

IEC Assessment Subcommittee

Assessment Review Report

December 2012

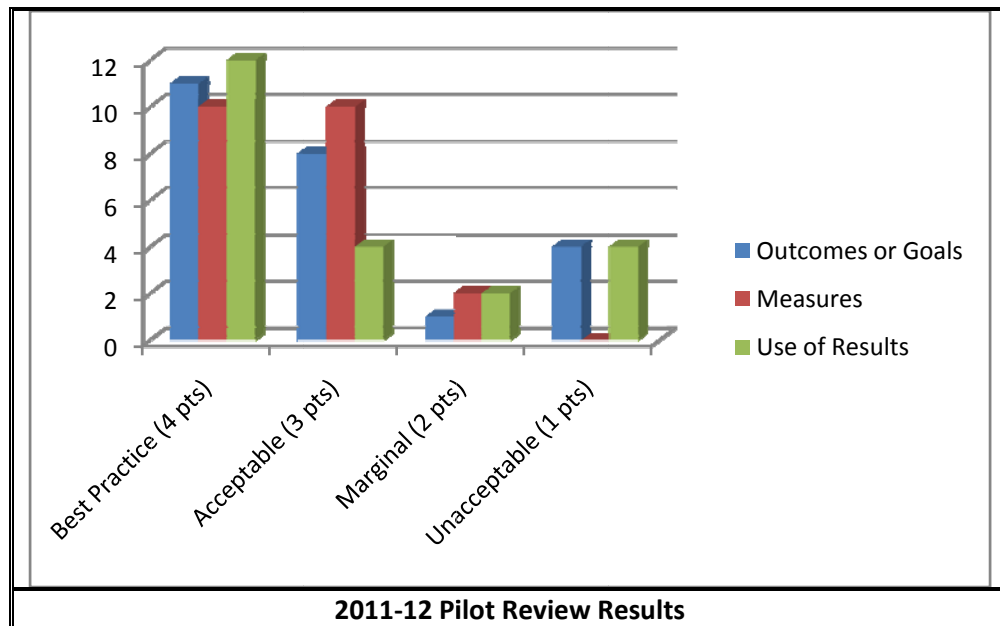
As part of the GSW Assessment Review Plan, the Academic and Support Unit Assessment Subcommittee of the Institutional Effectiveness Committee (IEC) reviewed Section Three of the annual reports submitted by Administrative Support, and Community and Public Service Units for 2011-12. Annual reports submitted by the Office of Business and Finance, The Office of Information and Instructional Technology, the Office of the President, the Rosalynn Carter Institute, and the Office of University Relations were each reviewed by one member of the IEC Assessment Subcommittee . No annual report was submitted by the Office of Human Resources by the time of this review.

Each subcommittee member was granted access to the Annual Report and Comprehensive Program Review Archive maintained by the Office of Institutional Effectiveness and Planning, and reviewed their assigned annual report between Tuesday, October 30, 2012 and Tuesday, November 13, 2012. In addition, the Director of Institutional Assessment and Planning, who is an ex-officio member of the subcommittee, reviewed all the assigned annual reports, as well. The reviewers used GSW's Rubric for Assessment Process Review (see appendix.), which the subcommittee developed and piloted during the 2010-11, to score each unit's assessment plan, and each reviewer also made notes intended as formative feedback on the plans. The subcommittee met on November 13, 2012 to exchange the results of their reviews, and to begin a discussion of possible recommendations based on the review results. Results of individual unit reviews are being shared with unit heads, as well as comments from the reviewers intended as constructive feedback for future improvement.

2011-12 Pilot of Rubric

During 2011-12 when the Rubric for Assessment Process Review was developed and piloted, the subcommittee attempted to use LiveText for the review of existing assessment plans. Dr. Davis, Director of IEP, hoped that the software would make generating statistical reports on the reviews easier. Each supervisor who had submitted an assessment plan was entered into the system as a student and assigned to a section of a course created for the purpose of assessing their plans. Within each review section, an assignment was created and linked to the Rubric for Assessment Process Review; members of the subcommittee were assigned as third-party assessors of the assignments and performed the assessments during May, 2012. A sampling of administrative and student support units were used for the pilot, twenty-seven units in all, and each unit was assessed by at least one reviewer. While the intention was to have all sample units assessed by two reviewers, the process of doing the assessments proved to be so cumbersome that some members of the subcommittee were not able to complete their assessments. Generating a report on the assessments that were done was quite easy, but the subcommittee decided that labor involved in doing the review did not justify the ease of reporting. In addition, the software does not allow for creating a report including only specific students in a section, so it was not possible to create a report for comparison of the units reviewed in the pilot and again this year using the software. Those comparative results had to be generated manually.

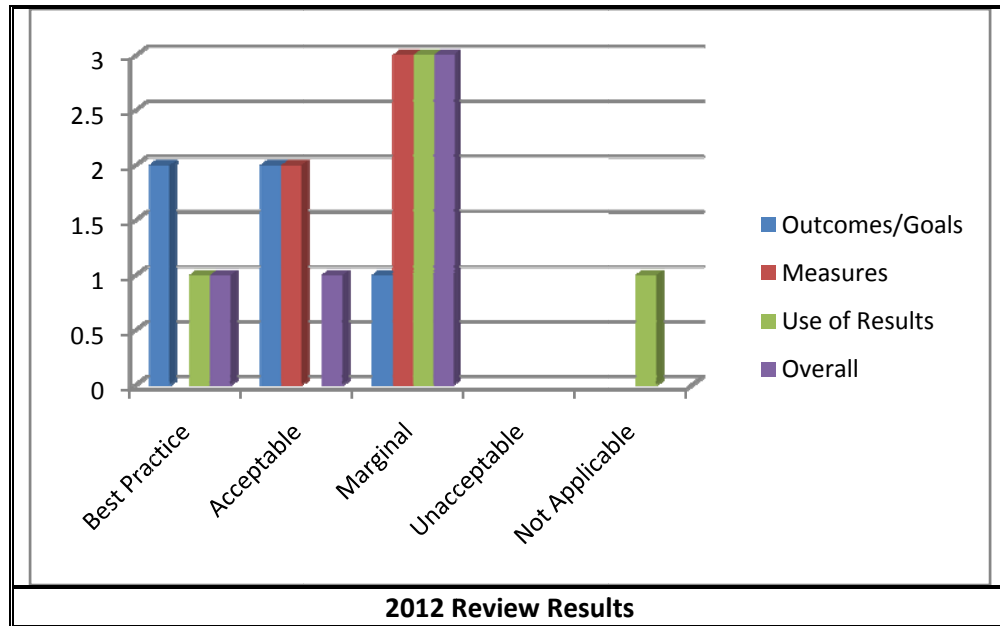
The results of this pilot review are reported below in graphic and tabular form. Use of Results was the weakest area in this pilot review. These results are not entirely comparable to the current review results, because only plans were reviewed that contained a column for examples of evidence-based changes, and because no overall rating was given for each plan.



	Best Practice	Acceptable	Marginal	Unacceptable
Outcomes/Goals	11	8	1	4
Measures	10	10	2	0
Use of Results	12	4	2	4

2012 Review Results

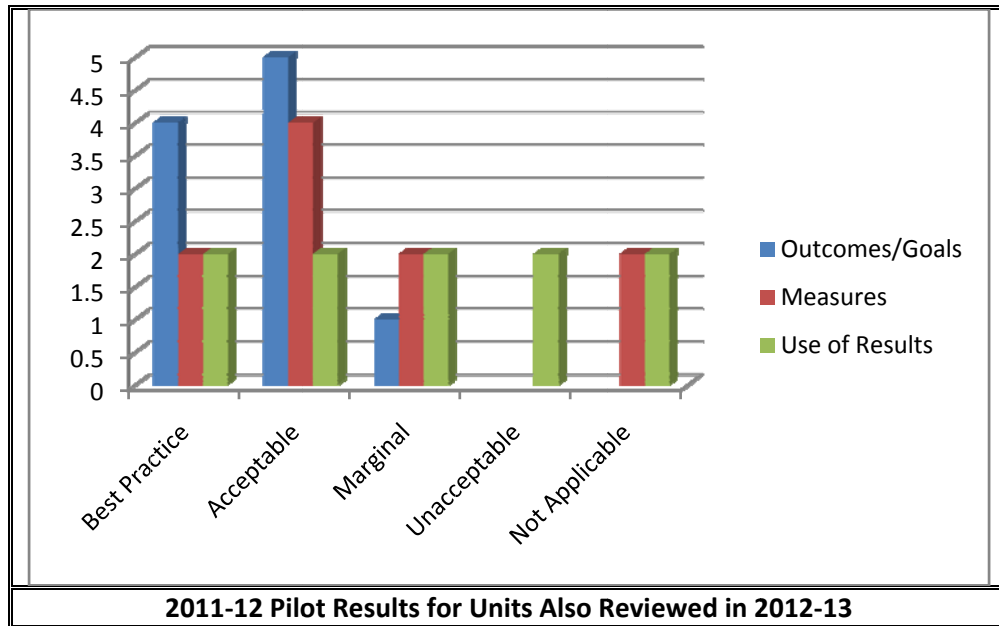
Use of Results was also the weakest area in the 2012 review. The most common reasons for a low rating were that no use were made of the results, that the measure(s) could not lead to actionable results, or that the conclusion reached was “no action necessary; everything is fine.” In addition, few units used more than one measure per outcome. It should be noted that few of the units in the current review have submitted annual reports since 2006, when the University Assessment Committee went dormant, if ever.



	Best Practice	Acceptable	Marginal	Unacceptable	Not Applicable
Outcomes/Goals	2	2	1		
Measures		2	3		
Use of Results	1		3		1
Overall	1	1	3		

Comparative Results from 2011-12 and 2012-13

When compared, the 2011-12 Pilot Review results for the units that were also reviewed in 2012-13 are consistent. Outcomes/Goals is the strongest element and Use of Results the weakest. Several units that report to the Vice President of Business and Finance submitted individual assessment plans, while the VP submitted a single annual report for 2011-12 in October, 2012 for all the units that report to him.



	Best Practice	Acceptable	Marginal	Unacceptable	Not Applicable
Outcomes/Goals	4	5	1		
Measures	2	4	2		2
Use of Results	2	2	2	2	2

Units Reviewed in the 2011-12 Pilot	Units Reviewed in 2012-13
<ul style="list-style-type: none"> • Academic Skills • Accounting Services • Admissions • Assistant Dean of Students • Assistant Vice President Student Support • Athletics • Auxiliary Services • Campus Life • Campus Recreation • Career Services • Continuing Ed • Counseling Services • Disability Services 	<ul style="list-style-type: none"> • Office of Business and Finance <ul style="list-style-type: none"> ○ Accounting Services ○ Auxiliary Services ○ Materials Management ○ Physical Plant ○ Procurement ○ Public Safety ○ Student Accounts • Human Resources • Office of Information and Instructional Technology • Office of the President • Rosalynn Carter Institute • University Relations

<ul style="list-style-type: none"> • English Language Institute • Financial Aid • First-Year Advocate • Health Services • Human Resources • James Earl Carter Library • Office of Information and Instructional Technology • Office of the President • Prior Learning Assessment Program • Registrar's Office • Residence Life • Rosalynn Carter Institute • Student Accounts • Student Support Services • University Relations 	
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Analysis of Results

While the results might be better, the fact that none of the units was judged unacceptable overall despite this being the first year many of them had to submit a report is encouraging. The articulation of measurable goals being a strong point is also encouraging. There is work yet to be done in the areas of Measures and Use of Results to bring all these units up to acceptable levels. The units that were reviewed in 2012-13 fall into two general groups: small units comprised of fewer than five staff members and larger units with 9 or more. The larger units were generally more successful than the smaller ones in unit assessment, although one of the larger units was noticeably less successful than the other two. The annual reports indicate that the larger units that were more successful involved all staff members in the assessment process of generating outcomes, measuring outcomes, analyzing results, and proposing actions to improve results.

Recommendations

The subcommittee has concluded that staff development training is necessary to improve assessment processes in the less successful units, but given the divergent nature of the units, one strategy of training will not work for all units. The subcommittee proposes to work in two ways, individually with smaller units, and collectively with larger units and academic and student support units that will be up for review in 2013-14. The subcommittee and the Director of Institutional Effectiveness and Planning will consult individually with the smaller units to discuss ways that their assessment processes can be improved. The Director of Institutional Effectiveness and Planning will organize at least two training sessions in which more successful units will share their processes with other units during spring 2013.

Summary Observations on Annual Reporting

The Director of Institutional Effectiveness and Planning reviewed all of the annual reports that had been submitted by November 28, 2012. At that time, thirteen of the twenty reports expected from Academic Programs had been received. The number of reports outstanding for this group is a bit deceptive, since six of the seven outstanding reports are consolidated into one. In effect, two annual reports from academic programs were outstanding at the time of this report. Four of the five expected reports from Administrative Support Units had been submitted, all the expected reports from Academic and Student Support Units, and one of the three from Community and Public Service Units. The majority of the reports were submitted within a few days of the October 19, 2012 deadline for submission, suggesting that some units waited to the last moment even when they might have submitted at the August deadline intended for units composed principally of twelve-month staff (see Annual Report Scorecard in the appendix.).

The reports were reviewed for three principle sections related to the work of the IEC: Section One was reviewed with an eye to the use of budget resources, Section Two to see if strategic plans were unit-specific, and Section Three to see if assessment plans are up and running in each unit. The following list of observations derives from this review:

- Use of Budget Resources
 - Few units actually discussed their use of budget resources.
 - Many that did discuss them, included non-discretionary budget items (personnel) in their discussion
 - No unit tied the budget decisions made in discretionary spending to its unit strategic plan
- Progress Towards Strategic Goals
 - Approximately 63% included at least some unit-specific strategic goals (26 out of 41)
 - One unit was operating on a 2006 draft of the current plan rather than the approved plan
- Annual Assessment Summary
 - Many units reproduced the table they provided for Section Two in this section
 - Action plans were scarce outside academic units
- Observations on the Use of the Templates (see templates in appendix.)
 - Few units removed the directions from the template that was used
 - Few units provided the year on title page or in the header
 - Few units provided page numbers in the table of contents
 - Few units inserted the unit name in the space provided on the template.

These observations are offered without analysis for consideration by the whole Institutional Effectiveness Committee.

APPENDIX

IEC Assessment Review Cycle

Rubric for Assessment Process Review

Annual Report Scorecard

Annual Report Templates

IEC Assessment Review Cycle

- Three-Year Cycle
 - First Year (beginning 2011-12): Academic Programs (cf. SACS-COC Comprehensive Standard 3.3.1.1)
 - Second Year: Administrative Support Services; and Community, and Public Service (cf. CS 3.3.1.2 & 3.3.1.5)
 - Third Year: Academic and Student Support Services; and Research (cf. CS 3.3.1.3 & 3.3.1.4)
- Review of Annual Assessment Summaries
 - Performed by IEC Assessment Subcommittee
 - Using GSW Unit Assessment Review Rubric
 - Spreadsheet Checklist used to generate report
 - Summary of Review (i.e., percentages of best practice, acceptable, marginal, and unacceptable)
 - Analyze results to identify areas of shared concern
- Complete IEC review each December during assessment day
 - Review Subcommittee Summary
 - Discuss areas of shared concern
 - Generate action plans to improve in areas of concern

Rubric for Assessment Process Review

Process Elements	Best Practice	Acceptable	Marginal	Unacceptable
	(3)	(2)	(1)	(0)
Outcomes or Goals	<ul style="list-style-type: none"> Outcomes/goals embody the mission of the unit, and institution. Outcomes/goals are clearly linked to improvements in student success or the learning environment. Outcomes/goals are communicated to the community. 	<ul style="list-style-type: none"> Outcomes/goals are clearly related to unit's purpose or mission. Each outcome/goal statement is clear, concise, and contains only one construct. Unit agrees to outcomes/goals. 	<ul style="list-style-type: none"> Outcomes/goals are not clearly related to unit's purpose or mission. Outcomes/goals contain more than one construct. Adoption of professional association's suggested outcomes/goals, but not adjusted for unique characteristics of unit or institution. 	<ul style="list-style-type: none"> List of outcomes/goals does not exist.
Measures	<ul style="list-style-type: none"> Measures are tracked over time. Several types of measures are used. Measures identify appropriate levels of student success or improvement in the learning environment. 	<ul style="list-style-type: none"> Measures establish appropriate targets for improvement of student success or the learning environment. Measures lead to actionable results. 	<ul style="list-style-type: none"> Measures not based on prior performance or normative data. Expectations are unfounded or unrealistic. Measures do not lead to actionable results 	<ul style="list-style-type: none"> Only one type of measure for multiple outcomes/goals. Not able to determine application of results if expectations not met.
Use of Results	<ul style="list-style-type: none"> Results discussed with students and other community members. Results lead to action plans with realistic targeted dates, goals, responsibilities, and resources identified to improve student success or the learning environment. 	<ul style="list-style-type: none"> Results shared with colleagues and administrators. Results identify areas for improvement in student success or the learning environment, but action plans are insufficient. 	<ul style="list-style-type: none"> Results are not connected to improvements in student success or the learning environment. 	<ul style="list-style-type: none"> Results not used, or always lead to the conclusion that no action is necessary.

Annual Report Scorecard 2011-2012

Program	Coordinator	Annual Report 2011-12	Unit Strategic Plan?
Department of Visual Arts BA Art/ BFA Art	Laurel Robinson	Yes	Yes
BS Biology	Bob Herrington	Yes	No
BS Chemistry	Michele Smith	Yes (CPR year)	Yes
BA Dramatic Arts	Jeff Green	Yes	Yes
Department of English and ML BA English/ MA English	Paul Dahlgren/ Peggy Ellington	Yes	Yes
BS Geology	Sam Peavy	Yes	Yes
Department of HIST & POLS BA History/BA History with Teacher Cert/BS Political Science	Brian Parkinson/Brian Smith	Yes	Yes
BA Music	Julie Megginson	Yes	No
Department of PSYC & SOCI BA Psychology/ BS Psychology/ BS Sociology	Laverne Worthy/ Ellen Cotter/ Jamie McLennan	Yes	Yes
School of Business BBA/MBA	Cecilia Maldonado		
School of Computing & Mathematics BS Computer Science/ BS Information Technology/MS Computer Science/BS Math	Arvind Shah/John Stroyls	Yes	Yes
School of Education BS Education/ MS Education/EdS	Joseph Nichols	Yes	Yes
School of Nursing BS Nursing/MS in Nursing	Teresa Teasley/Bonnie Simmons	Yes	No
CoAS/General Education	Kelly McCoy/Boris Peltsverger		NA
Dual Degrees	Svilen Kostov		NA

Program	Coordinator	Annual Report 2011-12	Unit Strategic Plan?
Certificates			
WMST	Eugenia Bryan		
EUST	Brian Smith	Yes	NA
GLST	Brian Smith		
Criminal Justice	Courtney McDonald		

CARE	Leisa Easom	Yes (in RCI Report)	NA
ELI (non-college-level)	John Fox	Yes	Yes
Administrative Support Units			
Office of Business and Finance	Cody King	Yes	No
Human Resources	Janet Siders		
OIIT	Royce Hackett	Yes	Yes
President	Kendall Blanchard	Yes	No
University Relations	Stephen Snyder	Yes	Yes
Academic and Student Support Units			
<u>Academic Support Services</u>			
Assoc VP Academic Support	Helen Tate	Yes	Yes
Academic Center for Excellence	Linda Randall	Yes	Not working from Current GSW Plan
Continuing Education	Karen Holloway	Yes	Yes
Disability Services	Evelyn Oliver	Yes	Yes
Learning Support	Lydia Rogers		
Library	Ru Story-Huffman	Yes	Yes
PLA/ALC	Charles Huffman		
Student Support Services	Mark Roberts	Yes	Yes
<u>Athletic Department</u>	Jaclyn Donovan	Yes	Yes
<u>Enrollment Management</u>			
Admissions	Gaye Hayes	Yes	No

Program	Coordinator	Annual Report 2011-12	Unit Strategic Plan?
Registrar	Krista Smith	Yes	Yes (sort of)
<u>Office of Student Life</u>			
Assistant Dean of Students/Student Conduct Officer	Darcy Bragg	Yes	Yes
Campus Life	Josh Curtin	Yes	Yes
Campus Recreation	Angela Hobbs	Yes	No
Career Services	Etrat Fathi	Yes	Yes
Counseling Services	Alma Keita	Yes	Yes
Financial Aid	Angela Bryant	Yes	Yes
Health Services	Annie Statham	Yes	Yes
Residence Life	Tiffany Gregory	Yes	Yes
Public and Community Service Units			
Center for Economic and Business Development	Gaynor Cheokas		
Center for Third World Studies	Harold Isaacs		
Rosalynn Carter Institute	Leisa Easom	Yes	Yes

Georgia Southwestern State University
FY2XXX Annual Report
Approved October 2011

SCHOOL/COLLEGE/UNIT:

FOLLOWING IS THE ANNUAL REPORT FORMAT FOR USE BY ALL
ACADEMIC & ADMINISTRATIVE SUPPORT UNITS.

Table of Contents.....Page
Section 1-State of the Organizational Unit2
Section 2-Progress Towards Strategic Goals.....X
Section 3-Annual Assessment SummaryX
Section 4-Highlights of Faculty/Staff Activities.....X
Section 5- New Degree Programs, Administrative Units, Program or Unit ChangesX

Due Date: One paper copy or electronic copy of this report are to be submitted to the Office of Institutional Effectiveness and Planning by August 3, 2012.

SCHOOL/COLLEGE/UNIT:

SECTION 1 STATE OF THE SCHOOL/COLLEGE/UNIT

Prepare a summary of the major accomplishments of, or changes in your unit for the last FY; this summary should be no more than three pages. Include special accomplishments of the unit during the FY. Include information such as: 1) The general accomplishments of the unit (including, for academic units, such things as retention and graduation rates, and for administrative or support units, such things as number of students served and of requests handled), and 2) the allocation and use of budget resources. (List of items is acceptable; complete sentences are not necessary.)

SCHOOL/COLLEGE/UNIT:

**SECTION 2
PROGRESS TOWARD STRATEGIC GOALS**

Please list or describe activities initiated and/or completed during the year to address the strategic plan of the unit. **Note that GSW's strategic plan may also serve as your unit plan, but a unit may also have goals distinct from the institutional strategic plan, or a unit's activities may not address all aspects of the institutional strategic plan.** Under Status, indicate percent of activity completed. Under Evidence, list the documents that will provide evidence of progress.

Goal	Activity	Status	Evidence
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SCHOOL/COLLEGE/UNIT:

**SECTION 3
ANNUAL ASSESSMENT SUMMARY**

Prepare a summary of the unit's assessment results for the last FY. This summary may be in tabular or narrative form, but it must include analysis of the results that suggests which results are acceptable and which results are in need of improvement on the basis of data collected. The use of data for improvement should be a prominent and overt feature of this section. For results in need of improvement, specific action plans should be proposed for making improvements. Action plans should include the specific actions that will be taken, who is responsible for seeing that the actions are taken, and a suggested time frame for the anticipated improvement. Status reports on previous action plans should be included in this section.

SCHOOL/COLLEGE/UNIT:

**SECTION 4
SUMMARY OF FACULTY-STAFF ACCOMPLISHMENTS**

SCHOOL/COLLEGE/UNIT:

**SECTION 5
NEW DEGREE PROGRAMS, ADMINISTRATIVE UNITS, PROGRAM OR UNIT
CHANGES**

Examples of changes that may be listed: New degree or certificate programs added; programs deleted or merged; new institutes, centers or divisions approved by the BOR; special activities in teaching, scholarship, or service; program reviews and accreditation outcomes; or important activities intended to enhance retention and graduation rates.

Georgia Southwestern State University
FY2XXX Annual Report
Approved October 2011

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Due Date: One paper copy or electronic copy of this report are to be submitted to the Office of
Institutional Effectiveness and Planning by October 19, 2012.

SCHOOL/COLLEGE/UNIT:

SECTION 1 STATE OF THE SCHOOL/COLLEGE/UNIT

Prepare a summary of the major accomplishments of, or changes in your unit for the last FY; this summary should be no more than three pages. Include special accomplishments of the unit during the FY. Include information such as: 1) The general accomplishments of the unit (including, for academic units, such things as retention and graduation rates, and for administrative or support units, such things as number of students served and of requests handled), and 2) the allocation and use of budget resources. (List of items is acceptable; complete sentences are not necessary.)

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