



Presidential Task Force

On

Institutional Effectiveness

REPORT TO THE PRESIDENT

May 13, 2008

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I. Original Charge from the President



OFFICE OF THE PRESIDENT

Dear Our Lady of Holy Cross College Community:

In this communication, I would like to introduce you to a new Presidential Task Force for the growth and development of the College: a Task Force on Institutional Effectiveness.

Institutional Effectiveness is critical to the College's mission and vision, and it impacts every area of the College. The Southern Association of Colleges and Schools defines Institutional Effectiveness as follows:

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on the analysis of those results. (Comprehensive Standard 3.3.1, *Principles of Accreditation*, SACS Commission on Colleges, 2004)

The process of Institutional Effectiveness is one of an institution demonstrating how well it succeeds in accomplishing its mission and meeting its goals. The process allows each college/university to choose its expected outcomes based on its self-identified mission. The faculty and administrators develop mission statements for each academic program and administrative unit that are derived from the College mission statement. They then define the program and learning outcomes they believe are most appropriate and report these in an annual IE assessment cycle. These outcomes are assessed to determine the extent to which they were achieved in the planning year. Finally, the assessment results are used as the basis for making changes for continuous improvements in the academic and administrative programs.

Therefore, with this message, I am announcing a Presidential Task Force on Institutional Effectiveness. This task force will be charged with: 1) the creation of a framework for Institutional Effectiveness at the College, and 2) implementation of a comprehensive Institutional Effectiveness program for Our Lady of Holy Cross College. The co-chairs of the task force will be Stanton McNeely, Vice President for External Affairs, Communications, and Institutional

Effectiveness and Dr. Roddrick Jones, Registrar. Task force members will include Nicole Armstrong, Ben Cooper, Dr. Geralyn Dell, Nicole DeSoto, Donna Kennedy, Anne-Katherine Lené, Dr. Vernon Miles, Debbie Panepinto, Dr. Carmen Riedlinger, Dr. Myles Seghers, Dr. Clayton White, and Jennifer Winters.

In addition to the members of the Presidential Task Force, all members of the College community will be called upon for work related to Institutional Effectiveness.

Thank you for your cooperation with this important work for our College.

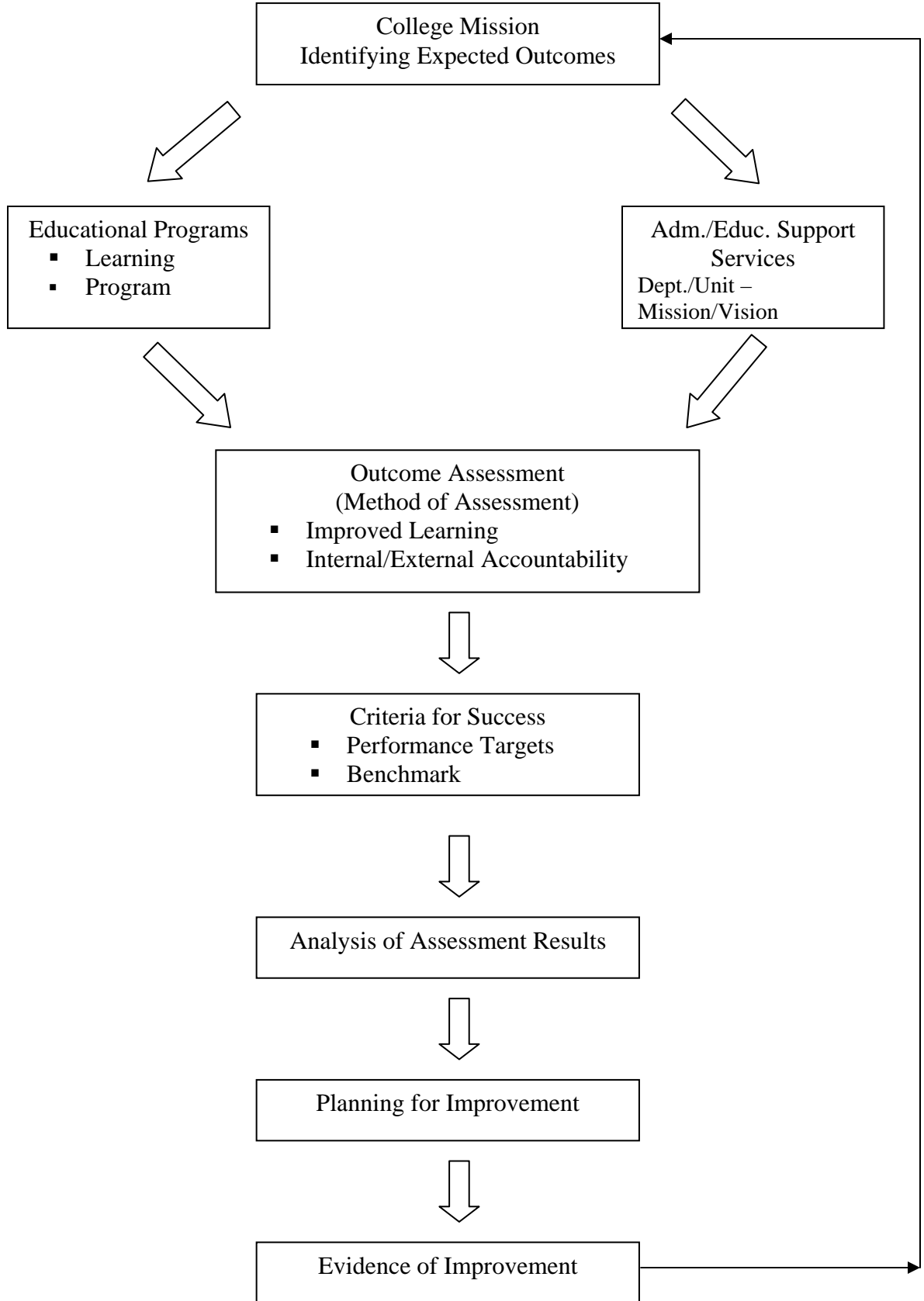
Sincerely,

(Rev.) Anthony J. De Conciliis, C.S.C., Ph.D.

President

II. Framework for Institutional Effectiveness

Framework for Institutional Effectiveness
Proposed by Presidential Task Force on Institutional Effectiveness
12.10.07



III. Recommendations of the Institutional Effectiveness Task Force

In response to the second charge of the Institutional Effectiveness Task Force (i.e., implementation of a comprehensive Institutional Effectiveness program for Our Lady of Holy Cross College), the Task Force makes the following recommendations:

- the continuation of the Task Force as a **standing, on-going body** of the College;
- the **combination of Academic and Administrative membership** on the standing I.E. body, merging the S.A.C.S. committee and the I.E. Task Force;
- the **immediate and complete implementation** of the following:
 - i. the Institutional Effectiveness Framework
 - ii. the Institutional Effectiveness Guide (Procedures)
 - iii. all S.A.C.S. requirements for Institutional Effectiveness;
- requiring all areas of the College to **report and communicate** to the College on a semester basis, utilizing the templates provided in the I.E. Guide and S.A.C.S. forms;
- **standardization of process for data input** throughout the academic and administrative departments of the College; including requiring each departmental area to be responsible for its own access-control, reporting, data input, data output (report generation/distribution,) and maintenance of records and information within their workflow;
- implementation of PowerCampus **report training** (Vista, etc.) beginning immediately;
- **adoption of Microsoft SharePoint** for documentation of decision-making as well as related communications throughout the College;
- completion of the **document imaging** plan.

IV. SACS Criteria & Responses to Date (as of 4.27.08)



OUR LADY OF HOLY CROSS COLLEGE SACS Reaffirmation of Accreditation SACS Compliance Report

Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.

Judgment of Compliance:

Our Lady of Holy Cross College is in compliance with Core Requirement 2.5.

Rationale for Judgment of Compliance:

Our Lady of Holy Cross College has an ongoing and integrated program of planning, institutional research, evaluation, and assessment. All of Our Lady of Holy Cross College's planning and evaluation activities emanate from the key concepts outlined in the College's role, mission statement, vision statement, and planning pillars; that is, Our Lady of Holy Cross College plans for and evaluates its mission in light of the expectations for the College's performance in the areas of teaching, research, and service.

The major elements of Our Lady of Holy Cross College's planning and evaluation processes include:

- ***The College's Long Range Plan – 2003-2013***

In 2000, the College began looking at upgrading its strategic plan and conducted a thorough evaluation of the previous planning efforts. That evaluation resulted in some changes to the College's strategic planning approach. The process resulted in the Our Lady of Holy Cross College Board of Regents adopting the 2003-2013 Long Range Plan in April, 2003. In April, 2007, the Our Lady of Holy Cross College Board of Regents approved updates to the 2003-2013 Long Range Plan ([provide link](#)), as well as an updated Vision Statement ([provide link](#)) and Planning Pillars ([provide link](#)) for the College.

Progress reports on activities are shared frequently with the President at President's Cabinet meetings. The President's Cabinet meets once per week to

identify issues of concern and to map directions for upcoming action plans. The strategic planning process is also embedded in the College's budgeting process. Each year, the Vice President for Finance and Operations issues a **budget template** for each budget unit for the next fiscal year. Requests for personnel, equipment, maintenance, and other items that require new operational dollars or a re-direction of existing operational dollars are reviewed and prioritized by the respective Vice Presidents. These are further discussed at budget hearings typically held in late spring. An important part of the budget request is the rationale for the request; highest priority is given to a request that is linked to the 2003-2013 Long Range Plan or to accreditation efforts.

- **External Reviews and Accreditations**

The College's commitment to quality in academic excellence is grounded not only in its mission, strategic priorities, and core values, but also in its responsibility to the highest principles of performance accountability. The College recognizes that external reviews provide a valuable opportunity for the self-study of academic units and programs within the framework of rigorous standards. The review process also permits the College to receive valuable feedback from highly-regarded peers and to continuously monitor and improve programs and activities. Table 1 provides a list of external program reviews completed for external national accrediting agencies.

Table 1
2006-2007 Degree Programs Offered at OLHCC
With External National Accreditation

Degree	Subject Area	National Accrediting Agency
M ED	Curriculum and Instruction: Elementary	National Council for the Accreditation of Teacher Education
M ED	Curriculum and Instruction: Secondary	National Council for the Accreditation of Teacher Education
M ED	Educational Leadership	National Council for the Accreditation of Teacher Education
MA	School Counseling	National Council for the Accreditation of Teacher Education; Council for Accreditation of Counseling and Related Programs
MA	Community Counseling	Council for Accreditation of Counseling and Related Programs
BA & MA	Community Counseling – Early Entry Program	Council for Accreditation of Counseling and Related Programs
MA	Marriage and Family Counseling	Council for Accreditation of Counseling and Related Programs
BA/BS	Elementary Education Grades 1-5	National Council for the Accreditation of

		Teacher Education
BS	Nursing	National League for Nursing
BS	Business Administration: Concentration in Accounting	International Assembly for Collegiate Business Education
BS	Business Administration: Concentration in General Business	International Assembly for Collegiate Business Education
BS	Business Administration: Concentration in Management	International Assembly for Collegiate Business Education
BS	Business Administration: Concentration in Marketing	International Assembly for Collegiate Business Education
BS	Business Administration: Concentration in Computer Information Systems	International Assembly for Collegiate Business Education
BS	Business Administration: Concentration in Tourism Management	International Assembly for Collegiate Business Education
BS	Health Sciences – Radiologic Technologists	Joint Review Committee on Education and Radiologic Technology
BS	Radiologic Technology	Joint Review Committee on Education and Radiologic Technology
AS	Radiologic Technology	Joint Review Committee on Education and Radiologic Technology
BS	Health Sciences – Respiratory Therapists	Committee on Accreditation for Respiratory Care
BS	Respiratory Care	Committee on Accreditation for Respiratory Care
AS	Respiratory Care	Committee on Accreditation for Respiratory Care

For those academic programs that do not require external accreditation, internal program reviews are required. Please refer to [Core Requirement 2.7.2](#) for additional information regarding internal program reviews.

- ***OLHCC's Institutional Effectiveness Goals in the 2003-2013 Long Range Plan***

In the College's 2003-2013 Long Range Plan (updated April, 2007) ([provide link](#)), Our Lady of Holy Cross College outlines the following goals for Institutional Effectiveness:

INSTITUTIONAL EFFECTIVENESS

By the year 2013, Our Lady of Holy Cross College will successfully develop and implement a comprehensive institutional program capable of supporting academic and administrative decision-making.

To attain this goal, the following strategies must be in place:

- *Our Lady of Holy Cross College will develop and implement a comprehensive institutional effectiveness program that assesses and evaluates the academic and administrative operations of the College and then feeds into the Planning process.*
- *Our Lady of Holy Cross College will optimize both internal and external data resources to provide objective data for assessment and broader evaluation of institutional effectiveness.*
- *The institutional effectiveness program will proactively identify "areas of concern" as reflected by the data and will present that information to appropriate decision-makers for planning and possible action.*
- *Our Lady of Holy Cross College will optimize the institutional effectiveness program to identify possible new opportunities for the College and will present that information to appropriate decision-makers for planning and possible action.*

As of October, 2007, implementation steps associated with these strategies have included the following:

- The collection of all evaluation instruments utilized by all academic and administrative areas of the College.
- The creation of a General Education Assessment Committee to evaluate the previously collected data, evaluation instrument, and ultimately, the use of results for the General Education program.
- The development of a comprehensive *Institutional Effectiveness Guide* ([provide link](#)) which will be used as a standard operating procedure to implement the comprehensive Institutional Effectiveness program.
- The formation of a Presidential Task Force on Institutional Effectiveness, which will be charged with: 1) the creation of a framework for Institutional

Effectiveness at the College, and 2) implementation of a comprehensive Institutional Effectiveness program for Our Lady of Holy Cross College.

- **OLHCC's Program of Institutional Effectiveness**

In the College's *Institutional Effectiveness Guide* ([provide link](#)), Our Lady of Holy Cross College defines institutional effectiveness as

... an institution demonstrating how well it succeeds in accomplishing its mission and meeting its goals. The process allows each college/university to choose its expected outcomes based on its self-identified mission. The faculty and administrators develop mission statements for each academic program and administrative unit that are derived from the College mission statement. They then define the program and learning outcomes they believe are most appropriate and report these in an annual IE assessment cycle. These outcomes are assessed to determine the extent to which they were achieved in the planning year. Finally, the assessment results are used as the basis for making changes for continuous improvements in the academic and administrative programs.

Furthermore, Our Lady of Holy Cross College describes the institutional effectiveness cycle as answering the following questions:

1. What do we want to accomplish?
2. Are we doing it as well as we want?
3. How do we know if we are succeeding?
4. By what means can we improve what we are doing?

Our Lady of Holy Cross College describes the following four characteristics as necessary for the Institutional Effectiveness plan:

1. Clearly stated, measurable outcomes.
2. Assessment should be systematic using several methods to determine to what degree the desired outcomes are met. These methods may be direct or indirect—quantitative or qualitative.
3. There should be clearly stated criteria for desired performance for each outcome.
4. The assessments should be used to improve the performance of academic programs and administrative units of the College. This is called “closing the loop.”

Three components of institutional effectiveness (i.e., major field assessment, general-education assessment, and assessment of support units) are in place at Our Lady of Holy Cross College. Each of these components is discussed in the subsections which follow. Also, Table 2 summarizes these components.

Major Field Assessment

The component of major field assessment evaluates the effectiveness of degree programs through various forms of student outcomes assessment. There are several steps in the operational format of major field assessment. Each major field (i.e., degree program) requires entrance examinations as part of the criteria to enter the major field of study. These assessments are administered at various points of entry to upper level coursework in each major. In addition, each major field requires an exit examination as part of the requirements for program completion. Exit examinations are usually administered in the final semester of study.

The types of assessments used for both entrance and exit requirements vary according to program standards. For example, some major fields require internally developed instruments; whereas, others use standardized examinations. Some of the standardized examinations are required for national professional licensure (e.g. Education requires PRAXIS and Nursing requires *ATI 3.0*).

Results from entrance examinations contribute to the determination of whether students are prepared to continue in their program of study. These results are also used to evaluate the effectiveness of the core and general-education curricula. Exit examination results are used to help determine minimum student competency in the major field and to evaluate program effectiveness.

At the end of each semester, *instructor/course evaluations* are completed by students for every course to evaluate the quality of course content and the effectiveness of instructor pedagogy. Originals are submitted to the Office of Academic Affairs. Results of these evaluations, including typed student comments, are distributed to faculty and department chair. Faculty are required to complete an assessment of the results using the *Faculty Use of Student Evaluation Form* indicating necessary changes in instructional techniques based on this data.

In addition to entrance and exit examinations, graduation exit surveys and alumni surveys are administered to assess program effectiveness. All students are required to complete an exit survey upon application for graduation. These surveys are specifically designed for each major field to assess the students' perceptions of the quality of their programs of study. In addition, alumni surveys are distributed to gather input from graduates regarding their perceptions of the relevance of the preparation they received in their major fields of study. Data from these surveys is used to suggest necessary revisions to program requirements.

General-Education

The component of general-education assessment includes periodic evaluation of outcomes related to general-education goals as defined by Our Lady of Holy Cross College. General-education assessment includes course specific assessments, minimum grade-point averages, instructor/course evaluations, degree program entrance

examinations, graduation exit surveys, and course matrices regarding general-education and course outcomes.

Course-specific assessment is carried out in a variety of ways. Assessments include examinations, research papers, portfolio development, performance to demonstrate a skill, oral presentations, and individual and group projects. The purpose of course-specific assessment is to determine how well students have assimilated the information, skills, attitudes, and values intended as desired outcomes of the course. Results from these assessments form the basis for determining student grades in the general-education courses.

To ensure an acceptable level of achievement, every degree program requires students to achieve a minimum cumulative grade-point average from 2.0 to 2.5 in the first 60 semester hours, inclusive of the general-education courses. The minimum grade-point average is determined by specific degree programs.

At the end of each semester, *instructor/course evaluations* are completed by students for every general-education course to evaluate the quality of course content and the effectiveness of instructor pedagogy. Originals are submitted to the Office of Academic Affairs. Results of these evaluations, including typed student comments, are distributed to faculty and department chair. Faculty are required to complete an assessment of the results using the *Faculty Use of Student Evaluation Form* indicating necessary changes in instructional techniques based on this data.

To assess the achievement of students in the general-education curriculum prior to acceptance into a major field of study, the College uses both *standardized tests* and/or internally developed instruments (e.g., *department entrance exams*). Results from these tests are used to determine the level of student knowledge acquired in the general-education coursework and to evaluate the effectiveness of the general-education curriculum.

As part of the graduation application package, every student is required to complete a *graduation exit survey*. The survey is divided into two parts. One part is an assessment of the professional-program requirements. (This was discussed in the previous subsection.) The second part is an assessment of the general-education curriculum. The general-education exit surveys are analyzed by the program faculty and directors/coordinators/chairs. Each semester the faculty and the directors/coordinators/chairs discuss the evaluation data and complete the *general-education exit survey evaluation form*. The form is turned in to the appropriate chair who presents any recommendations to the General-Education Assessment Committee.

To ensure alignment with the College's general-education outcomes, each of the general-education course instructors is asked to show the relationship between the College's outcomes for general education and individual course outcomes/objectives. A *matrix* is completed by general-education faculty that shows the alignment. Results from this alignment may generate new course objectives if necessary.

Assessment of Support Units

Periodic evaluation of non-instructional units that provide services to students or employees is conducted throughout the academic year to ensure the quality of service to students and the effectiveness of programs. The *Student Satisfaction Survey* is conducted annually and is completed by a cross section of the student body. The survey is administered in selected classes to ensure that all class levels and programs are represented in the results. The student satisfaction survey, once completed, is analyzed to determine where the College scored above average and where scores reflect areas of needed improvement. These items are outlined in the *Student Satisfaction Report*, which is distributed to the Vice Presidents of the College.

Each Vice President takes this report and outlines strategies for improving the recommended services. These become part of the yearly plan for each College unit. This survey data translated into meaningful improvements such as: changes to the organization of offices more clearly linking the offices of financial aid and bursar, which now occupy neighboring space. Other improvements based on survey data include increased parking, replacement of food service vendor, a new position in student life, improved lighting in the parking lot and security measures, and change in bookstore management.

The *Withdrawing/Non-Returning Student Survey* is distributed on a semester basis. All students who were enrolled the prior semester, but did not re-enroll, receive instructions to complete a survey online regarding the reasons for their departure from the College. These surveys are then tabulated by the system and the results are utilized in planning retention efforts of the College. Some of the changes resulting from the implementation of this survey can be seen in the Executive Report from the *Presidential Task Force on Retention*.

The results of the *Non-Entering Student Survey* have been used to adjust recruiting and marketing efforts of the institution. Any student who has applied to the College, but did not enroll, is encouraged to complete the on-line survey. The results, once tabulated, are used to address concerns with admissions, financial aid or any other factors that may have inhibited the student from completing the enrollment process. Changes were made in the Office of Enrollment Management and Student Development to ensure timely response to application and enrollment questions as a result of survey data indicating a need for more timely communication.

The *Alumni Outcomes Survey* is also conducted throughout the year using an on-line survey. Alumni are invited to participate via a monthly newsletter and the results are reviewed by the Office of Institutional Advancement on a regular basis. These results are disseminated to the College administration and the Executive Board of the Alumni Association. The results are used for academic programs reviews. The results are also presented annually to the Alumni Association for planning.

The *Institutional Effectiveness Guide* ([provide link](#)) outlines the procedures for evaluation of each component in some detail. In addition, examples of assessment documents are given and the roles of the Office of Institutional Research and Assessment and the Committee for Institutional Effectiveness are described. Greater detail on the procedures for institutional effectiveness is given in Comprehensive Standard 3.3.1. ([provide link](#)).

**Table 2
Components of Assessment of Institutional Effectiveness**

IE Component	Steps in operation	When performed	Use of Results
Major Field Assessment	Degree program entrance examinations	At point of entry to upper level coursework as determined by curriculum	To help determine whether students are prepared to continue in their program of study; to evaluate the effectiveness of the core and general-education curricula
	Exit examinations and/or national professional licensure examinations	As part of the requirements for program completion (usually during the final semester of study)	To help determine minimum student competency in their major field; to evaluate program effectiveness
	Instructor/course evaluations	Each semester for every course	Faculty complete a review of the results indicating necessary changes in instructional techniques based on this data
	Graduation exit surveys	Upon application for graduation	To assess the students' perception of the quality of their program of study
	Alumni surveys	Ongoing via web-based collection	To suggest necessary revisions to program requirements

IE Component	Steps in operation	When performed	Use of Results
General Education Assessment	Course-specific assessments	Throughout each semester	Determination of course grade
	Program entrance requirements – grade-point averages	Each semester	To ensure an acceptable level of achievement
	Instructor/course evaluations	Each semester for every course	Faculty complete a review of the results indicating necessary changes in instructional techniques based on this data
	Program entrance requirements – examinations	At point of entry to upper level coursework as determined by curriculum	To evaluate the effectiveness of the general-education curricula
	Graduation exit surveys	Upon application for graduation	To assess the students' perception of the quality of the general-education coursework
	Matrix of course alignment	Annually	To ensure alignment between general-education course objectives and the College's general-education outcomes
Assessment of Support Units	Student Satisfaction surveys	Ongoing via web-based collection; at least once a regular semester	Improve the administrative and support services available to students, including (but not limited to) the formation of one-stop services for students both in physical location and online delivery.
	Withdrawing/ Non-returning student surveys	Ongoing via web-based collection; at least once a regular semester	To implement changes in retention efforts which have included additional tutoring services and creation of an Early Alert System for at risk students.
	Alumni Outcomes	Ongoing via web-	Creation of events and

	surveys	based collection	programs for alumni. Results are used during the annual planning retreat. Outcomes are also used for Academic program reviews.
	Non-entering student surveys	Ongoing via web-based collection; at least once a regular semester	Changes are made to the marketing strategies for the College. Results have been used to change the mix of events and mailings used to encourage enrollment.

Documentation:

Document	Document Link
2003-2013 Long Range Plan (as updated in April, 2007)	
OLHCC Mission Statement	
OLHCC Vision Statement (as updated in 2007)	
OLHCC Planning Pillars (as updated in 2007)	
OLHCC Institutional Effectiveness Guide	
Sample evaluations	



OUR LADY OF HOLY CROSS COLLEGE

SACS Reaffirmation of Accreditation

SACS Compliance Report

Institutional Effectiveness Comprehensive Standard 3.3.1

The institution identifies expected outcomes for its educational programs (*including student learning outcomes for educational program*) and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results. **(Institutional effectiveness)**

Judgment of Compliance:

Our Lady of Holy Cross College is in compliance with Institutional Effectiveness Comprehensive Standard 3.3.1.

Rationale for Judgment of Compliance:

Program Reviews

All degree programs at Our Lady of Holy Cross College are subject to a rigorous and thorough review either through external national accreditation procedures or internal program review procedures. The review processes are designed to insure that the programs are coherent courses of study, compatible with the mission and purpose of the College the division and academic department in which the programs are housed, and appropriate fields of inquiry in higher education.

According to section 3.4, Program Evaluation, page 40 of the 2002 *Faculty Handbook*, "Each program is evaluated once every five years according to the criteria developed by the Academic Council. The cycle and procedures for program reviews are published by the Senior Vice President for Academic Affairs."

According to page 55 of the *Our Lady of Holy Cross College Catalog 2006-2008*:

The purpose of this assessment is to discover the strengths and weaknesses of the academic programs of the College. To determine the level of student success in relation to stated desired program outcomes, a variety of means is used: standardized testing, institutionally developed testing, and attitudinal surveys. The

results of the testing and the surveys are analyzed, interpreted, and evaluated by the appropriate administrative offices and are used as a component in the decision-making process with regard to the continuance, discontinuance, and/or improvement of academic programs.

Tables 1-3 list the programs, source of review, and timeline for review completion.

**Table 1
Graduate Program Reviews**

GRADUATE PROGRAM REVIEWS		
PROGRAM	SOURCE OF REVIEW	DATE
Counseling: Community	External – <u>CACREP</u>	2007
Counseling: Marriage and Family	External – <u>CACREP</u>	2007
Counseling: School	External – <u>CACREP & NCATE</u>	2007 & 2010
Theology	Internal	2011*
Elementary Education Grades 1-5 for Initial Certification	External - <u>NCATE</u>	2010
Curriculum and Instruction: Elementary	External - <u>NCATE</u>	2010
Curriculum and Instruction: Secondary	External - <u>NCATE</u>	2010
Educational Leadership	External - <u>NCATE</u>	2010

* New Program – review required after 5 years

**Table 2
Undergraduate Program Reviews for Bachelor of Science Programs**

UNDERGRADUATE PROGRAM REVIEWS (B.S.)		
PROGRAM	SOURCE OF REVIEW	DATE
Biology	<u>Internal</u>	2007
Biology: Preparation for DPT Program	<u>Internal</u>	2011*
Business Administration	External - <u>ICABE</u>	2007
Elementary Education: Grades 1-5	External - <u>NCATE</u>	2010
General Studies	<u>Internal</u>	2007
Health Sciences	<u>Internal</u>	2007
Human Services	<u>Internal</u>	2007
Humanities Interdisciplinary	<u>Internal</u>	2011*
Interdisciplinary Studies: Concentration in	<u>Internal</u>	2011*

Secondary Education		
Interdisciplinary: Pre-Professional Studies	<u>Internal</u>	2007
Nursing	External - <u>NLNAC</u>	2013
Radiologic Technology: Students without Clinical Training	External- <u>JRCERT</u>	2010
Respiratory Care: Students without Clinical Training	External- <u>CoARC</u>	1998
Theology: Concentration in Religious Education	<u>Internal</u>	2011*

*New Program – review required after 5 years

Table 3
Undergraduate Program Reviews for Bachelor of Arts Programs

UNDERGRADUATE PROGRAM REVIEWS (B.A.)		
PROGRAM	SOURCE OF REVIEW	DATE
Elementary Education: Grades 1-5	External – <u>NCATE</u>	2010
English	<u>Internal</u>	2007
History	<u>Internal</u>	2007
Humanities Interdisciplinary	<u>Internal</u>	2011*
Interdisciplinary Studies: Concentration in Secondary Education	<u>Internal</u>	2011*
Interdisciplinary Studies: Women's Studies	No program required – program discontinued 2007	
Social Sciences	<u>Internal</u>	2007
Theology	<u>Internal</u>	2007
Theology: Concentration in Education	<u>Internal</u>	2007

*New Program – review required after 5 years

Table 8
Program Reviews for Associate Degrees

ASSOCIATE DEGREES PROGRAM REVIEWS (A.S.)		
PROGRAM	SOURCE OF REVIEW	DATE
Human Services	<u>Internal</u>	2007
Radiologic Technology	External- <u>JRCERT</u>	2005
Respiratory Care	External- <u>CoARC</u>	1998

In addition to program reviews, the College has general assessment requirements. These requirements are specified on pages 52-56 in *Our Lady of Holy Cross College Catalog 2006-2008*. The information from the catalog is presented in the following sections.

OUR LADY OF HOLY CROSS COLLEGE ASSESSMENT PROGRAM

INTRODUCTION

At Our Lady of Holy Cross College, three areas of college life are assessed: 1) student achievement, 2) academic programs, and 3) attitudes toward the College.

The purpose of assessing student achievement is 1) to determine the students' readiness for entrance into the College and their placement in selected courses; 2) to ascertain their degree of proficiency in English and mathematics; 3) to determine their proficiency level in individual courses; 4) to verify their level of achievement in the General Education Curriculum; 5) to ascertain student learning in relation to course objectives; and 6) to verify the level of achievement in their chosen degree program.

The purpose of assessing student attitudes toward the College is to obtain information concerning the degree of satisfaction with degree programs and the various services offered by the College and to determine the adequacy of preparation for the workplace.

ASSESSMENT OF STUDENT ACHIEVEMENT

Assessment for Entrance and for Placement

Our Lady of Holy Cross College accepts applications for admission from students of accredited secondary schools, students holding or pursuing the General Education Development Diploma (GED), and students transferring from regionally accredited colleges and universities.

To place students in an environment most conducive to their academic abilities and knowledge level upon entrance to the College, several different assessment parameters are utilized.

American College Test (ACT) scores, no more than two years old, may be presented as a basis for course placement in English and mathematics. In other areas of study previous course work and achievement of a minimum grade of C are also considered adequate to place students in appropriate level course work. Additionally, Our Lady of Holy Cross College administers placement tests for mathematics, English, and reading to all students who do not have a current

ACT score or previous college credit in these subjects in order to achieve appropriate placement in the curriculum. In the absence of any of the aforementioned placement tests, students who have not recently completed these courses must enroll in Developmental Mathematics and/or Developmental English and/or Developmental Reading. The requirements of some academic divisions may necessitate a student's completing standardized placement tests in reading, writing, and mathematics.

Assessment for Proficiency in English

One of the desired outcomes of the General Education Curriculum is the development of communication skills. In an effort to ascertain students' achievement of these skills, the faculty and administration have developed criteria that define acceptable levels of achievement students must attain in order to be considered proficient in English and to fulfill a requirement for all academic divisions.

All students achieving a minimum letter grade of C in ENG 102 from a regionally accredited institution are required to sit for a standardized proficiency examination and an institutionally developed writing sample. An acceptable grade on this test is a grade of P. A student's attaining proficiency in English through the English Proficiency Examination is noted on the student's transcript.

All Our Lady of Holy Cross College students who do not receive a minimum grade of C in ENG102 are required both to retake the course to achieve at least a C or take the English Proficiency Examination and attain a grade of P. Since mastery in English is critical to students' continuing success in the learning process, certain time parameters have been developed in regard to the proficiency examination.

Transfer students with credit in ENG 102 may enroll for two semesters without the benefit of proficiency test results with the permission of the Dean of the Division. However, they may not priority register for any future semesters or take any course work outside of the General Education Curriculum without having taken the proficiency examination. Transfer students who do not pass the initial proficiency examination with the maximum acceptable grade are strongly advised to repeat ENG 102. The proficiency examination may be taken twice. After the second unsuccessful attempt, students MUST enroll in ENG 102 regardless of any prior successful grade achieved in that course at another institution. In addition they must attain a grade of at least a C. Currently enrolled Our Lady of Holy Cross College students who have attained a D in ENG 102 and attempt the proficiency examination must sit for the initial examination either prior to registration for the next semester or priority registration for the subsequent term. They may take the proficiency examination twice. Failure to attain a passing score results in the students having to enroll in and complete ENG 102 successfully with at least a grade of C.

The English proficiency examination is administered by the Director of Support for Academic Success with input from the English department. Since the proficiency examination is computer based, it is administered by appointment only. The writing sample is graded by the English Program Coordinator.

Assessment for Proficiency in Mathematics

One of the desired outcomes of the General Education Curriculum is the development of mathematical skills. In an effort to ascertain students' achievement of these skills, the faculty and administration have developed criteria that define acceptable levels of achievement that the student must attain in order to be considered proficient in mathematics and to fulfill a requirement for all academic divisions.

All students achieving a letter grade of C or better in College Algebra and/or Finite Mathematics taken at Our Lady of Holy Cross College are considered proficient. A student's attainment of proficiency in mathematics is noted on the student's transcript.

All students who transfer credit for College Algebra and/or Finite Mathematics from a regionally accredited institution are required to sit for a computer-based standardized proficiency examination. An acceptable grade on this test is a grade of P. A student's attainment of proficiency on the Mathematics Proficiency Examination is noted on the student's transcript.

All Our Lady of Holy Cross College students who do not receive a minimum grade of C in either of the aforementioned courses are required to either re-take the course to achieve at least a C or take the Mathematics Proficiency Examination and attain a grade of P or better.

Since mastery in mathematics is so critical to the student's continuing success in the learning process, certain time parameters have been developed in regard to the proficiency examination. Transfer students with credit in College Algebra and/or Finite Mathematics may enroll for two semesters without benefit of proficiency test results. However, they may not pre-register for any future semesters or take any course work outside of the General Education Curriculum without having taken the proficiency examination. If the transfer students do not pass the initial proficiency examination with a grade of P, they will be strongly advised to repeat College Algebra or Finite Mathematics. The proficiency examination may be taken twice. After the second unsuccessful attempt, students MUST enroll in College Algebra or Finite Mathematics regardless of any prior successful grade achieved in that course at another institution. Currently enrolled Our Lady of Holy Cross College students who have attained a D in College Algebra and/or Finite Mathematics and attempt the proficiency examination must sit for the initial examination either prior to registration for the

next semester or priority registration for the subsequent term. They may take the proficiency examination twice. Failure to attain a passing score results in the student's having to enroll in and complete College Algebra or Finite Mathematics successfully with at least a grade of C.

The computer-based proficiency examination is administered by the Director of Support for Academic Success with input from the Mathematics department. Since the proficiency examination is computer-based, it is administered by appointment only.

Assessment for Proficiency in Reading

One of the desired outcomes of the General Education Curriculum is the development of reading skills at an acceptable level. In an effort to ascertain students' achievement of these skills, the faculty and administration have developed criteria that define acceptable levels of achievement the student must attain in order to be considered proficient in reading and to fulfill a requirement for all academic divisions.

All new students who have an ACT score that is less than two years old and have attained an appropriate reading score on the ACT will fulfill the proficiency requirement for reading at Our Lady of Holy Cross College. If any incoming student does not have a valid ACT score, then the student must take the computerized ACT Compass Test in reading. If the student does not attain a grade of P, he/she must enroll in Developmental Reading (REA 100). At the end of the Developmental Reading course, the student must retake the ACT Compass Test in reading and attain a grade of P. If the student receives a grade of P on the ACT Compass Test, he/she will be considered by Our Lady of Holy Cross College to be proficient in reading.

If the student does not attain a passing grade on the test, the student will receive a grade of NC and must re-enroll in Developmental Reading for a second semester. If the student is unable to successfully pass the ACT Compass Test with the grade of P at the completion of the Reading course the second time, he/she will receive a grade of F and be suspended for one full year from Our Lady of Holy Cross College. Upon re-entry the student must enroll in Developmental Reading for a third time. If the student is unsuccessful in attaining a score of P on the ACT Compass Test after their third attempt at Developmental Reading (REA 100), they will be permanently suspended from the College.

Assessment for Proficiency in Individual Courses

Course-specific assessment is carried out in a variety of ways, such as examinations, research papers, portfolio development, performance to demonstrate a skill, and individual and group projects. The purpose of course-specific assessment is to determine how well students have assimilated the

information, skills, attitudes, and values intended as desired outcomes of the course.

Assessment for Proficiency in the General Education Curriculum Prior to Acceptance into a Division

To assess the achievement of students in the General Education Curriculum prior to acceptance into a Division, the College uses both standardized tests and/or institutionally developed prompted essays. It is the responsibility of the students to schedule a testing session at an appropriate time in order to be accepted into an academic division.

Standardized testing is required for all students seeking admission to a degree program in education or nursing. The PRAXIS I (pre-professional skills test in reading, writing, and mathematics) is required for admission into the teacher education clinical program. A preadmission examination is required for admission into the nursing clinical sequence.

For each of the aforementioned standardized tests, students are expected to adhere to all procedures that emanate from the national testing service sponsoring a particular test. These procedures may be obtained from the national testing service, from the Office of Student Affairs, or from the Dean of the appropriate division.

Institutionally developed prompted essays are administered for all other curricula. To complete the prompted essays, students are expected to adhere to all procedures that emanate from the division that has the authority for the course of study.

Assessment for Baccalaureate Achievement

In the semester prior to graduation, the achievement of students in their chosen degree program is assessed. Our Lady of Holy Cross College utilizes both standardized testing and institutionally developed, comprehensive examinations. It is the responsibility of the students to schedule a testing session at an appropriate time to meet the requirements of the degree for graduation.

Standardized tests appropriate to the degree are required for all students seeking a degree in Education, Nursing, Health Sciences, or Respiratory Care.

All parts of the PRAXIS must be successfully completed prior to student teaching. For students in Theology: Education and Humanities Interdisciplinary: Education Programs, students are required to take all parts of the PRAXIS before completing their clinical sequence (i.e., EDU 305 and EDU 310).

In order to graduate from the College, nursing majors must successfully pass the standardized *Mosby Assess Test* that focuses on command of the curriculum content. In addition, *The National Council Examination for Licensure* (Registered Nurses) is required of nursing graduates. The purpose of this test is to determine the degree of competency of the nursing graduate for clinical practice and licensure.

For all students seeking a degree in Health Sciences or Respiratory Care, a certifying examination is required. For each of the aforementioned standardized tests, students are expected to adhere to all procedures that emanate from the national testing service sponsoring a particular test. These procedures may be obtained from the national testing service, from the office of Student Affairs, or from the Dean of the appropriate division.

For all other curricula, institutionally developed, comprehensive exit examinations are administered. For the institutionally developed comprehensive exit examinations in each of the aforementioned curricula, students are expected to adhere to all procedures that emanate from the division with authority and responsibility for the course of study. Failure to meet defined standards may delay graduation, certification, and/or licensure.

Assessment of Academic Programs

The purpose of this assessment is to discover the strengths and weaknesses of the academic programs of the College. To determine the level of student success in relation to stated desired program outcomes, a variety of means is used: standardized testing, institutionally developed testing, and attitudinal surveys. The results of the testing and the surveys are analyzed, interpreted, and evaluated by the appropriate administrative offices and are used as a component in the decision-making process with regard to the continuance, discontinuance, and/or improvement of academic programs.

Annual Survey of Graduating Seniors

The Division of Humanities, Education, and Counseling, the Division of Applied, Natural and Social Sciences, and the Division of Nursing have instituted surveys for graduating students.

These instruments measure satisfaction with the curriculum to determine whether students feel they have been prepared for a chosen occupation. The surveys are mandatory for each graduating student. Candidates for graduation obtain the *Survey of Graduating Seniors* from the office of the Registrar at the same time they acquire the *Petition for Graduation*. These two documents are available at the beginning of the semester of anticipated graduation. A filing date for graduation is stipulated in the *College Bulletin*. The *Petition for Graduation* is not

accepted by the office of the Registrar without the completed *Survey of Graduating Seniors*.

Periodic Survey of Employers of Graduates

Within two years after graduation from Our Lady of Holy Cross College, each division surveys employers of recent graduates. Obtaining information about graduates' job performance, especially in comparison with that of employees with similar preparation, enables the deans and faculty to evaluate the effectiveness of their programs in preparing students for an occupation. The survey instruments are available, upon request, in the offices of the Divisional Deans.

Periodic Survey of Graduates

Every year, beginning in early September, the Office of External Affairs, Communications, and Institutional Effectiveness conducts a survey of those students who have been graduates of Our Lady of Holy Cross College for two years. There are two follow-up mailings for non-respondents. All data received by early April of the subsequent calendar year are tabulated and charted in graphic form for circulation to administration, faculty, and staff. Areas addressed in the survey include, but are not limited to, demographic data, adequacy of preparation for employment, effectiveness of curriculum and instruction, and pursuit of further academic progress. The survey instrument is available online at <http://www.surveymonkey.com/s.asp?u=451122514722>

Assessment of Administrative and Educational Support Services

Our Lady of Holy Cross College assesses administrative and educational support services, in addition to academics via surveys submitted to three groups: 1) currently enrolled students (<http://www.surveymonkey.com/s.asp?u=868773198152>) ; 2) non-returning students (http://www.surveymonkey.com/s.aspx?sm=S8rkv_2fxVwr85QwJDydL1vw_3d_3d) ; 3) non-entering students (http://www.surveymonkey.com/s.aspx?sm=2MIYBCDLUjViY2ogib4LCw_3d_3d). Data from each of these surveys are used for improvement of administrative and educational support services. Additionally, the use of the College's *Institutional Effectiveness Guide* ([*provide link*](#)) is integrated with the data from these surveys for continuous improvement of all College services.

Documentation:

Document	Document Link
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<u>Faculty Handbook 2002</u>	
<u>Guidelines for Internal Academic Program Review 2006-227</u>	
<u>Our Lady of Holy Cross College Catalog 2006-2008</u>	
<u>Our Lady of Holy Cross College Institutional Effectiveness Guide</u>	
<u>Our Lady of Holy Cross College Alumni Survey</u>	http://www.surveymonkey.com/s.asp?u=451122514722
<u>Our Lady of Holy Cross College Enrollment Services Survey</u>	http://www.surveymonkey.com/s.asp?u=868773198152
<u>Our Lady of Holy Cross College Non-returning Student Survey</u>	http://www.surveymonkey.com/s.aspx?sm=S8rkv_2fxVwr85QwJDydL1vw_3d_3d
<u>Our Lady of Holy Cross</u>	http://www.surveymonkey.com/s.aspx?sm=2MIYBCDLUjViY2ogib4LCw_3d_3d

College Non-
Entering
Student
Survey

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V. Examples of Academic and Administrative I.E. Implementation

The following examples (one Academic, one Administrative) follow the S.A.C.S. template for Institutional Effectiveness. The Task Force recommends that these examples be modeled and implemented for all areas of the College.

a. Academic Example – Department of Education

Our Lady of Holy Cross College IE-Academic & Administrative	Goals/Outcomes	Assessments	Criteria for Success	Cites Results	Use of Results/ Evidence of Improvement	Years	Years	Years	Notes & Names/Types of Assessment
INSTITUTIONAL MISSION: Our Lady of Holy Cross College participates in the teaching mission of the Catholic Church through the heritage and charism of the Marianites of Holy Cross. The administration, staff, and faculty educate the minds and the hearts of the students through dedicated service and innovative teaching methods. All are challenged to seek truth, goodness and beauty through critical thinking, research and dialogue. Called to be a prophetic presence in an ever-changing world, the college community shares its spiritual, material, and educational resources with all.									
ACADEMIC PROGRAMS:									
• General Education									
GENERAL EDUCATION TOTALS									
Undergraduate Degrees									
• B.A./ B.S.									
	Adm.into college	ACT	19- 20score						Teacher Education ACEI standards for
	Adm.into college	GPA/Transcript	2.5 - 3.0GPA	85 - 100%					NCATE
	PLEP I	Praxis I	LAState score	100% Pass					
	PLEP II	PRAXIS II	LAStatescore	100%Pass.					
	Lateacher cert./Deg	Student teach.	State/Ed.Dept	100%Pass.	NCATE/ SACS				
UNDERGRADUATE PROGRAM TOTALS 7 - 15 apprx.	7 - 15 apprx.2008								
Graduate Degrees									
• Educational Leadership									
	Adm.into Gr.Stud.	GPA/Trans.	3.0GPA	95 - 100%					Educational Leadership ELCC standards
	Adm.intoGr.Stud.	MAT	40%	85 -100%Pass					for NCATE
• Master Degree									
	Candidacy	12 - 15hrs.	3.0- 3.5GPA	100%Pass					
	Ed.Lead.Cert/Praxi	SLLA/Ed.Lead.	LAStatescore	NA Dec.2008					Curriculumand Instruction ACEI standards
	Master Degree	COMPS	Ed.Lead/C&I	100%Pass	NCATE/SACS				for NCATE
GRADUATE PROGRAM TOTALS	35 - 40apprx.2008								
Nontraditional Degrees									
• Alternative Certification									
	Adm.into college	Bach.Dergree	ACT 22goal						
	Adm.into college	GPA/Trans.	2.5GPA	100%Pass					
	Adm. Into Prog.	PraxisI	LAStatescore	100%					
	Internship/LaCert.	PraxisII	LAStatescore	100%	NCATE/SACS				
NONTRADITIONAL PROGRAM TOTALS 70 - 76apprx.2008									
ADMINISTRATIVE SUPPORT DEPARTMENTS									
•									
•									
•									
•									
ADMINISTRATIVE SUPPORT TOTALS									
GRAND TOTAL									

NOTE: This spreadsheet includes a few administrative & academic units. It should be expanded to include all of a college's organizational units.

Institutional Effectiveness Audit form -- Copyright 2004 Marila Plamer. All rights reserved.
SACS 2007 Annual Meeting, Concurrent Session #83 "IE: A Reality Check" with Dr. Gery C. Hochanadel, Keiser University

b. Administrative Example – Office of Financial Management

Our Lady of Holy Cross College IE-Administrative	Goals/Outcomes	Assessments	Criteria for Success	Cites Results	Use of Results/ Evidence of Improvement	Years	Years	Years	Notes & Names/Types of Assessment
INSTITUTIONAL MISSION: Our Lady of Holy Cross College participates in the teaching mission of the Catholic Church through the heritage and charism of the Marianites of Holy Cross. The administration, staff, and faculty educate the minds and the hearts of the students through dedicated service and innovative teaching methods. All are challenged to seek truth, goodness and beauty through critical thinking, research and dialogue. Called to be a prophetic presence in an ever-changing world, the college community shares its spiritual, material, and educational resources with all.									
ADMINISTRATIVE SUPPORT DEPARTMENTS									
HUMAN RESOURCES									
Employee compensation and Benefits	- Improved access to comp & HR data for emper & empee	- Reports detailing total benefits available, benefits used/consumed by employees, remaining benefits available.			- Assess and monitor compensation expense for benchmarking, budgeting, and other HR analyses.				
	in ADP software suite				- Establishment of comprehensive DB to optimize transparency and cost effectiveness, & to ↑ empee awareness of total comp. \$ to empee & Adm.				
					- Employee survey as it relates to HR & PR (Internal customer satisfaction survey)				
Develop employee evaluation and performance assessment process and guidelines					- Increasing positive survey results				
FINANCIAL OPERATIONS & REPORTING									
Improved internal control and security of OLHCC assets	- Maximizes efforts to fulfill fiduciary duty	- Evaluate, develop, document, and update system controls and processes on an ongoing basis → review A/P documents for exceptions			- Assess and monitor compliance with internal control in all phases of operations (fixed assets, cash, financial aid, employee reimbursements, etc.)				
	- Provides transparency	- Timely financial and management reporting so that Adm. can make informed decisions							
	- Maximizes cost effectiveness efforts	- Provide accurate and complete data							
	- Deters/detects potential fraudulent activity	- Establish realistic budget data; documentation of variances							
	- Optimal financial results for OLHCC	- No audit findings for internal control							
Improved grant management	- Centralization of grant data → easier access → improved grant writing efforts, funds awarded and remaining available, other data relating to grants	- Reconciliation of IA reports with Financial reports → identify and investigate any differences			- More focused, efficient & effective grant writing process				
	- Review grant reports (by project code) for reasonableness				- ability to provide current & historical information automatically (i.e. dashboard)				
	- Timely, readily available, accurate grant data				- increased grant funding due to focused and strategic efforts				
	- Optimal financial results for OLHCC				- maximizes net assets released from restrictions from "purpose restrictions accomplished"				
ADMINISTRATIVE SUPPORT TOTALS									
GRAND TOTAL									

Our Lady of Holy Cross College IE-Administrative	Goals/Outcomes	Assessments	Criteria for Success	Cites Results	Use of Results/ Evidence of Improvement	Years	Years	Years	Notes & Names/Types of Assessment
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INSTITUTIONAL MISSION: Our Lady of Holy Cross College participates in the teaching mission of the Catholic Church through the heritage and charism of the Marianites of Holy Cross. The administration, staff, and **ADMINISTRATIVE SUPPORT DEPARTMENTS**

Management of Investments and/or Endowments	- Improvement to data availability relating to investments and endowments	- Reconciliation of OLHCC data with statements and reports from financial institutions			- Ability to provide increased funding or optimal funding of scholarship, professorship, and gift awards				
	- Maintaining investment policy documentation	- Return on investments monitored - Endowment spending monitored			- Ability to monitor compliance with institution, government, and private donor restrictions				
	- Optimal financial results for OLHCC	- Investment fees monitored - Reports from investment managers detailing near/long term expectations and explaining variances in actual to expected returns			- Ability to better communicate ongoing status of investments and endowments with OLHCC BOR finance committee				
		- Maximized return on investments under varying market scenarios							
		- Timely, readily available, accurate investment data							
		- No audit findings related to investment/endowment management							
	Maximize ES awards to students								
	- Improve student services (i.e. Bursar, Fin.Aid)	- Calc. maximum awards available based upon funds available under invest. policy			- Accurate and complete data on ES available, updated quarterly				
	- Increase N. A. released from restrictions	- Monitor spending reports to ensure available funds are awarded			- Monitor reports to ensure that all available funds are awarded per investment policy				
		- Funds are fully awarded to qualified students							
		For all of the above:							
		- Administer performance survey to OLHCC BOR Finance Committee							
		- Increasing positive survey responses							
					- Use feedback to improve performance in this area of operations				
ADMINISTRATIVE SUPPORT TOTALS									
GRAND TOTAL									

VI. Institutional Effectiveness Guide for OLHCC

The Task Force recommends that the procedures in the following Institutional Effectiveness Guide be put into full implementation immediately for Our Lady of Holy Cross College.



Institutional Effectiveness Guide

Stanton F. McNeely III, M.B.A.

Vice President for External Affairs
and Institutional Effectiveness

DRAFT
Last Updated 4.27.08

Our Lady of Holy Cross College

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Institutional Effectiveness

Introduction: What is Institutional Effectiveness?

This document's purpose is to provide guidance for faculty, academic administrators, and College support and operations administrators for developing and evaluating their Institutional Effectiveness plans. The Southern Association of Colleges and Schools defines Institutional Effectiveness as follows:

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on the analysis of those results. (Comprehensive Standard 3.3.1, *Principles of Accreditation*, SACS Commission on Colleges, 2004)

The process of Institutional Effectiveness is one of an institution demonstrating how well it succeeds in accomplishing its mission and meeting its goals. The process allows each college/university to choose its expected outcomes based on its self-identified mission. The faculty and administrators develop mission statements for each academic program and administrative unit that are derived from the College mission statement. They then define the program and learning outcomes they believe are most appropriate and report these in an annual IE assessment cycle. These outcomes are assessed to determine the extent to which they were achieved in the planning year. Finally, the assessment results are used as the basis for making changes for continuous improvements in the academic and administrative programs.

Assessment

Assessment represents the process of collecting and reviewing evidence about the College's academic and administrative programs and services and using it to evaluate these programs and services to improve their quality. It is focused on improving student learning and the delivery of services to the College community. Assessment performs two functions for the College. The first function is to provide information for improving programs of the College. It accomplishes this function by providing feedback to the faculty by identifying areas where students are performing well and where they are not so that changes can be made that will improve teaching and the curricula. The expected outcome is improved student learning.

The second function of assessment is evaluation of College programs for accountability purposes. Accountability in this sense means both internal and external accountability. External accountability involves providing evidence to the Southern Association of Colleges and Schools that the College is meeting accreditation requirements. In addition it meets state and federal demands for proof that the College is performing at acceptable levels. Internal accountability also involves evaluating programs and services to aid in academic and administrative program evaluation.

Procedures for Institutional Effectiveness Planning

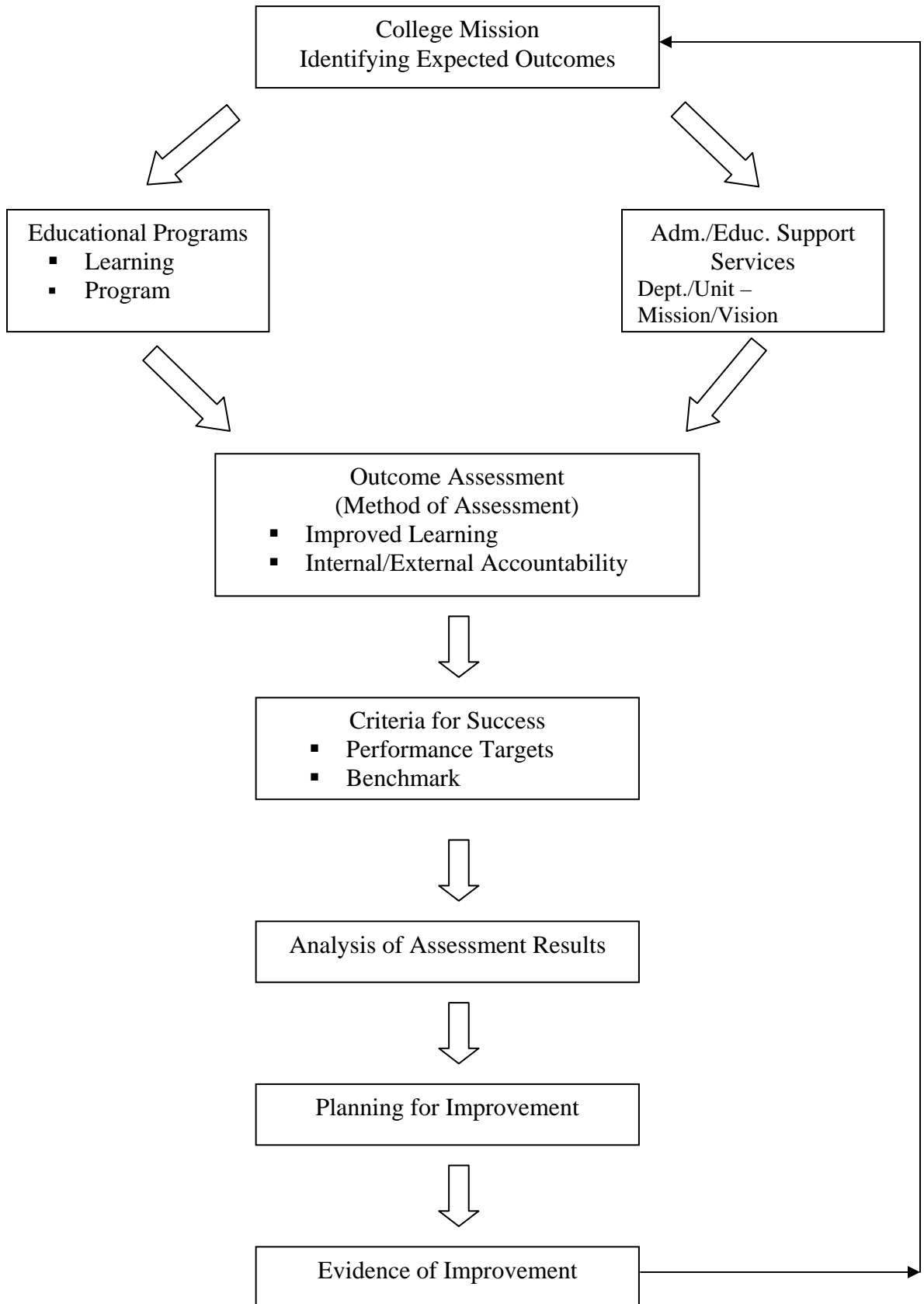
Any Institutional Effectiveness Plan must answer the following questions:

5. What do we want to accomplish?
6. Are we doing it as well as we want?
7. How do we know if we are succeeding?
8. By what means can we improve what we are doing?

The characteristics of an Institutional Effectiveness plan are

5. Clearly stated, measurable outcomes.
6. Assessment should be systematic using several methods to determine to what degree the desired outcomes are met. These methods may be direct or indirect—quantitative or qualitative.
7. There should be clearly stated criteria for desired performance for each outcome.
8. The assessments should be used to improve the performance of academic programs and administrative units of the College. This is called “closing the loop.”

The Institutional Effectiveness Model



The Institutional Effectiveness Planning Cycle

Department/Unit	Plan Is Due By	Results Are Due By
Academic	TBD	TBD
Administrative	TBD	TBD

Administrative support units will enter their IE plans by TBD . The academic divisions will enter their IE plans by TBD. Both academic and administrative units will report their results by TBD. The IE Plans and Results are to be reported on IE forms. They should be submitted on or before the due dates by e-mail to smcneely@lhcc.edu.

College Mission Statement and Goals

The College's Mission Statement describes what the College is trying to do as an educational institution. In addition the College has directional goals listed in 2003-2013 Long Range Plan that are derived from the mission statement. All IE department and administrative mission statements should be tied to the College mission statement and one or more of these College goals. The IE assessment plan links each department's or unit's mission statement and goals to the College mission statement and goals. The mission statement and the College goals and objectives are found at the Our Lady of Holy Cross College website www.lhcc.edu.

Types of Expected Outcomes

There are two types of expected outcomes: Student Learning Outcomes and Program Outcomes. **Student Learning Outcomes** are the knowledge, skills, behaviors, and attitudes or values that students are expected to have or exhibit when they complete an academic program. **Program Outcomes** are specific programmatic, operational, and administrative objectives that academic departments and administrative units intend to accomplish. They are not directly related to student learning. Administrative units must have 3-5 program outcomes. Academic programs should have 3-5 outcomes of which at least 2 or more are student learning outcomes. Academic programs should have at least 1 program outcome.

Academic Program Guidelines

*The trouble with having no goals, it has been said, is that you may achieve them.
...The best way to begin developing a curriculum is to consider not what courses universities should
require, but what qualities they should seek to nurture in students.”*

Frank H. T. Rhodes, President Emeritus, Cornell College
The Chronicle of Higher Education, Sept. 14, 2001, B-8-9.

A department's instructional goals and outcomes serve as the foundation for assessment of the quality of its academic programs. The first step in assessment, therefore, is for the faculty in each academic department to identify the goals and all of the student learning outcomes for each degree program or other program, e.g. developmental programs, in the department. In any given year 3-5 of these goals should be selected for assessment. These instructional goals and objectives should identify the program's student learning outcomes that answer the following question:

What should a graduate know, be able to do, and/or value after majoring in our program?

The assessment process lets the department know how well students are meeting the instructional goals and outcomes determined by the faculty. As a result program strengths and weaknesses can be identified. The faculty then has the information necessary to make changes in areas where students are not performing as well as the faculty expects in order to improve the quality of a program.

Academic program assessment should not be “something that the department head does for the Institutional Effectiveness office twice a year.” If the College is to have an assessment program that truly helps to improve the quality of our programs and our reputation, then the faculty must be involved in the assessment process. The assessment process is not designed to interfere with academic freedom or to punish individual faculty members or programs. Student learning outcomes should be determined by the faculty and then assessed to determine if they are being achieved at desired levels. These desired levels are also determined by the faculty. If the outcomes are not being achieved, then it is up to the faculty to determine why there is a problem with students not achieving what was desired. The faculty can then make improvements so that the desired level of student performance can be met.

Student Learning Outcomes

By establishing outcomes, every undergraduate unit on campus creates for itself a benchmark for everything that it does educationally.

Chris Anson, Professor of English and Director, Campus Writing and Speaking Program, College of North Carolina

Student learning outcomes are not the same as individual course objectives. Instead, they are outcomes associated with more than one course. Learning outcomes use action verbs to describe what students are expected to know and do when they finish a program. These outcomes should be related to one of the goals in the OLC 2003-2013 Long Range Plan. Action verbs associated with student learning outcomes are verbs such as “explain”, “analyze” and “evaluate and should be used instead of “be exposed to,” “have an opportunity to,” or “be

familiar with.” The outcome should be stated in terms such as: “Students will be able to, analyze ____ to describe knowledge, skills, or attitudes>....”

Action Verbs and Types of Learning

<p>Cognitive Learning Knowledge—to recall or remember facts without necessarily understanding them</p> <p>Comprehension—to understand and interpret learned information</p> <p>Application—to put ideas and concepts to work in solving problems</p> <p>Analysis—to break information into its component to see interrelationships</p>	<p>Examples of Action Verbs articulate, define, indicate, name, order, recognize, recall, reproduce, list, tell, describe, identify, show, label, tabulate, quote</p> <p>classify, describe, discuss, explain, express, interpret, contrast, associate, differentiate, extend, translate, review, suggest, restate</p> <p>apply, compute, give examples, investigate, experiment, solve, choose, predict, translate, employ, operate, practice, schedule</p> <p>analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, distinguish, examine, investigate, interpret</p>
<p>Cognitive Learning Synthesis—to use creativity to compose and design something original</p> <p>Evaluation—to judge the value of information based on established criteria</p>	<p>Examples of Action Verbs arrange, assemble, collect, compose, construct, create, design, formulate, manage, organize, plan, prepare, propose, set up</p> <p>appraise, assess, defend, judge, predict, rate, support, evaluate, recommend, convince, conclude, compare, summarize</p>
<p>Affective Learning</p>	<p>appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support</p>

Source: *Institutional Effectiveness Planning Workbook 2004-2005*, Texas A&M College

Examples of Student Learning Outcomes

1. Graduates will demonstrate the ability to formulate and solve engineering problems. <http://www.tamu.edu/qep/outcomes.html>
2. Students completing the bachelor’s program in Psychology will compare favorably in their knowledge of research methodology with students graduating from psychology programs in institutions comparable to Lamar College. <http://dept.lamar.edu/sacs/IE%20handbook.htm>
3. After completion of this program, the student will be able to effectively initiate and produce original design concepts using both traditional and electronic media. http://dept.lamar.edu/sacs/ieffect/HTML/html_FAC/art_BFA_BS.htm
4. (Graduates will)...understand and (be able) to integrate appropriate strategic management concepts in the design and implementation of a corporate/business strategy. <http://cba.ualr.edu/dean/assessment/PID/33.htm>

Notice that each example of a student learning outcome involves only one assessable outcome element. Avoid bundling two or more outcome elements that could be assessed separately.

Avoid: Students who complete a Baccalaureate Degree Program in French will develop the necessary skills in French in **oral and written** communication.

Use: Students who complete a Baccalaureate Degree Program in French will develop the necessary skills in French in **oral** communication.

Use: Students who complete a Baccalaureate Degree Program in French will develop the necessary skills in French in **written** communication.

Methods of Assessing Student Learning Outcomes

An assessment method is the means for measuring the degree of success that a department or unit has achieved in meeting a student learning or program outcome. Ideally more than one assessment method should be used. Direct and indirect methods are acceptable.

Direct methods measure what was learned or accomplished. **Indirect methods** measure perceptions of learning or what should have been learned as measured by surveys or other means. Employers may be surveyed to determine how satisfactorily OLHCC graduates employed by them are prepared. Analysis of course syllabi for learning objectives can provide indirect evidence of what the faculty intended for students to learn. Indirect methods have the problem of not being able to identify how a program can be improved. For example, to know that graduates report that their major program did not prepare them adequately for graduate school does not allow the faculty to determine what specific types of improvements in the curriculum are needed. If both direct and indirect methods are used, then the perception of not being adequately prepared can be linked to direct learning outcome measures that allow targeted improvements in the curriculum. Generally indirect methods should be used with direct methods.

Examples of Methods of Assessing Student Learning Outcomes

Direct Assessment Methods

1. ETS Major Field Tests
2. Capstone Courses
3. Grading Using Scoring Rubrics
4. Case Studies
5. Licensing or Certification Exams
6. Student Portfolios
7. Senior Research Projects
8. Senior Recitals
9. Locally Developed Tests
10. Course Embedded Assessment
11. Evaluations of Interns
12. External Examiners or Reviewers
13. GRE Subject Tests
14. Student presentations of research to professional organizations

Indirect Assessment Methods

1. Student Perception of Learning Surveys (e.g. IDEA, NSSE)

2. Exit Interviews
3. Alumni Surveys
4. Analysis of Course Syllabi
5. Focus Groups
6. Employer Surveys

Good presentations of many of these methods can be found at the College of Wisconsin-Madison website www.wisc.edu/provost/assess/manual/manual2.html and in the Practitioner's Manual, pages 13-18, that is accessible at the Texas A&M International College website at www.tamui.edu/adminis/iep/resources.shtml.

In choosing an assessment method it is important to use one that actually meets the needs of the department. A nationally normed comprehensive examination such as an ETS Major Field Test provides comparative data so that the performance of OLHCC students can be compared to a national sample of their peers at other universities. Make sure that the MFT has sub-scores and assessment indicators that allow the measurement of learning outcomes considered important by the faculty who teach in the program. Do not just look at the global score because it does not provide information about where program improvement might be possible. Major Field Tests have assessment indicators and multiple subscores for different areas of a major. More information on Major field Tests can be found at <http://ets.org>.

Methods of measuring learning outcomes can be developed by the faculty for each program offered. If a locally developed measure is used, the validity and reliability of the method must be shown. For example, if a locally developed test is given, the validity of the test refers to the ability of the test to actually measure the learning outcome desired, i.e. it must be an appropriate measure. For example an economics student a learning outcome could be:

Economics graduates will be able to use economic models to analyze the effects of international trade and finance. Test questions would deal only with those models that were applicable to international economic trade and finance. Most of these models are developed in economic theory courses rather than in the one international economics course and are a test of learning in the economics program. The questions would require students to use these specific economic models to analyze international trade, exchange rates, and the balance of trade and payments. Validation could be done by an outside expert in international economics.

Reliability of a test or other measure means that the results do not differ significantly over time, i.e. the results are not repeatedly very high in one administration of a test and then low in another. If the content of the major courses and the way these courses are being taught is basically unchanged, then different administrations of the test should provide similar results. After reliability is established, the effects of content or pedagogical changes in the program that address weaker areas should show up in the test scores.

It is also important that the method of assessment be appropriate for the student learning outcome, that is, the means of assessment provides useful information. Consider the following student learning outcome:

Students completing the bachelor's program in Psychology will compare favorably in their knowledge of research methodology with students graduating from comparable institutions nationally.

The assessment method of this student learning outcome could not be done using a locally developed test of what is taught in the program. Instead a nationally normed examination that includes a section that tests knowledge of research methodology should be used. Avoid using course grades or meeting degree requirements such as completion of specific courses as evidence of student learning.

Academic Program Outcomes

Program outcomes are specific administrative or academic program objectives. Program outcomes identify what will be accomplished by the academic department or program and/or perceptions about what was accomplished.

Examples of Program Outcomes for Academic Departments

1. Graduates will be successful in gaining admission to graduate school or professional programs. *Institutional Effectiveness Planning Workbook 2004-2005*, Texas A&M College. <http://www.tamu.edu/gep/outcomes.html>
2. Focused recruitment to increase the number of Middle Grade graduates.... *Institutional Effectiveness Planning Workbook 2004-2005*, Texas A&M College, <http://www.tamu.edu/gep/outcomes.html>
3. BBA graduates from the Department of Accounting, Economics, and Finance will obtain employment in a field relevant to their major.
4. Biology graduates will be competitive in obtaining admission to post-baccalaureate programs.
5. Faculty research as evidenced by papers published or presented at professional conferences will increase by 5 percent.

Each program outcome involves only one assessable outcome element. Avoid bundling two or more outcome elements that could be assessed separately.

Avoid: Biology graduates will be competitive in obtaining **employment in a field relevant to their major** and **admission to post-baccalaureate programs**.

Use: Biology graduates will be competitive in obtaining admission to **post-baccalaureate programs**.

Use: Biology graduates will be competitive in obtaining employment in a field relevant to their major.

Methods of Assessing Academic Program Outcomes

Program outcomes are not designed to measure student learning. Instead they identify desired outcomes of the program or department that may provide indirect measures of program quality or the degree to which administrative goals are achieved. Program outcomes should be quantifiable.

Examples of Program Outcomes Assessment Methods for Academic Departments

1. Tracking the Use of a Service (e.g. hits on a website)
2. Satisfaction surveys
3. Alumni surveys
4. Establishing timelines and budgets
5. Graduation rates
6. Retention rates
7. Job placement rates
8. Recruiting results
9. Tracking program participation by desired demographics
10. Faculty publications and presentations
11. Tracking complaints and how they are resolved
12. Acceptance rates to graduate and professional schools
13. ACT Student Opinion Survey (SOS)
14. National Survey of Student Engagement (NSSE)

The Practitioner's Manual, pages 13-18, at the Texas A&M International College website, www.tamui.edu/adminis/iep/resources.shtml has presentations of some of these methods.

A program outcome could in some cases be the completion of a project or activity, but this approach has the weakness of not providing any information for improvement. It is more meaningful to assess what the project or activity is intended to accomplish. As an example, assume that a new technology project involves the purchase and installation of new technology equipment in several classrooms. This type of program outcome should be assessed in two ways.

1. The outcome can be assessed as the degree to which the project was completed on time and within budget.
2. A second assessment method would be the degree to which the intended purpose of the technology enhancements is being achieved as the project progresses and indeed, even after the equipment has been installed.

In this case the timeline for implementing the program and the degree of success in achieving the purpose of the program would provide measures that could be used for improvement. From an Institutional Effectiveness standpoint a desired outcome is not to buy and install equipment or hire new personnel. The desired outcome is what is to be accomplished with the equipment or new personnel.

Criteria for Success

Once an intended student learning outcome or academic program outcome is identified and the method of assessing that outcome is determined, the next step is to establish criteria for success or performance targets for each student learning and program outcome. A criterion for success identifies how well a student or program is expected to perform on the assessment. Criteria should be quantitative so that it is clear that the objective was or was not met. Generally speaking more than one criterion for success should be used.

Examples of Criteria for Success

1. At least 80% of students completing this program will achieve a score on the Economics MFT above the 50th percentile of the national distribution.

2. The department faculty will increase the number of papers and professional presentations by at least five percent.
3. Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the newly implemented services.
4. 70% or greater of students from AIS 101 from the year 2005-2006 who are still enrolled at OLHCC will have chosen a major field of study according to student records by spring 2005.
5. The percentage of biology graduates accepted into accredited medical, dental, optometry, and chiropractic schools will meet or exceed the state averages for Louisiana colleges and universities. The average for state institutions was 30%.

The expected performance on a given assessment measure should be determined before data on that measure is collected. Notice in the examples above that exact quantitative targets are set. Avoid vague targets such as “The department will increase retention over the base year of 2003-2004.” This implies that any increase, even of just one student, is acceptable.

When considering a specific target, be sure to set one that can be achieved. Setting an unrealistically high target makes success unlikely. It is better to set realistic success criteria so that successful incremental improvement can be shown. Also avoid setting unrealistically low targets to assure success so as to avoid being viewed as failing or as an excuse for not attempting to make improvements. That a target is not reached does not mean that a program is weak or ineffective provided that the department faculty uses the data collected to make improvements in the program or service to move toward the desired target level of the learning or program outcome.

Good assessment practice is to have more than one success criterion to aid in identification of areas where improvement in the quality of a program can be made. As an example from another institution, suppose that the Accounting, Economics, and Finance department sets as a criterion for success on the Major Field Test in economics the following:

Graduates of the economics program will achieve a score on the Economics MFT equal to or above the 50th percentile of the national distribution.

The department sets a secondary criterion as:

Graduates of the economics program will achieve a score on each Economics MFT subscore equal to or above the 50th percentile of the national distribution.

By explicitly examining the subscores on the test, program strengths and weaknesses can be identified. To get more information on the Major Field Tests go to <http://www.ets.org>.

Reporting and Using Actual Results

Actual results must be reported for each student learning and program outcome by July 15th of each year. These results are reports and analysis of the data collected in the assessment. The results show whether or not the criteria for success on the student learning outcomes and program outcomes were met. As such they identify the strengths and areas that need improvement of an academic or administrative program. The department will address what it intends to do as a result of the assessment. This is the basis for constant quality improvement associated with Institutional Effectiveness.

Examples of Assessment Results and Their Use

1. 81% of students completing this program scored above the 50th percentile of the national distribution on the Economics MFT. However results from analysis of the subscores showed that only 65% scored 50% or more in macroeconomics. The department will implement pedagogical changes in the macroeconomic courses and increase the coverage of New Classical economic theory.
2. Of the 65 students who took the Major Field Test in Psychology, only 36.7 percent scored above the target of the national average. The department will add new courses in research methods and advanced social psychology. Also, we decided to change the pedagogy in several courses to include more experiential and writing exercises.
3. The percentage of biology graduates accepted into accredited medical, dental, optometry, and chiropractic schools was equal to the target of 30%, the state average. Next year we plan to increase the target by 2 percent.
4. Black and Hispanic freshman enrollment increased by 2.5 and exceeded the benchmark of an increase of 2 percent over the base year of 2003-2004. The target increase for next year will be 2.5 percent.
5. The average score on the Agriculture department exit exam this year was 74 percent. This was the first year that the average score has exceeded the benchmark set by the department of 70 percent. We will monitor the pass rate on the exit exam to determine if the trend continues. If students continue to score over 70 percent, the standard will be raised.

Administrative Program Outcomes

Program outcomes identify desired outcomes of the administrative unit that may provide measures of program quality or the degree to which administrative goals are achieved. Program outcomes should be quantifiable.

Examples of Administrative Program Outcomes

1. Provide computer lab resources and instructional support services which meet the needs of the College faculty and students.
2. Design measures to ensure that the academic progress of student-athletes equals or exceeds that of the general student population.
3. Degree plans for students majoring in the departments in the Division of Sciences will be completed accurately and in a timely manner.
4. Students will be satisfied with advising services.
5. Helping students decide upon an academic major is one decision-making goal of AIS 101.
6. Students will learn how to use online library resources.

Examples of Administrative Program Outcomes Assessment Methods

1. Tracking the Use of a Service (e.g. hits on a website, use of computer technology)
2. Satisfaction surveys
3. Graduation rates
4. Retention rates
5. Establishing timelines and budgets
6. Recruiting results

7. Tracking program participation
8. Tracking complaints and how they are resolved
9. ACT Student Opinion Survey (SOS)
10. National Survey of Student Engagement (NSSE)
11. Survey of Organizational Excellence
12. Benchmarks set by national, state, or peer organizations
13. External measures of performance or quality, e.g. the Association of Research Library Index which ranks College libraries.

A program outcome could in some cases be the completion of a project or activity, but this approach has the weakness of not providing any information for improvement. It is more meaningful to assess what the project or activity is intended to accomplish. An example at OLHCC is the goal of the Information Technology and Security Department to install cameras throughout campus to promote a sense of security by expanding the number of security cameras.

1. The outcome was assessed as the degree to which the project was completed on time and within budget.
2. A second assessment was to conduct a campus survey to determine whether the presence of additional security cameras did contribute to a greater feeling of safety within the campus community.

In this case the implementing the program and the degree of success in achieving the purpose of the program would provide measures that could be used for improvement. From an Institutional Effectiveness standpoint the desired outcome is not to buy and install equipment or to hire new personnel but is what is to be accomplished with them.

Criteria for Success

Once a program outcome is identified and the method of assessing that outcome is determined, the next step is to establish criteria for success on performance targets for each administrative unit outcome. A criterion for success identifies how well a program is expected to perform on the assessment. Criteria should be quantitative so that it is clear that the objective was or was not met. The expected performance on a given assessment measure should be determined before data on that measure is collected. Generally speaking more than one criterion for success should be used.

Examples of Criteria for Success

1. Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the newly implemented services.
2. Graduation rates of student-workers will equal or exceed the graduation rates of the general student population.
3. The criteria for success will be the completion of at least 92% of degree plans within 10 working day with errors in fewer than 1% of all degree plans.
4. Students completing AIS 101 with a "C" or better grade will have chosen a major at OLHCC within the first two years of their studies.

5. Sixty percent of the students who participated in library training will report that they are satisfied or very satisfied with their ability to use library resources.
6. Eighty percent of students using the advising center will report that they are satisfied or very satisfied with the advising they received.

When considering a specific target, be sure to set one that can be achieved. Setting an unrealistically high target makes success unlikely. It is better to set realistic success criteria, so that successful incremental improvement can be shown. Also avoid setting unrealistically low targets to assure success so as to avoid being viewed as failing or as an excuse for not attempting to make improvements. That a target is not reached does not mean that a program is weak or ineffective provided that the unit staff and director use the data to make changes in the program or service to improve the program outcome and move it toward the target.

Good assessment practice is to have more than one success criterion to aid in identification of areas where improvement in the quality of a program can be made. As an example the Division of Sciences has as a goal that "degree plans for students majoring in the departments in the Division of Sciences will be completed accurately and in a timely manner."

One success criterion is

The criteria for success will be the completion of at least 92% of degree plans within 10 working day with errors in fewer than 1% of all degree plans.

The college also has a secondary criterion of

The criteria for success will be at least 80% of the responses to the questions concerning student satisfaction will be either (a) Definitely yes or (b) Yes to the question of satisfaction with the specific processes asked about.

Reporting and Using Actual Results

Actual results must be reported for each administrative program outcome by July 15th of each year. These results are reports and analysis of the data collected in the assessment. The results show whether or not the criteria for success on the student learning outcomes and program outcomes were met. As such they identify the strengths and weaknesses of an administrative program. The unit director and staff will address what it intends to do as a result of the assessment. This is the basis for constant quality improvement associated with Institutional Effectiveness.

Examples of Assessment Results and Their Use

1. Black and Hispanic freshman enrollment increased by 2.5 and exceeded the benchmark of an increase of 2 percent percent over the base year of 2003-2004. The target increase for next year will be 2.5 percent.
2. Student responses on their ability to find an available computer increased slightly above last year's percentage of 83% to 84% this year. With the completion of the Library addition next year, we anticipate that student satisfaction levels will increase to the target of 85 percent since there will be a net increase of 30 stations made available in the new facility.

3. Combining customer service and cashiering has eliminated customers bouncing between locations.
4. Results: (1) Revised website published April 2003. (2) Unique visitors increased 48.4% from April-June 2002 to April-June 2003. (3) Pages visited increased by 124.2% from April-June 2002 to April-June 2003. Use of Results: (1) Continue marketing the website. (2) Monitor the website for timely updates. (3) Push for online appointment scheduling.

List of Assessment Sites

The following assessment sites provide either actual examples of Institutional Effectiveness plans and evaluations or IE manuals with suggested ways to approach developing IE plans.

North Carolina State College's list of assessment websites

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#stdtests>

American Association for Higher Education's Principles of Good Practice for Assessing Student Learning Outcomes

<http://www.csus.edu/acaf/Assessment/prncpls.stm>

College of Arkansas-Little Rock

<http://www.ualr.edu/provost/assessment/plans.shtml>

College of Wisconsin—Madison This site provides information on several types of assessment methods that can be used along with their strengths and weaknesses.

<http://www.wisc.edu/provost/assess/manual.html>

Southeastern Louisiana College

Click on *Institutional Effectiveness Reports*.

<http://www.selu.edu/Administration/Inst-Research/>

Texas A&M—College Station—*Institutional Effectiveness Planning Workbook*. Contains Examples of IE plans for both academic and administrative units.

<http://www.tamu.edu/qep/outcomes.html>

College of Texas at El Paso (Many of the academic IE Plans are complete and are available by clicking on the *SACS Accreditation* link at programs where there is one)

<http://academics.utep.edu/>

Richland College

www.rlc.dcccd.edu/qep/assessment_guide.doc

North Carolina State College Unit Assessment Reports. Scroll to "Assessment processes used by individual NC State units" and click on academic or administrative units.

http://www2.acs.ncsu.edu/UPA/assmt/ases_ovv.htm

Other Examples of IE plans at NC State are at this URL.

<http://www2.chass.ncsu.edu/CWSP/outcomes.html>

West Texas A&M College. *Compliance Report Section 2.5* of the SACS reaffirmation study. Contains examples of IE plans used to support WTA&M's SACS Compliance Report for reaffirmation in 2005, and their *Guidebook for Assessing Student Learning Outcomes*. The Guide provides a list and description of various assessment methods.

<http://www.wtamu.edu/sacs/report/2.5.htm#s2p5r10>

Arizona State College—*Guidelines for the Assessment of Student Learning Outcomes*. A manual for academic departments.

<http://www.asu.edu/oue/assessment.html>

IE Form Information

Academic and administrative reporting forms are available below, along with instructions for filling them out. They follow the same format as the order of the Institutional Effectiveness Model presented at the beginning of this guide.

The evaluation forms used by the IE Advisory Committee are provided so that departments and units will be aware of what the committee will be using to evaluate IE plans.

**Our Lady of Holy Cross College
IE Evaluation Form for Academic Programs**

Academic Program:	
Reviewed by:	
Date Reviewed:	

Review Criteria

Section I: IE Assessment Plan

	Yes	No
Were any of last year's outcomes carried over from last year?		
Does the Department mission clearly link to the College Mission?		
Do the Department learning and program outcomes clearly link to the College 2003-2013 Long Range Plan directional goals?		
Do the Department learning and program outcomes clearly link to the College Strategic Plan objectives?		
Do the Student Learning Outcomes identify what students should know and do?		
Is each academic unit learning and program outcome:		
Detailed and specific?		
Appropriate to the department?		
Measurable/quantifiable?		
Where appropriate are multiple methods used to assess learning and program outcomes?		
Are direct assessment measures used? Identify them:		
Are indirect assessment measures used? Identify them:		
Are the assessment methods appropriate for each outcome to be evaluated?		
Do the methods for assessment provide information that can be used for improvement?		
Are success criteria identified for each outcome?		
Are the criteria appropriate for each outcome?		
Are the proposed evaluation methods incorporated into the activities of the department?		

Section II: Results

Did the assessment provide enough information to determine if outcomes had been achieved?		
Do the results provide information for decisions for improvement of each outcome?		
Are recommended improvements based on assessment results?		
For outcomes that were carried over were last year's recommended improvements made?		

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

**Our Lady of Holy Cross College
IE Evaluation Form for Administrative Units**

Administrative Unit:	
Reviewed by:	
Date Reviewed:	

Review Criteria

Section I: IE Assessment Plan

	Yes	No
Were any of last year's outcomes carried over from last year?		
Does the unit mission clearly link to the College Mission?		
Do the Unit program outcomes clearly link to the College 2003-2013 Long Range Plan directional goals?		
Do the Unit program outcomes clearly link to the College Strategic Plan objectives?		
Is each Unit program outcome:		
Detailed and specific?		
Appropriate to the Unit?		
Measurable/quantifiable?		
Are multiple methods used to assess learning and program outcomes?		
Are direct assessment measures used? Identify them:		
Are indirect assessment measures used? Identify them:		
Are the assessment methods appropriate for each outcome to be evaluated?		
Do the methods for assessment provide information that can be used for improvement?		
Are success criteria identified for each outcome?		
Are the criteria appropriate for each outcome?		
Are the proposed evaluation methods incorporated into the activities of the unit?		

Section II: Results

Did the assessment provide enough information to determine if outcomes had been achieved?		
Do the results provide information for decisions for improvement of each outcome?		
Are recommended improvements based on assessment results?		
For outcomes that were carried over were last year's recommended improvements made?		

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

