forwarded to the IEC for review every odd year. This two year evaluation cycle allows the institution to examine the effect of each plan implemented in one budget year and its impact on outcome results in the next. IEC committee members evaluate the assessment reports of each functional unit and academic unit

(**Appendix IX**) and rates the unit's effectiveness cycle for "maturity" (**Appendix X**). The IEC uses the two-year cycle to identify and document examples of efforts that have resulted in improved outcomes. The IEC also integrates the findings and identified needs of the academic programs, administrative units, academic support units, and survey results into the annual strategic planning initiatives. Strategic planning initiatives related to academic units are communicated through the Academic Dean to the Division Coordinators who work with their respective discipline faculty to define new goals and/or plans for continual improvement. Strategic planning initiatives related to the administrative units are communicated to unit supervisors through the appropriate cabinet-level officer. **Table 2** provides a summary of the IEC's two-year review cycle of institutional unit assessment reports. A more detailed table identifying the units and programs along with the persons identified as responsible for assessment and improvements is provided in **Appendix XI**.

Table 2. Summary of IEC 2-year Review Cycle of Assessment Reports

	Odd years Administrative Support Units	Even Years Academic Program & Academic Support Units
August	Student Satisfaction Survey Graduate Survey Faculty Survey Strategic Plan Progress Report	Student Satisfaction Survey Graduate Survey Faculty Survey Strategic Plan Progress Report
September	Athletic Department / OIRE Enrollment/Financial Aid Office of Development Academic Affairs	Academic Support Units
October	Business Office & Axillary Services Student Affairs	Academic Divisions Degree Programs
November	Institutional Effectiveness Manual	Institutional Effectiveness Manual

Student Success and Achievement

Other than the data gathered using PLOs for the four associate degree programs and BS program, Andrew College annually evaluates student success and achievement by course completion, graduation rates, retention rates and persistence rates. All assessment data is compiled by the Director of Institutional Research, published in the *Fact Book*, and made available to the College community via the Institutional Research web page. Student success and achievement data are used by the IEC to direct the College's strategic initiatives and goals to focus on any areas of weakness.

Conclusion

Andrew College is committed to the effective evaluation of its educational programs, as well as its academic and administrative support services. Through the strategic planning and assessment of desired outcomes and action plans, the College is engaged in an ongoing, integrated, and College-wide research-based institutional effectiveness cycle. Andrew College seeks to improve its ability to achieve its mission by systematic and well-designed internal assessments, competitive benchmarking, the peer review process, and the willingness to embrace new processes and technology. A culture of continuous improvement is maintained at Andrew College by:

- a) systematic identification of opportunities for improvement;
- b) aggressive implementation of plans designed to bring about improvement; and
- c) insightful reflection of experiences.

Assessment Guide

Previous Year Review

Begin your unit's annual assessment by reviewing last year's goals and the data gathered. Take the information that was documented regarding plans for improvement and use it to help determine this year's goals. (See Figure 4a)

Identifying Goals

Identify 3- 5 goals for the upcoming year in both the areas of program or operational goals and student outcome goals. New SACSCOC policies require that even administrative units have student learning outcomes. These may be goals from the previous year that were “not met” that you want to continue to strive to meet. They may also be areas in which your unit could improve that you would like to focus on. This is not meant to be a comprehensive list of everything a unit does, just particular areas of intense focus for the upcoming year. Set a realistic goal for the outcome you have identified. Link goals where applicable to the Strategic Plan by referencing the number and letter (see Appendix I). Note that degree programs and academic divisions will have PLO measurement goals as part of their assessment.

(See Figure 4b)

Choosing Measures

Identify some type of measure that will help determine whether or not the unit has met the goal established. Put any processes in place that need to be established to measure the goal. Review progress toward the goal at least once per semester as a unit (division). Identify when the assessment will occur.

(See Figure 4c, 4d)

Analyzing Data

At the end of the Spring semester, review all the data for the year for the goals the unit set, determine whether or not they were “met” or “not met,” and discuss the results. (See Figure 4e)

Making Plans for Improvement

Analyze the data and determine if the goal was “met” or “not met.” If “met”, provide a “closing the loop” narrative describing how you plan to continue the success of that goal. If a goal was “not met”, discuss with unit members why the goal may not have been met and determine ways to improve in that area for the upcoming year. Document the discussion in your unit (division) meeting minutes and document the suggested improvements in the Annual Assessment Report. This, then, is where you will begin the next assessment cycle. (See Figure 4f)

Annual Assessment Report

The Annual Assessment Report (**see Figure 2**) for all units is due immediately after the end of Spring semester. This is so that the plans can first be reviewed by the IEC Director (**see Appendix VII**) and any revisions can be made before bringing the document before the IEC for the 2-year review.

2-year Review

Every two years, the Annual Assessment Report of each unit will be reviewed by the IEC (**see Appendix XI**) as an oversight to the unit-level process and to determine any institution-wide patterns in the data.

b) Determine outcomes desired for upcoming year (goal); copy and paste the previous year's improvement plan here as well

c) Identify how you will assess the goal (survey? common assignment? data point?)



2017 Academic Unit Assessment Humanities Division

Division Outcomes

Humanities Division Mission Statement: The purpose of the Humanities vision is to ensure that students can engage in effective oral and written communication and understand broad global cultures.

d) Identify when the data will be collected

e) Give the results of the assessment

a) Review the previous year's plans for improvement

Division Outcomes	Methods of Outcomes Assessment	Data Collection Calendar	Assessment Results and Analysis of Results	Plan for Improvement
<p>1. The Humanities Division will have at least 20 students concentrating in plans of study within its division.</p> <p>2016-17 Plan The revised curriculum approved for 2016-2017 will only contain three areas of concentration within the division: Communication, Literature, and Liberal Arts. We will still strive to have at least 20 students with those concentrations.</p>	Empower concentration enrollments-	April 2017	<p>Target Goal: Not Met</p> <p>Analysis: Literature -1 Communications - 5 Liberal Arts - 8 Total= 14</p>	<p>2017-18 Plan- We will create an informative flier to post around campus about Communications career opportunities for majors.</p>
<p>2. The Humanities Division will have at least 8 students graduate each year.</p> <p>2016-17 Plan The Humanities Division would like to host a career fair in Spring 2017 to highlight the various careers available through our concentrations. We would like to involve the Alumni, local businesses, distinguished citizens, etc. Students could take the Strong Interest Inventory, participate in resume and portfolio construction</p>	Empower graduation numbers-	May 2017	<p>Target Goal: Not Met</p> <p>Analysis: Literature -0 Communications - 0 Liberal Arts - 4 Total= 4</p> <p>The Division did offer a resume' and cover letter workshop to students that was fairly well attended and well received by the participants. However, this was not effective in promoting careers in our concentrations, just careers in general.</p>	<p>2017-18 Plan- We will create an informative flier to post around campus about Communications career opportunities for majors.</p>

Figure 4. Annual Assessment Report Example

Appendices

APPENDIX I.....	Andrew College Strategic Plan 2016-2017
APPENDIX II.....	Curriculum Map – Associate of Arts
APPENDIX III	Curriculum Map – Associate of Music
APPENDIX IV	Curriculum Map – Associate of Science
APPENDIX V	Curriculum Map – Associate Degree of Nursing
APPENDIX VI	Curriculum Map – Bachelor of Science
APPENDIX VII	Academic Division IE Assessment Plans
APPENDIX VIII	Administrative and Academic Support Unit IE Assessment Plans
APPENDIX IX	IEC Evaluation of Assessment Reports
APPENDIX X	IE Maturity Rubric
APPENDIX XI	IEC Review and IE Responsibility Table
APPENDIX XII	Glossary of Terms

APPENDIX I: Andrew College Strategic Plan 2016-2019

The College established six goals during its 2016-2019 Strategic Plan that still serve to guide all services and programs of the institution. Institutional assessment and effectiveness of the College's programs and support units are viewed in light of these goals. Based on the theme of "Building Enrollment and Regional Service Capacity," these imperatives and goals are as follows:

1. Mission and Purpose

The task force recommended a change in the college's mission statement; this change was approved for 2016. The current mission statement focuses on support, integrity, resilience, growth, and service.

2. Enrollment Growth - Academic Program Emphasis

The emphasis was placed on academic programming, and the task force recommended the following:

- a) Launch an associate of science degree in regenerative agriculture in fall of 2016.
- b) Launch an associate of science in nursing degree in fall of 2017.
- c) Position the college to launch a baccalaureate degree in business in fall of 2017.
- d) Position the college to launch baccalaureate degrees at some appropriate time after 2017 in elementary childhood education, agribusiness, mass media communication, fine arts, or social/behavioral sciences, while remaining open to new associate degree programs as well.
- e) Develop a stronger set of practices for advising and retention to ensure student success.
- f) Explore online and certificate programs in accordance with the needs of the region.
- g) Establish internship opportunities for students.

3. Recruitment and Retention of Talented Faculty and Staff

Emphasis was placed on stabilizing the faculty/staff base in order to grow enrollment and reduce disruptions in program development. The task force recommended the following:

- a) Increase base salaries.
- b) Increase the current threshold of faculty members eligible to be granted tenure (currently 50%) to allow non-tenure track faculty lines to become tenure track.
- c) Develop salary structure with promotion pay steps.
- d) Develop non-salary benefits including professional development funding.
- e) Develop means of illustrating employee value to the college.

4. Facilities

Emphasis was placed on accommodating enrollment growth and enhancing existing structures/areas. The task force recommended:

- a) Update existing indoor and outdoor spaces.

- b) Renovate Warren Bush Hall.
- c) Renovate student housing space whether on campus or using space purchased downtown/off campus.
- d) Expand and update student space such as the student center and fitness space.
- e) Explore renovation of the floor above the theater if fine arts degree offerings expand.

5. Community Involvement

Emphasis was placed on creating a synergy between the college and the community so that both may benefit from advances that either one achieves. The task force recommended the following:

- a) Regular meetings with regional stakeholders.
- b) Serve as “convener and catalyst” for regional and community efforts whenever feasible.
- c) Insert more college personnel into community organizations to ensure exchange of information.
- d) Supply local media with more information about college news.
- e) Pursue opportunities to obtain and utilize buildings downtown when in the best interest of the college for housing, fitness center, art gallery, etc.
- f) Consider contributing to a daycare operation that would serve both the college’s non-traditional students and the community.
- g) Consider offering credit or non-credit bearing classes or seminars on or off campus to meet needs in the community as the demand might justify.
- h) Consider using the Carnegie Library as a convenient connection with the community.
- i) Initiate new academic programs that respond to immediate regional workforce needs.

6. Church Involvement

Emphasis was placed on renewing and strengthening ties between the college and the United Methodist Church on the local, regional, and national level wherever appropriate. Recommendations included:

- a) Utilize United Methodist materials to educate and inform faculty/staff and students about what it means to be related to the church.
- b) Serve as a venue for UM meetings in the SW Georgia region for ministers, lay leaders, or church groups, particularly during the summer.
- c) Use the Choraliers and other musicians as ambassadors to extend the college’s influence by providing music throughout the region.
- d) Through Andrew Serves, place a student in the Cuthbert United Methodist Church to develop a youth ministry function.

APPENDIX II –Associate of Arts (AA) Curriculum Map

College Mission Statement: Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education that is relevant to its region and beyond.

Program Mission Statement: The Associate of Arts Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students for lifelong learning by teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Institutional Outcomes

- A. Communication Skills
- B. Critical Thinking and Analytical Skills
- C. Cultural Awareness and Appreciation

Program Level Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)

PROGRAM LEARNING OUTCOMES BY COURSE (A.A.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
ENG 111	I						
ENG 112	I						
ENG 121	A						
ENG 123	A						
RPH 111/HUM 121		I					
EDU 111		I					
MAT 101			I				
MAT 111				I			
HIS 101/HIS 102				I			
ART 123/MUS 123/THE 123				I			
BIO 100					I		
CHE 111					I		
PHY 100					I		
POS 111						I	
Any PED Course or Team							I

I = Introductory; A = Application

APPENDIX III: Associate of Music (AM) Curriculum Map

College Mission Statement: Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education that is relevant to its region and beyond.

Program Mission Statement: The Associate of Music Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students for lifelong learning by teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Institutional Outcomes

- A. Communication Skills
- B. Critical Thinking and Analytical Skills
- C. Cultural Awareness and Appreciation

Program Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will be able to identify, distinguish and notate written and aural elements of music theory.
9. 70% of students will demonstrate technical and artistic proficiency in performance of represented compositions.

PROGRAM LEARNING OUTCOMES BY COURSE (A.M.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
ENG 111	I								
ENG 112	I								
ENG 121	A								
ENG 123	A								
RPH 111/HUM 121		I							
EDU 111		I							
MAT 101			I						
MAT 111			I						
HIS 101/HIS 102				I					
ART 123/MUS 123/THE 123				I					
BIO 100					I				
CHE 111					I				
PHY 100					I				
POS 111						I			
Any PED Course or Team Sport							I		
MUS 111								I	
MUS 162									I

I = Introductory; A = Application

APPENDIX IV Associate of Science (AS) Curriculum Map

College Mission Statement: Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education that is relevant to its region and beyond.

Program Mission Statement: The Associate of Science Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students to pursue a Bachelor of Science degree in many possible fields. Examples include, but are not limited to, agriculture, biology, chemistry, computer science, engineering, mathematics, and physics.

Institutional Outcomes

- A. Communication Skills
- B. Critical Thinking and Analytical Skills
- C. Cultural Awareness and Appreciation

Program Level – Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)

PROGRAM LEARNING OUTCOMES BY COURSE (A.S.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
ENG 111	I						
ENG 112	I						
ENG 121	A						
ENG 123	A						
RPH 111/HUM 121		I					
EDU 111		I					
MAT 111			I				
MAT 113/201				A			
HIS 101/HIS 102					I		
ART 123/MUS 123/THE 123					I		
BIO 121						I	
BIO 123						A	
CHE 121						I	
CHE 201						A	
POS 111							I
Any PED Course or Team Sport							I

I = Introductory; A = Application

APPENDIX V: Associate Degree of Nursing (ADN) Curriculum Map

College Mission Statement: Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education that is relevant to its region and beyond.

Program Mission Statement: The mission of the nursing program is unique to the nursing profession providing a nurturing academic setting wherein caring, diversity, integrity and excellence are core values (NLN Core Values, 2007). To achieve its mission the Andrew College Nursing Division educates associate degree graduates who will safely practice nursing in evolving health care environments and apply professional and ethical principles sensitive to the diverse needs of individuals, families and communities.

Institutional Outcomes

- A. Communication Skills
- B. Critical Thinking and Analytical Skills
- C. Cultural Awareness and Appreciation

Program Level – Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will demonstrate effective use of technology to navigate the electronic health record and to communicate with multi-professional teams.
9. 70% of students will communicate with patients, families and communities for planning and delivery of patient care.

PROGRAM LEARNING OUTCOMES BY COURSE (A.D.N)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
ENG 111	I								
ENG 112	I								
NUR 105		I							
NUR 215		A							
MAT 111			I						
NUR 205			A						
RPH 111				I					
NUR 105				A					
BIO 123					I				
BIO 124					I				
PSY 121						I			
NUR 115						A			
NUR 105							I		
NUR 220							A		
NUR 110								I	
NUR 220								A	
NUR 105									I
NUR 210									A

I = Introductory; A = Application

APPENDIX VI - Bachelor of Science (B.S.) Curriculum Map

College Mission Statement: Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education that is relevant to its region and beyond.

Program Mission Statement: The Bachelor of Science in Business Administration Degree exists to support the College Mission of providing an academically challenging, relevant curriculum while preparing students for lifelong learning as well as teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Institutional Outcomes

- A. Communication Skills
- B. Critical Thinking and Analytical Skills
- C. Cultural Awareness and Appreciation

Program Level – Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will be able to apply economic analysis to a firm's decision-making and understand the impact of the economic environment in evaluating financial decisions.
9. 70% of students will demonstrate proficiency in problem-solving and decision-making in a business context.

PROGRAM LEARNING OUTCOMES BY COURSE (B.S.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
BU400	M								
BUS315		A							
BUS405			A						
BUS410				A					
BUS325					A				
BUS305						A			
BUS330							A		
BUS 335								I	
BUS 340								A	
BUS 301									I
BUS 302									A

I = Introductory; A = Application; M=Mastery

APPENDIX VII: Evaluation of Academic Unit IE Assessment Plans

Academic Unit: _____

Date Reviewed: _____ Reviewed by: _____

Yes	No	1. Were any of last year's outcomes carried over from last year?	If no, suggested corrective action needed:
Yes	No	2. Does the academic unit mission clearly link to the College Mission?	
Yes	No	3. Do the academic unit learning and program outcomes clearly link to the College Strategic Plan goals?	
Yes	No	4. Do the Student Learning Outcomes identify what students should know and do?	
Yes	No	5. Is each academic unit learning and program outcome: a. Detailed and specific? b. Appropriate to the department? c. Measurable/quantifiable?	
Yes	No	6. Where appropriate and multiple methods used to assess learning and program outcomes?	
Yes	No	7. Are direct assessment measures used? Identify them:	
Yes	No	8. Are indirect assessment measures used? Identify them:	
Yes	No	9. Are the assessment methods appropriate for each outcome to be evaluated?	
Yes	No	10. Do the methods for assessment provide information that can be used for improvement?	
Yes	No	11. Are success criteria identified for each outcome?	
Yes	No	12. Are the criteria appropriate for each outcome?	
Yes	No	13. Are the proposed evaluation methods incorporated into the activities of the department?	

Assessment Reports needing modification will be returned for the department response or revision.

APPENDIX VIII: Evaluation of Administrative Unit IE Assessment Plans

Administrative/Academic Support Unit: _____

Date Reviewed: _____ Reviewed by: _____

Yes	No	1. Were any of last year's outcomes carried over from last year?	If no, suggested corrective action needed:
Yes	No	2. Does the unit mission clearly link to the College Mission?	
Yes	No	3. Is each unit learning outcomes clearly linked to the College Strategic Plan goals?	
Yes	No	4. Is each Unit program outcome: a. Detailed and specific? b. Appropriate to the Unit? c. Measurable/quantifiable?	
Yes	No	5. Were appropriate and multiple methods used to assess program outcomes?	
Yes	No	6. Are direct assessment measures used? Identify them:	
Yes	No	7. Are indirect assessment measures used? Identify them:	
Yes	No	8. Are the assessment methods appropriate for each outcome to be evaluated?	
Yes	No	9. Do the methods for assessment provide information that can be used for improvement?	
Yes	No	10. Are success criteria identified for each outcome?	
Yes	No	11. Are the criteria appropriate for each outcome?	
Yes	No	12. Are the proposed evaluation methods incorporated into the activities of the unit?	

Assessment Reports needing modification will be returned for the department response or revision.

APPENDIX IX - IEC Evaluation of Assessment Reports

Program or Unit: _____

Date Reviewed: _____ Reviewed by: _____

Yes	No	1. Did the assessment provide enough information to determine if outcomes had been achieved?
Yes	No	2. Do the results provide information for decisions for improvement of each outcome?
Yes	No	3. Are recommended improvements based on assessment results?
Yes	No	4. For outcomes that were carried over were last year's recommended improvements made?
Yes	No	5. Is there reference to a plan implemented due to previous assessment results having a positive effect on outcomes in the current assessment report?
Yes	No	5. If yes on #5, was a "closing the loop" narrative provided?
Yes	No	6. Are plans significant enough to be considered during the annual review of the strategic plan? If yes on #6, explain and identify the initiative in which an action step should be added for the upcoming year.

Overall Maturity Rating _____

Explain:

APPENDIX X – Institutional Effectiveness “Maturity” Rubric

Level of Maturity	Plan	Assessment	Evaluation	Integration
MATURE	Program outcomes/ SLOs are in place and clearly specify criteria for success	Over three years of assessment data collected and evaluated with signs of improvement	Over three years of documented meetings evaluating outcome data	Plans for Further improvement implemented and assessed; new Plans for Further Improvement developed annually
DEVELOPING	Program outcomes / SLOs in place. Minor adjustments or refinement needed in some outcomes/SLOs.	At least one cycle of assessment has been completed for all expected outcomes	Documented meetings for at least one year but not three years showing evaluation of outcome data	Some plans for further improvement implemented
NO SYSTEMATIC APPROACH	No program outcomes or SLOs in place.	No systematic collection of assessment data	No clearly defined committee/meeting used to evaluate assessment data	No stated Plans for Further Development

APPENDIX XI - IEC Review and IE Responsibility Table

College Units	IEC Review Calendar	Cabinet Level Responsibility	Unit Level Responsibility
Degree Programs			
Associate of Arts	October, even years	Dean of Academic Affairs	Program Coordinator, Division Coordinators
Associate of Music	October, even years	Dean of Academic Affairs	Program Coordinator, Division Coordinators
Associate of Science	October, even years	Dean of Academic Affairs	Program Coordinator, Division Coordinators
Associate of Nursing	October, even years	Dean of Academic Affairs	Program Coordinator, Division Coordinators
Bachelor of Science	October, even years	Dean of Academic Affairs	Program Coordinator, Division Coordinators
Academic Divisions			
Fine Arts	October, even years	Dean of Academic Affairs	Fine Arts Division Coordinator
Social Sciences	October, even years	Dean of Academic Affairs	Social Science Division Coordinator
Math & Science	October, even years	Dean of Academic Affairs	Math & Science Division Coordinator
Learning Support	October, even years	Dean of Academic Affairs	Learning Support Division Coordinator
Humanities	October, even years	Dean of Academic Affairs	Humanities Division Coordinator
Nursing	October, even years	Dean of Academic Affairs	Nursing Division Coordinator
Allied Health	October, even years	Dean of Academic Affairs	Allied Health Division Coordinator
Academic Support Units			
Honor's Program	September, even years	Dean of Academic Affairs	Director of Honors Program
AndrewServes	September, even years	Dean of Academic Affairs	Director of AndrewServes
Library	September, even years	Dean of Academic Affairs	Director of the Library
Focus Program & Disability Services	September, even years	Dean of Academic Affairs	Director of Focus/Coordinator of Disability Services
Student Success Center	September, even years	Dean of Academic Affairs	Coordinator of Academic Support and Retention
Retention	September, even years	Dean of Academic Affairs	Coordinator of Academic Support and Retention
Online/ Distance Education	September, even years	Dean of Academic Affairs	Coordinator of Online Education
UPWRITE/QEP/ Interdisciplinary Reading& Writing Center	September, even years	Dean of Academic Affairs	IWRC Director, Co-Chairs of QEP steering committee/committee

Administrative Units – VP for Enrollment Services			
Admissions/Enrollment	September, even years	VP for Enrollment Services	VP for Enrollment/ Admissions staff
Financial Aid	September, even years	VP for Enrollment Services	Director of Financial Aid
Administrative Unit – VP for Advancement			
Development Office	September, odd years	VP for Advancement	VP for Advancement
Administrative Unit – VP for Finance			
Business Office	October, odd years	VP for Finance	Controller/ VP for Finance
Bursar/HR	October, odd years	VP for Finance	Bursar
Dining Services	October, odd years	VP for Finance	Dining Services Director
Information Technology	October, odd years	VP for Administration	Director of IT
Maintenance	October, odd years	VP for Finance	Director of Facilities
Administrative Unit – Dean of Student Affairs			
Residence Life	October, odd years	Dean of Student Affairs	Director of Residence Life
Religious/Spiritual Life	October, odd years	Dean of Student Affairs	Chaplain
Police Department/Campus Safety	October, odd years	Dean of Student Affairs	Police Captain, Campus Safety Committee
Intramurals/ Student Activities	October, odd years	Dean of Student Affairs	Director of Intramurals/ Director of Student Activities
Administrative Unit – Dean of Academic Affairs			
Office of Academic Affairs	September, odd years	Dean of Academic Affairs	Dean of Academic Affairs
Registrar	September, odd years	Dean of Academic Affairs	Registrar
Office of Institutional Research	September, odd years	Dean of Academic Affairs	IR Director
Office of Institutional Effectiveness	September, odd years	Dean of Academic Affairs	IE Director
Administrative Unit – President's Office			
Athletic Department	September, odd years	President	Director of Athletics

APPENDIX XII - Glossary of Terms

Academic Leadership Team: This team is made up of all six academic Division Coordinators and the Dean of Academic Affairs. The Academic Leadership team is charged to collect and analyze program-level student learning outcomes for each associate degree program and to formulate, recommend, and implement plans to improve academic degree program student learning outcomes.

Action Plan: A specific remedy or process put in place to meet the desired criterion. Activities: The primary functions of an administrative planning unit.

Annual Planning: The college faculty and staff engage in an annual planning and budgetary process to assess the effectiveness of the planning units of the college, determine if annual goals and/or outcomes are being met and prepare strategically for the next fiscal year.

Assessment: Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning and/or processes; ensuring that students have sufficient opportunities to achieve those outcomes or planning units engage in adequate action plans designed to improve; systematically gathering, analyzing, and interrupting evidence to determine how well student learning matches expectations or criterion is met; and using the resulting information to understand and improve student learning and/or planning unit processes.

Assessment Methods: There are direct and indirect, quantitative and qualitative assessment methods. Direct methods require students to produce work so that reviewers can assess how well students meet expectations. Indirect methods provide opportunities for students to reflect on their learning. Indirect methods are often helpful in interpreting the findings of direct methods.

Assessment Plan: This is the complete plan that has been developed to assess effectiveness of either a student learning outcome or a process outcome. It includes an outcome, criterion, an identified assessment measure, a feedback loop, and an assessment schedule.

Assessment Schedule: This is the part of the Annual Assessment report that states when and how often each measure will be taken. It gives start and end dates for assessment, if applicable, and frequency of assessment.

Benchmark: Benchmarks are stated outcomes expectations of academic performance used to provide feedback on student development and academic abilities.

Criteria: A criterion is a statement of the specific standards that identify successful achievement of the intended outcome, including the data that will be used, who will demonstrate achievement of the outcome, when, under what conditions, and to what degree.

Curriculum Maps: A matrix that connects goals or objectives to any courses within a particular

program that allow for achievement of the goals/objectives; it is an auditing tool that helps identify potential gaps in the curriculum

Direct Method of Assessment: Direct methods require students to produce work so that reviewers can assess how well students meet expectations.

Direct Indicator: Direct indicators of learning are immediately observable. Direct indicators of learning include pre-and post-testing; capstone courses; oral; examinations; internships; portfolio assessments; evaluation of capstone projects; standardized national exams; locally developed tests; performance on licensure, certification, or professional exams; and juried reviews and performances.

Evaluation of Assessment Method: This explains how the adequacy of the plan for assessing this desired outcome will be periodically evaluated. It specifies the process that will be used to periodically evaluate the adequacy of the plan for assessing the outcome. Faculty Evaluation: Andrew College evaluates its faculty and their supervisors on a regular basis to insure effectiveness in the teaching/learning process. These periodic evaluations are conducted to help the individual instructor assess and improve his or her own performance, to insure quality of instruction for our students, and to provide an index of acceptable job performance.

Feedback Loop: This explains how data collected on this outcome can be brought to impact the program. It specifies the process that will be used to insure that assessment results are reviewed and used to make program modifications when appropriate.

Finding: An observation made regarding the results of an assessment of an activity or performance, a problem encountered with the assessment process and/or any conclusions related to the desired outcome itself. Findings are usually classified as strengths and weaknesses.

Follow up: A follow up occurs after a finding has been determined. It may be a follow up to an action plan or it may involve an action plan being put in place.

Goal: A goal is a broad, future-oriented statement identifying what the unit is striving toward, hoping to become, or proposes to do to fulfill its unit purpose. Goals are used primarily in policy making and planning.

Improvement Plans: Courses of action to be taken to try improving the student outcome or improving the process if assessment results do not meet criteria or administrative expectations. The outcome is marked as “resolved” if outcome is met and no remedy is required.

Indirect Indicator: Indirect indicators of learning are subsequently observable. Indirect indicators might include information gathered from alumni, employers, and students; graduation rates; transfer studies; graduate follow-up studies; success of students in subsequent institutional settings; and job

placement data.

Indirect Method of Assessment: Indirect methods provide opportunities for students to reflect on their learning. Indirect methods are often helpful in interpreting the findings of direct methods. Surveys are examples of indirect methods of assessment.

Methodology: The methodology is a description of the actions that must be taken to gather, analyze, and report the findings of the data that will be used to determine whether the outcome has been achieved and who is responsible for each.

Mission: A mission/purpose statement is a concise statement outlining the purposes of the college or program. For planning units, it is the link between the mission of the college and the planning unit.

Outcome: An outcome is the brief, clear statement identifying in measurable terms the indicated result of processes and services of the unit. Outcomes focus on the specific performances stakeholders are expected to demonstrate when the unit achieves its goal.

Planning Unit: This is a department, budgetary unit, administrative division, committee, or workgroup within the institution.

Program Outcome: These are the end results of what a program is to do, achieve, or accomplish. Program outcomes, just like learning outcomes, should be measurable, manageable, and meaningful.

Purpose: The unit's purpose is a broad statement identifying the major function of the unit.

Qualitative Assessment Tools: Qualitative assessment tools attempt to grasp the whole of a student's achievement with information that usually cannot be quantified or counted. However, when scoring rubric's (or criteria) are applied to qualitative assessments, they can provide quantitative data for program assessment.

Quality Enhancement Plan: The Quality Enhancement Plan (QEP) is the component of the SACSCOC accreditation process that reflects and affirms the commitment of the Commission on Colleges to the enhancement of the quality of higher education and to the proposition that student learning is at the heart of the mission of all institutions of higher learning. By definition, the QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning. The QEP should be embedded within the institution's ongoing integrated institution-wide planning and evaluation process and may very well evolve from this existing process or from other processes related to the institution's internal reaffirmation review.

Quantitative Assessment Tools: Quantitative assessment tools produce numerical data which can easily be aggregated to indicate program performances. Examples of assessment tools that provide quantitative data include standardize tests, locally-developed tests, licensure exams, surveys, etc.

Rubric: A scoring tool that lists the criteria for a piece of work. Generally, rubrics specify the level of performance expected for several levels of quality in what is being measured.

Strategic Planning: The process of defining a strategy or direction, and making decisions on allocating resources to pursue this strategy, including capital and people, in order to reach the goals of planning unit or of the institution.

Student Learning: The active process of effectively acquiring, utilizing, and applying knowledge in order to succeed in the classroom and achieve educational goal.

Student Learning Outcome: Student learning outcomes are identifiable actions that a student does to demonstrate knowledge, skills, etc. after completion of a course or learning experience.

Student Success: Student success occurs when a student attains his or her academic goals while reporting satisfaction with the collegiate experience.

Value-Added Assessment: Value-added assessment is a tool for gauging how much students gain in academic achievement in a given program, course, etc. i.e., how much “value” has been added.