

# INSTITUTIONAL EFFECTIVENESS MANUAL

June 2013



# Office of Institutional Effectiveness and Research

## Purpose Statement

The purpose of the Office of Institutional Effectiveness and Research is to support and sustain university-wide continuous improvement efforts at the University of South Carolina Beaufort (USCB). This is accomplished by using relevant and appropriate information to support assessment, informed decision making, and policy formation. Continuous improvement efforts at the University are sustained through ongoing, comprehensive and integrated planning related to the direction and expected outcomes of our academic programs, support services and intellectual capital.

## The Office of Institutional Effectiveness and Research will:

- Facilitate USCB's strategic planning and assessment initiatives with emphasis on supporting USCB's mission;
- Assist with the identification of key indicators of performance related to the strategic plan, academic programs, and academic support units; and,
- Facilitate all aspects related to accreditation including standards compliance, applications, reviews, and self-evaluation documents.

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## Preface

The *USCB Institutional Effectiveness Manual* is a reference document designed to explain the planning, assessment and evaluation process at USCB. It is intended to assist the educational programs and the support units in developing and implementing annual institutional effectiveness plans and outcomes assessment (IE-OA) reports and using the results of those assessments to improve the educational programs and services at the University.



# Institutional Effectiveness Manual

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## Introduction

USCB has a long history of planning and assessment. Ongoing and systematic assessment is vital to the University's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external accrediting agents such as the South Carolina Commission on Higher Education (SCCHE) and the Southern Association of Colleges and Schools (SACS).

Planning, assessment, and improvement at USCB are a shared responsibility. The University implemented an institutional effectiveness cycle with a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its administrative and educational support services. Annually, the Institutional Effectiveness Council (IEC) reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of USCB. The results of an institutional analysis whereby the strengths, weaknesses, opportunities and threats of the University are identified are discussed at an annual planning retreat of the Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of the University.

USCB's planning and assessment process is broad-based, systematic, and appropriate to the institution. The process itself was evaluated when USCB was reaffirmed and accredited in 2009 by the Commission on Colleges of the Southern Association of Colleges and Schools. With input from all units, the process continues to evolve with the primary goal of serving students in the region of the Lowcountry by continuously improving its educational programs and support services.

## USCB Mission Statement

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research, and service. USCB is a senior baccalaureate campus (1,400 to 3,000 students) of the state's largest public university. It offers degree programs in the arts, humanities, professions, and social and natural sciences delivered through on-site instruction and distance education, along with an active program of co-curricular activities and athletics. It serves a racially and culturally diverse student body, including military personnel, veterans and their dependents, and draws students from the South Carolina Lowcountry, from around the country, and from around the world. USCB enriches the quality of life for area residents of all ages through its academic programs, continuing education, artistic and cultural offerings, community outreach, collaborations with regional initiatives, and life-long learning opportunities.

*Approved by USC Beaufort Faculty Organization*  
December 7, 2001

*Approved by USC Board of Trustees*  
February 8, 2002

*Revision approved by USC Beaufort Faculty Organization*  
February 20, 2004

*Revision approved by USC President Andrew A. Sorensen*  
March 1, 2004

*Revision approved by South Carolina Commission on Higher Education*  
January 8, 2008

*Revision approved by South Carolina Commission on Higher Education*  
June 26, 2013

## USCB Goals

### Teaching/Learning

USCB will improve the quality of education by expanding its curriculum and stressing disciplinary knowledge and academic skill development characterized by critical inquiry, depth of understanding, accountability, and a commitment to diversity. The University will emphasize research, scholarship, and creative achievement as integral to effective teaching in all academic areas and will promote quality teaching and scholarship by providing appropriate faculty-development support.

### Research and Creative Activity

Recognizing the intrinsic value of research, scholarship, and creativity and their importance to the region and to engaged teaching, the University will foster research, scholarship, and creative activity by recruiting, retaining, and supporting faculty members who are or will become nationally and internationally recognized as highly productive contributors to their fields. The University will assist faculty to identify and compete for extramural funding to support research and creative activities.

### Service Excellence

USCB will be actively engaged at all levels in making all of our services student-centered, customer-focused, and excellence driven. Our campus and community relationships will be sustained by adherence to our core service values – integrity, collaboration, innovation, responsiveness, accountability, and excellence. Our academic programs will respond to regional needs and promote a high overall quality of life. University members will exhibit good citizenship by using professional and personal expertise to improve our communities. On our campuses, every person and system will be dedicated to fulfilling the academic aspirations of those students who choose to be members of this learning community.

### Quality of Life in the University Community

USCB will attract the most deserving and promising students at every level, regardless of background and economic circumstance. The University will integrate strong academic programs with cultural and co-curricular experiences to foster a sense of community and quality of life that nurtures the whole person.

### Recognition, Visibility and Community Involvement

USCB will strive to complement and grow the region's strengths by continuing to develop the University's facilities, programs, activities, and community involvement. The University will increase its visibility by highlighting the accomplishments of students, faculty, and staff. Where possible, USCB will attain appropriate accreditations. It will provide Lowcountry citizens with educational opportunities for lifelong learning and cultural enrichment, and develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.

**USCB Strategic Plan  
2010 – 2015  
GOALS AND OBJECTIVES**

**Goal 1: Teaching and Learning**

- I. Strengthen and expand academic offerings.
- V. Provide an environment conducive to teaching and learning.

**Goal 2: Research, Scholarship and Creative Achievement**

- IV. Support scholarship and the pedagogy of the faculty.

**Goal 3: Service Excellence**

- II. Strengthen and expand student support services.
- III. Expand and diversify student population.
- V. Provide an environment conducive to teaching and learning.
- IX. Improve service excellence university-wide

**Goal 4: Quality of Life in the University Community**

- II. Expand and strengthen student support services.
- VI. Build the University's reputation and strengthen its base of support.
- VIII. Maintain access and affordability.

**Goal 5: Recognition, Visibility, and Community Involvement**

- VI. Build the University's reputation and strengthen its base of support.
- VII. Develop appropriate partnerships that support the University's mission.

Five goals, nine objectives

*Approved by USCB Administrative Council  
August 9, 2010*



## USCB Core Values

*As we work together with faculty, students, administration and our fellow staff members to support the mission of USCB, our interactions will be guided by the following principles:*

### **Integrity**

Possessing and steadfastly adhering to high moral principles or professional standards. At USCB, we view integrity as a willingness to be transparent in our dealings and a desire to treat all members of the university community with fairness and respect.

### **Collaboration**

Working together with one or more people in order to achieve a common goal. At USCB, we view collaboration with individuals, departments and outside partnering agencies as a means to develop better ideas and implement them more successfully.

### **Innovation**

Creatively inventing, introducing and implementing new ideas, approaches or tools to increase our effectiveness and efficiency. At USCB, we view innovation, both in our educational and research processes and in our internal operations, as an important measure of our growth as an institution.

### **Responsiveness**

Reacting quickly, strongly, and positively to a constituent's need, suggestion or proposal. At USCB, we believe that responsive individuals show compassion and genuinely desire to assist others.

### **Accountability**

Accepting one's responsibility to others in the organization and for one's own work role. Accountability at USCB centers on the effectiveness of our educational and student support functions and the business processes that underlie them.

### **Excellence**

Committing to reach a level of superior and outstanding performance. At USCB, we aim to serve our students and the communities in our region with distinctive programs tailored to their needs and strengths.

*Approved by USC B Administrative Council  
October 2, 2006*

*Approved by USCB Faculty Senate  
December 1, 2006*



## Importance and Value of Assessment

Ongoing systematic assessment is important for several reasons. First, it allows the University to demonstrate quality and excellence and ensure the same level of quality continues. Second, assessment activities will identify areas needing attention, support and development so decisions can be made to improve those areas. And finally, assessment will allow the University to plan changes that will improve policies, procedures, services, curriculum, resources, teaching, campus climate and ultimately improve student learning.

The goals of assessment are to learn something about a unit's demand, quality, efficiency, and student learning and development. Assessing demand involves looking at the actual need of the service, skill, etc., and tracking the actual use vs. the projected use of a service, class, or activity. Assessing quality involves looking at perceptions and satisfaction with the programs, services, or activities. Timeliness and adequacy can lead to increased knowledge related to efficiency. How do we know students are actually learning the knowledge, skills, and abilities we want them to leave here with? Student learning and development are key areas for academic programs to assess.

There are two main items related to fulfilling accreditation requirements for SACS that directly relate to institutional effectiveness and assessment. They are Core Requirement 2.5 and Comprehensive Standard 3.3.1 found in *The Principles of Accreditation: Foundations for Quality Enhancement* (<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf>).

### Core Requirement 2.5 reads:

"The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission."

### Comprehensive Standard 3.3.1 reads:

"The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate."

Taken from *Principles of Accreditation: Foundations for Quality Enhancement*, Fifth Edition, Approved December 2011



## 9 Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.



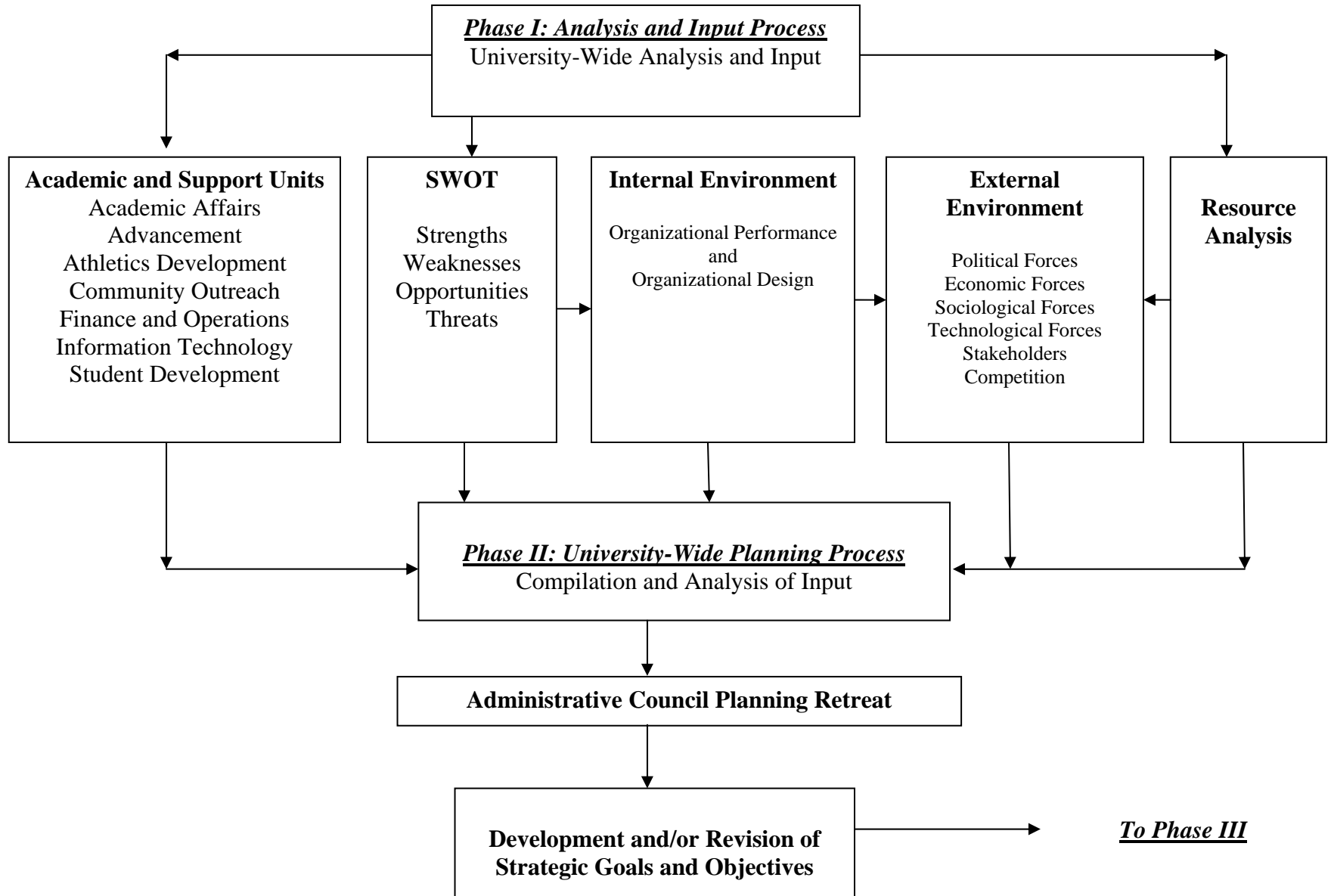
6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.
9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

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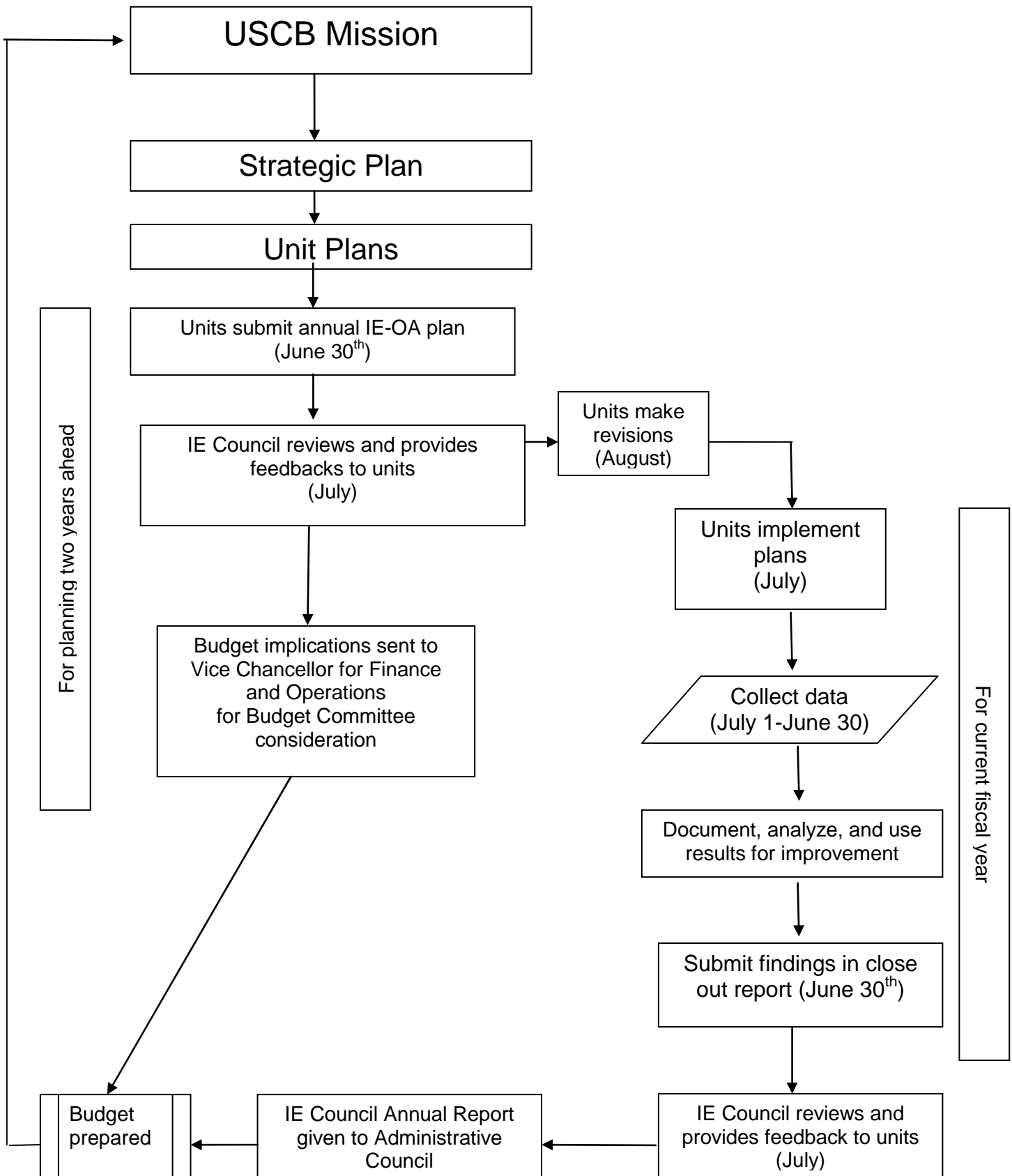
This document was developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Postsecondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction.

University of South Carolina Beaufort

Institutional Effectiveness and Strategic Planning Framework



### Phase III: Annual Institutional Effectiveness Process



## Institutional Effectiveness and Strategic Planning Framework (Phase I, II, and III)

### Phase I: Analysis and Input

- There is University-wide analysis and input by all areas of the University through responses to surveys and/or questionnaires or by other means (SWOT Analysis).
- Academic and support units (Academic Affairs, Advancement, Athletics Development, Community Outreach, Finance and Operations, Information Technology Services and Support, and Student Development) analyze and/or identify:
  - The strengths and weaknesses of the internal environment of the University that includes organizational performance and organizational design;
  - The strengths and weaknesses of the external environment that includes political, economic, sociological, and technological forces, stakeholders of the University; the University's competition; and
  - Resources of the University.
- The Director of Institutional Effectiveness and Research compiles and analyzes the data from the University-wide input.

### Phase II University-Wide Planning

- The Administrative Council Retreat is held to discuss results of the data analysis.
- Strategic goals and objectives are developed and/or revised for the Strategic Plan of the University.

### Phase III: Annual Institutional Effectiveness Process

#### Institutional Effectiveness Plans and Outcomes Assessment Reports (IE-OA)

- Unit Strategic Plans to accomplish the University Mission and Strategic Plan are written by the units and subunits (as defined on the university functional organization chart). These are five year strategic plans that serve as the foundation for developing annual IE-OA plans and reports.
- The Unit Heads review the Unit Strategic Plans for their areas of responsibility.
- Academic and Support Units develop annual IE-OA Plans that include objectives, strategies/tactics, expected outcomes, assessment methods, actual findings, and use of results for improvement.
- The IE Council reviews the IE-OA plans and provides feedback to units/subunits. Revisions are made if necessary.
- IE-OA Plans are implemented and data collected throughout the year.
- Each unit/subunit documents submits a closeout report where they analyze findings and explains how the results will be used for improvement.



- The IE Council makes recommendations regarding the results of the IE-OA Plans and Reports and submits them to the Chancellor who then submits those with budget implications to the Budget Committee. Unit heads also share budget implications and priorities with the Budget Committee.
- Academic Program Reviews are conducted of degree programs according to the schedule approved by the USCB Faculty Senate.
- The IE Council reviews the results of the Academic Program Review(s).
- The IE Council makes recommendations regarding Academic Program Review and submits them to the chair of the Academic Program Review Committee.

## Budget Process and Development

### USCB Budget Process

The USCB budgeting process is based on translating the identified strategic plan initiatives into financial resources. The budget is a collaborative effort of all the members of the Chancellor's Administrative Council. The guiding budgeting philosophy is to focus allocation of funds on the core mission of the campus in the academic areas of Instruction, Academic Support and Library thereby most directly serving the students and faculty. At the same time, attention is also paid to providing all necessary services and opportunities for a high quality, total, residential collegiate experience for our students.

Departments prepare prioritized funding increase requests based on the coming year's strategic plan objectives and review of the prior year outcome. These budget requests are submitted through channels to the appropriate member of the Chancellor's Administrative Council, who presents these requests to the Administrative Council for review, discussion and disposition. This process allows the University to get maximum results from a limited amount of available funds and facilitates coordination and collaboration of new initiatives across organizational lines. The Administrative Council works to make informed judgments about the relative merits of new and continuing investments in programs and activities across the campus. The budget planning process and procedures are evaluated annually by the Administrative Council.

The Budget Development generally follows the process below:

#### December – January

Preliminary budget development begins for next fiscal year based on the following:

1. Review Current Year Revenue & Expenses to Budget
2. Next Fiscal Year Revenue projections
  - estimated enrollment changes
  - potential tuition increase
  - most current state appropriation discussions
  - most current BJHEC allocation information
3. Next Fiscal Year Expenditure projections
  - known mandated increases
  - possible mandated increases





- known fixed cost increases
  - known annualizations
    - salary/fringe annualizations
    - operating annualizations
  - known commitments for new expenditures
  - new positions/salary changes
  - new operating costs
4. Budget over/under status identified based on known variables identifying
- enrollment increase required to balance budget
  - tuition increase required to balance budget

### **February - March**

The preliminary budget for next fiscal year is presented to Administrative Council for discussion and review. Administrative Council members are also solicited for changes to EXISTING non-tuition fees and the addition of NEW non-tuition fees.

Administrative Council members submit requests for new funding needs which include:

- New Operating Costs for next fiscal year (plus additional two year's if known)
- New Personnel Costs for next fiscal year (plus additional two year's if known)
  - Faculty Searches identified for next fiscal year (to be filled for 2nd fiscal year out)

These new funding requests are compiled and distributed to Administrative Council for review, discussion. Funding strategies and priorities are identified by Administrative Council and approved by the Chancellor.

A revised preliminary budget with identified strategies for addressing potential enrollment and/or tuition variances is prepared and distributed for Administrative Council verification and review.

### **March – April**

Budget for next fiscal year based on identified state appropriation & identified tuition increase scenarios and Administrative Council preliminary budget is prepared for submission to the President.

### **April (early May)**

Budget for next fiscal year presented to President for review and adjustment by Chancellor and CFO.

### **May**

Annual BOT Budget document based on President's budget review is prepared and submitted to Columbia for review and Submission to the BOT.

### **June**

Next Fiscal Year's Budget and Tuition increase approved by BOT in June.

State Appropriation known in June – (usually by June 7)

## July

Line Item Budget Detail submitted for upload into on-line management systems. (This line item submission must match detail of submitted annual BOT Budget document. No adjustments permitted until August.)

## September

Fall enrollment and tuition revenues reviewed for any necessary adjustment and corresponding expenditure budget adjustments are made. (Comparable review and adjustments are made following Spring registration in February.)

### Budget Management

Budget management is the responsibility of each fund administrator, who is responsible to the specific Administrative Council representative. The Administrative Council members are ultimately responsible to the Chancellor for the successful budget management of their specific areas of responsibility. The USCB Budget Office monitors and reviews the entire USCB Budget on a routine basis and works with the individual units to address specific issues or problems. The USCB Budget Office also reports the overall status of the USCB to the central offices in Columbia, who in turn provide routine reports on the current budget status to the BOT.

Web-based management information is available to each fund administrator. Training and assistance in budget development, management, and review is provided as requested. Training in the use of the web-based budget and expenditure management tools is also available upon request.



*USCB Unit or Department: Insert Department Name*  
**Institutional Effectiveness and Outcomes Assessment (IE-OA) Form**  
**Strategic Goals & Objectives 2010-2015**

Completed by:  
 Supervisor:

Date:  
 Date:

Unit or Department Purpose Statement		For the unit or subunit - the University has one mission statement and all units have a purpose in support of that mission. That purpose statement goes here.
University Goal 1	<u>Teaching and Learning:</u>	USCB will improve the quality of education by expanding its curriculum and stressing disciplinary knowledge and academic skill development characterized by critical inquiry, depth of understanding, tolerance, and accountability. The University will emphasize research, scholarship, and creative achievement as integral to effective teaching in all academic areas and will promote quality teaching and scholarship by providing appropriate faculty-development support.
1.1	Unit SP Objective 1	Unit strategic plan objective: these are unit or department goals. These can be broad and generally do not change over time. Objectives will describe intended outcomes for the academic department/unit in very general terms.
	Strategy/Tactics	These describe how the objective will be achieved. The strategies and tactics are much more specific and change over time. These need to use terms and statements that describe the intended outcomes. These should illustrate a path towards meeting the objective. How will you achieve the SP objective?
	Expected Results	Level of achievement you are targeting. Expected result must contain a number. (Ex: 95% of the student body will complete the degree program.)
	Assessment methods	You must have an assessment method for each objective. List how you will assess the expected result (measurement tools, sources of data) The assessment method must be data driven. (Ex: frequency of major course offerings, students enrolled, student surveys, exit surveys, survey students who dropped from program, etc. For administrative units examples include efficiency measures, demand, satisfaction surveys, etc.)

	Results Obtained	(Present data and include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data &/or collection process) What were the results of the assessment(s)? (Ex: list the number of courses during the academic year; only 25% students graduated; too many courses offered at night; etc.)
	Use of Results for Improvement	(List all actions taken in response to the analysis of the data, including dates when taken &/or approximate date action will be taken) How will the results be used for program and/or student learning improvement? (Ex: Offer 5 course sections during day and evening; revised curriculum in specific course to focus on topic where student performance was weak, redesigned course begins Fall 2009; etc.)
		Student Learning Objectives 2010-2015
		This section must be completed for each academic program within the unit
Academic Program Purpose Statement		For the academic program– the University has one mission statement and all units have a purpose in support of that mission. That statement goes here. For accreditation purposes, some departments or programs may refer to this as the department/program mission statement. For academic programs, the purpose should match what is published in the most recent bulletin.
1.2	Unit SP Objective 2	Unit strategic plan objective Example: Continue to improve teaching and learning process
	Degree Program Goal	Degree program goals are broad and generally do not change over time. Goal statements describe intended outcomes for students in the program in general terms. Degree program goals can be found in the bulletin and the curriculum map. By using the curriculum map, you can identify a degree program goal for each SLO.
	SLO 1:	Describes the specific skills, values and attitudes students should be able to exhibit that reflect the broader goals. Objectives (SLOs) transform the general program goals into specific student performance/behaviors that demonstrate student learning and skill development along these goals. Must state what student will do or demonstrate understanding of. Phrased as: Students completing the degree program in _____ will be able to...(list, identify, summarize, etc.)
	Expected Results:	Level of achievement you are targeting. Expected result must contain a number. (Ex: 95% of students will demonstrate competence in oral communication skills by scoring satisfactorily on a class

		presentation.) How do students demonstrate an understanding of knowledge?
	Assessment method:	Describe the measure(s) by which the department will know the students are meeting the learning objective. How will you assess the expected result (measurement tools, sources of data)? Examples include: Major Field Tests, evaluation rubrics, analysis of sample assignments, student surveys, exit surveys, etc.
	Results Obtained	(Present data and include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data &/or collection process) What were the actual results of the assessment(s)?
	Use of Results for improvement	(List all actions taken in response to the analysis of the data, including dates when taken &/or approximate date action will be taken) How will the results be used for program and/or student learning improvement? What actions or modifications have been or will be made based on this assessment?
	Degree Program Goal	Degree program goals are broad and generally do not change over time. Goal statements describe intended outcomes for students in the program in general terms. Degree program goals can be found in the bulletin and the curriculum map. By using the curriculum map, you can identify a degree program goal for each SLO.
	SLO 2:	Describes the specific skills, values and attitudes students should be able to exhibit that reflect the broader goals. Objectives (SLOs) transform the general program goals into specific student performance/behaviors that demonstrate student learning and skill development along these goals. Must state what student will do or demonstrate understanding of. Phrased as: Students completing the degree program in _____ will be able to...(list, identify, summarize, etc.)
	Expected Results:	Level of achievement you are targeting. Expected result must contain a number. (Ex: 95% of students will demonstrate competence in oral communication skills by scoring satisfactorily on a class presentation.) How do students demonstrate an understanding of knowledge?
	Assessment method:	Describe the measure(s) by which the department will know the students are meeting the learning objective. How will you assess the expected result (measurement tools, sources of data)? Examples include: Major Field Tests, evaluation rubrics, analysis of sample assignments, student surveys, exit

		surveys, etc.
	Results Obtained	(Present data and include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data &/or collection process) What were the actual results of the assessment(s)?
	Use of Results for improvement	(List all actions taken in response to the analysis of the data, including dates when taken &/or approximate date action will be taken) How will the results be used for program and/or student learning improvement? What actions or modifications have been or will be made based on this assessment?
		Repeat for all SLOs
University Goal 2	<u>Research, Scholarship and Creative Achievement:</u>	Recognizing the intrinsic value of research, scholarship, and creativity and their importance to the region and to engaged teaching, the University will foster research, scholarship, and creative activity by recruiting, retaining, and supporting faculty members who are or will become nationally and internationally recognized as highly productive contributors to their fields. The University will assist faculty to identify and compete for extramural funding to support research and creative activities.
2.1	Unit SP Objective 1	These are unit or department goals. These can be broad and generally do not change over time. Objectives will describe intended outcomes for the academic department/unit in very general terms. Unit strategic plan objective: Describes the specific skills, values and attitudes students should be able to exhibit that reflect the broader goals.
	Strategy/Tactics	These describe how the objective will be achieved. The strategies and tactics are much more specific and change over time. These need to use terms and statements that describe the intended outcomes. These should illustrate a path towards meeting the objective. How will you achieve the SP objective?
	Expected Results	Level of achievement you are targeting. Expected result must contain a number. (Ex: 95% of the student body will complete the degree program.)
	Assessment methods	You must have an assessment method for each objective. List how you will assess the expected result (measurement tools, sources of data) The assessment method must be data driven. (Ex: frequency of major course offerings, students enrolled, student surveys, exit surveys, survey

		students who dropped from program, etc. For administrative units examples include efficiency measures, demand, satisfaction surveys, etc.)
	Results Obtained	(Present data and include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data &/or collection process) What were the results of the assessment(s)? (Ex: list the number of courses during the academic year; only 25% students graduated; too many courses offered at night; etc.)
	Use of Results for Improvement	(List all actions taken in response to the analysis of the data, including dates when taken &/or approximate date action will be taken) How will the results be used for program and/or student learning improvement? (Ex: Offer 5 course sections during day and evening; revised curriculum in specific course to focus on topic where student performance was weak, redesigned course begins Fall 2009; etc.)
University Goal 3	<u>Service Excellence:</u>	USCB will be actively engaged at all levels in making all of our services customer-focused and excellence driven. Our campus and community relationships will be sustained by adherence to our core values – integrity, collaboration, innovation, responsiveness, accountability, and excellence. Our academic programs will respond to regional needs and promote a high overall quality of life. University members will exhibit good citizenship by using professional and personal expertise to improve our communities. On our campuses, every person and system will be dedicated to fulfilling the academic aspirations of those students who choose to be members of this learning community.
3.1	Unit SP Objective 1	These are unit or department goals. These can be broad and generally do not change over time. Objectives will describe intended outcomes for the academic department/unit in very general terms. Unit strategic plan objective: Describes the specific skills, values and attitudes students should be able to exhibit that reflect the broader goals.
	Strategy/Tactics	These describe how the objective will be achieved. The strategies and tactics are much more specific and change over time. These need to use terms and statements that describe the intended outcomes. These should illustrate a path towards meeting the objective. How will you achieve the SP objective?
	Expected Results	Level of achievement you are targeting. Expected result must contain a number. (Ex: 95% of the student body will complete the degree program.)

	Assessment methods	You must have an assessment method for each objective. List how you will assess the expected result (measurement tools, sources of data) The assessment method must be data driven. (Ex: frequency of major course offerings, students enrolled, student surveys, exit surveys, survey students who dropped from program, etc. For administrative units examples include efficiency measures, demand, satisfaction surveys, etc.)
	Results Obtained	(Present data and include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data &/or collection process) What were the results of the assessment(s)? (Ex: list the number of courses during the academic year; only 25% students graduated; too many courses offered at night; etc.)
	Use of Results for Improvement	(List all actions taken in response to the analysis of the data, including dates when taken &/or approximate date action will be taken) How will the results be used for program and/or student learning improvement? (Ex: Offer 5 course sections during day and evening; revised curriculum in specific course to focus on topic where student performance was weak, redesigned course begins Fall 2009; etc.)
University Goal 4	<u>Quality of Life in the University Community:</u>	USCB will attract the most deserving and promising students at every level, regardless of background and economic circumstance. The University will integrate strong academic programs with cultural and co-curricular experiences to foster a sense of community and quality of life that nurtures the whole person.
4.1	Unit SP Objective 1	These are unit or department goals. These can be broad and generally do not change over time. Objectives will describe intended outcomes for the academic department/unit in very general terms. Unit strategic plan objective: Describes the specific skills, values and attitudes students should be able to exhibit that reflect the broader goals.
	Strategy/Tactics	These describe how the objective will be achieved. The strategies and tactics are much more specific and change over time. These need to use terms and statements that describe the intended outcomes. These should illustrate a path towards meeting the objective. How will you achieve the SP objective?
	Expected Results	Level of achievement you are targeting. Expected result must contain a number. (Ex: 95% of the student

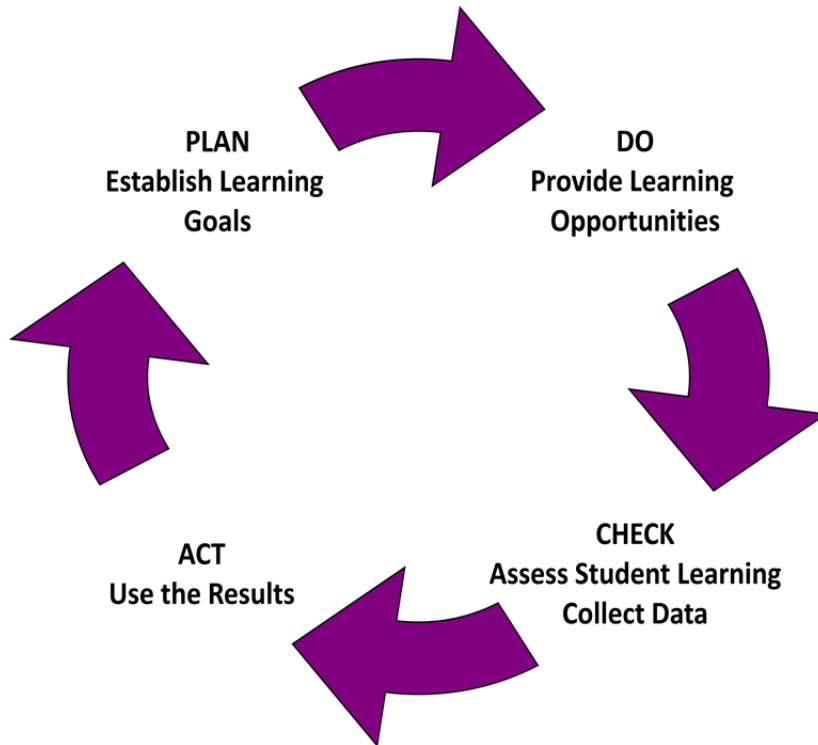


		body will complete the degree program.)
	Assessment methods	You must have an assessment method for each objective. List how you will assess the expected result (measurement tools, sources of data) The assessment method must be data driven. (Ex: frequency of major course offerings, students enrolled, student surveys, exit surveys, survey students who dropped from program, etc. For administrative units examples include efficiency measures, demand, satisfaction surveys, etc.)
	Results Obtained	(Present data and include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data &/or collection process) What were the results of the assessment(s)? (Ex: list the number of courses during the academic year; only 25% students graduated; too many courses offered at night; etc.)
	Use of Results for Improvement	(List all actions taken in response to the analysis of the data, including dates when taken &/or approximate date action will be taken) How will the results be used for program and/or student learning improvement? (Ex: Offer 5 course sections during day and evening; revised curriculum in specific course to focus on topic where student performance was weak, redesigned course begins Fall 2009; etc.)
University Goal 5	<u>Recognition, Visibility and Community Involvement:</u>	USCB will strive to complement and grow the region's strengths by continuing to develop the University's facilities, programs, activities, and community involvement. The University will increase its visibility by highlighting the accomplishments of students, faculty, and staff. Where possible, USCB will attain appropriate accreditations. It will provide Lowcountry citizens with educational opportunities for lifelong learning and cultural enrichment, and develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.
5.1	Unit SP Objective 1	These are unit or department goals. These can be broad and generally do not change over time. Objectives will describe intended outcomes for the academic department/unit in very general terms. Unit strategic plan objective: Describes the specific skills, values and attitudes students should be able to exhibit that reflect the broader goals.
	Strategy/Tactics	These describe how the objective will be achieved. The strategies and tactics are much more specific

		and change over time. These need to use terms and statements that describe the intended outcomes. These should illustrate a path towards meeting the objective. How will you achieve the SP objective?
	Expected Results	Level of achievement you are targeting. Expected result must contain a number. (Ex: 95% of the student body will complete the degree program.)
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	Results Obtained	(Present data and include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data &/or collection process) What were the results of the assessment(s)? (Ex: list the number of courses during the academic year; only 25% students graduated; too many courses offered at night; etc.)
	Use of Results for Improvement	(List all actions taken in response to the analysis of the data, including dates when taken &/or approximate date action will be taken) How will the results be used for program and/or student learning improvement? (Ex: Offer 5 course sections during day and evening; revised curriculum in specific course to focus on topic where student performance was weak, redesigned course begins Fall 2009; etc.)
Budgetary Implications		Indicate overall budgetary change pertaining to assessment: State these with approximate dollar amounts assigned. If you have none, state none. Do not leave blank.
Summary		Please include a brief summary of findings for your unit/subunit over the past year.

## Assessment Cycle

Assessment is a Continuous Cycle



Using a variation of the Shewhart Cycle or Deming's PDCA (Plan, Do, Check, Act) diagram, the illustration above simplifies the continuous improvement process.

- **PLAN**: Design or revise learning goals to improve results
- **DO**: Implement the plan by providing learning opportunities and measure its performance
- **CHECK**: Assess the measurements by collecting data and report the results
- **ACT**: Use the results by deciding on changes needed to improve learning or processes

## IE-OA Report Due Dates

There are two reports due every year. The first is a planning report due for two years ahead. This is required in order to tie the planning and assessment activities to the budget process. The planning report is always due on June 30. The second report is a close out report, due at the close of the current fiscal year, June 30. This will demonstrate what actually occurred during the past year and gives the opportunity to reflect on what changes can occur to improve student learning and/or other services and activities.

### Planning Report (for two years ahead) – due June 30

Includes:

- Purpose Statement
- University Goals
- Objectives
- Strategies/Tactics
- Expected Results
- Assessment Methods
- Budgetary Implications

### Close Out Report (for current academic and fiscal year) – due June 30

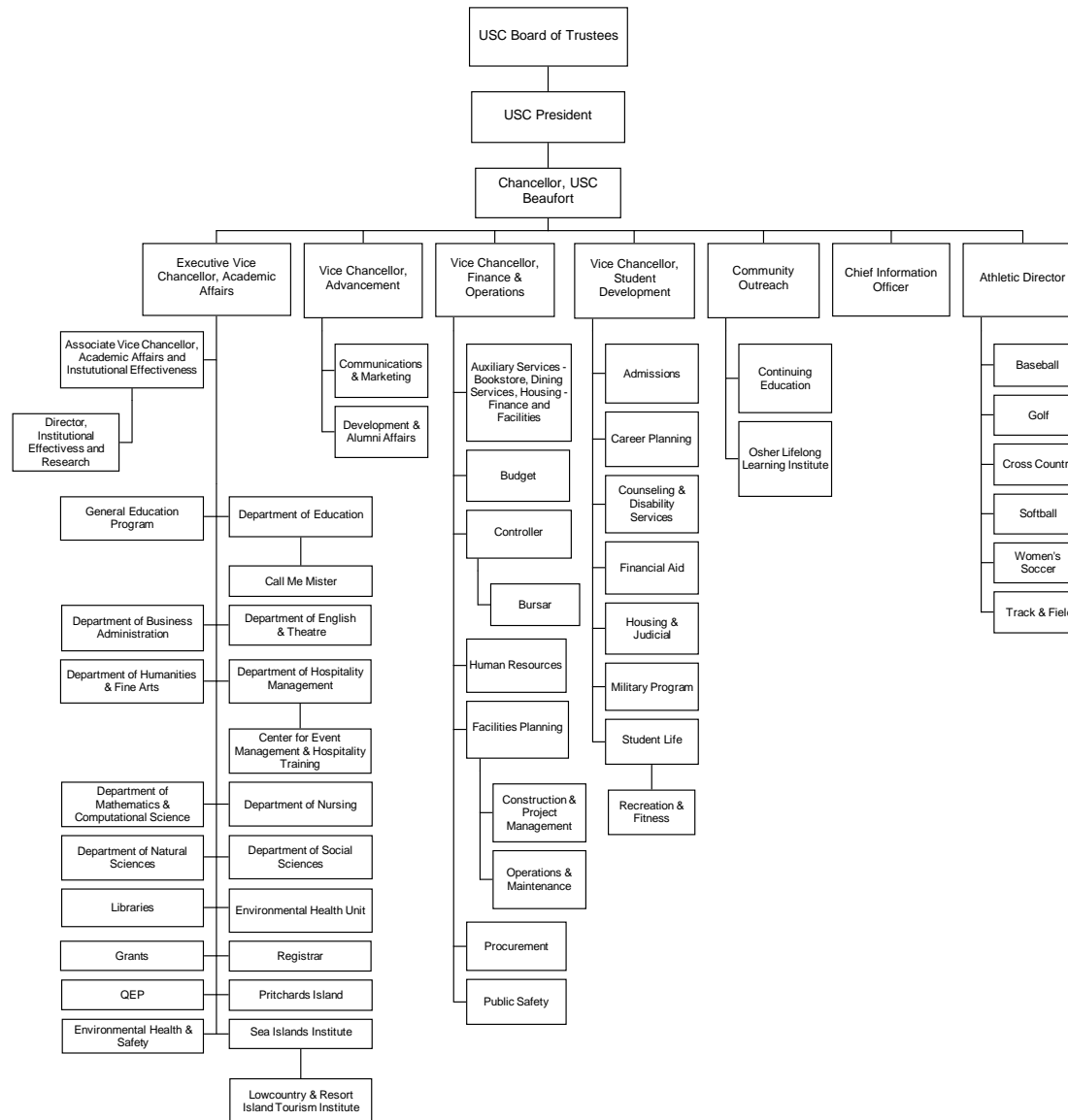
Includes:

- Results Obtained
- Use of Results for Improvement
- Budgetary Implications
- Summary

Assessment Reports Due		
Due Date	Planning Report for year:	Close Out Report for year:
June 30, 2010	2011-2012	2009-2010
June 30, 2011	2012-2013	2010-2011
June 30, 2012	2013-2014	2011-2012
June 30, 2013	2014-2015	2012-2013
June 30, 2014	2015-2016	2013-2014
June 30, 2015	2016-2017	2014-2015

Due dates will only change if recommended by the Institutional Effectiveness Council and approved and the Chancellor.

# Areas of Administrative and Operating Responsibilities Organizational Chart



Prepared By USCB Human Resources, May 1, 2012

## List of Units and Subunits

USCB Units and Subunits	
<b>Unit: ACADEMIC AFFAIRS</b>	<b>Unit: ADVANCEMENT</b>
Department of Business	Communications and Marketing
Business	Development and Alumni Affairs
Department of Education	<b>Unit: ATHLETICS DEVELOPMENT</b>
Early Childhood Education	Baseball
Call Me Mister	Cross Country
Department of English & Theatre	Golf
English	Softball
Department of Hospitality Management	Track & Field
Hospitality	Women's Soccer
Center for Event Management and Hospitality Training	<b>Unit: COMMUNITY OUTREACH</b>
Department of Humanities & Fine Arts	Continuing Education
History	Osher Lifelong Learning Institute
Liberal Studies	<b>Unit: FINANCE AND OPERATIONS</b>
Spanish	Auxiliary Services
Studio Art	Budget
Department of Mathematics & Computational Science	Bursar
Computational Science	Controller
Department Nursing	Facilities Planning
Nursing	Human Resources
Department of Natural Sciences	Procurement
Biology	Public Safety
Department of Social Sciences	
Communication Studies	<b>Unit: INFORMATION TECHNOLOGY SERVICES &amp; SUPPORT</b>
Human Services	
Psychology	
Sociology	<b>Unit: STUDENT DEVELOPMENT</b>
AA/AS – General Education	Admissions
Environmental Health and Safety	Career Planning
Environmental Health Unit	Counseling & Disability Services
Grants	Financial Aid
Institutional Effectiveness & Research	Housing & Judicial
Libraries	Military Program
QEP	Recreation & Fitness
Registrar	Student Life
Sea Islands Institute	

## Guidelines for Completing the Annual Institutional Effectiveness and Outcomes Assessment (IE-OA) Plans and Reports

The institutional effectiveness process involves every unit and subunit reporting annually on objectives (i.e. goals), assessing progress towards their goals, and making improvements based on those findings. By the beginning of each fiscal year, each unit completes an Institutional Effectiveness and Outcomes Assessment (IE-OA) plan for the academic year two years ahead. This is the planning stage and allows budget implications to be addressed early. Budget implications may also be addressed during the close out phase for future consideration. Close out reports are due at the end of each academic year and include findings based on assessment activities. These findings lend support to budgetary requests made by campus fund administrators to the Vice Chancellor for Finance and Operations and ultimately support the recommendations made to the Chancellor's budget committee (comprised of the Chancellor, Vice Chancellor for Finance and Operations, Vice Chancellor for Advancement, Vice Chancellor for Student Development, and Executive Vice Chancellor for Academic Affairs). The Budget Committee makes recommendations for the use of new or reallocated money. As part of Phase III, the close out report for the current academic year and the planning document for two years out are both due by June 30<sup>th</sup>.

The annual IE-OA form submitted by each unit includes the following: the name of the unit or subunit, the name of the person submitting the report, and the purpose statement for the unit; all units have a purpose in support of the USC Beaufort mission. Next, the form is divided into sections based on the five university goals. This ensures that the unit objectives are related to the USC Beaufort mission. Objectives are unit or department goals that are broad and generally will not change over time. Next are strategy/tactics that describe how the objective will be achieved. Then there are expected results and assessment methods. During the close out phase, the actual results obtained are reported as well as the use of results for improvement. To ensure the academic programs are focusing on student learning outcomes, these are reported under University Goal 1, Teaching and Learning. Budget requests related to assessment are submitted on the IE-OA form towards the end. USC Beaufort's ongoing institutional effectiveness process is reviewed by the IE Council, and adjustments are made as needed.

Unit staff or department faculty should be meeting as a group during the planning phase to determine goals and objectives and assign responsibility for data collection. During the close out phase, data should be collected, analyzed and again the unit staff or department faculty should be reviewing the findings together. Reports should be sent to the supervisor, usually the Vice Chancellor or Chancellor. The unit head (Vice Chancellor or Chancellor) is responsible for reviewing all reports within their unit and submitting them at one to the Office of Institutional Effectiveness and Research.

### So, why do assessment?

1. To demonstrate quality and excellence *and ensure the same level of quality continues*
2. To identify areas needing attention, support and development *and decide how to improve those areas*
3. To plan changes that will improve policies, procedures, services, curriculum, resources, teaching, campus climate *and ultimately improve student learning*



**Goals of Assessment** are to learn something about the unit's:

- Demand (needed, actual use, projected use)
- Quality (perception, satisfaction)
- Efficiency (timeliness, adequacy)
- Student Learning and Development

## Writing a Good Purpose Statement

The following format will help you develop and write a good purpose statement:

“The purpose of (your office or unit name) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).”

You may add additional clarifying statements and the order of the pieces may vary, but it should have these four components. And remember, the purpose statement needs to be consistent when published:

- On the web
- In the Bulletin
- In the Student Handbook
- In IE-OA Reports
- In Unit Plan
- Everywhere!





## Writing Good Student Learning Outcomes

When writing student learning outcomes, it's a good idea to think SMART.

Specific - Clear and definite terms describing expectations

Measurable - Is it feasible to get the data? Make sure the data are accurate and reliable. And it is always good to have more than one way to assess the objective.

Aggressive but Attainable - Does it have the potential to improve the unit?

Results-oriented - Describe what standards are expected of students.

Time-bound - Describe where you would like to be within a specified time period.

### Words to Use When Writing Student Learning Outcomes

#### Action Verb List

The verbs listed below can be used to create student learning outcomes. Anderson and Krathwohl (2001) have adapted Bloom's model to fit the needs of today's classroom by employing more outcome-oriented language, workable objectives, and changing nouns to active verbs.

<u>Remember:</u>	<u>Understand:</u>	<u>Apply:</u>	<u>Analyze:</u>	<u>Evaluate:</u>	<u>Create:</u>
Arrange	Classify	Apply	Analyze	Appraise	Arrange
Define	Convert	Change	Appraise	Argue	Assemble
Describe	Defend	Choose	Categorize	Assess	Combine
Identify	Distinguish	Compute	Compare	Conclude	Compose
Label	Explain	Demonstrate	Contrast	Defend	Construct
List	Estimate	Dramatize	Criticize	Evaluate	Create
Match	Interpret	Employ	Diagram	Judge	Design
Outline	Infer	Illustrate	Differentiate	Justify	Develop
Recognize	Paraphrase	Manipulate	Discriminate	Support	Formulate
Recall	Summarize	Modify	Distinguish	Value	Generate
Repeat	Translate	Operate	Examine		Plan
Reproduce		Practice	Experiment		Synthesize
		Produce	Question		Write
		Solve	Model		
		Write	Test		

## Words to Avoid When Writing Student Learning Outcomes

The words and phrases listed below should be avoided when writing student learning outcomes. Most of these words or phrases are things happening to the student and do not require students to demonstrate knowledge, skills or ability.

Acquire	Develop an understanding of
Have an awareness of	Be familiar with
Have a good sense of	Are exposed to
Be aware of	Have knowledge of
Be conversant with	Participate in
Learn	Study
Be introduced to	Understand

### Examples of Good Student Learning Outcomes:

- Graduating English majors will be able to recognize, identify, and describe the characteristics of literature in English during the Middle Ages, Renaissance, Restoration, Enlightenment, Romantic era, Victorian era, Modernist era, and present.
- Applying their knowledge of historical material, 100% of graduates will demonstrate the ability to locate and analyze primary documents and marshal evidence in defense of persuasive arguments.
- Students will demonstrate an understanding of business management principles by scoring at or above average on the Major Field Test (MFT) in Business.

### What do we expect?

Expected results are outcome oriented. The expected result will be compared to the actual performance from data collected. Therefore, the expected result needs to be expressed in measurable terms.

### How will the objective or SLO be assessed?

There are two approaches to assessment, embedded assessments and add-on assessments. Embedded assessments happen within a course. Activities such as assignments and tests serve to inform about students' achievements. Add-on assessments go beyond course requirements. They usually take place outside of class and may require incentives, convenience, or consequences. The Rising Junior assessment test is an example of an add-on assessment that USCB requires.

## Types of Assessment

There are two types of assessment:

- **Direct** – the measurement of actual student learning, competency, or performance. These are clear, direct, and convincing.
- **Indirect** – the measurement of variables that assume student learning.

Examples of direct and indirect assessment measures are:

Direct measures

- Tests and exams
- Embedded questions
- External judges
- Oral exams
- Portfolios (with rubrics)
- Behavioral observations
- Simulations
- Project evaluations
- Performance appraisals
- Minute papers
- Standardized tests (Major Field Tests, ACT CAAP, GRE, etc.)
- Assignments

Indirect measures

- Written surveys and questionnaires to include;
  - Student perception
  - Alumni perception
  - Internship perception
  - Employer perceptions
- Exit and other interviews
- Focus groups
- Retention/persistence
- Transfer rates
- Graduation rates
- Grades (ex. achievement gap study by ethnicity)

### So, why aren't course grades a good example of an assessment measure?

Many faculty wonder why they cannot simply use course grades as a matter of demonstrating student learning. Grades can be one of many parts of an assessment system, but student learning needs to demonstrate the skills and abilities of students. Many times grades can be affected by absences, submitting work late, participation in class, etc. These things may cause the course grade to not accurately reflect understanding. Other factors affecting grades are:

- Multiple faculty teaching different sections of the same course
- Differing grade structures
- Differing course content

Also, all material in a given course may not reflect the student learning objective. Here is a **bad** example: SLO is, "Students will be able to apply the scientific method to expand scientific knowledge and understanding." Let's assume that the scientific method is taught in Biology 101 or its companion lab. The assessment method is: "Grades in Biology 101" and the expected result is "85% of students in Biology 101 will receive a C or better." You can see from this example that the scientific method is not all that would be covered in Biology 101. There are lots of other concepts and material. But if the scientific method is taught as part of the lab, and lab projects demonstrate understanding, then you could use this as a **good** expected result, "90% of students in Biology 101 labs will complete lab assignments 4 and 5 with a score of 70 or better." This could only be used if projects are completed in the lab and scored based on results and/or findings, not scored lower because they are turned in late. This is why rubrics are good to assess projects or student work. They can be shared with students prior to being used, so everyone is clear about expectations and results are not impacted by other unrelated influences.

For more information see:

[http://assessment.uconn.edu/docs/resources/Why\\_Aren't\\_Grades\\_Enough.pdf](http://assessment.uconn.edu/docs/resources/Why_Aren't_Grades_Enough.pdf)



## Closing Out the Report

Report on the results obtained and how to use the results for improvement in the close out phase.

### Results Obtained

- Collect data!
- What are the findings?
- Include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data and/or collection process

### How will the results be used?

- How will the results be used for program and/or student learning improvement?
- What changes will be made to improve the unit, program, or student learning?
- Indicate timeframe for changes.
- Assessment can help make your case for program needs (e.g. requesting new faculty or staff).
- If results find no changes are needed, state that, then focus on another goal or objective for next cycle.

And finally for the summary, wrap up what happened during the previous year, summarize findings, highlight surprising or important findings, and cover anything that happened within the unit that may not have fit nicely under an objective. The summary does not have to be long. Brag about the things going well, and don't forget to highlight budget implications based on findings for the year. If there are none, state that so your supervisor will know you did not just skip it and forget to fill out that section.



## Inventory of Assessment Measures

Much of the data that can be used for assessment in an institution's planning and evaluation process are already available since most institutions collect large volumes of data for routine reports and for special purposes. Such data may be dispersed throughout the institution, having been collected by diverse units at different times and for greatly varying purposes. The following are examples of assessment activities that could be conducted at USCB.

These examples may be helpful as you determine how to assess intended academic program outcomes, student learning outcomes in both academic programs and courses, and administrative and educational support unit intended outcomes.

### Studies of student performance

- In credit courses, internships, competitions, etc.
- In graduate school
- In jobs related to area of study
- On admissions and/or achievement tests
- On licensure examinations
- On pre-or post-tests
- On standardized or locally constructed exams

### Institutional surveys and studies

- Advisement surveys
- Alumni surveys
- Community needs assessments
- Employer opinion surveys
- Exit interview/survey
- Faculty/staff surveys
- Graduate/completer surveys
- Labor market surveys
- Non-returning student surveys
- Orientation surveys
- Personnel evaluations
- Placement studies
- Program reviews
- Retention/attrition studies
- Special committee reports
- Student demographic studies
- Student evaluations of teaching (course evaluation)
- Survey of student engagement (NSSE)
- Transfer studies



### **Routine reports and publications**

- Audit report
- Course schedules
- Enrollment reports
- Financial reports
- IPEDS reports
- Reports for government offices/agencies (State Accountability report, student financial aid, veterans' programs, etc.)

### **Reports or studies by other organizations**

- Advisory committee recommendations
- Census Bureau
- Chamber of Commerce
- Employment offices
- Formal hearings
- Governing board directives
- Informal hearings
- Newspaper research offices
- State education agencies
- Trade associations
- University research projects
- Utility companies



## Calendar of Assessment Activities

Maintained by the Office of Institutional Effectiveness and Research

<i>Assessment Activity</i>	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Noel-Levitz Student Satisfaction			X						X						X
Chronicle of Higher Ed Best Places to Work			X												
NSSE	X				X		X		X		X		X		
FSSE	X						X				X				
ACT CAAP															
Critical Thinking															
Freshmen (QEP)				X		X		X							
Rising sophomores (QEP)			X		X		X		X						
Rising juniors			X		X		X		X		X		X		X
Writing Test	X														
Scientific Reasoning Test	X								X						
Advisement Survey			X		X		X		X		X		X		X
Alumni Survey (for CHE)			X*				X*				X				X
Graduating Student Survey	X		X		X		X		X		X		X		X
Administrator Evaluation						X					X				
Department Chair Evaluation						X			X						

\* Reprieve granted by state due to budget cuts

## Assessment Method Matrix of Academic Programs

<i>Assessment Method</i>	Biology	Business	Computational Science	Early Childhood Education	English	History	Hospitality	Human Services	Liberal Studies	Nursing	Psychology	Sociology	Spanish	Studio Art	AA/AS & General Ed
<b>CURRICULUM/COURSE-RELATED</b>															
Capstone Course		X		X		X	X	X						X	
Capstone Project or Performance Evaluation				X		X	X	X	X				X		
Case study		X					X								
Classroom Assessment	X	X	X	X	X	X	X	X					X	X	
Content Analysis		X		X					X						
Course-embedded Question and/or Assignment		X	X	X	X			X					X		X
Evaluation of Portfolio		X		X				X						X	
Rating Scale		X		X				X					X		X
Scoring rubric		X		X	X		X								
Other performance- based assessment method(s)		X	X								X	X		X	
Evaluation of Application Program of Study									X						
<b>OTHER</b>															
Curriculum and Syllabus Analysis	X	X	X	X	X		X	X	X	X	X	X		X	
Observation (focused on specific program outcomes)				X											
Student Activity and Study Log/Paper				X			X	X					X		
Scoring of Essay		X		X	X	X		X							
Other method(s)										X					
Evaluation of Application Program of Study									X						





<i>Assessment Method</i>	Biology	Business	Computational Science	Early Childhood Education	English	History	Hospitality	Human Services	Liberal Studies	Nursing	Psychology	Sociology	Spanish	Studio Art	AA/AS & General Ed
<b>EXAMS</b>															
Pre-test/Post-test				X									X		X
Major Field Test	X	X	X	X		X				X	X	X			
National Test				X	X			X		X					X
State Test				X			X								
<b>SURVEYS</b>															
Satisfaction Survey			X			X			X	X					
Senior Exit Survey	X		X		X	X				X	X	X			
Graduating Student Survey				X			X						X		
NSSE Survey															
Employer				X						X					
Alumni				X						X					
Rising Junior Survey															X
<b>MISCELLANEOUS</b>															
Advisory Board		X		X	X		X	X		X				X	
Focus Group		X			X			X							X
Institutional Data				X					X						
Transcript Analysis		X							X						
Retention Rate			X							X					
Completion Rate			X	X						X					
Course grades	X	X	X	X	X	X	X	X	X	X	X	X		X	X

## Guidelines for Assessment - Academic Programs

- Assessment works best when the academic program it seeks to improve has a clear and explicitly stated purpose.
- The assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment requires attention to outcomes; however, the learning experiences that lead to the intended (desired) outcomes require equal attention.
- Academic programs must identify what it is that a student must know or be able to do upon graduation from the degree program (student learning outcomes). An academic program also has operational or programmatic outcomes. For example, an intended operational/program intended outcome might be to acquire accreditation within a certain period after implementation of the degree program. Some researchers write that intended outcomes are all student outcomes for an academic program.
- Supporting documentation is needed when an institution is being reviewed for accreditation (or reaffirmation of accreditation) including:
  - Documents listing expected outcomes (program and student learning outcomes) for all educational programs along with assessment procedures;
  - Evidence that (student) learning outcomes and program outcomes are evaluated and achieved.
- Assessment is most effective when it is ongoing, and not episodic or sporadic to meet accreditation requirements.
- Assessment promotes wider improvement when there is university-wide understanding and participation in the process.
- Assessment at all levels of the institution is most likely to lead to improvement when it is part a larger set of conditions that promote change, such as an implemented strategic plan developed in relation to the university-wide goals that operationalize the mission statement of the university.
- It is through assessment and using the results for improvement that educators make themselves accountable to students, to the university, and to the public.



- The process of institutional effectiveness (planning and evaluating/assessing to determine the achievement of an institution's mission) is:
  1. Setting goals/objectives (intended outcomes);
  2. Developing strategies and tactics to reach the goal;
  3. Identifying at what level (criteria) the goal is to be achieved (expected results);
  4. Assessing by already identified measures and procedures that the objectives/intended outcome has been achieved;
  5. Analyzing the data; and
  6. Using the result for improvement.
- The institutional effectiveness process is most effective when assessment is undertaken in an environment that is accepting, supportive, and enabling.

### Developing Outcomes for Annual Institutional Effectiveness and Outcomes Assessment Reports

- The identified outcomes to be assessed on an annual basis are derived from the on-going student learning and academic program outcomes which are published in the USCB Bulletin.
- For academic units, the most important component of institutional effectiveness is an annual student learning outcomes assessment process.
- All student learning outcomes must be reported and assessed on a routine basis. If a program has fewer than five student learning outcomes, all should be assessed annually. Additionally, other identified outcomes related to administrative goals may be included and assessed.
- Identified outcomes must be measurable or ascertainable, and at least one or two assessment methods should be done for each identified outcome. Multiple measures are ideal.
- Each assessment method for an identified outcome should specify an expectation of the desirable level of performance (criteria).
- The desirable level of performance should be realistic, and not unreasonably high or low.
- The majority of the faculty in an academic/educational program must actively participate in developing the identified outcomes (expected results).

### Examples

1. **SLO:** Students who graduate with a B.A. in English will have a broad historical understanding of the development of English and American literature.  
**Expected Results:** 90% of English majors will be able to demonstrate an ability to recognize and describe major American authors, works, and literary movements.

- Assessment Method:** 90% of English majors will pass comprehensive final exam and course-embedded assessment test in BENG 287 with a grade of C or higher. We will analyze any patterns of weakness and respond as necessary for future program improvement.  
90% of English majors will agree that they met this outcome on our English Major Exit Survey.
2. **SLO:** Studio art majors will understand various artistic ideologies and styles.  
**Expected Results:** 90% of majors taking BARH 106, which covers these concepts, will pass the final exam with a grade of C or better.  
**Assessment Method:** Passing grade of C or better on final exam in BARH 106. Data will be collected.
3. **Academic Program Outcome (Objective):** Sustain faculty scholarly and creative initiatives through strategies to make them visible and understood.  
**Strategy/Tactics:** Participate in on- and off-campus venues for presentations of scholarly work.  
**Expected Results:** 50% of tenured/tenure track faculty will participate in on- and off-campus venues for presentations of scholarly work.  
**Assessment Method:** Faculty to provide evidence to the Department Chair of participation, activity through curriculum vitas, publications or presentations made.



## Guidelines for Assessment - Administrative and Educational Support Units

- Assessment works best when the unit it seeks to improve has a clear and explicitly stated mission or purpose statement.
- Assessment is ongoing, and not episodic or sporadic to meet accreditation requirements.
- Assessment at all levels of the institution is most likely to lead to improvement when it is part of a larger set of conditions that promote change, such as an implemented strategic plan developed in relation to the university-wide goals that “operationalize” the mission statement of the university.
- It is through assessment and using the results of it for improvement that administrators and staff make themselves accountable to students, to the university, and to the public.
- Assessment produces the data or evidence required to consider the current quality of what a unit is doing.
- The process of institutional effectiveness (planning and evaluating/assessing to determine the achievement of an institution’s mission) is:
  1. Setting goals/objectives (intended outcomes);
  2. Developing strategies and tactics to reach the goal;
  3. Identifying at what level (criteria) the goal is to be achieved (expected results);
  4. Assessing by already identified measures and procedures that the goal/intended outcome has been achieved;
  5. Analyzing the data; and
  6. Using the result for improvement.
- The institutional effectiveness process is most effective when assessment is undertaken in an environment that is accepting, supportive, and enabling.
- All of the individuals in a unit should be involved in the development of institutional effectiveness plans.
- Intended outcomes (goals) must be linked to the mission and goals of the institution and/or the strategic plan of the institution (which is linked to the mission and goals of the institution).
- Assessment is not an end in itself but a vehicle for improvement.
- The modifications (improvements) an institution makes to its processes in response to data gathered about outcomes will be evaluated and validated by SACS.



## Developing Outcomes for Annual Institutional Effectiveness and Outcomes Assessment Reports

- Assess only three to five outcomes on a yearly basis. The identified outcomes should capture the primary goals of a unit.
- Using the established IE-OA form will ensure that goals and objectives are related to the USCB Mission, Goals and Strategic Plan.
- The intended outcomes should include at least one that refers to customer satisfaction where applicable.
- Intended outcomes must be measurable and ascertainable, and it is suggested that at least two assessment measures should be identified for each intended outcome.
- Each assessment measure or method for an intended outcome should specify an expectation of the desirable level (criteria) of performance.
- The desirable level (criteria) should be realistic and not unreasonably high or low.
- All members of a unit should play an active role in developing institutional effectiveness plans and outcomes assessment reports.

### Examples

1. **Intended Outcome (Objective):** The Career Center provides job information that meets the needs of graduating students.  
**Strategy/Tactics:** Provide job search workshops.  
**Expected Results:** 90% of students completing a survey at the close of a job search strategy workshop will "agree" or "strongly agree" with the statement: "This workshop provided clear, useful advice I can apply in the job search."  
**Assessment Method:** Surveys given at end of job search strategy workshop.
2. **Intended Outcome (Objective):** Increase development activity.  
**Strategy/Tactics:** Contact and solicit gifts for the major campaign.  
**Expected Results:** \$500,000 will be raised during the 2012-2013 academic year. Ten major solicitations will be requested.  
**Assessment Method:** Compare actual amount to goal. Keep log/count of major solicitations.

# The Institutional Effectiveness Council

## Purpose

To review, monitor, and revise the institutional effectiveness and strategic planning framework, processes, and procedures of the University.

## Responsibilities

- Conduct:
  - an annual review of the Mission and Goals of the University;
  - an annual review of the Strategic Plan to determine achievement of goals and objectives and the need for revision with recommendations to the Chancellor.
  - an annual assessment of the Institutional Effectiveness and Outcomes Assessment Report(s) from the educational programs, academic divisions, and the administrative/educational support services and provide feedback to those areas;
  - an annual review of the results of the Institutional Effectiveness and Outcomes Assessment Report(s) and their impact upon the University with recommendations, including those with budget implications, to the Chancellor for final decision
  - an annual review of the results from academic program review with recommendations to the chair of the Program Review Committee; and
  - an annual evaluation of the functioning of the IE Council and revision as necessary.
- Evaluate the institutional effectiveness and strategic planning framework, process, and procedures of the University.
- Report after every scheduled meeting (minimum of four per year) the findings of the IE Council to the USCB Chancellor and to the Chancellor's Administrative Council.
- Communicate on an on-going basis the institutional effectiveness and strategic planning process, procedures, and findings to the educational departments, and to the administrative and educational support services units through minutes, reports, and direct contact of members with their respective units.
- Prepare an annual report of the work of the IE Council

## Membership

- Representation on the IE Council is broad-based and includes:
  - Chair of the Faculty Senate
  - President of Beaufort Employees Association of Classified and Non-classified personnel (BEACON)
  - President of Student Government Association (SGA)
  - Community Outreach Representative
  - Director of Athletics and Recreation
  - Facilities and Maintenance Representative

- Vice Chancellor of Finance and Operations
  - Vice Chancellor for Advancement
  - Director of Development
  - Vice Chancellor for Student Development
  - Faculty Department Representatives (9): English and Theatre, Humanities and Fine Arts, Social Sciences, Natural Sciences, Mathematics and Computational Science, Business Administration, Hospitality Management, Nursing, Education
  - Director of General Education
  - Director of Quality Enhanced Plan
  - Grants Representative
  - Chief Information Officer
  - Library Representative
  - Chancellor
  - Executive Vice Chancellor for Academic Affairs
  - Associate Vice Chancellor for Academic Affairs & Institutional Effectiveness
  - Director of Institutional Effectiveness and Research
- Individuals will be appointed to serve a two-year term. An individual may serve more than one term. Terms will be staggered for the purpose of continuity. The IE Council shall recommend from its membership a Chair, Vice Chair, and Secretary to be approved and appointed by the Chancellor. The Chair and the Vice Chair shall be chosen from the Council's faculty members. The Vice Chair will succeed the Chair.
  - Ex-officio Members: Chancellor, Executive Vice Chancellor for Academic Affairs, Associate Vice Chancellor for Academic Affairs, and the Director of Institutional Effectiveness and Research.
  - The head of the educational/administrative support unit selects a designee if they cannot serve.

## Reporting Structure

The IE Council reports directly to the Chancellor of the University. It serves in an advisory capacity to the Academic Council and to the administrative and educational support units of the University and to the Director of Institutional Effectiveness and Research.





## Glossary

**Accreditation:** is both a process and a product that relies heavily on integrity, thoughtful and principled judgment, the rigorous application of requirements, and a context of trust. It provides an assessment of an institution's effectiveness in fulfillment of its mission, its compliance with the requirements of its accrediting association, and its continuous efforts to enhance the quality of student learning and its programs and services. Based on reasoned judgment, the process serves to stimulate evaluation and improvement, while providing a means of accountability to constituents and the public. The "product" of accreditation represents a public statement of an institution's continuing capacity to provide effective programs and services based on agreed-upon requirements. The Commission on Colleges of the Southern Association of Colleges and Schools is the regional body for the accreditation of higher education in 11 southern states and Latin America awarding associate, baccalaureate, master's, or doctoral degrees. (*SACS Principles of Accreditation: Foundations for Quality Enhancement*)

**Accountability\*:** the public reporting of student, program or institutional data to justify decisions or policies.

**Assessment:** the process of identifying, collecting, and interpreting data (quantitative and qualitative) to determine the extent to which expected results are actually achieved. It implies both measurement and analysis. This process may take place in courses, programs, and across the institution and focuses on outcomes, especially student learning outcomes, for continuous improvement.

**Authentic Assessment:** assessment that requires students to perform a task in a real-life context or a context that simulates a real-life context. Designed to judge students' abilities to use specific knowledge and skills and actively demonstrate what they know rather than recognize or recall answers to questions. Using a test is not a form of authentic assessment.

**Benchmark:** a sample of student work or a detailed description of a specific level of student performance that illustrates a category or score on a scoring rubric.

**Capstone (course or experience):** a final course or practice in a major that ties together the key learning objectives that faculty expect the student to have learned during the major. It is an opportunity for students to demonstrate a broad range of the cumulative knowledge and abilities they have acquired.

**Cohort:** a group (of students). For example, all first year new freshmen that begin in the same fall semester are considered a cohort.

**Competency\*:** a combination of skills, ability and knowledge needed to perform a specific task at a specified criterion.

**Course Assessment:** assessment of student learning outcomes at the course level.

**Criteria\*\*:** guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific. Scoring rubrics are based on criteria and define what the criteria mean and how they are used.

**Criterion-Referenced Assessment\*\*:** an assessment where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students. Criterion-referenced assessment tells us how well students are performing on specific goals or standards rather than just telling how their performance compares to a norm group of students nationally or locally. In criterion-referenced assessments, it is possible that none, or all, of the examinees will reach a particular goal or performance standard.

**Direct Assessment:** the measurement of actual student learning, competency or performance. Examples include essays, tests, speeches, recitals, capstone experiences and portfolios.

**Embedded Assessment:** a method of sampling which allows broad assessment activities to be carried out within the course structure by "embedding" these activities within the course content, syllabus and assessment/grading practices, not separate from the course. This encourages students to be motivated and to perform to the best of their abilities.

**Expected Result:** the level of achievement or behavior predicted for objectives and/or strategy/tactics.

**General Education:** the content, skills and learning outcomes expected of students who achieve a college degree regardless of program or major. This includes both skills in such areas as writing, critical thinking, problem solving, quantitative reasoning, and information competency as well as content knowledge in a spectrum of learning outcomes including: communications, arts, humanities, mathematics, sciences and social sciences.

**Goals:** broad, general statements that operationalize the mission of an institution. They usually are written as action verb statements that accompany the mission statement so that they can be assessed or measured to determine the extent to which the mission of the institution is being achieved. At USCB, there are five university goals and nine objectives that support the mission of the University.

**Holistic Scoring:** a scoring process in which a score is based on an overall rating or judgment of a finished product compared to an agreed-upon standard for that task.

**Indirect Assessment:** the measurement of variables that assume student learning such as retention/persistence, transfer and graduation rates, and surveys.

**Institutional Effectiveness:** a term used by various components of the institution or the institution itself to review how effectively goals are achieved.

**Institutional Effectiveness and Outcomes Assessment (IE-OA) Plan/Report:** a document used by all areas of the University to record institutional effectiveness efforts. The document records identified/expected outcomes; assessment (strategies, measures, criteria); realized outcomes; a schedule for reporting outcomes/plans for future reports; how results are to be used for program improvement, and; actual use made of results.

**Institutional Effectiveness and Strategic Planning Framework:** a graphic depiction (diagram) developed by USCB that depicts the relationships among all parts of the institutional effectiveness plan and process. Specifically, the framework for USCB consists of four phases that include the components of institutional analysis by the key performance/functional areas of the University; compilation of the results of

analysis that is presented to the Chancellor's Administrative Council in an annual report; the revision/development of the strategic plan; unit plans to accomplish the strategic plan; and institutional effectiveness plans and outcomes assessment reports that are reviewed by the IE Council with recommendations made to the Chancellor, and those with budget implications are shared with the budget committee. This framework also encompasses the results of academic program review by the IE Council. An institutional effectiveness planning and budgeting timeline is an integral component of the model.

**Institutional Effectiveness Council:** an internal group which has existed at USCB for many years and which is now functioning with revised roles and responsibilities. The purpose of the IE Council is to monitor, review, and revise the institutional effectiveness and strategic planning processes and procedures of the University. The membership of the council is broad based with representatives from all academic divisions, educational and administrative support units, the President of the Faculty, the President of SGA, and the President of BEACON. Ex-officio members are the Chancellor, the Executive Vice Chancellor, and the Director of Institutional Effectiveness and Academic Planning. The IE Council reports directly to the Chancellor of the University.

**Institutional Effectiveness Plan and Process:** an on-going, comprehensive, broad based and institutionally integrated system for planning and evaluation designed to enhance and improve the institution, as well as demonstrate to what degree the institution has been effective in fulfilling or achieving its stated mission and goals. It involves a process of continually reviewing and articulating the mission and goals of the University, setting intended/expected outcomes (results), assessing these results, analyzing the data from the assessment, and using the results for improving educational programs and services.

**Institutional Plan:** may be any of several plans developed by an institution such as its strategic plan, campus safety plan, master plan, financial plan, etc.

**Item\*\*:** an individual question or exercise in an assessment or evaluative instrument.

**Key Issues:** At USCB, these may be issues, weaknesses, or consensus areas of focus identified in the institutional analysis done during Phase I of the institutional effectiveness and strategic planning process.

**Longitudinal Cohort Analysis:** a form of evaluation or assessment where a particular group (cohort) is defined on a set of predetermined criteria and followed over time (longitudinal) on one or more variables.

**Norm-Referenced Assessment\*\*:** an assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

**Objectives:** are the same as unit or department goals. These can be broad and generally do not change over time. Objectives will describe intended outcomes for the academic department/unit in very general terms.

**Open-Response Items:** items requiring written answers.

**Outcome:** results; what is expected to be produced after certain services or processes.  
(See student learning outcomes below.)

**Persistence:** the ongoing enrollment of students over multiple semesters or terms.

**Performance-Based Assessment:** (also known as *Authentic Assessment*): items or tasks that require students to apply knowledge in real-world situations.

**Performance Indicators\*:** a set of measures that are used to evaluate and report performance.

**Placement Testing:** the process of assessing the basic skills proficiencies or competencies of entering college students.

**Portfolio:** a representative collection of a student's work, including some evidence that the student has evaluated the quality of his or her own work. A method of evaluating the work is important as is determining the reasons the student has chosen the work included in the portfolio.

**Program Assessment:** assessing the student learning outcomes or competencies of students in achieving a certificate/degree beyond basic skills and general education.

**Program Goal:** Degree program goals are broad and generally do not change over time. Goal statements describe intended outcomes for students in the program in general terms. Degree program goals can be found in the bulletin and the curriculum map. By using the curriculum map,

**Program Review:** a process of systematic evaluation of multiple variables of effectiveness and assessment of student learning outcomes to ensure the quality and integrity of degree programs

**Purpose Statement:** declarative sentences which explain the functions or activities of a department, office, or unit and who they serve. An example of a good format for a purpose statement is:

"The purpose of (your office or unit name) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders)."

**Rater\*\*:** a person who evaluates or judges student performance on an assessment against specific criteria.

**Rater Training\*\*:** the process of educating raters to evaluate student work and produce dependable scores. Typically, this process uses anchors to acquaint raters with criteria and scoring rubrics. Open discussions between raters and the trainer help to clarify scoring criteria and performance standards, and provide opportunities for raters to practice applying the rubric to student work. Rater training often includes an assessment of rater reliability that raters must pass in order to score actual student work.

**Reliability\*\*:** the degree to which the results of an assessment are dependable and consistently measure particular student knowledge and/or skills. Reliability is an indication of the consistency of scores across raters, over time, or across different tasks or items that measure the same thing. Thus, reliability may be expressed as (a) the relationship between test items intended to measure the same skill or knowledge (item reliability), (b) the relationship between two administrations of the same test to the same student or

students (test/retest reliability), or (c) the degree of agreement between two or more raters (rater reliability). An unreliable assessment cannot be valid.

**Retention:** used in the same manner as persistence: the reenrollment of students over continuous multiple semesters or terms.

**Rubric:** a rubric is a set of scoring guidelines for evaluating students' work. Typically a rubric will consist of a scale used to score students' work on a continuum of quality or mastery. Descriptors provide standards or criteria for judging the work and assigning it to a particular place on the continuum. Rubrics make explicit the standards by which a student's work is to be judged and the criteria on which that judgment is based.

**Scale\*\*:** values given to student performance. Scales may be applied to individual items or performances, for example, *checklists*, i.e., yes or no; *numerical*, i.e., 1-6; or *descriptive*, i.e., the student presented multiple points of view to support her essay.

**Scaled Scores:** occur when participants' responses to any number of items are combined and used to establish and place students on a single scale of performance.

**Standard\*:** a predetermined criterion of a level of student performance

- a measure of competency
- set by experts representing a variety of constituents (e.g., employers/ educators/ students/community members)
- criterion (standard) may be set within institution or externally by industry/ employers.

**Standardization\*\*:** a consistent set of procedures for designing, administering, and scoring an assessment. The purpose of standardization is to assure that all students are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions. Standardized procedures are very important when scores will be used to compare individuals or groups.

**Student Learning Outcomes (SLO):** the competencies and skills expected of students as they complete a course, program or institution.

**Strategic Plan:** a document describing the components of planning used by the USCB to ascertain that the mission and goals of the University are accomplished and to set its future direction. The plan itself is part of the institutional effectiveness and strategic planning processes and procedures of the University, ensuring that it is mission and goals driven, is broad based, comprehensive, and integrated with institutional effectiveness efforts.

**Strategy/Tactic:** Illustrate a path toward achieving the unit objective. They include terms and statements that describe the intended outcomes. They describe how the objective will be achieved.

**Subunits:** functional areas that operate within each unit. All units and subunits are detailed on the organizational chart.

**Task\*\*:** an activity, exercise, or question requiring students to solve a specific problem or demonstrate knowledge of specific topics or processes.

**Unit Strategic Plans:** are plans developed by the key performance areas of the University to carry out and accomplish the strategic plan of the University, thus to accomplish the mission and goals of the institution. The unit plans are developed on a five-year cycle.

**Units:** are the functional areas of the University and include Academic Affairs, Advancement, Athletics Development, Community Outreach, Finance & Operations, Information Technology Services and Support, and Student Development.

**Validity\*\*:** the extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that that student is a good reader? A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair. An assessment cannot be valid if it is not reliable.

**Value Added\*:** a comparison of knowledge, skills, and developmental traits that students bring to the educational process with the knowledge, skills and developmental traits they demonstrate upon completion of the educational process.

\*Defined by the National Postsecondary Education Cooperative. A document that further examines issues related to the measurement and use of student outcomes and the complete dictionary of over 400 terms are available on the NPEC Web site ([nces.ed.gov/npec](http://nces.ed.gov/npec)).

\*\* Derived from the CRESST Glossary, Graduate School of Education, UCLA.  
<http://www.cse.ucla.edu/products/glossary.php>



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