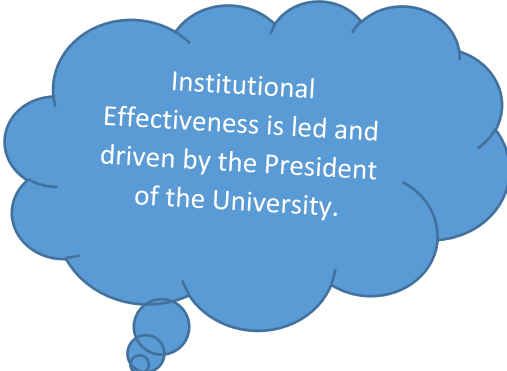# INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT (IRPA) OFFICE

Program of Institutional Effectiveness and Accreditation Guide

Introduction

What is Institutional Effectiveness (IE)

Institutional Effectiveness is the systematic and ongoing process of collecting, analyzing, and implementing data-driven decisions as related to the goals and outcomes in support of SSU's Strategic Plan. The Office of Institutional Research, Planning, and Assessment oversees IE process. For this purpose, IRPA will focus on these two major categories of expected outcomes of organizational function:

1. Academic Expected Outcomes (Student Learning Outcomes [SLOs])
2. Non-Academic Expected Outcomes (Administrative Outcomes [AOs])

According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), IE responsibilities are defined as:

Comprehensive Standard 7.1: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to the principles of continuous improvement. These principles are based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involve all programs, services and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.

1. **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that**
   (a) focus on institutional quality and effectiveness; and
   (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.
   (Institutional Planning) [CR]

2. **The institution has a Quality Enhancement Plan that**

   (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
   (b) has broad-based support of institutional constituencies;

(c) focuses on improving specific student learning outcomes and/or student success;

(d) commits resources to initiate, implement and complete the QEP; and

(e) includes a plan to assess achievement. (Quality Enhancement Plan).

3. **The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)**

Comprehensive Standard 8.1: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

1. **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [Core Requirement]**

2. **The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:**

   a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)
   b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)
   c. Academic and student services that support student success. (Student outcomes: academic and student services)

The Institutional Effectiveness Cycle

Institutional Effectiveness is an ongoing cycle of planning, assessment, measurement, and implementing the data-driven decision process "closing the loops". SSU has designated the following timetable for IE:

- **October 15th** -- all results entered with evidence, improvement recommendations and follow up updated for the previous academic year. Units should put emphasis on documenting how student learning or administrative processes were improved or advanced. Documentation required;

- **October 15th** – any new outcomes and/or means of assessment to be entered in CampusLabs® for the upcoming academic year. Units should put emphasis on crafting well defined outcomes, identifying assessment strategies and establishing criteria for success.

- **October 15th - May 31st** – all data to be reviewed from the previous academic year for compliance with Principles of Accreditation (SACSCOC). University Administrators puts emphasis on ensuring data is complete, thorough and consistent with the mission and goals of the institution.

Implementing a New IE Process for SSU

In 2018, the new Assistant Vice President (AVP) of Institutional Research, Planning and Assessment implemented a new process by which Academic Program Assessment Coordinators (APAC) of majors and Non-Academic Assessment Coordinator (NAAC) of administrative support units will receive on the ground in real-time Assessment Coordinators for both units (APAC & NAAC) from the office of IRPA. In so doing, IRPA stipend two IRPA Assessment Coordinators to assist with APAC personnel and two other IRPA Assessment Coordinators to assist with NAAC personnel to process and update their units assessment and evaluation responsibilities through the use of our Desktop Audit platform called, Campus Labs. Each Assessment Coordinator received face-to-face training during the summer of 2017 upon the Institution contracting with Campus Labs, INC. Through their training they have derived weekly training schedules/services rendered for their assigned units/departments.

Institutional Effectiveness Levels

The Savannah State University recognizes five levels of organizational structure for Institutional Effectiveness. SSU identifies these levels of organization as:

1. Institutional (SSU)
2. Summary (Vice Presidents & Colleges)
3. Administrative Support Units
4. Academic Departments/Divisions
5. Academic Degree Programs

Responsibilities assigned to each level will be fully described in later sections.

SSU Program of Institutional Effectiveness

The general assumptions for the SSU Program of Institutional Effectiveness within the Office of Academic Affairs are:

A. The overarching goal for the Program of Institutional Effectiveness is engineered to continually improve student learning, degree program effectiveness, and generate support for the SSU Strategic Plan.

B. Results generated from the Institutional Effectiveness Process are to be used for program/departmental/administrative support unit assessment and improvements. **Results are not to be used for evaluation in matters of tenure, promotion, merit review, or any other human resource decision process.**

C. Collecting, analyzing, and entering data into improve should not be the responsibility of just one person. **Assessment should always be a team effort**.

D. Assessment should be embedded in all academic and non-academic activities.

E. The data-informed decision process relies on the measurement and assessment of all expected outcomes to validate any and all changes in degree programs, academic support services, and for the periodic renovation of the SSU Strategic Plan.

F. Most importantly, Institutional Effectiveness is ; led and driven by the **President** of the University.

Academic Degree Programs

Mission & Vision Statements of Purpose

Mission Statement

Mission statements at the program level may reflect either the departmental mission statement or the college mission statement. The SACSCOC Liaison Officer has advised Deans, Department Chairs and Program Coordinators of programs to establish, as much as possible, a unique mission statement which reflects the goals and guidance of the program. To keep in mind of the four components of any mission statement (Foundation, Role, Goal and Direction). For example:

- Foundation – relationship of the program to the departmental/college mission;
- Role – the part that the program plays in achievement of the departmental/college mission;
- Goals – the expected outcome from participation in the program
- Direction – how the participant will be directed toward the successful completion of the program

Sample Mission Statement:

- *The degree program for Chemistry – Bachelor of Arts within the Department of Chemistry at the SSU College of Science and Technology was founded in order to fulfill regional, national, and international requirements for highly skilled personnel trained to work in various and ongoing chemistry related jobs. Students completing the requirements in this program will possess the skills of chemical analysis, chemical materials management, and research for chemical related fields of study. All students will complete the core competencies and a practical internship prior to the conferral of the degree for Chemistry – Bachelor of Arts.*

Vision Statement

Vision Statements at the program level may reflect either the departmental vision statement or the college vision statement.

Sample Vision Statement:

- *The degree program for Chemistry – Bachelor of Arts supports the vision of the College of Science and Technology in attaining the goal as a national contender for instruction in the Natural Sciences by the year 2019 through increased research and partnerships in order to ensure that each program participant experiences the best possible learning environment in the discipline of Chemistry.*

Academic Plans

Academic Expected Outcomes – (Student Learning Outcomes (SLO's)

Student Learning Outcomes (SLO's) "describe what the students will *think* (affective), *know* (cognitive), or *do* (behavioral/performance) when they have completed a degree program" (Nichols & Nichols, 2005, p.75). SLO's should be constructed as a simple sentence. For example:

- Students will be able to apply the laws of thermodynamics to explain the heat source/output of machinery.

In alignment with the model from Nichols et al. (2005), this sample SLO states that the student will know how to apply thermodynamics to a model of machinery as related to heat source/output. Another example is one from journalism in which the student demonstrates editorial skills.

- The student will accurately edit copy ready for print in a newspaper/periodical.

SLO's are simple statements about the skills bank that a student will possess once he/she completes the degree program. Each SLO should identify a singular outcome. SSU degree programs will focus on 3-5 outcomes each academic year. A degree program IE plan may have more than 3-5 outcomes within their plan; however, only the outcomes which are to be measured will be considered active.

Institution Effectiveness Planning Template

Each Program Coordinator has been trained to complete an Institutional Effectiveness Plan and a Annual Report each school year (same goes for Non-Academic Units). Once the Student Learning Outcomes are established the Program Coordinator lists the SLOs in **column** of this form under "SLOs":

2019-2020	SAVANNAH STATE UNIVERSITY	Major/Area: Sociology
EDUCATIONAL PROGRAM UNIT INSTITUTIONAL EFFECTIVENESS PLAN		

Unit Mission Statement

1. The Sociology Major at SSU strives to provide students with rigorous and intellectually grounded understandings of the social world. At its core, the sociological mission is rooted in social theory and the scientific method. Sociology majors and other students taking Sociology courses are given opportunities to develop theoretical and analytical skills to evaluate and conduct social field research and analysis.

2. The Sociology Major is dedicated to building sociological knowledge and skills that are applicable to a broad range of settings including the public and private sectors, and especially, in the pursuit of graduated studies and professional work in sociology, law, social work, urban planning and development, public policy, education and other related fields of employment.

Linkage to Savannah State University Mission or Institutional Goals:

The above Sociology Major Mission is link to University Mission Statement, as well as, Institution Priorities: Through:
Priority #1: Academic Engagement and Achievement; Priority#2: Community and Economic Development
Priority#3: Sustainability and Resources; and Priority#5: Technological Competitiveness

Linkage to the Expected Educational Results:

SSU Core Curriculum Learning Outcomes that Sociology Department identifies with are as followed:
Area A1: Communication Skills Outcomes; Area A2: Quantitative Skills Outcomes; and Area E: Social Sciences

SLOs	Assessment	Results	Use of Results
1			
2			
3			
4			

The same is constructed for Administrative Support Units (aka: Non-Academic Support Units) as seen on page 13 citing "Objectives" instead of SLOs.

Means of Assessment

Once the SLO is identified, a means of assessment must be constructed in order to effectively measure the outcome. SLOs must be assessed by at least one direct measure. Examples of direct measures include:

1. Capstone Assignment/Project
2. Course Assignment
3. Course Exam
4. Employer/Supervisor Evaluation for Field Placement/Internship
5. Performance Evaluation
6. Portfolio Review
7. Standardized Test
8. Writing Samples

Once the category has been identified, the assessment method needs to be defined. An example from an accounting degree program is provided.

- Expected Outcome Name - Technical Competence
- Expected Outcome – Student will demonstrate technical competence in the accounting field.
- Assessment Category – Course Exam
- **Assessment Method** – Course embedded questions are pulled from written exams in ACCT 4116, ACCT 4117, and ACCT 4118.

A second example is provided from an outcome in the Criminal Justice program.

- Expected Outcome Name – Effective Communication
- Expected Outcome – Students will demonstrate an ability to effectively communicate their declarative knowledge regarding criminal justice.
- Assessment Category – Course Assignment
- **Assessment Method** –Criminal Justice majors are assessed by presenting a paper in required course CJ4901. The attached rubric is used to measure communication skills.

The remaining two portions under means of assessment are assigning the *criterion* and *schedule*. All criteria should reflect a percentage or success rate ascribed to the SLO, for example:

- 80% or more of the responding students will score a minimum of 8 out of 10 points as indicated on the rubric.

It is important to note here that a rubric should be assigned to the criterion which clearly and succinctly describes the process. Additionally, a copy of the assignment will clarify your process to a reviewer.

A schedule is the time frame for which the assessment will take place. For example:

- The assessment is completed each spring semester.

Schedules can vary in time and frequency; yet, the assessment must take place within the academic year for which the SLO is considered to be active.

Related Goals
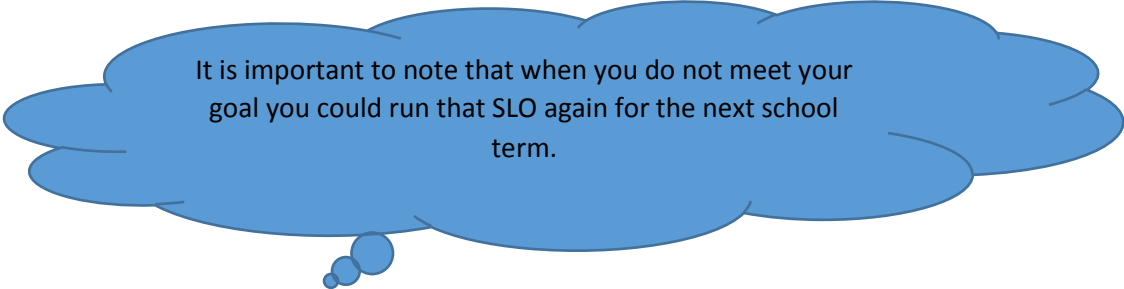
The SSU Strategic Plan, Expected Core Outcomes, or other alternate goals assigned to the degree program are available via check box format in the related goals section of the plan. Goals are to be checked where the SLO demonstrates symmetrical relationship(s). At least one goal should be related (checked) for a single SLO. For example:

Goal 1 – Provide the best undergraduate educational experience in Georgia.

Results

Results are data recorded for the SLO in the active academic year. Always include the total number of students assessed; the % meeting or exceeding the criterion; a summary statement; and **evidence** of the resulting data. Data are recorded as tables, charts, rubrics, performance scores, or other means of data expression as related to the SLO. For example:

- There aer 27 students enrolled in the course and of the 27 all completed the assessment. A participating percentage of 100%. Of the 27 students completed this assessment, 89% of the students achieved a minimum score of 80. The goal was met. A copy of the results tally is attached in the document repository for review.

It is important to note that when you do not meet your goal you could run that SLO again for the next school term.

If the data you are collecting does not provide your unit with information that can be used to improve or advance the unit, then examine a different outcome in your IE plan.

Recommendations and Follow up (Improvement Actions)

Recommendations are made to improve and/or advance student learning based on the results of your assessment. A recommendation for improvement based on results is a required component. The unit should reflect, as a team, on the results of the assessment and decide what the next steps will be for the unit.

- What does the data tell you about your unit? Did you meet your expected criterion for success?
- What strengths or weaknesses were identified?
- If the criterion was not met, what steps will the program take to improve the student learning experience?
- If the criterion was met successfully, should the criterion be raised? If the criterion has been successfully met for two or more cycles, a program using multiple assessment methods should consider examining a different student learning outcome. If the outcome has been assessed using only one method, the program may want to consider using a different assessment method to verify student attainment.
- Follow up on previous recommendations each year. If you recommended a change, what it made? Has it had any effect on the results?

Administrative Support Unit/Departments and/or Divisions

Mission & Vision Statements of Purpose

Mission Statement

Mission statements at the department and division level may reflect either the college mission statement or the institutional mission statement. For example:

- **Foundation** – relationship of the department/division to the college/institutional mission;
- **Role** – the part that the department/division plays in achievement of the college/institutional mission;
- **Goals** – the expected outcome for the department/division;
- **Direction** – how the department/division will direct the programs towards the successful fulfillment of the department/division mission.

Sample Mission Statement:

- *The mission of the professional programs in accounting at the Savannah State University are to prepare a diverse student body for careers in industry, public accounting, and the nonprofit sector primarily in the Southeastern region.*

Vision Statement

Vision Statements at the department/division level may reflect either the college mission statement or the institutional mission statement.

Sample Vision Statement:

- *The vision of the professional programs in accounting at the Savannah State University is to graduate the most knowledgeable and highly sought after accounting professionals in the Southeast region.*

Administrative Units/Division Plans

Expected Outcomes/Objectives

Administrative Outcomes/Objectives (AO's) at the department/division level should be a collaborative engagement and overview of unit under review. This may be accomplished by the data-driven decision process which entails:

- What goals are to be accomplished by the department/division;
- How are the goals to be accomplished by the department/division;
- When is the goal to be completed by the department/division;
- What resources will be needed to enable the department/division to accomplish these goals?

An example of an AO from a department in the College of Business and Administration (COBA) might be:

- The department will experience a consistent increase in undergraduate and graduate enrollments during the next five years.

The goal is to increase student enrollment within the department with an expressed timeline of five years. Another example would be:

- Faculty will produce applied and basic research through journal publications and conference proceedings and presentations.

The goal is to produce research and that the research is published in professional journals and presentation at conferences.

Means of Assessment

Once the AO is identified, a means of assessment must be constructed in order to effectively measure the outcome. A drop-down box has been provided with the following options:

1. Enrollment Data
2. Frequency of Occurrence
3. Internal Audit or Report
4. Number of Complaints
5. Participation Rates
6. Supervisory Approval
7. Survey

Once the category has been identified, the assessment method needs to be defined. An example from a department is provided.

- Expected Outcome Name – Student Enrollment
- Expected Outcome – The department will experience a consistent increase in undergraduate and graduate enrollments within the next five years.
- Assessment Category – Enrollment Data
- **Assessment Method** – Student Credit Hour (SCH) report prepared each semester.

A second example is provided from another department.

- Expected Outcome Name – High Impact Practices
- Expected Outcome – Students will participate in service learning.
- Assessment Category – Frequency of Occurrence
- **Assessment Method** – The number of students that participate in internships/co-op jobs.
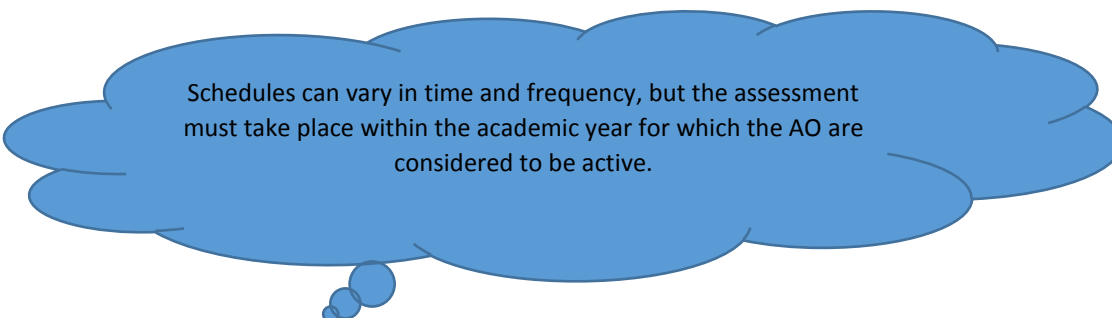
All criteria should reflect a percentage or success rate ascribed to the AO, for example:

- At least 30% of our majors will participate in internships/co-op opportunities.

It is important to note here that a rubric/tally sheet should be assigned to the criterion which clearly and succinctly describes the data collection process.

A schedule is the time frame for which the assessment will take place. For example:

- The data collection will take place at the close of each school term in June.

Schedules can vary in time and frequency, but the assessment must take place within the academic year for which the AO are considered to be active.

Each Non-Academic Assessment Coordinator (NAAC) has been trained to complete an Institutional Effectiveness Plan and an Annual Report each school year (same goes for Academic Units). Once the Administrative Objectives are established the NAAC lists the AOs in **column** of this form under "Objectives":

<table>
<tr>
<td>**Academic Year:**

2017-2018</td>
<td>**SAVANNAH**
STATE UNIVERSITY</td>
<td>**Area:**
Institutional Research, Planning and Assessment (IRPA)</td>
</tr>
<tr>
<td colspan="3" align="center">**ADMINISTRATIVE SUPORT UNIT INSTITUTIONAL EFFECTIVENESS PLAN**</td>
</tr>
<tr>
<td colspan="3">*Unit Mission Statement*</td>
</tr>
<tr>
<td colspan="3">The mission of the IRPA is to increase the knowledge and skills of faculty and staff in the area of strategic planning and institutional effectiveness. The unit is also responsible for accreditation training and use of data in managing the institution and aiding decision-making. Notwithstanding Institutional Effectiveness of IRPA is our systematic and ongoing process of collecting, analyzing, and implementing data-driven decisions as related to the goals and outcomes in support of SSU's Strategic Plan.</td>
</tr>
<tr>
<td colspan="3">*Linkage to Savannah State University Mission or Institutional Goals:*
Priority #1: Academic Engagement and Achievement; Priority#2: Community and Economic Development
Priority#3: Sustainability and Resources; and Priority#5: Technological Competitiveness
Linkage to the Expected Educational Results:
SSU Core Curriculum Learning Outcomes that IRPA identifies with are as followed:
Area A1: Communication Skills Outcomes; Area A2: Quantitative Skills Outcomes; and Area E: Social Sciences</td>
</tr>
</table>

Objectives	Assessment Criteria	Assessment Results	Use of Results /Improvements
1.			
2.			
3.			
4.			

Related Goals

The SSU Strategic Plan, Expected Core Outcomes, or other alternate goals assigned to the department/division are available via check box format in the related goals section of the plan. Goals are to be checked where the AO demonstrates symmetrical relationship(s). More than one goal may be checked for a single AO. For example:

- **Goal 3:** Become a national leader among universities in student support, employee relations, operational effectiveness and service to constituencies
- **Goal 4**: Establish SSU as a nationally recognized, engaged university and regional leader by building and expanding mutually beneficial partnerships and resources

Use of Results

Results are report data recorded for the AO in the active academic year. Data are recorded as tables, charts, rubrics, or other means of data expression as related to the AO. For example:

- After compilation, data show 77% of graduating seniors (n= 100) have contracted gainful employment within their chosen career path. A tally sheet has been attached in the document repository for review.

Recommendations for Improvement

A recommendation for improvement based on results is a required component. The unit should reflect, as a team, on the results of the assessment and decide what the next steps will be for the unit.

- What does the data tell you about your unit? Did you meet your expected target for success?
- What strengths or weaknesses were identified?
- If the target was not met, what steps will the program take to improve?
- If the target was met successfully, should the criterion be raised? If the criterion has been successfully met for two or more cycles, a program using multiple assessment methods should consider examining a different administrative outcome. If the outcome has been assessed using only one method, the program may want to consider using a different assessment method to verify the results.
- Follow up on previous recommendations each year. If you recommended a change, what it made? Has it had any effect on the results?

Using Assessment Data to Implement Change

The following are examples of changes that may be implemented as a result of an assessment activity at SSU:

Changes to the Assessment Plan	- revision of intended student learning outcomes - revision of measurement approaches - changes in data collection methods - changes in targets/standards - changes in sampling techniques
Changes to the Program/Service	- changes in facilitation techniques - revision of delivery methods - revision of program content/service components - addition of programs/services - deletion of program/services
Changes to the Decision Making Process	- revision of marketing methods - revision of staffing patterns - reallocation of fiscal resources for program/service - improvements to technology/technology tools - changes in scheduling and timing of program/service - suggested policy recommendations

Adapted from University of Central Florida UCF Academic Program Assessment Handbook, February 2015, Information, Analysis, and Assessment

Summary Reports – Institution

The Institutional Effectiveness Academic Program Assessment Coordinator (APAC) and Non-Academic Assessment Coordinators (NAAC) compile peer reviews of the each unit's report. Summary reports are prepared at the end of the academic year which encompasses all Academic Programs, Departments/Divisions, and Administrative Support Units. These master reports provide roll-up data for the executive branch of the institution as a whole. These reports are linked to the Unit or Departmental Institutional Reports which are prepared for the accreditation and renovation(s) of strategic plans, academic goals, and other summary processes related to the operation(s) of the institution.

References

American Association for Higher Education (2009). *AAHE assessment forum: 9 Principles of good practice for assessing student learning.* Retrieved June 18, 2009 from
http://www.academicprograms.calpoly.edu/pdfs/assess/nine_principles_good_practice
.pdf

Berk, R.A., (2006). *Thirteen strategies to measure college teaching.* Virginia: Stylus Publishing, LLC.

Bers, R.H., & Seybert, J.A. (1999). *Effective Reporting*. Florida: Association for Institutional Research.

Gronlund, N.E., & Brookhart, S.M. (2009). *Gronlund's writing instructional objectives* (8th ed.). New Jersey: Pearson Education.

Kuh, G.D., Kinzie, J., Schuh, J.H., & Whitt, E.J. (2005). *Student success in college: Creating conditions that matter.* California: Jossey-Bass.

Nichols, J.O., & Nichols, K.W. (2005). *A road map for improvement of student learning and support services through assessment.* New Jersey: Agathon Press.

Suskie, L. (2004). *Assessing student learning*: *A common sense guide*. Massachusetts: Anker Publishing Company.
Walvoord, B.E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education.* California: Jossey-Bass.

Suggested Materials

Sample results since 2020:

[HTML] New Accreditation Criteria Proposed
EG Holley - College & Research Libraries News, 2020
… It is essential that the **institution** assign administrative responsibility for the **planning** function
and that it periodically evaluate the **effectiveness** of that function. There must be overall
coordination of all **institutional** elements involved in **planning**. 5.2 Library …

Engaging Industry Stakeholders
DA Smith, EC Fox, AT Jordan - … : Improving Education Through Multi-level Community …, 2020
… **assessment** can impact every level of a college or university from the student to the
institution as suggested in … An **assessment** framework for the community college: Measuring
student learning and achievement as a means of demonstrating **institutional effectiveness** …

Framework for Change: Creating a Diversity Strategic **Plan** within an Academic Library
RT Redd, A Sims, T Weekes - Journal of Library Administration, 2020
… Retrieved from https://www.clemson.edu/**institutional**-**effectiveness**/oir/factbook/
[Google Scholar … Google Scholar]) echoed the emphasis on administrative
and **institution**-wide support … incorporating diversity efforts within postsecondary …

[Budgeting, strategic **planning** and **institutional** diversity in higher education](#)
S Kenno, M Lau, B Sainty, B Boles - Studies in Higher Education, 2020
… favor of adopting standardized management practices in the name of efficient
and **effective** PSI performance … is beyond the scope of the current paper to
evaluate the **effectiveness** of budgeting … of the literature on budgeting and …

[PDF] [… Issues for Local Community Adaptation Resilience Management in Uganda: Climate Information Services for **Effective** National Flood Risk **Assessment** Decision …](#)
WT Okaka - … Support Methods for **Assessing** Flood Risk and …, 2020
… FLOOD DISASTER **INSTITUTIONAL** COORDINATION … Ministry of Water and
Environment (Lead **Institution**) • Ministry of … effects of climate change; poverty
reduction to enhance adaptive capacity; synergy with other multilateral …

[Evaluating the **effectiveness** of strategic environmental **assessment** to facilitate renewable energy **planning** and improved decision-making: a South African case study](#)
D Fischer, P Lochner, H Annegarn - Impact **Assessment** and Project Appraisal, 2020
… governance of institutions and systems in the long- term, which improves
the environmental **effectiveness** and **institutional** arrangements of the
institution and strengthens … of the SEA case study was not to compare the …

[Beyond 'driving': The relationship between **assessment**, performance and learning](#)
IM Scott - Medical education, 2020
… To influence culture it is helpful to consider how **institutional** change takes
place … the culture of an **institution**, exploring the explicit and tacit messages
that our **institution** gives students … practices in the clinical setting that are …

[Healthcare strategic **planning** using technology **assessment**](#)
P Berrio, AG Ibarra, B Galeano - Clinical Engineering Handbook, 2020
… all, because of the resources constrain, so it is necessary to prioritize
according to **institutional** strategic **plans** … greater emphasis on cost-
effectiveness and economic impacts; … report will be determined by the impact …

[Developing a comprehensive APPE-readiness **plan** with a focus on skills, attitudes, and behaviors](#)
E Guirguis, M Sourial, J Jackson, M Bonfiglio, A Nornoo… - Currents in Pharmacy …, 2020
… are prepared to succeed in their APPE year, and provide valuable feedback
regarding the **effectiveness** of the … principles, calculate patient-specific doses
of medications that are safe and **effective**, Patient care … **Institutional** review …

[PDF] [Data Analytics: **Planning** and Quality Management Dimensional alignment in HEI](#)
T Shawyun, S Wattanasap
… Figure 3: PQ Cycle 1 -Aligning **Institution**, College, Program VMGO & Student
Effectiveness … to the colleges and programs that define objectives that are
aligned with the **institutional** Effectiveness.

Developing a Campus-Wide Language of Assessment

Accountability

The demand by a community (public officials, employers, and taxpayers) for school officials to prove that money invested in education has led to measurable learning.

Action Research

Research involving the systematic collection of data in order to address certain questions and issue so as to improve delivery of student support services, student success, and effectiveness.

Affective Outcomes

Outcomes of program/service that reflect feelings more than understanding; likes, pleasures, ideals, dislikes, annoyances, values.

Annual Report

A report from each department based on its strategic plan that is submitted annually, which outlines how the department managed to achieve goals. Describes key accomplishments, outlines key performance indicators and tracks usage statistics, number of programs/events offered and staff demographic patterns.

Assessment

The systematic collection, review, and use of information about Student Affairs programs undertaken for the purpose of improving student learning and development.

Assessment Cycle

The assessment cycle varies by department. Typically, it is dictated by the programs and services and may include program design, instrument development, data collection, data analysis and program modifications. This cycle in an ideal setting will be fluid, dynamic, ongoing and cyclical in nature.

Assessment Tool

Any instrument that has been designed to collect objective data about students' knowledge and skill acquisition.

Assessment Literacy

The possession of knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques,

familiarity with standards of quality in assessment. Increasingly familiar with alternatives to traditional measurements of learning.

Benchmark
Student performance standards (the level(s) of student competence in a content area). Also refers to the practice of researching the activities of peer institutions to make knowledgeable comparisons.

Cohort
A group whose progress is followed by means of measurements at different points in time. Examples might include LeaderShape participants, REAL community residents (by program or as a whole), first year RLA staff, etc.

Confidence Interval
Range with a specified probability that a result lies within that range. Example: 95% confidence level = there is a 95% chance the result lies within this range. Confidence interval +/- 2.5 = plus/minus 2.5 percentage points (e.g. opinion polls). The width of the confidence interval gives us some idea about how uncertain we are about the difference in the means. A very wide interval may indicate that more data should be collected before anything definite can be said. In social science research, a CI +/- 3 is considered very strong.

Campus Labs Referenced Assessment
An assessment in which the results can be used to determine a student's progress toward mastery of a content area. Performance is compared to an expected level of mastery in a content area rather than to other students' scores. Such assessments usually include questions based on what the student was taught through Division programs and are designed to measure the student's mastery of designated objectives of a program/service.

The "planning module" in Campus Labs is the standard of performance established as the passing level of knowledge for the assessment. Scores have meaning in terms of what the student knows or can do, rather than how the student compares to a reference or norm group.

Direct Assessment
Assessment to gauge student achievement of learning outcomes directly from their work or interaction with program/service.

Effect size
Measures the magnitude of the result, and can be interpreted as an indicator of how much use in the real world does a result have. "Something is going on here." Effect sizes are utilized to let

the researcher know how large the differences are and if the differences found have any practical significance. Effect sizes range from 0 to 1 (or 0 to -1 for nonparametric data). Cohen (1988) recommends researchers interpret findings utilizing anchors for large effect sizes as $R^2 = .25$, medium effect sizes of $R^2 = .09$ and small effect sizes of $R^2 = .01$.

Frequency Distribution
A graph plotting values of observations on the horizontal axis and the frequency with which each value occurs in the dataset on the vertical axis.

Formative Assessment
The assessment of student achievement at different stages of their involvement with a SSU program/service or at different stages of a student's academic career. The focus of formative assessment is on the documentation of student development over time. It can also be used to engage students in a process of reflection on their education.

General Education Assessment
Assessment that measures the campus-wide, general education competencies agreed upon by the Division. General education assessment is more holistic in nature than program outcomes assessment because competencies are measured across departments, rather than just within a single department.

Indirect Assessment
Assessment that deduces student achievement of learning outcomes through the reported perception of learning by students, Division staff and/or others.

Institutional Assessment
Assessment to determine the extent to which a college or university is achieving its mission.

Learning Outcomes
Operational statements describing specific student behaviors that evidence the acquisition of desired goals in knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational goals of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with objectives, though objectives are usually more general statements of what students are expected to achieve.

Mean
A simple statistical model of the center of the distribution of the scores. A hypothetical estimate of the "typical score." Also known as the average.

Measurable Criteria
An intended student outcome, or administrative objective, restated in a quantifiable, or measurable, statement. "60% of residents will attend a RLA sponsored program in fall 2013;" "75% of responding male students will indicate on a survey in fall 2013 that they have read materials about career opportunities on campus."

Median
The middle score of the set of ordered observations.

Mode
The most frequently occurring score in a set of data.

Non-Parametric Statistics
Assumes that data are not normally distributed at the onset and as such requires different types of analysis techniques.

Norm
A distribution of scores obtained from a norm group. The norm is the midpoint (or median) of scores or performance of the students in that group. Fifty percent will score above and fifty percent below the norm.

Parametric Statistics
Assumes that data have come from a type of probability distribution and makes inferences about the parameters of the distribution.

Performance-Based Assessment
Direct, systematic observation and rating of student performance of an educational objective, often an ongoing observation over a period of time, and typically involving the creation of products. The assessment may be a continuing interaction between staff and student and should ideally be part of the learning process. The assessment should be a real-world performance with relevance to the student and learning community. Assessment of the performance is done using a rubric or analytic scoring guide to aid in objectivity. Performance- based assessment is a test of the ability to apply knowledge in a real life setting or performance of exemplary tasks in the demonstration of intellectual ability.

Portfolio

A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-refection or evaluation.

Portfolio Assessment

Portfolios may be assessed in a variety of ways. Each piece may be individually scored, or the portfolio might be assessed merely for the presence of required pieces, or a holistic scoring process might be used and an evaluation made on the basis of an overall impression of the student's collected work. It is common that assessors work together to establish consensus of standards or to ensure greater reliability in evaluation of student work. Established criteria are often used by reviewers and students involved in the process of evaluating progress and achievement of objectives.

Program Assessment

Assessment to determine the extent to which students in a departmental program can demonstrate the learning outcomes for the program.

Qualitative Assessment

Primarily answers "Why?" questions. Involves focus groups, interviews, extreme case discussions, theme analysis, open-ended questions and generally inserts the researcher or assessment staff member into the process.

Quantitative Assessment

Primarily answers "What?" questions. Involves numbers, surveys, scales, finite instruments, statistical analysis and generally isolates the researcher or assessment staff member from the process.

Reliability

An assessment tool's consistency of results over time and with different samples of students. Put simply, will this assessment perform the same way every time it is used?

Rubric

A set of criteria specifying the characteristics of a learning outcome and the levels of achievement in each characteristic. Rubrics are typically score-based and involve pre-defined categories of performance.

Self-Efficacy
Students' judgment of their own capabilities for a specific learning outcome.

Statistical Significance
A result is called statistically significant if it is unlikely to have occurred by chance. It is not a measure of importance or meaningfulness. It just means that it is probably true.

If a test of significance returns a value that is less than α, one can say that the result was unlikely due to chance. Example: the value was 0.025 and α was 0.05. That means there is a less than 5% probability that the result was due to chance, or that there is a greater than 95% chance of the result being true.

Statistics
In the most general sense, statistics describes a set of tools and techniques that is used for describing, organizing, and interpreting information or data (Salkind, 2008, p.7).

Summative Assessment
The assessment of student achievement at the end point of their education or at the end of their experience with a program/service. The focus of summative assessment is on the documentation of student achievement by the end of a course or program. It does not reveal the pathway of development to achieve that endpoint.

Triangulation
The collection of data via multiple methods in order to determine if the results show a consistent outcome. Triangulation is very important in qualitative research but also how multiple results across assessments corroborate one another.
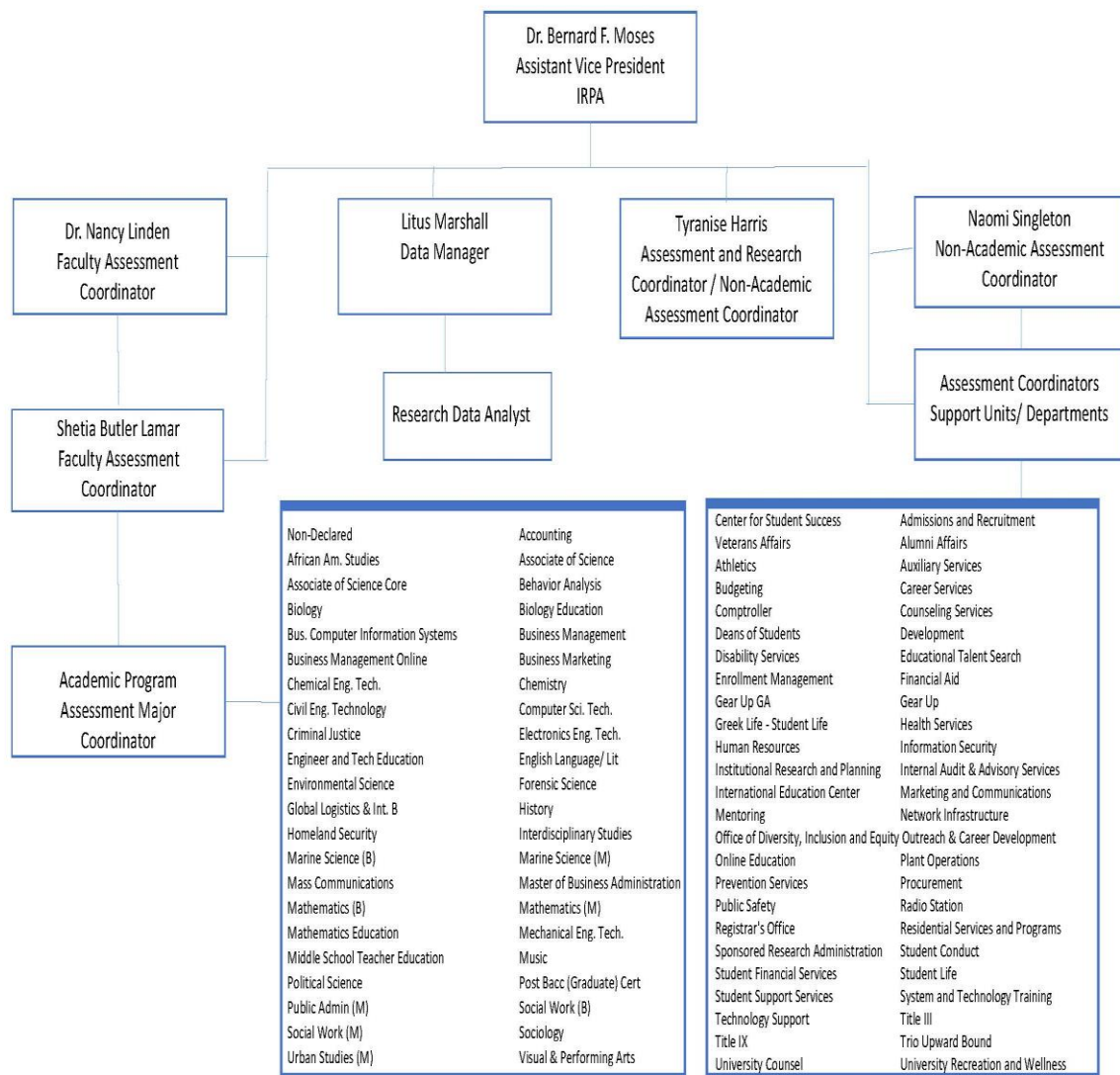
Validity
The degree to which an assessment measures (a) what is intended, as opposed to (b) what is not intended, or (c) what is unsystematic or unstable

Savannah State University

Office of Institutional Research, Planning & Assessment

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                          Dr. Bernard F. Moses
                          Assistant Vice President
                                  IRPA
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| Dr. Nancy Linden Faculty Assessment Coordinator | Litus Marshall Data Manager | Tyranise Harris Assessment and Research Coordinator / Non-Academic Assessment Coordinator | Naomi Singleton Non-Academic Assessment Coordinator |

Shetia Butler Lamar
Faculty Assessment
Coordinator

Research Data Analyst

Assessment Coordinators
Support Units/ Departments

Academic Program
Assessment Major
Coordinator

Non-Declared	Accounting
African Am. Studies	Associate of Science
Associate of Science Core	Behavior Analysis
Biology	Biology Education
Bus. Computer Information Systems	Business Management
Business Management Online	Business Marketing
Chemical Eng. Tech.	Chemistry
Civil Eng. Technology	Computer Sci. Tech.
Criminal Justice	Electronics Eng. Tech.
Engineer and Tech Education	English Language/ Lit
Environmental Science	Forensic Science
Global Logistics & Int. B	History
Homeland Security	Interdisciplinary Studies
Marine Science (B)	Marine Science (M)
Mass Communications	Master of Business Administration
Mathematics (B)	Mathematics (M)
Mathematics Education	Mechanical Eng. Tech.
Middle School Teacher Education	Music
Political Science	Post Bacc (Graduate) Cert
Public Admin (M)	Social Work (B)
Social Work (M)	Sociology
Urban Studies (M)	Visual & Performing Arts

Center for Student Success	Admissions and Recruitment
Veterans Affairs	Alumni Affairs
Athletics	Auxiliary Services
Budgeting	Career Services
Comptroller	Counseling Services
Deans of Students	Development
Disability Services	Educational Talent Search
Enrollment Management	Financial Aid
Gear Up GA	Gear Up
Greek Life - Student Life	Health Services
Human Resources	Information Security
Institutional Research and Planning	Internal Audit & Advisory Services
International Education Center	Marketing and Communications
Mentoring	Network Infrastructure
Office of Diversity, Inclusion and Equity	Outreach & Career Development
Online Education	Plant Operations
Prevention Services	Procurement
Public Safety	Radio Station
Registrar's Office	Residential Services and Programs
Sponsored Research Administration	Student Conduct
Student Financial Services	Student Life
Student Support Services	System and Technology Training
Technology Support	Title III
Title IX	Trio Upward Bound
University Counsel	University Recreation and Wellness

IRPA's Inter-Office Employee's Job Duties

EMPLOYEE NAME:	TITLE:	JOB DUTIES:
Dr. Bernard Fitzgerald Moses	**Assistant Vice President**	➤ Research, Write, Edit, Publish and Implement SSU's Compliance Cert., QEP and other Accreditation Documents ➤ Plan, organize, design, coordinate and implement a comprehensive program of research projects for the University. ➤ Act as the Accreditation Liaison Officer; assist the Vice President of Academic Affairs by providing research, analysis and organizational support for accreditation including the self evaluation and other reports required by the accrediting commission. ➤ Organize, coordinate and monitor on-going implementation of accreditation agendas and recommendations; articulate accreditation activities with the District as necessary; and provide regular progress reports to the College and administration. ➤ Direct or perform studies for College, District, state and federal accountability measures; assure accuracy and integrity of all College data; submit reports as required. ➤ Support and organize program review and other key initiatives in institutional planning, institutional accountability, effectiveness and decision-making. ➤ Audit and release official information about college student enrollment, faculty, student and staff characteristics. ➤ Perform all duties pertaining to the IPED Key Holder for SSU ➤ Provide data and analysis to support resource development and grant applications, implementation and follow-up reports as necessary;

		coordinate with District staff as required.
		➢ Direct and coordinate institutional research information exchanges with other institutions.
		➢ Conduct student equity research including success, persistence, basic skills and graduation and transfer rates; assure compliance with established regulations; participate in the preparation of mandated student equity plans.
		➢ Integrate statistical and planning software, processes and models including data warehousing and client server database procedures with academic master planning.
		➢ Retrieve information from the USG database (Banner); verify and interpret results from both internal and external sources for use in a variety of on-line and printed reports.
		➢ Prepare local and state matriculation reports; develop and maintain University matriculation databases; work with USG Information Systems to develop, maintain and enhance matriculation databases and query tools; provide research support for all components of matriculation.
		➢ Coordinate, direct and supervise the activities/services of assigned staff in providing services to faculty, staff and administrators resulting in their ability to perform desktop research via a web-based system(s) for user access of data and information.
		➢ Promote creativity and innovation in the development of research projects and services within the Research and Institutional Effectiveness department.
		➢ Promote research projects and services and encourage collaboration, teamwork and positive working relationships among administrators, faculty, staff, and community leadership.

		➤ Supervise and evaluate the performance of assigned staff; interview and participate in selecting employees; train, counsel, develop, and discipline personnel according to established policies and procedure. ➤ Develop, maintain and control the departmental budget. ➤ Perform related duties and responsibilities as assigned.
Ms. Tyranise Harris	**Research and Assessment Coordinator**	➤ Maintain and update IRPA website ➤ Maintain filing system ➤ Developing and maintain working data files ➤ Distributing, collecting and processing survey instruments ➤ Administrator for Campus Labs Assessment Portal (Baseline, Planning, Compliance Assist) ➤ Create and Administer University Internal Surveys ➤ Train users in Campus Labs ➤ Manage and Maintain Institutional Effectiveness Plans and Annual Reports for Non-Academic Units ➤ Proofread, edit and assist in the development of SACSCOC accreditation documents ➤ All other duties as assign
Mr. Litus Marshall	**Senior Data Manager**	➤ Maintain current knowledge of useful software and hardware for departmental use and products for data architecture and information processing ➤ Develop and maintain in coordination with AVP and ITS personnel enterprise systems and the institutions' data warehouse ➤ Produce accurate data collections and files for use by institutional stakeholders ➤ Assist in developing Key Performance Indicators for IRPA and IRPA website ➤ Assist Research Data Analyst in annual production and posting of the Institutional fact book to the IRPA website ➤ Assist in keeping current IRPA's

		website using SSU's content management system ➢ Transmit aggregated data sets in various modes to recipients as necessary ➢ Train, coach, and supervise department staff engaged in internal or external data reporting ➢ Assist with Assessment Management and assessment management system (Campus Labs) ➢ Assist department with data requests for SACSCOC 5th year, reaffirmation, and SACSCOC institutional requests as needed ➢ Perform other duties as assigned by the AVP to support the IRPA department and University ➢ Create and manage .Net computer and web applications for data management and reporting ➢ Manage data transfer to integrated applications (EAB, Starrez, Campus Labs) ➢ Translate data into meaningful relationships and insights ➢ Manage SSU's entire Database Network ➢ Manage SSU's website and environment.
Dr. Nancy Linden	**Academic Assessment Coordinator**	➢ Manage the development and implementation of a comprehensive program of assessment for the purpose of institutional improvements in accordance with accreditation requirements in support of institutional effectiveness. ➢ Coordinate work with Deans, Department Chairs and Major Coordinators to develop effective strategies for the academic assessment of student learning outcomes at the general education and program levels. ➢ Provide ongoing support for assessment activities, assist with the analysis of assessment methods and results and report such results to both internal and external stakeholders.

		➢ Coordinate the collection, evaluation, and dissemination of all academic, support, and administrative unit's Institutional Effectiveness (IE) Plans and Annual Report. ➢ Train all academic stakeholders on Campus Labs' Assessment Warehousing Portal for uploading and publication purposes.
Mrs. Shetia Butler Lamar	**Academic Assessment Coordinator**	➢ Manage the development and implementation of a comprehensive program of assessment for the purpose of institutional improvements in accordance with accreditation requirements in support of institutional effectiveness. ➢ Coordinate work with Deans, Department Chairs and Major Coordinators to develop effective strategies for the academic assessment of student learning outcomes at the general education and program levels. ➢ Provide ongoing support for assessment activities, assist with the analysis of assessment methods and results and report such results to both internal and external stakeholders. ➢ Coordinate the collection, evaluation, and dissemination of all academic, support, and administrative unit's Institutional Effectiveness (IE) Plans and Annual Report. ➢ Train all academic stakeholders on Campus Labs' Assessment Warehousing Portal for uploading and publication purposes.