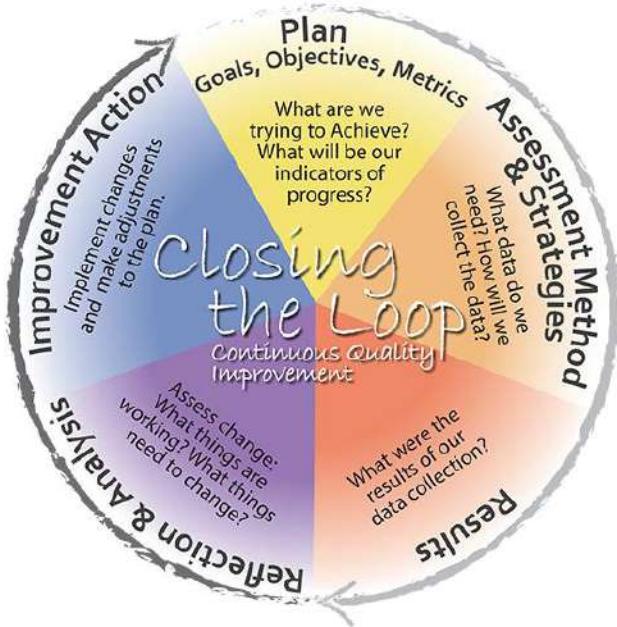


# Andrew College



## Institutional Research and Effectiveness Handbook

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Prepared by the Office of Institutional Research and Effectiveness

2014

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# I. Organizational Profile

## A. Mission

Andrew College is a small, residential two-year 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 purpose 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 in the area.

## History

As a two year, university parallel, church-related college, Andrew exists to provide students a strong start to their college careers. Andrew specializes in the education of freshman and sophomores. Andrew College students enjoy the particular advantages of a small, residential campus. As a United Methodist related institution, the faculty is concerned with the spiritual as well as with the intellectual development of students.

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.’

Cuthbert is located sixty miles south of Columbus, Georgia, twenty-five miles east of the Alabama State line and two hours north of Tallahassee, Florida. The city is intersected by U.S. Highway 82 and 27 that provide excellent access. The Randolph County airport can accommodate light aircraft.

## **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](tel: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.

## **Institutional Assessment and Effectiveness**

Andrew College, in a commitment to ensure excellent in its academic programs, administrative offices, and services has implemented a continuous program of institutional effectiveness and student assessment. These activities are used to assess academic programs and student achievement, perceptions and attitudes. This information plays an important role in determining college policies and academic requirements. All students are required to participate in various assessment activities to determine how well the institution is achieving its mission.

## **Initiatives**

In keeping with the College’s mission and philosophy, Andrew College has established six initiatives related goals that will encompass and guide all services and programs of the institution. These initiatives and goals are:

1. Servant Leadership, Service Learning, and Community Service
  - 1.1 To provide cultural and academic resources for the community and churches in the area
  - 1.2 To provide continual communication with educational and community agencies
  - 1.3 To provide community services that support personal growth, cultural enrichment, and recreation; provide access to college facilities for community services; and promote community, social, and economic well-being
  - 1.4 To enhance the leadership abilities, education, and personal development of students through participation in servant learning and servant leadership opportunities

2. Academic, Spiritual, and Cultural Development
  - 2.1 To provide opportunities for intellectual, social, and spiritual development
  - 2.2 To provide an effective learning support curricula designed to help each student overcome academic weaknesses determined through an effective assessment process
  - 2.3 To provide systematic encouragement of academically talented and gifted students to develop their potential to the fullest extent through an honors program, research opportunities, travel, and similar activities
  - 2.4 To provide for promotion of the physical conditioning and well-being of students through the provision of physical education activity designed to condition the body as well as the provision of intercollegiate and intramural athletic programs for both male and female students
  - 2.5 To provide cultural enrichment programs that encourage students to appreciate the arts
  - 2.6 To provide the opportunity to learn leisure time skills that lead to the development of a healthy body
3. Comprehensive Student Services Programs
  - 3.1 To strengthen enrollment management services and provide for a systematic means of admission for all qualified applicants
  - 3.2 To provide for recruiting and dissemination of information so that potential students will be properly informed of the College's services and programs
  - 3.3 To provide orientation experiences to assist the successful adjustment to college life
  - 3.4 To provide a comprehensive program of student activities which complement the educational process of the student
  - 3.5 To provide a system of student governance that allows students to practice democratic procedures while promoting input concerning college affairs
4. Quality, Accreditation, Assessment, and Accountability
  - 4.1 To assure quality in all programs and services employing a cycle of effective planning, evaluation, and improvement
  - 4.2 To strengthen financial resource management and fundraising capacity
  - 4.3 To strengthen teaching and learning by promoting effective teaching methods
  - 4.4 To attract, retain, support qualified personnel and to provide opportunities for their professional development
  - 4.5 To secure resources to assist in providing a quality learning environment and improved physical plant
  - 4.6 To pursue resources to assist in providing a quality learning environment and improved physical plan
  - 4.7 To pursue and maintain accreditation by the Southern Association of Colleges and Schools and the Commission on Colleges (SACSCOC) and appropriate program accreditation
5. Accessibility and Diversity
  - 5.1 To provide educational access to individuals with a desire and documented ability to benefit from the College's offering

- 5.2 To provide educational opportunities without regard to race, gender, socio-economic status, or age for those who have documented eligibility and ability to benefit
6. Course Articulation and Transfer
  - 6.1 To provide a two-year curriculum that parallels that of a four-year colleges and universities
  - 6.2 To maintain and develop articulation agreements with senior institutions within the state of Georgia
  - 6.3 To provide placement assistance to students seeking employment or transfer to senior institutions

### **The University of System of Georgia Mission Statement**

The mission of the University of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees, by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors, and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens. Each institution in the University System of Georgia will be characterized by:

- A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff,
- Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open democratic, and global society;
- Technology in advance educational purposes, including instructional technology, student support services and distance education; and
- A commitment to sharing physical, human, information, and other resources in collaboration with other Systems institution, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

### Goals Statement

The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by:

1. Renew excellence in undergraduate education to meet students' 21<sup>st</sup> century educational needs.
2. Create enrollment capacity to meet the needs of 100,000 additional students by 2020.
3. Increase the System's participation in research and economic development to the benefit of a global Georgia. Enhance and encourage the creation of new knowledge and basic research across all disciplines.
4. Strengthen the USG's partnerships with the state's other education agencies.

5. Maintain affordability so that money is not a barrier to participation in the benefits of higher education.
6. Increase efficiency, working as a System.

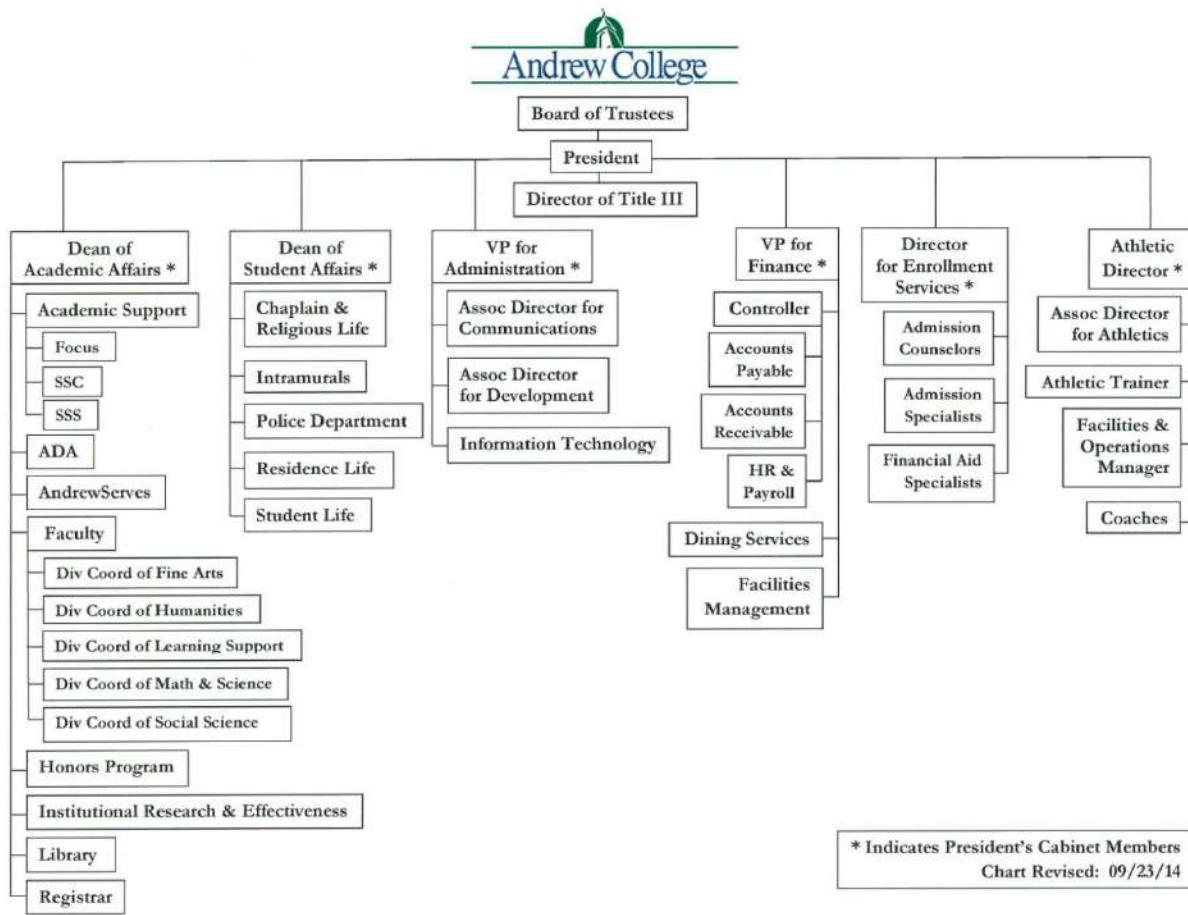
## II. Leadership and Governance

### A. Board of Trustees

Bert Gregory, Secretary of Andrew Board of Trustees	2011
George Flowers, Chair of Andrew Board of Trustees	2004
Peter Daugherty, Vice Chair of Andrew Board of Trustees	2008
Kay Aderhold	2008
Rev. Cindy Auryt	2008
Rev. Robert Beckum	2011
Mary Bruce	2013
Shirley Cargill	2009
Tina Folsom	2013
Stephanie Jones	2014
Ashley Kelley	2012
Gene Kemp	2014
Bishop James King	2008
Michelle Lee	2014
Mary Marshall	2011
Gilbert Miller	2013
Vicki Molnar	2012
Whit Myers	2013
Suzanne Nieman	2008
Adam Pease	2012
Brinkley Pound	2011
Dr. Eric Ragan	2014
Kathy Ray	2011
Maceo Rogers	2012
Richard Taylor	2011
Steve Whatley	2007
Wes Wheeler	2010
Malon Wickham	2007
Rob Williams	2014
Erine Wright	2009

## B. Administration

President	Dr. Kirk Treible
Dean of Academic Affairs & Athletic Director	Dr. Edith Smith
VP for Finance	Bobby Moyer
Dean of Student Affairs	Whitney Mosley
VP for Administration	Andy Brubaker
Director of Enrollment Services	Katie Minich
Director of Title III	Donnie Collins



\* Indicates President's Cabinet Members  
Chart Revised: 09/23/14

### **III. Institutional Effectiveness**

Andrew College is committed to the effective evaluation of its educational programs, its academic and administrative support services, and the use of assessment for continuous improvement. The College has implemented a systematic and interrelated five-year cycle for strategic planning and evaluation processes. Through the strategic planning and institutional effectiveness processes, the College creates annual implementation plans for each program, academic units, and administrative, with goals and outcomes that reflect the College's Strategic Goals and Initiatives and Mission Statement. Each program unit progress toward fulfilling these goals and outcomes is then assessed via 'closing the loop' annual 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.

#### **Overview**

Assessment processes are a critical component of the institutional strategic planning effort, planning and evaluation at Andrew College. The strategic planning initiatives contained in the College's strategic plans serve as institutional effectiveness instruments as all academic units and administrative support services units are required to develop annual action plans, which include expected result, procedures to evaluate the results, actual results, and uses of those results in improving the College's programs and services. The annual assessment report by each unit of the College is the primary source for documentation and information about the College's planning and effectiveness efforts.

#### **Planning of Assessments**

An ongoing, integrated, and institution-wide research-based planning and evaluation process that incorporates a system review of programs and services resulting in counting improvement and demonstrating that the institution is effectively accomplishing its mission.

#### Responsibility/Team Members:

The responsibility for institutional effectiveness lies with all members of the college. The Office of Institutional Research and Effectiveness is charged with:

***"Working with faculty and staff to assess and evaluate college program's effectiveness, functions, goals, and accountable and directing the development and implementation of a comprehensive program to enhance the institutional effectiveness of Andrew College."***

#### **Institutional Planning, Assessment and Evaluation Committees include:**

1. President's Cabinet
2. Institutional Effectiveness (IEC)
3. Campus Planning Council (CPC)

## **Planning and Evaluation: Strategic Planning**

### Strategic Planning at Andrew College

Andrew College has engaged in long-range planning efforts since the early 1960s:

Andrew College has been actively engaged in strategic and institutional planning for numerous years.

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. In the spring of 2005, a new Strategic Plan "Collaborative Strategic Planning" (2009-2014) was established by the President. This strategic plan initiated a collaborative process to identify key actions necessary to increase the distinctiveness of the College and excellence of its programs and services.

### **Strategic Planning Process**

#### Institutional Mission Statement

The Andrew College mission statement is comprehensive in that clearly defines a commitment to both teaching and learning. The College's commitment to offer "an academically challenging liberal arts curriculum" involves providing students with competent, well-qualified instructors who uphold the rigor of college-level course work. Andrew College supports this commitment to teaching by providing instructors with professional development opportunities that strengthen their ability to teach. Additionally, the mission states Andrew College's intention to provide academic and student support in a way that "nurtures" the whole student and enhances the opportunities for student learning, development, and success.

The Andrew College Policy & Procedures Manual, Section 1.4 states the College's vision for its curriculum and nurturing environment:

"Andrew College will prepare a new generation of Christian leaders who are characterized by intellectual excellence, moral integrity, global responsibility, and holiness of heart and life. The College will also become the preeminent private, residential, associate degree-granting college of the South, with a student body of 350 and the best remedial education and university-transfer programs in Georgia. Finally, Andrew will be known for the personalized approach to its academic preparation, as well as its liberal arts, service learning, and life skills development programs."

#### Appropriate for higher learning

The Andrew College mission statement is compatible and suitable for an institution of higher learning associated with the United Methodist Church. The *Andrew College Policy & Procedures Manual*, Section 1.2 reads in part:

"As a two-year, university-parallel, church-related college, Andrew exists to provide for typical students "a better beginning" for their college careers. Andrew 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 skill 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 with the intellectual development of students.”

In keeping with the College’s Philosophy Statement, which is published in the Andrew College Policy & Procedure Manual, Section 1.3 and [web page](#) reads:

“In keeping with its Christian heritage, Andrew College provides an environment which 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.”

- Opportunities for intellectual, social and spiritual growth;
- 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 students;
- A student community committed to the earning of a college education;
- Cultural and academic resources for the community and the churches of the area.

### Overview of the Strategic Plan

The strategic plan begins with a review of the current college mission statement by the Campus Planning Committee (CPC). The CPC is comprised of administrators, faculty, staff and students. The general objectives of the strategic planning is to: (1) to establish program initiatives and goals for the college future directions that are responsive to the needs of the college and (2) to establish a program continuous improvements which will document the College’s process in meeting its initiatives and goals. Modifications of the mission statement are then forwarded to the President’s Cabinet Members (PCM) for review and approval by the president. The PCM is comprised of administrators appointed by the president. The current strategic plan (2013-2016) was a revisit of the previous strategic plan and 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. The strategic plan revisit began in January and the final plan was approved by the Board of Trustees April 24, 2013.

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

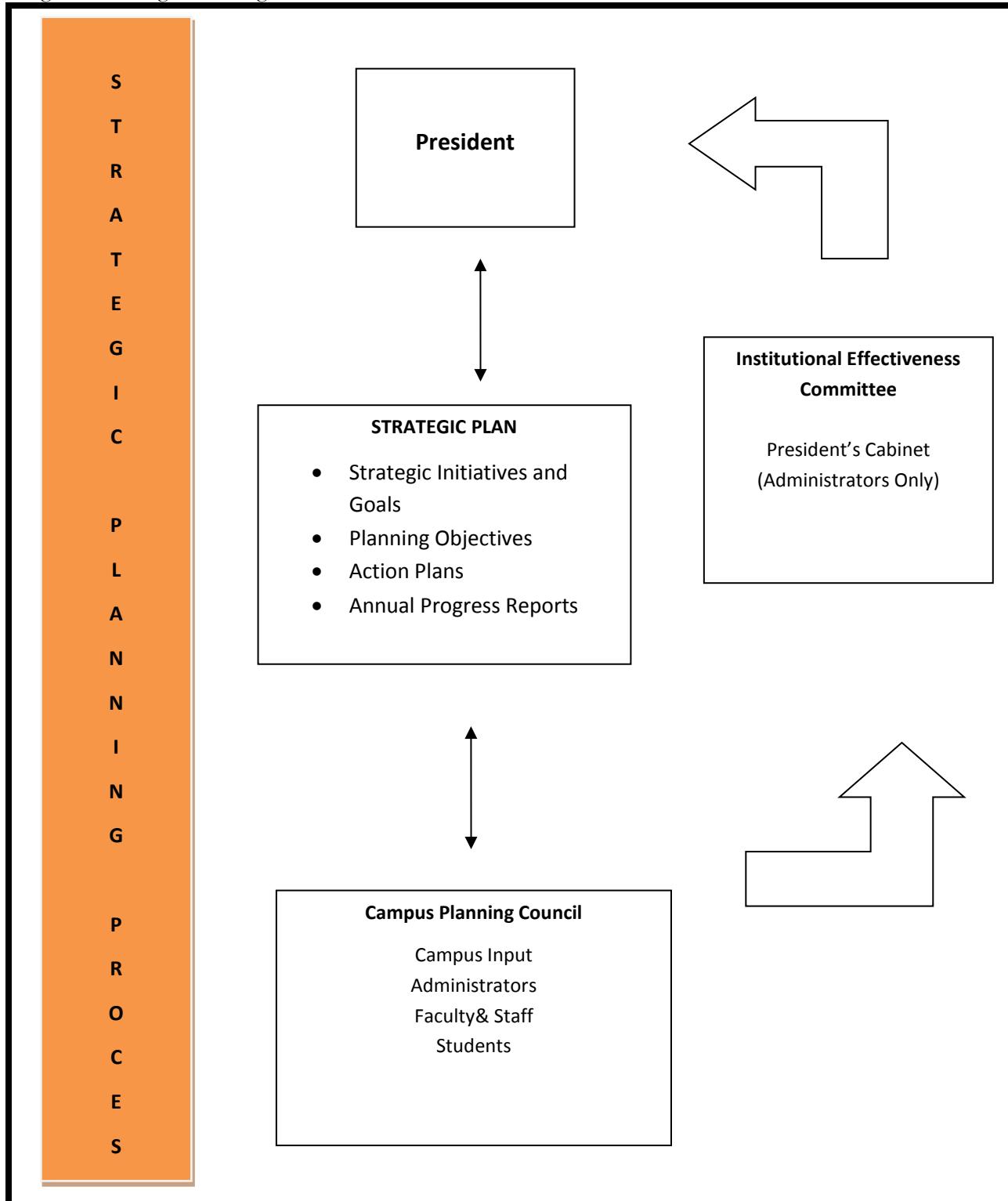
- The solicitation of input from the entire College community is imperative
- The review of key documents, including the College’s mission statement, and academic and administrative support unit reports.
- The review of strategic goals from previous years to determine whether any of these need to be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

- The assessment of yearly goals and the modification of goals as needed.
- The development of new goals or action plans in response to emerging issues, trends, challenges, or opportunities.
- The assessment of the strategic planning process with medications as needed in the next cycle.

## Strategic Planning Process

The flowchart below illustrates the strategic planning process

Figure 1: Strategic Planning Process



### Review and Implementation of Strategic Initiatives and Action Plans

As part of “closing the loop” accountability process via the annual reports of all major functional areas, progress reports relative to the goals established in the strategic plans are reported by the appropriate by October. From these reports, the Office of Institutional Research and Effectiveness produces and presents an annual Strategic Plan Progress Report that documents the implementation or (lack therefor) of every goal and initiative of the Strategic Plan. This process provides for a thorough review, corrections, and goals, and action plans that may be modified the College’s current needs.

### Evaluation of the Strategic Planning Process

At the end of each strategic planning cycle, the Office of Institutional Research and Effectiveness conducts an evaluation of the strategic planning process. Surveys are sent to members of the President’s cabinet members regarding the strategic planning process, including strengths and weaknesses as well as recommendations for improving or revising the process. The results are disseminated to the campus community.

## **Planning and Budgeting**

### Annual Budgeting Process

Andrew College’s Annual Operating Budget is prepared by the president and campus administrators. The planning, budgeting, and assessment cycle at Andrew College provides the framework for promoting an integrated model of institutional effectiveness. Strategic initiatives ensures linkage between the College’s budget and its Strategic Plan. At Andrew College, overall responsibility for linking planning and budgeting resides with the president through his appointed cabinet members, comprised of two vice presidents (Finance and Administration), two Deans (Academic Affairs and Student Affairs) and the Director of Admissions. The operating is established on an annual basis of a 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 entire budget is geared toward the College’s planning initiative goals and outcomes, and the mechanism or reduction. 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 includes alignment between strategic planning priorities and the college’s funding availability.

### **SACSCOC Institutional Effectiveness Standards and Requirements**

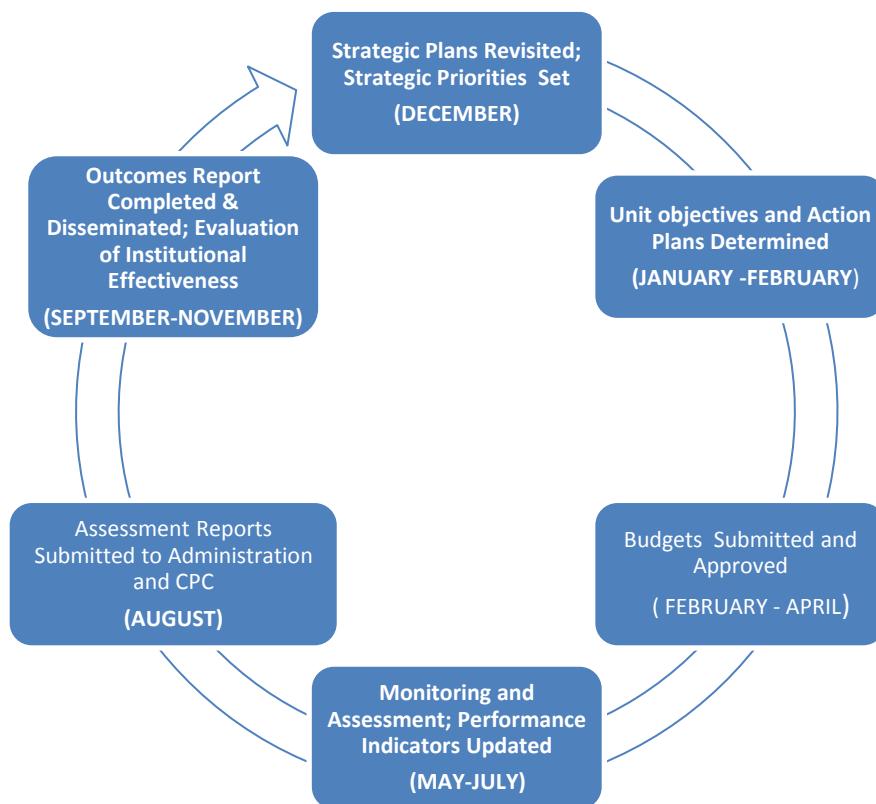
Andrew College has a comprehensive planning and evaluation process in place to ensure that the College continues to achieve its mission and operate within a culture of continuous improvement that is ongoing, integrated, college-wide, research-based, and systematic. The mission of the Institutional Research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

- SACSCOC Core Requirement 2.5: Institutional Effectiveness
- SACSCOC Comprehensive Standard 3.3.1.1: Educational Programs
- SACSCOC Comprehensive Standard 3.3.1.2: Administrative Support Services
- SACSCOC Comprehensive Standard 3.3.1.3: Academic and Support Services
- SACSCOC Comprehensive Standard 4.1: Student Achievement.

### **Annual Planning and Effectiveness Cycle**

In an effort to improve the overall strategic and institutional effectiveness cycle, Andrew College recently developed an Annual Planning and Effectiveness Cycle. The Annual Planning and Effectiveness Cycle was established to integrate strategic planning with decision-making and the budgeting process for the College's educational, administrative and academic units. Prior to this process, the faculty and administrators for each academic program and administrative unit of the College developed mission statements that support the College mission statement and define expected program and student learning outcomes that support the College's mission and goals. The College's Annual Cycle of Planning and Effectiveness illustrates the following: (1) the incorporation a system review of institutional mission, goals, and outcomes; (2) results in continuing improvement in institutional quality; and (3) demonstrates that the College's ability to effectively accomplish its mission. An overview of the Annual Planning and Effectiveness Cycle is described below.

#### **Annual Planning and Effectiveness Cycle**



### **Integrated and Institution Review**

The Office of Institutional Research and Effectiveness has been charged with the responsibility to compile and provides data for faculty and staff that assesses and evaluates the College's effectiveness, functions, goals and accountability and supports the development and implementation of a comprehensive program to enhance the institutional effectiveness of Andrew College. Andrew College's administrative academic units are evaluated on a rotating two-year basis.

## **Educational Program Assessment**

Each educational program evaluates program performance in relationship to institutional goals and the mission of the College. The Educational Program Committee works collaboratively to and develops responsive program management plans. These plans are evaluated by the Division Coordinators.

The Associate of Arts, Associate of Music and Associate of Science degrees at Andrew College identifies student learning outcomes, is annually assessed as to whether the program has achieved those outcomes, and uses the assessment to improve the program. The instruction uses multiple approaches to assessment. These approaches include internal auditing and program accreditation (where available). When taken together, this approach ensures an effective evaluation of educational programs throughout the institution. Furthermore, each academic unit uses a variety of measures to determine the extent to which learning outcomes are achieved. Results of these assessments direct and guide decision making, strategic planning, program evaluation, and improvement across the College. The College expects faculty of all ranks to be involved in the process of assessing student learning.

## **Overview**

Core Requirement 2.5 (Institutional Effectiveness) presents the College's commitment to its practice governing on-going, institution-wide, research-based planning and processes. Andrew College Planning, Budgeting and Assessment Cycle outline the comprehensive and integrated process in place to promote institutional effectiveness.

The Academic Dean and Program 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 the programs will measure their achievements
- Assess how well the goals have been met
- Take corrective action to improve the program

The College assesses student learning in traditional and distance education courses to ensure that it is equivalent in rigor and delivery across all methods of instruction. Student learning outcomes are established for all academic programs. If learning outcomes differ for distance education and tradition courses, such distinctions are noted within the program's assessment plan. Academic programs rely on comparisons of student work products, such as assignments, exams, research papers, and portfolios, to demonstrate that students enrolled in distance education courses perform at a level that equals the level of performance of student enrolled in traditional courses.

The Coordinator of Institutional Research and Effectiveness reviews and evaluates the assessment documents and shares findings with the Institutional Effectiveness Committee which consists, in part, of the President's Cabinet and two faculty members. The IEC Committee reviews all assessments documents and recommends any changes and/or amendments to the next assessment cycle. The recommendation is, then, is presented to the Program Coordinators to establish new goals for continual improvement. The narrative that follows includes these major divisions:

- Long-Term Strategic Goals/Direction
- Annual Department/Unit Goals
- Student Learning Outcomes
- Identified Expected Outcomes
- Identified Outcomes

- Outcomes Assessment
- Evidence of Program Outcomes

This narrative describes the College's policy and procedures with respect to the development and assessment of student learning outcomes, discusses the history of their education, and provides a series of representative examples of their ongoing application.

### **Long-Term Strategic Goals/Direction**

This is an optional section to be completed by the departments identifying goals or strategic direction during the next 2-5 year period. The department may list specific long-term goals to create a narrative describing the strategic direction the unit plans to pursue in the future. The strategic goals/direction may be made operational each year by identifying Annual Goals needed to carry out the strategic direction.

### **Annual Department/Unit Goals**

This section is required for each department and is intended to capture the specific goals (not learning outcomes) the unit established for the current planning year. In October, the department lists each goal, indicates which one of the institution's strategic goal that each goal supports, indicates who is responsible for assessing the goal, and specifies any new revenue that will be needed to reach the goal. In June, the department assesses if it reached the goal, indicates any improvements made to the department, and, if the goal was not achieved, describes the department's future plans to realize the goal. An overview of program assessments is provided below.

### **Student Learning Outcomes**

This section is required for each academic program. In October, the department and/or program coordinator lists each student learning outcome, which College Core Competencies (if any) the outcome supports, how often it is assessed, who is responsible for assessment, and what type of assessment is used. In June, Program Coordinator describes the results of the assessment and if any curricular or non-curricular changes were made as a result of the assessments. By linking the program learning outcomes to College Core Competencies, the college can demonstrate that students have mastered these Competencies through both the General Education curriculum as well as academic objectives.

### **Identified Expected Outcomes**

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 Affairs Handbook – University System of Georgia, Section 2.4.1. Division Coordinators guide the process through the Campus Planning Committee and identify competencies expected of graduates from each program. USG learning goals as a guide, expected learning outcomes are formulated. Student Learning outcomes are stated to identify the criteria used to measure the extent of student achievement. Multiple courses and multiple assessments measures are linked to each program-level student learning outcome. Evaluation tools for specific assessment measures, along with benchmarks of achievement for each measure, are identified.

Outcomes in the liberal arts general education curriculum were grouped by academic discipline. Appropriate Division Coordinators are tasked to discuss with discipline faculty within their division to identify the most appropriate course(s) in which to embed program-level student learning outcome assessment measures. The Division Coordinator evaluates student achievement and reporting assessment results, and how reported student learning outcomes would be compiled for analysis of the program's effectiveness.

Critical to the process of identifying student learning outcomes for the associate degree programs is the construction of curriculum maps for each program. Three [Curriculum Maps](#) ([Associate of Arts](#), [Associate of Music](#), [Associate of Science](#)) provide a means of verifying that all identified student learning outcomes are

adequately addressed in a coherent program of study, and they help identify the courses in which program competencies are most logically assessed. Using Curriculum Maps for Institutional Effectiveness Planning Curriculum mapping is a process that supports Institutional Effectiveness by illustrating the integration among your program, courses, and class assignments. A 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 address those outcomes. Andrew College has developed a curriculum map for each of its three degree programs: (1) Associate of Arts, (2) Associate of Science, (3) and Associate of Music. As published in the Andrew College Academic Catalog, each degree program offered at Andrew College contains the following common areas of emphasis:

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1. Area A: Communication and Quantitative Skills
2. Area B: Institutional Requirements
3. Area C: Humanities/Fine Arts
4. Area D: Science, Mathematics, and Technology
5. Area E: Social Sciences
6. Area G: Physical Education

Course work in Areas A-E and G address expected general education student learning outcomes. All three degree program offered at Andrew College offer this liberal arts core of courses, and therefore student learning outcomes related to the general education program are the same in all three program. Area F of 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.

### **Identified Outcomes**

Andrew College identifies both expected program outcomes and program-level student learning outcomes for each of its three associate degree programs. Program outcomes relate to enrollment growth, retention, persistence, degrees conferred, and student satisfaction with the specific degree program. An overview for each Associate Degree Program is provided in the [Expected Program Outcomes](#).

[Student Learning Outcomes](#) help define what students will be able to do as they matriculate through the degree programs. Since all three of the degree programs offered at Andrew College have a common liberal arts curriculum, student learning outcomes are similar among the three programs. Due to the inclusion of only the discipline of music in the Associate of Music degree program, there are two additional student learning outcomes unique to the Associate of Music program. Program-level student learning outcomes are stated on each program's curriculum map. Student Learning Outcomes for the College's Associate Degree Programs is provided in the overview. The College has implemented the two additional expected student learning outcomes specific to students pursuing the music degrees

The following chart a graphical depiction of the extent to which student learning outcomes contributing to the attainment of educational programs were achieved. (Need to attach chart)

**Outcome Assessment.** Degree program outcomes related to enrollment growth, retention, persistence, degrees awarded, and student satisfaction are compiled by the Office of Institutional Research and Effectiveness and made available for the Campus Planning Council's (CPC) review of academic program assessment data in the fall. Student Learning Outcomes are assessed for each specific degree program. Program-level student learning outcomes (PLO) are embedded in specific courses of the general education program, which are identified in the annual assessment plans and Curriculum Maps. The program learning outcomes are assessed in multiple courses using multiple methods and measures. To assess the extent

to which a Program Learning Outcomes is achieved, data is collected by an assessment tool and the achievement rate is analyzed by the weighted average. The [Alignment of Core PLOs](#) with Assessment Tools, Data Collection Calendar for Course Assessment, and the person responsible is reported in an overview below.

Courses identified as a point of assessment for a specific program learning outcomes include on the course syllabi a course student-learning objective (CLO) that reflects the program learning outcomes. The course student-learning objectives/program learning outcomes related assignment and evaluation tool will be used to measure the student's achievement of the course learning objectives and program learning outcomes. The Division Coordinators collect assessment data for program learning outcomes embedded into the division's courses for reporting on the Academic Division Assessment Report, which is presented to the Campus Planning Council. Effectiveness for a specific program-level student learning outcome is determined using the weighted averages of all assessment measures for that specific student learning outcomes. The Campus Planning Council reviews, sorts and compiles data assessment from the Division Assessment Reports to determine the extent of effectiveness for each degree program. Overall program effectiveness is determined by achieving a minimum of 70% of the student learning outcomes. The Campus Planning Council collectively analyzes the resulting outcomes and plans educational strategies to improve student learning outcomes with low achievement. The findings and suggested plans are considered for the next year's budget cycle. Division and program assessment reports are forwarded every two years for review by the Institutional Effectiveness Committee.

Assessment at the course level is performed each term, with results reported, compiled, and analyzed annually. Every two years, academic program and division assessment reports are reviewed by the Intuitional Effectiveness Committee. This process is systematic and ensures that educational programs are on track with regards to goals. Additionally, the systematic review of the educational programs effectiveness enhances the College's ability to record and monitor program history (e.g., student and faculty accomplishments, new faculty members, changes in facility and equipment and etc.) which is essential to the interpretation and improvement of each educational program.

### **Evidence of Program Outcomes Improvement**

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 actual assessment results indicate a need for improvement, the Campus Planning Council (CPC), led by academic division coordinators, reviews potential strategies for improved outcomes and suggests the implementation of a Plan for Improvement with action steps and budget implications. The plan is implemented after budget approval. The College is committed to its assessment program and uses assessment results to improve processes, make informed data-driven decisions, and improve student learning. As provided in the previous sections, the assessment forms illustrate the college's assessment program in action.

Assessment results across all three academic degree programs are indicative of the college's preparation for our students' academic and professional future. Andrew College is producing graduates who are competent in the school's designated learning outcomes.

## **Administrative and Academic Support Units Assessment Cycle**

Andrew College has an established two-year rotating schedule to evaluate and access administrative and academic units. The table above indicates the evaluation cycle for the administrative and academic units.

**Table 1.1 Institution Assessment Cycle**

<b>Focus Areas</b>	<b>Year One (Administrative/Operations)</b>	<b>Year Two (Academic Focus)</b>
<b>September</b>	<b>Student Support Services</b>	<b>Learning Support Courses</b> (sub 100 level English, Math, Reading)
<b>October</b>	<b>Title III</b>	<b>Social Science Courses</b> (Health, Physical Education, Political Science, History, Psychology)
<b>November</b>	<b>Athletic Department</b>	<b>Social Science Courses Cont.</b> (Business, Economics, Education, Information Systems, Sociology)
<b>December</b>	<b>Business Office</b>	
<b>January</b>	<b>Office of the President</b>	<b>Science &amp; Math Courses</b> (Math, Chemistry, Physical Science, Biology)
<b>February</b>	<b>Office of Development</b>	<b>Fine Arts Division Courses</b> (Art, Music, Theatre)
<b>March</b>	<b>Office of Academic Affairs</b>	<b>Humanities Division Courses</b> (English, Religion, Philosophy, Humanities)
<b>April</b>	<b>Office of Student Life</b>	<b>Library Survey</b> <b>Student Satisfaction Survey</b> <b>Graduation Survey</b>
<b>May</b>	<b>Final Review of Results</b>	<b>Associate of Arts, Associate of Science</b> <b>Associate of Music</b>

### **Administrative Support Services Units**

Administrative units operational plans are interrelated to the College's strategic plan and priority goals. Each administrative unit has the responsibility to define annual initiatives, effectiveness targets, expected outcomes, assessment measures, and activities designed for progression toward improvement. At the end of the cycle, each unit is assessed to determine the extent to which expected outcomes have been attained.

The College has continued to make progress over the past two years to develop a culture of student learning outcomes assessment and supports the continuing improvement of administrative units and programs. The administrative support services assessment process is detailed in the Andrew College Institutional Research and Effectiveness Handbook. Administrative support units operational plans are designed to interrelate to the College's strategic plan and priority goals. Each administrative unit has the responsibility to define annual initiatives, effectiveness targets, expected outcomes measures, and activities designed to monitor continual improvement. An assessment of academic support units improvements are conducted on a rotating two-year basis. Every administrative support unit is required to submit an assessment report during its program review. Academic Program Director's and/or President Cabinet members completes the 5-column assessment form. The 5-column assessment form evaluates the unit's effort to demonstrate its effectiveness to meet its

expected outcomes. The assessment form is evaluated to determine the extent to which the expected outcomes have been attained.

Similar to the academic support services area, the administrative support service areas within the college follows a comprehensive assessment process which includes:

- Annual Planning and Assessment Reports
- Two-Year Unit Assessment Review
- External Review (where appropriate)

### **Annual Planning and Assessment Reports**

The annual assessment report provides the foundation for each administrative support 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

### **Assessment Management**

In 2010, the College began training on WEAVE Online database. In this management system, faculty members identified student learning outcomes, for each academic program, and reported results. This system encouraged annual review of program mission, objectives, student learning outcomes, and related data, making the program institutional process more rigorous. WEAVE was discontinued at the College in the Spring, 2014. The College's self-assessment of WEAVE determined that the size and mission was not ideally suited to the WEAVE platform. Consequently, the College began and has made efforts a seamless transition of assessment gathering and analysis using the 5-column assessment worksheet. The College has purchased Xitracs data management system. Xitracs is a comprehensive data management system that manages assessment reporting, strategic planning, credential management, and program learning outcomes.

### **Evaluation**

Andrew evaluates the academic and student support services units every two years using its institutional assessment cycle plan. Currently, the college is entering into its first cycle to report improvements. As of this date, the following administrative departments have completed their reports: Admission, Athletic, Business Office, Communication, Dining Services, Development, Facilities Maintenance, Financial Aid, Information Technology, Intramurals, Religious Life, Residence Life, Police Department, President's Office, and Student Life.

### **Identified Outcomes**

Complement of administrative support unit stated outcomes, assessment measures, timelines for data collection, and person or person(s) responsible for assessing outcomes. All administrative units are required to have 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 administrative units intend to accomplish. Program objectives are stated in a way that makes them measurable.

### **Outcome Assessment**

Andrew College assesses the extent to which it achieves program outcomes for its administrative support units. Objectives are assessed using multiple methods and measures when possible, including both direct and indirect measures. Annually assessment results are analyzed against the stated program outcome and previous year's results are used as a basis for the next year's planning. Every other year, administrative unit assessment reports

and analyzed and are reviewed by the Office of Institutional Research and Effectiveness. An overview of the College's institutional assessment cycle and Annual Planning and Effectiveness Cycle is provided.

### **Academic and Support Services Units**

Intense periodic reviews of academic departments and programs are crucial to planning and improvement and are conducted on a two-year cycle. Departments and programs are required to submit an annual assessment report during their program review. This process requires departments and programs to complete a detailed assessment that includes reporting on program overview and goal achievement.

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The College has continued to make progress over the past two years to develop a culture of student learning outcomes assessment and supports the continuing improvement of administrative units and programs. The administrative support services assessment process is detailed in the Andrew College Institutional Research and Effectiveness Handbook. Administrative support units operational plans are designed to interrelate to the College's strategic plan and priority goals. Each administrative unit has the responsibility to define annual initiatives, effectiveness targets, expected outcomes measures, and activities designed to monitor continual improvement. An assessment of academic support units improvements are conducted on a rotating two-year basis. Every administrative support unit is required to submit an assessment report during its program review. Academic Program Director's and/or President Cabinet members completes the 5-column assessment form. The 5-column assessment form evaluates the unit's effort to demonstrate its effectiveness to meet its expected outcomes. The assessment form is evaluated to determine the extent to which the expected outcomes have been attained.

Similar to the academic support services area, the administrative support service areas within the college follows a comprehensive assessment process which includes:

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- Two-Year Unit Assessment Review
- External Review (where appropriate)

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## Student Success and Achievement

### Graduation Rates

The graduation rates of students at the College measures student success and achievement. Increasing graduation rates is a salient goal at Andrew College.

### Transfer Rates

A major mission of Andrew College is to prepare students for transfer to a four-year institution. As such, the college tracks the success of transfer students by means of data supplied by the National Clearing House.

### Student Achievement

In support of its institutional effectiveness program with respect to the assessment of educational programs. Andrew College evaluates student success on a regular basis. Indeed the evaluation of student success is a critical element in determining how the College is fulfilling a core commitment of its mission. As such, the College has developed course embedded grading competency to track and monitor student achievement.

Andrew College requires the successful completion of general education component at the college level that is a substantial component for all three degrees. The College upholds general education as an integral part of the education for all its students. Curriculum is developed and reviewed to assure general education content requirements are met, and faculty have mapped programs of study to genera education competencies to ensure that competencies are addressed by each academic program.

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## Conclusion

As indicated above, Andrew College possesses several vehicles for evaluating student achievement, including course completion, graduation survey, retention rates, transfer-out rates, and persistence rates. All assessment data is compiled and maintained in the Office of Institutional Research and Effectiveness. The data collected there are used to direct the College's strategic initiatives and goals to focus any areas of weakness, and to meet student

## **Surveys**

The Office of Institutional Research and Effectiveness is responsible for the administration and collection of survey data. Andrew College surveys its students on their overall student satisfaction, graduate student survey, academic and administrative support surveys.

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## **Guidelines for Assessments**

### **Purpose of Assessment**

Andrew College is committed to helping faculty, administrators, and staff find ways to ask and answer difficult questions about teaching and learning so that we can continue to improve the quality of education. Assessment is systematic and ongoing process of gathering, analyzing, and using data for the purpose of improving the student learning experience and thus assisting Andrew College in fulfilling its educational mission. Assessment data is generated as we look for answers to questions such as:

- How do we know if our students are learning what we are teaching?
- How do we know if we are teaching what our students need to learn?
- How we can improve the educational success for all students regardless of their educational background, race, gender, or ethnicity?
- How well do we prepare students for transfer or the job market?
- How can we get answers to those questions about student learning that test questions don't provide?

Underlying each of these questions is the assumption of a desire for educational excellence – excellent in learning, excellence in teaching and excellence in supporting the teaching and learning process.

### **Principle of Assessment**

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.

- Assessment is an ongoing process. Instructors, as well as college services personnel, assess achievement of outcomes as a regular and annual event.
- Assessment continues after and apart from visitors of accrediting agencies because the reason for assessment is improvement.
- Assessment refocuses institutional attention on quality.
- Assessment is not and should not be associated with faculty or staff evaluation.
- Assessment analyzes the learning process, not the individual student, faculty member, or course.

### **Program Assessment**

At the program level, faculty collaborate to identify program learning outcomes and then design assessment plans to evaluate the critical learning outcomes students should be able to demonstrate as a result of completing the program.

### **Institutional Assessment**

At the institutional level, assessment occurs by evaluating the effectiveness of college-wide functions such as transfer and career and technical programs, academic foundations, and student services. Common to all of these

levels is the belief that learning is what matters most to those of us in community college education. Because of this belief, we assess our effectiveness; we seek evidence of the degree to which learning is taking place; and we seek information to guide the steps we must take to improve what matters most to us – student learning.

### Process of Assessments

The purpose of the assessment process at the Andrew College is to provide concrete information to enhance the quality of teaching and learning as well as the quality of services provided in support of teaching and learning. The process consists of five steps, which comprise an ongoing opportunity for recursive improvement that supports our quest for excellence.

1. State Purpose

The unit states its function within the larger context of the College's overall mission.

2. Identify Outcomes

The unit identifies the outcomes it intends to achieve and criteria it will use to determine whether those outcomes have been achieved.

3. Assess Outcomes

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. Implement Improvements

The unit creates and implements improvement plans based on the information it gathered from assessing its outcomes.

5. State Impact

The unit states the impact its improvement have made on the quality of what it does.

These steps are dynamic and interactive. The unit's purpose is made concrete and specific in the outcomes it identifies. The outcomes, in turn, are directly addressed by the methods and criteria designed to demonstrate achievement to those outcomes, and improvements are implemented that impact the quality of the unit's function.

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## V. Glossary

**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.

**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 put in place or it may be a follow up to put an action plan in place.

**Goal:** A goal is a broad, future-oriented statement indentifying 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 indentifying 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 will be those 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.

