Andrew College

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.

Revised 8/29/16

Table of Contents

Introduction

As a two-year, university-parallel, church-related college, Andrew College exists to provide for typical students a "better beginning" for their college careers. Andrew College specializes in the education of freshmen and sophomores. Andrew College students enjoy the particular advantages of a small, residential campus. Students are afforded the opportunity to develop and demonstrate, in their freshman and sophomore years, participatory and leadership skills that many times would be delayed at larger senior institutions. As a United Methodist-related institution, the faculty is concerned with the spiritual as well as the intellectual development of students.

The Mission Statement

The Andrew College mission statement describes what the college is trying to do as an educational institution.

> *Andrew College is a small, residential, two-year college related to The United Methodist Church. Its mission is to provide an academically challenging liberal arts curriculum within a nurturing community.*

Philosophy

In keeping with its Christian heritage, Andrew College provides an environment that prepares students for further study at a senior college and enables them to understand themselves as persons of responsibility and potential within the global community. Andrew College is not sectarian and its services are open without regard to race, gender, ethnicity, creed, or economic status.

Andrew College seeks to achieve its mission by providing the following advantages, many of which are unique to a small campus with a church-related environment.

- Opportunity for intellectual, social and spiritual development;
- A professionally competent faculty dedicated to teaching;
- Individual attention to students at all levels of operation within the college;
- A two-year curriculum that parallels that of four-year colleges and universities;
- A cultural enrichment program which encourages students to appreciate the arts;
- The opportunity to learn leisure time skills which lead to the development of a healthy body;
- Redemption in the basic skills;
- Orientation experiences for successful adjustment to college life;
- Academic advising
- Challenging programs for the intellectually gifted student;
- A student community committed to the earning of a college education;
- Cultural and academic resources for the community and the churches of the area.

History

The Andrew College charter is the second oldest charter in the United States for giving an educational institution the right to confer degrees upon women. The college opened in 1854 as a four-year college known as Andrew Female College. It was named in honor of Bishop James O. Andrew, who was responsible for the founding of the Methodist Episcopal Church, South. In 1856 Bishop Andrew came to Cuthbert to dedicate the school to "the service of God."

During the period of the Civil War, classes were held in town and the College buildings and facilities were used by the government of the Confederacy as Hood Hospital. In 1866 the school included in its curriculum a course in physical training, the first such course to be required of women in the South. Then, in 1892, the existing Andrew Female College buildings burned; however, funds were raised immediately by the people of Cuthbert, and "Old Main," the present administration building, was constructed. Warren Bush Hall, the first classroom building, was constructed in 1900 and Cuthbert Hall was constructed in 1912, thereby joining "Old Main" and Warren Bush into one unit. These facilities are currently in the midst of a multi-year renovation.

In 1917, Andrew College became a two-year college. Because it was still offering preparatory programs, it remained a member of the Southern Association of Secondary Schools. Andrew remained a college serving only women until 1956, when it became coeducational.

A period of expansion began in 1948 with the construction of the original Pitts Library. Patterson Hall was built in 1961, Rhodes Hall in 1963, and the Parker Physical Education Building in 1966. The year of 1967 brought construction of the new Pitts Library, Mitchell Hall, and the remodeling of the original library into the Suarez Fine Arts Building. In January of 1984, The Don Abbott Turner Dining Hall opened, and in 1985, the Charlotte and Idus Rhodes Science and Computer Center was completed. In September 1986, the Jinks Physical Education Complex was opened. A new three-story residence hall, the Fort Building, was completed in 1999 and the Phyllis and Jack Jones Chapel in 2001. In 2007, the intramural field was dedicated and renamed to Crispin and Jimmy Gilbert Field in honor of their longtime service to Andrew College.
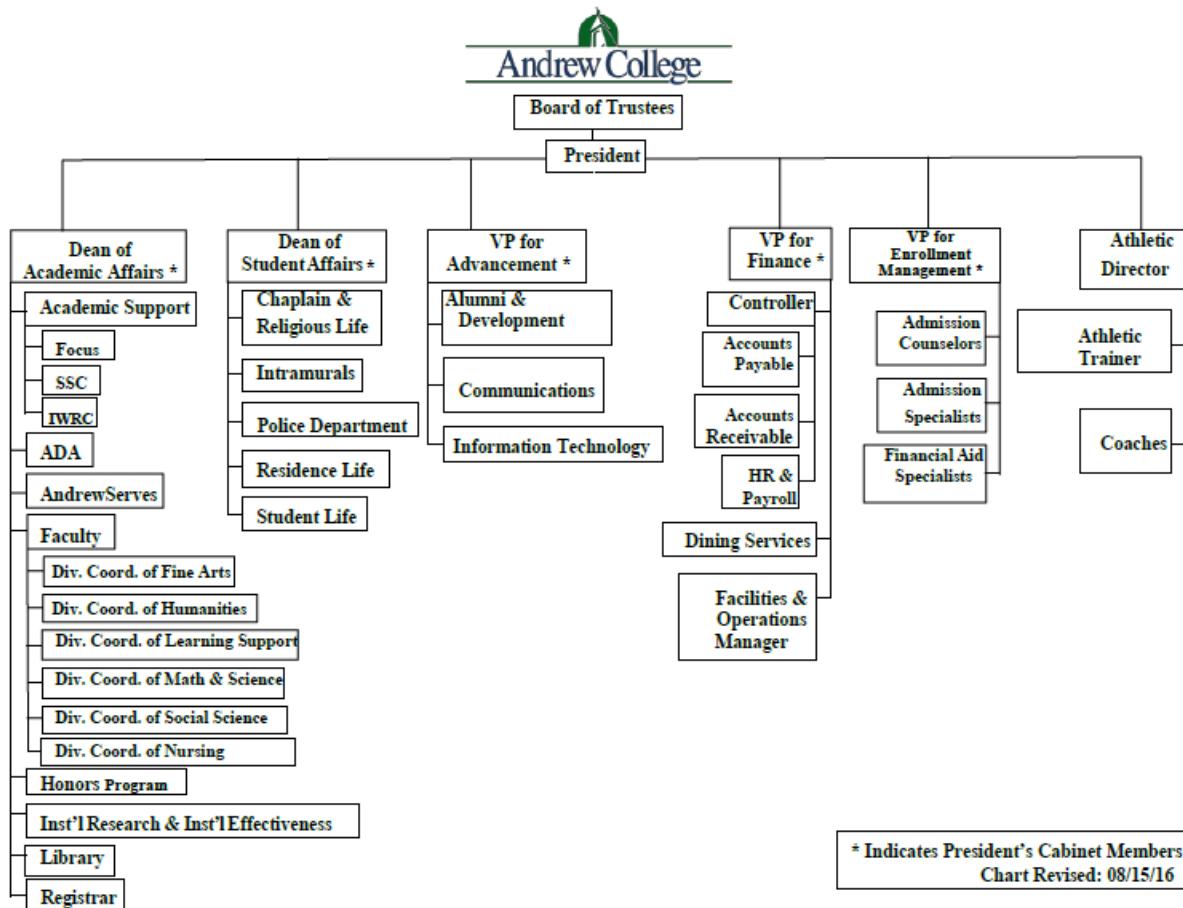
Accreditation

Andrew College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Andrew College. Andrew College is endorsed by the University Senate of The United Methodist Church as an affiliated United Methodist institution.

Degrees Offered

Andrew College offers the Associate of Arts, Associate of Science, and Associate of Music degree programs that lead to advanced degrees in the arts and sciences.

Organization & Governance

Andrew College

Board of Trustees

President

- **Dean of Academic Affairs ***
  - Academic Support
    - Focus
    - SSC
    - IWRC
  - ADA
  - AndrewServes
  - Faculty
    - Div. Coord. of Fine Arts
    - Div. Coord. of Humanities
    - Div. Coord. of Learning Support
    - Div. Coord. of Math & Science
    - Div. Coord. of Social Science
    - Div. Coord. of Nursing
  - Honors Program
  - Inst'l Research & Inst'l Effectiveness
  - Library
  - Registrar
- **Dean of Student Affairs ***
  - Chaplain & Religious Life
  - Intramurals
  - Police Department
  - Residence Life
  - Student Life
- **VP for Advancement ***
  - Alumni & Development
  - Communications
  - Information Technology
- **VP for Finance ***
  - Controller
  - Accounts Payable
  - Accounts Receivable
  - HR & Payroll
  - Dining Services
  - Facilities & Operations Manager
- **VP for Enrollment Management ***
  - Admission Counselors
  - Admission Specialists
  - Financial Aid Specialists
- **Athletic Director**
  - Athletic Trainer
  - Coaches

* Indicates President's Cabinet Members
Chart Revised: 08/15/16

Institutional Research & Institutional Effectiveness

In keeping with the College's commitment to ensure excellence and fulfilment of its mission and philosophy, Andrew College has implemented a continuous, institution-wide, research based program of institutional effectiveness. Through the ongoing assessment and critical review of its academic programs, administrative units, and services, along with surveys that monitor perceptions and attitudes of students, staff, faculty and others, the College is able to determine how well it is achieving its mission. Additionally, the activities of institutional effectiveness are helpful in determining College policy and strategic planning.

College Initiatives and Goals

The College established six imperatives and related goals during its 2009-2014 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. These imperatives and goals are as follows:

Imperative I - Academic, Spiritual, and Cultural Development

Goal 1: To provide opportunities for intellectual, social, and spiritual development

Goal 2: To provide a two-year curriculum that parallels that of four-year colleges and universities

Goal 3: To provide an effective program of learning support designed to help each student to overcome academic weaknesses determined through an effective assessment process

Goal 4: To provide systematic encouragement of academically talented and gifted students to develop their potential to the fullest extent through an honors program, research opportunities, and similar activities

Goal 5: To provide for promotion of the physical conditioning and well-being of students through the provision of physical education activity courses designed to condition the body as well as the provision of intercollegiate and intramural athletic programs for both male and female students.

Goal 6: To provide cultural enrichment programs that encourages students to appreciate the arts

Goal 7: To provide the opportunity to learn leisure time skills that lead to the development of a healthy body.

Imperative II - Comprehensive Student Services Programs

Goal 1: To provide for a systematic means of admission for all qualified applicants

Goal 2: To provide for recruiting and dissemination of information so that potential students and students will be properly informed of the College's services and programs

Goal 3: To provide orientation experiences to assist the successful adjustment to college life

Goal 4: To provide career counseling

Goal 5: To provide comprehensive academic advising services

Goal 6: To provide a comprehensive program of student activities which complement the educational process of the student

Goal 7: To provide a system of student governance that allows students to practice democratic procedures while promoting input concerning college affairs

Goal 8: To provide placement assistance to students seeking employment or transfer to senior institutions

Imperative III - Quality

Goal 1: To assure quality in all programs and services employing cycle of effective planning, evaluation, and improvement

Goal 2: To strengthen teaching and learning by promoting effective teaching methods

Goal 3: To attract, retain, and support qualified personnel and to provide opportunities for their professional development

Goal 4: To secure resources to assist in providing a quality learning environment

Goal 5: To pursue and maintain accreditation by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) and appropriate program accreditation

Imperative IV - Accessibility and Diversity

Goal 1: To provide educational access to individuals with a desire and documented ability to benefit from the College's offerings

Goal 2: To provide educational opportunities without regard to race, gender, creed, socio-economic status, or age for those who have documented eligibility and ability to benefit

Imperative V – Articulation

Goal 1: To strengthen program and course articulation between the College and other colleges and universities

Goal 2: To strengthen program articulation or linkages (e.g., linkages through programs such as the *Joint Enrollment Program*, etc.) between the College and high schools

Imperative VI - Community Linkages

Goal 1: To provide cultural and academic resources for the community and churches in the area

Goal 2: To provide for continual communication with educational and community agencies

Goal 3: To provide community services that support personal growth, cultural enrichment, and recreation; provide access to college facilities for community activities; and promote community, social, and economic well-being

In the years leading up to the Southern Association for Colleges and Schools-Commission on Colleges (SACSCOC) reaccreditation in 2016, the College revisited the 2009-2014 Strategic Plan and developed a three-year bridge strategic plan known as *Strategic Plan, Making the Difference: Leading through Service, 2013-2016*. This strategic plan was a revisit of the previous strategic plan and intended to provide guidance to the College's decision during the accreditation process and impending retirement of the current President. The strategic plan revisit began in the Fall of 2012 and the final plan was approved by the Board of Trustees in April, 2013. President Linda R. Buchanan, Ph.D. began her tenure in June 2015. The SACSCOC Board of Trustees reaffirmed the accreditation of Andrew College in June 2016. A new strategic plan will be reviewed by the Andrew College Board of Trustees during their meeting in September 2016.

This *Strategic Plan* will focus on initiatives to grow enrollment. The Regenerative Agricultural program has been approved by SACS. This new concentration was added to the Associate of Science Degree in the Fall 2016. Regenerative Agricultural replaced the Associate of Science in Agricultural and Environmental Science. Secondly, the Interdisciplinary Writing and Reading Center (IWRC) Lab will begin in the Fall 2016 under the leadership of Director, Caroline Collins. This program will serve all the students enrolled at Andrew College in all course-levels related to reading and writing. Finally, a new two-year nursing program is scheduled to begin in the Fall 2017, pending Georgia Board of Nursing and SACS approval.

Planning

Approximately every five years, the College undertakes the development of a five-year strategic plan. This strategic planning process is led by a steering committee selected by the President and augmented through various constituent groups. A comprehensive review of external and internal factors impacting the College is developed. Based upon the data collected, the College formulates assumptions, reviews its mission statement, establishes a vision for the next five-years, and identifies initiatives and action plans to be accomplished toward the vision. The next strategic planning cycle which will include a review of the Andrew College mission, mission statement, philosophy statement, and establishment of the College's vision and initiatives and goals began in Fall 2015. We are waiting on the approval of Andrew College Board of Trustees.

Andrew College has engaged in long-range planning efforts since the early 1960s. Andrew College's first institutional self-study was developed in 1963. A planning team developed a Strategic Plan (1993-1998) that included six strategic imperatives and 28 action goals: 1) Academic, Spiritual, and Cultural Development; 2) Comprehensive Student Services Program, 3) Quality; 4) Accessibility and Diversity 5) Articulation; and 6) Community Linkages. During this self-study process, the Institutional Effectiveness Committee (IEC) examined evaluation instruments that measure educational outcomes, methods for implementing educational results, and planning for improvement of the College's programs. The next Strategic Plan (2000-2005) was developed by the Campus Planning Committee and continued the on-going process to evaluate and ensure the effectiveness of the College's educational programs and related goals using the six aforementioned

imperatives. The Strategic Plan *Collaborative Strategic Planning" -2009-2014* initiated a collaborative process to identify key actions necessary to increase the distinctiveness of the College and excellence of its programs and services. In the years leading up to the Southern Association for Colleges and Schools-Commission on Colleges (SACSCOC) reaccreditation in 2016, the College revisited the 2009-2014 Strategic Plan and developed a three-year bridge strategic plan known as *Strategic Plan, Making the Difference: Leading through Service, 2013-2016.* This strategic plan was intended to provide guidance to the College's decision in the years leading up to the Southern Association for Colleges and Schools Commission on College's (SACSCOC) reaccreditation and retirement of the sitting president. The strategic plan revisit began in the Fall of 2012 with the final plan approved by the Board of Trustees in April, 2013. Information about the new Strategic Plan will be available after the Andrew College Board of Trustees approves the new plan.

Strategic Planning Process

The general objectives of the strategic planning are: (1) to establish program initiatives and goals for the College's future that are responsive to the needs of the College and (2) to establish action steps toward continuous improvements which will demonstrate the College's fulfillment of its mission statement and identified initiatives.

The strategic planning process at Andrew College includes the following actions:

- The solicitation of input from the entire College community
- A comprehensive review of external and internal factors impacting the College and academic and administrative support unit reports
- The development of a Vision statement
- The review of key documents, including the College's mission statement
- The review of strategic goals from previous years to determine whether any of these need to be carried over into the new plan.
- The development of implementation plans, selection of yearly goals, and the writing of the plan itself.
- A discussion of the plan with the campus community.
- The approval of the plan by the president and Board of Trustees

Review or Revision of the Institutional Mission Statement. The strategic plan includes a review of the current college mission statement by the Campus Planning Committee (CPC). The CPC is comprised of administrators, faculty, staff and students. Any modifications of the mission statement are then forwarded to the President's Cabinet (PC) for review and approval by the president. Any modification in the college mission statement must also be approved by the Board of Trustees and communicated to SACSCOC.

Evaluation of the Strategic Planning Process. At the end of the year-long strategic planning process, the Office of Institutional Effectiveness conducts a survey relating to the strategic planning process. Surveys are sent to members of the President's Cabinet (PC), faculty, and unit heads or directors. Respondents remark on the overall process, its strengths, weaknesses, and

provide feedback on areas that could be improved or revised. The results are disseminated to the campus community through the OIRE web page.

Annual Review and Implementation of Strategic Initiatives and Action Plans. The annual assessment reports of the College's major functional units contain unit goals aligned with strategic goals and action items. From these reports, the Office of Institutional Effectiveness produces and presents an annual Strategic Plan Progress Report that documents the progress or (lack therefor) of every initiative and goal of the Strategic Plan. This annual Strategic Plan Progress Report is reviewed and discussed by the Institutional Effectiveness Committee (IEC). In the light of the Annual Strategic Plan Progress Report, the IEC discusses and may proposed corrections or modification of the next year's annual goals or action to the President's Cabinet (PC) for recommendation for the President's approval. This process provides for a thorough review and needed modifications of goals and action plans that meet the College's needs in a continuous, on-going, data-driven, College-wide process.

Strategic Planning and Budgeting

The planning, budgeting, and assessment cycle at Andrew College provides the framework for promoting an integrated model of institutional effectiveness. At Andrew College, overall responsibility for linking planning and budgeting resides with the President through his/her appointed cabinet members. The operating budget is established during each year of the five-year planning cycle. It is within the annual implementation plans that the linkage between planning and budgeting is made. To implement the planning-budgeting linkage, each budget cycle requires the College's resources to be in positions to achieve the annual strategic planning implementation plans. The alignment of resources is ongoing within each budget cycle: in the original budget and often in response to budget reduction.

Embedded in this process are appropriate budget management practices that ensure flexibility to accommodate unforeseen circumstances. The budget units are expected to concentrate on their goals and document result of their efforts. These results help determine the next year's budget decision so that the entire process is performance-based. Therefore, the linkage of planning and budgeting at Andrew College incudes alignment between strategic planning priorities and the College's funding availability.
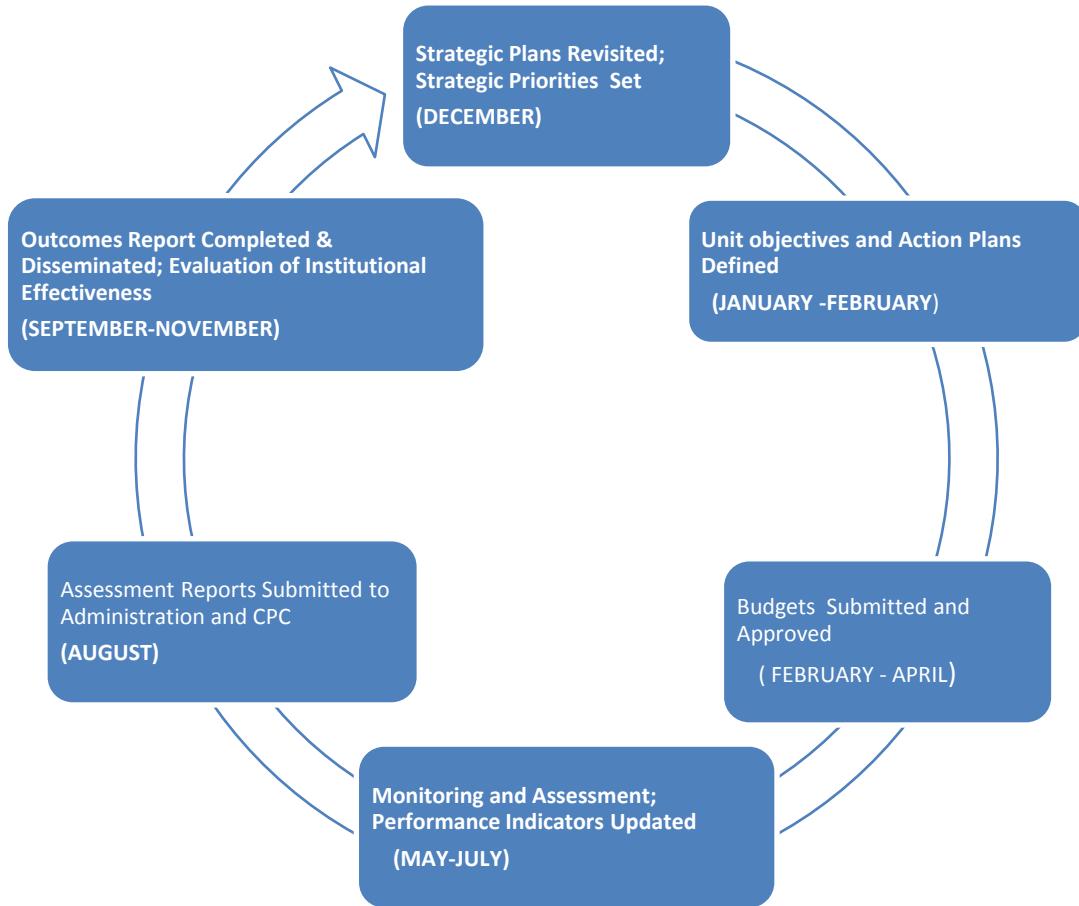
Annual Planning and Effectiveness Cycle

Andrew College has a comprehensive planning and evaluation process in place to ensure that the College continues to achieve its mission and operate within a culture of continuous improvement that is ongoing, integrated, college-wide, research-based, and systematic. The mission of the Office of Institutional Research and the Office of Institutional Effectiveness is the development and monitoring of a comprehensive system of planning and evaluation at the College.

In an effort to improve the overall strategic and institutional effectiveness cycle, Andrew College engages in an Annual Planning and Effectiveness Cycle **(Figure 1)**. The Annual Planning and

Effectiveness Cycle 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 has defined expected program and student learning outcomes that if achieved support the College's mission and strategic initiatives and goals. An overview of the Annual Planning and Effectiveness Cycle is described illustrated below:

Figure 1. Annual Planning & Effectiveness Cycle

Strategic Plans Revisited; Strategic Priorities Set (DECEMBER)

Unit objectives and Action Plans Defined (JANUARY -FEBRUARY)

Budgets Submitted and Approved (FEBRUARY - APRIL)

Monitoring and Assessment; Performance Indicators Updated (MAY-JULY)

Assessment Reports Submitted to Administration and CPC (AUGUST)

Outcomes Report Completed & Disseminated; Evaluation of Institutional Effectiveness (SEPTEMBER-NOVEMBER)

Assessment

Assessment is systematic and ongoing process of gathering, analyzing, and using data for the purpose of improving the student learning experience. Assessment processes are a critical component of the institutional strategic planning effort and effectiveness of Andrew College in fulfilling its educational mission.

Assessment is faculty or staff driven. Faculty 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 a submitted Annual Assessment Report. The annual assessment report, submitted to the OIRE each August, is the primary source for documentation and information about the College's planning and effectiveness efforts.

Academic Program Assessment

The Academic Dean and Division Coordinators, with the input of their faculty constituents, implement the academic assessments 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

The Director of Institutional Research and Effectiveness reviews and evaluates submitted academic division and degree assessment documents and provides feedback to ensure that assessment is presented in a consistent and meaningful way **(Appendix I)**. 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 in the OIRE.

Overview. Andrew College identifies both expected program outcomes and program-level student learning outcomes (PLOs) for each of its three associate degree programs. Degree program outcomes related to enrollment growth, retention, persistence, degrees awarded, and student satisfaction are compiled by the Office of Institutional Research and made available each fall in the annual *Fact Book* and Survey Results via the Institutional Research web page.

Since Andrew College degree programs are designed to parallel the general education programs of four-year institutions within the University System of Georgia and optimize transfer options, student

learning outcomes are closely related to the general education learning goals outlined in the *Academic & Student Affair Handbook – University System of Georgia*, Section 2.4.1. Division Coordinators guided the process through the Campus Planning Council and identified competencies expected of graduates from each program. Andrew College emphasizes the following three Competency Areas (CA) 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 competencies areas as a guide, expected student learning outcomes were formulated and linked to a specific competency for each degree program. PLOs are stated to identify the criteria used to measure the extent of student achievement. PLOs in the liberal arts general education curriculum were 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 three associate degree programs offered at Andrew College.

Table 1. Relationship between PLOs and Degree Programs

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

Since all three 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 all three

programs. Each degree program contains 18 -20 semester hours of course work related to a specific discipline or concentration of study. Only the Associate of Music is specific in the concentration selected by students seeking this degree. For this reason, the Associate of Music student learning outcomes include two identified outcomes related to the discipline of music.

Course syllabi for courses identified as a point of assessment for a specific PLO include course student-learning objective (CLO) that connects back to the PLO. The CLO/PLO related assignment and evaluation results are used to measure the student's achievement. The Alignment of Core PLOs with Assessment Tools, Data Collection Calendar for Course Assessment, and the person responsible is maintained in the Office of Academic Affairs.

Curriculum Maps. A curriculum map is a matrix that documents the connection between outcomes (what the student 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, the Division Coordinator evaluates student achievement and reports assessment results for course embedded assessments of PLOs within their division. The curriculum maps for each degree program are provided in the Appendices **(AA – Appendix II; A.M. Appendix III; A.S. – Appendix IV)**.

Evaluation of Outcomes. The Campus Planning Council (CPC) reviews academic program – program outcome results in the fall. The Campus Planning Council through review of the Division Assessment Reports determines and reports any significant trends or areas that need attention.

PLO assessment at the course level is performed each term, with results reported, compiled, and analyzed annually via Assessment Reports. OIRE compiles reported data to determine an achievement rate for each point of assessment for each degree program. PLO achievement within academic divisions is shared with Division Coordinators for inclusion in the Academic Division Assessment reports. The Academic Division Assessment reports include an analysis of assessment data for PLOs embedded into the division's, which is presented to the Academic Leadership Team. Effectiveness for a specific program-level student learning outcome at the degree program level is determined using the weighted averages of all assessment measures across division for each PLO. Overall program effectiveness is determined by a minimum of 70% of the students achieving the standard of the PLO. Outcome data is compared and contrasted to ensure course content is equivalent in rigor and student learning outcome results are similar across all delivery methods.

Administrative and Academic Support Units Assessment

Administrative and academic support units define 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. Each year administrative and academic support units submits an annual assessment report to OIRE.

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 and role at the College. Program outcomes are specific operational and administrative objectives that 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 Research and 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 **(Appendix V).**

Student Success and Achievement

Other than PLOs for the three associate degree programs, 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 Office 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.

Surveys

The Office of Institutional Research is responsible for the administration and/or collection of survey data. Andrew College administers a student satisfaction survey, graduate student survey, and faculty survey annually. Individual administrative and academic support units also use surveys to assess effectiveness; Results from these surveys are collected and archived in the Office of Institutional Research.

Institutional Effectiveness

Institutional Effectiveness (IE) is the dynamic and integrated process by which Andrew College is able to demonstrate how well it is succeeding in accomplishing its mission and meeting its goals. In this process, the faculty and administrators analyze actual outcomes against expected outcomes to determine the extent to which the outcomes were achieved. Through the analysis of assessment results, institutional effectiveness is measured and used as a basis for making changes in the upcoming year. In this way, a cycle of institutional effectiveness is established that is ongoing, integrated, research-based, and results in continuous planning for improvement in achieving the institutional mission.

The institutional effectiveness process consists of five dynamic and interactive steps, which comprise an ongoing opportunity for continuous improvement.

1. **Stated Mission or Purpose**: The unit states its function within the larger context of the College's overall mission.
2. **Identified Outcomes**: The unit identifies the outcomes it intends to achieve and criteria it will use to determine whether those outcomes have been achieved.
3. **Outcome Assessment Methods**: The unit defines the methods by which it will assess whether the outcomes criteria have been met and analyzes the data gathered by that methodology.
4. **Plan for Improvement**: The unit creates and implements improvement plans based on the information it gathered from assessment of its outcomes.
5. **Stated Impact**: The unit states the impact of its plan for improvement has made on the quality of what it does.

The responsibility for institutional effectiveness lies with all members of the College. The Office of Institutional Effectiveness works with the President's Cabinet, the Campus Planning Council (CPC), the Institutional Effectiveness Committee (IEC), and unit and academic program heads to make sure that the institutional effectiveness process is followed in a way that allows for continuous improvement of College goals and outcomes.

Each degree program or institutional unit's progress toward fulfilling expected outcomes is assessed via Annual Assessment reports. The results are compiled each year to recognize and act on areas of improvement. This cycle, along with annual implementation and assessment/reports, guarantees the College's regularly and systematically reviews its mission, goals, and outcomes, continuously improves; and documents its effectiveness in accomplishing its mission.

Improving Student Learning Outcomes. Andrew College is committed to using assessment results to improve processes, make informed, data-driven decisions, and formulate and implement plans designed to improve student learning. When PLO achievement is below 70% at an assessment point, the division faculty responsible for that PLO assessment assignment analyzes the data to determine the potential reason for the poor results and includes a proposed plan to improve the outcome data in the Division Assessment Report. The Academic Leadership Team collectively

analyzes the Division assessment reports and proposed plans for improvement and recommends educational strategies to improve student learning outcomes to the Academic Dean. Their findings and suggested plans for improvement are considered for the next year's budget cycle.

Improving Administrative and Academic Support Unit Outcomes. Assessment Reports for administrative and academic support units are evaluated annually by the unit staff and supervisors. Academic Support Unit Assessment Reports are evaluated by the academic support unit staff and Academic Dean. Annual assessment results are analyzed against the stated unit outcome and previous year's results and are used as a basis for the next year's planning.

Documenting and Evaluating Continuous Improvement. The Institutional Effectiveness Committee (IEC), with the support of the Directors of IR & IE and Campus Planning Council (CPC), is responsible for designing, reviewing, and improving the College's institutional effectiveness systems. The IEC is responsible for assuring that the institutional effectiveness system used by the college is ongoing, integrated, research-based, and continuingly evolving to improve the fulfillment of the College mission.

Specific functions of the IEC include:
- Overall design of institutional effectiveness systems for the College
- Review of Academic and Administrative unit assessment process on a two-year cycle
- Review of evaluations and critiques of institutional effectiveness systems by SACSCOC
- Identification of best practices that can be used to improve the College's institutional effectiveness systems

Division and program assessment reports are forwarded on even years for review by the Institutional Effectiveness Committee (IEC). 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 VI)** and rates the Unit's effectiveness cycle for "maturity" **(Appendix VII).** Units and programs are evaluated in terms of their integrated IE Assessment Plan, and IE Assessment Results and Integration of assessment result for continuous improvement.

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 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 responsible for assessment and improvements is provide in **Appendix IX.**

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

Conclusion

Andrew College is committed to the effective evaluation of its educational programs, 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.

Appendices

APPENDIX I: Evaluation of Academic Unit IE Assessment Plans

Academic Unit: _____

Date Reviewed: _____ Reviewed by: _____

			If no, suggested corrective action needed:
Yes	No	1. Were any of last year's outcomes carried over from last year?	
Yes	No	2. Does the academic unit mission clearly link to the College Mission?	
Yes	No	3. Do the academic unit learning and progr outcomes clearly link to the College Strate 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 II – Curriculum Map – A.A. Associate of Arts

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		
PHY 100					I		
POS 111						I	
Any PED Course or Team							I

I = Introductory; A = Application

APPENDIX III - Curriculum Map -A.M. Associate of Music

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.A.)

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				
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 - Curriculum Map - A.S. Associate of Science

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 111/113			I				
MAT 201/202			A				
HIS 101/HIS 102				I			
ART 123/MUS 123/THE 123				I			
BIO 121					I		
BIO 123					A		
CHE 111					I		
CHE 201					A		
POS 111						I	
Any PED Course or Team Sport							I

I = Introductory; A = Application

APPENDIX V - Evaluation of Support 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 VI - IEC Evaluation of Assessment Reports

Program or Unit: _____

Date Reviewed: _____ Reviewed by: _____

Yes	No	
Yes	No	1. Did the assessment provide enough information to determine if outcomes had been achiev
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 assessment results having a positive effect on outcomes in the current assessment report? If yes on #5, please provide a "Closing the Loop" narrative
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 VII - 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 VIII - 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	Academic Leadership Team
Associate of Music	October, even years	Dean of Academic Affairs	Academic Leadership Team
Associate of Science	October, even years	Dean of Academic Affairs	Academic Leadership Team
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
Academic Support Units			
Honor's Program	September, even years	Dean of Academic Affairs	Director of Honor's 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	September, even years	Dean of Academic Affairs	Co-Chairs of QEP steering committee/committee
Interdisciplinary Reading & Writing Center	September, even years	Dean of Academic Affairs	Director of the IRWC
Administrative Units – VP for Enrollment Services			
Admissions/Enrollment	September, odd years	VP for Enrollment Services	VP for Enrollment/ Admissions staff
Financial Aid	September, odd years	VP for Enrollment Services	Director of Financial Aid
Administrative Unit – VP for Administration			

Development Office	September, odd years		VP for Administration	VP for Administration
Information Technology	September, odd years		VP for Administration	Director of IT
Communications	September, odd years		VP for Administration	Associate Director of Communications
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 Service Director
Maintenance	October, odd years		VP for Finance	Director of Facilities
Administrative Units – 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
Student Conduct	October, odd years		Dean of Student Affairs	Director of Student Conduct
Administrative Units - 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
Administrative Units – President's Office				
Athletic Department	September, odd years		President	Director of Athletics
Office of Institutional Research & Effectiveness	September, odd years		President	Director of Institutional Research & Effectiveness

APPENDIX IX - Glossary of Terms

Academic Leadership Team: This team is made up of all five 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 interrupting 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: When and how often each measure will be taken. It states 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 as 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 student 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: 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.