

Southeastern University
Institutional Effectiveness
Handbook

2007

Introduction

We have heard a lot about Institutional Effectiveness this year. In response to the SACS on-site visit last summer, the President and the Vice President of Academic Affairs have asked that we redouble our efforts in this area, in an attempt to get things up to speed as we approach our next ten year study (2009-2011).

The SACS team gave us some specific recommendations, but more significant for this campus-wide initiative were the Team's many "encouragements" with regard to our overall planning and assessment program at Southeastern.

Simply put, we are being asked to create an **integrated, comprehensive program of goal creation, assessment and quality enhancement** campus-wide, or, as Dr. Bosworth put it, "a documented process of continual improvement¹ based on evidence."

This process is not optional. The visiting SACS team made it quite clear that we will need to document our process of planning and assessment for every department on campus. Also, we need to improve communication between departments and work together so as to create synergy and avoid duplication of efforts.

The **process** is the key. We need to demonstrate that we are serious about:

- **Setting goals that reflect our Institutional Mission.**
- **Clearly measuring our progress in attaining said goals.**
- **Using evidence and data from results to improve the quality of our university.**

¹ Technically, "improve, enhance, or maintain."

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What is Institutional Effectiveness?

Depending on how you view it, Institutional Effectiveness consists of three or four basic steps. With the **University Mission** (Appendix 2), **Institutional Goals** (Appendix 3) and the **Unit Mission**^{*2} (see Appendix 4 for example) in mind, let's get in the

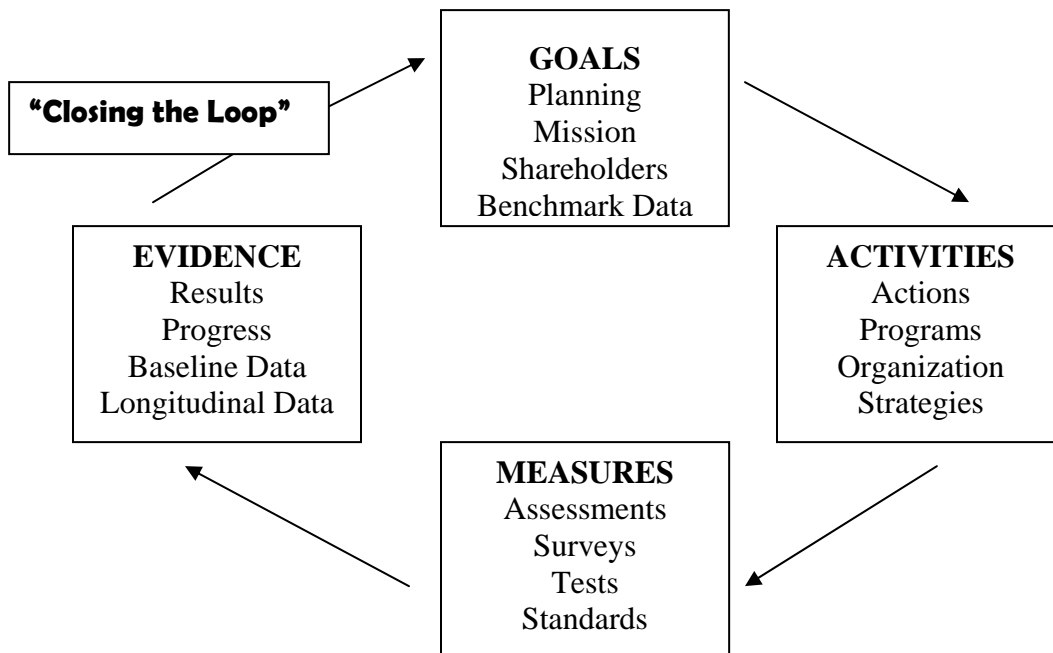


Goals – Creating measurable objectives.

Activities – What changes or actions are needed?

Measures – How will you assess your progress?

Evidence – How will you utilize results for future planning?



² * Denotes term listed in Glossary, Appendix 1.

Goals

- Should be created from evidence of previous results, beginning with **Baseline Data**³, if possible.
- Are tied to the University's Mission, Institutional Goals and Unit Mission Statement.
- Are focused on end users/**Shareholders***

Activities

- What program or methodology will likely lead to the desired result?
- Is some reorganization or change in departmental structure needed?
- How does the new activity directly connect to the goal?

Measures

- Reasonably measure achievement of goals.
- Are created at the beginning of the process, along with goals.
- Determine how you will use the data/results in advance.

Evidence

- Are used as the basis for future planning and decisions.
- Should be passed back to the cabinet level to help inform organizational priorities, structural changes and budgetary decisions.
- This is how we "**close the loop**" – by using bona fide data to inform the planning process.

³ * See Glossary – Appendix 1

Directions for Goal Creation, Assessment and Quality Enhancement

I. Goal Creation

A. Gather evidence and data

- What surveys, tests and measures have already been done in your unit? Where are the results? Have they been tabulated, evaluated?
- What baseline data exists? Where are you now in relationship to goals?
- Gather **Benchmark Data*** from college websites or surveys. What is the national average? (See Appendix 5 for web sites and benchmark consortia.)
- Discuss goals and assessment with knowledgeable campus personnel (Appendix 6).

B. Based on the data and evidence, think of specific, measurable ways in which you would like to improve your department.

- **Limit to 2 or 3 goals per year/cycle.**
- Create realistic goals, considering budgetary and personnel realities.
- Create reasonable timelines for goals. Many will require more than one year.
- Determine if goals are measurable. If not, revisit goal statements.
- Are structural/organizational changes needed?
- Avoid “70% of students will . . .” statements. What about the other 30%?
- What changes/activities will be needed to meet objectives?

II. Assessment Measures

A. Define assessment measures.

- **Use multiple measures, at least two for each goal, if possible.**
- What are you measuring? Is it quantitative or qualitative?
- Can the objective be measured with a test or survey, or is a more complex instrument like a portfolio needed?

B. Choose or create assessment instruments.

- Can a standardized, recognized test or survey measure your progress or mastery of this goal?
- If not, create your own instrument to match your goal.

- C. Preplan assessment implementation and evaluation.
- How and when will the instrument be used? Who will oversee its use?
 - Who or what will be measured? All students, a random sample of faculty/staff or a statistical measure?
 - How will the results be tabulated? Who will do it? How will results be disseminated?
 - **Key** – Think about how you will use the results before you create the assessment.

III. Evidence used for Quality Enhancement (Closing the Loop)

To recap, you have set goals and determined ways to measure progress; you have implemented assessments and tabulated results – now you have bona fide evidence to use for future planning, budgeting and quality enhancement. How will you use the data? Note: A good bit of data has been collected across the campus over many years. It is “interesting.” How can we use it to improve? (See Appendix 7-9 for current CIRP data, Clast scores and Graduation Rates.)

- A. Gather evidence, tabulate and evaluate quality of results.
- Did you reach your goal? Why or why not?
 - Was the assessment an adequate measure of what you were trying to learn or achieve?
 - Did the goals change and thus make the assessment less valid?
- B. Utilize evidence to improve baseline and longitudinal data* and to create new goals.
- Where are you now in relation to your goal?
 - What changes in programs, methods or budgeting will help you move closer to your goal, based on these results?
 - Be deliberate in gathering and evaluating data and results (summer) for use in next year’s or cycle’s goal creation (fall). See calendar (Appendix 10).
- C. Share goals, assessments and result with other departments by posting them on our web site. (See Appendix 11 for sample of new web site and web site instructions and sample of Goals/Assessments/Results.)
- D. Make sure evidence and consequent plans are passed back up the chain of command to the cabinet for organizational and budgetary considerations. **Cabinet:** Following budget approval, explain budget priorities and decisions to your subordinates.

This “closes the loop.” We are back to step one, but now we have valid evidence for future planning and decisions. Over two or three cycles, goals and assessments can be fine tuned to help build continual improvement.

Ideas for Academic Departments

- Place **Student Learning** at the forefront of planning and assessment. In conjunction with the university's mission and goals, and your department's mission, what do you want students to learn (knowledge, skills, abilities, values)? (See Appendix 12 for Principles of Good Practice, web sites, field tests and SLO examples.)
- How will you **measure** learning and how will that measurement be **validated**? (See Appendix 13 for assessment examples.) If a standardized test or instrument adequately measures your learning goals, that is valid. If you create an internal assessment (portfolio, project, exam, presentation), it can be validated by an internal or external **peer review**.
- **Peer Review (Formal)** – Formal peer review requires bringing in a team of colleagues from other institutions to do an audit of every aspect of your program. This is expensive. Ideally, every academic program should be audited every 5 to 7 years. This provides tremendous credibility for the program and for accreditors. (Appendix 14).
- **Peer Review (Informal)** – Allow a group of professors to look over an assessment and make suggestions for improvements. Have each professor independently score a work sample using a scoring sheet or rubric (See sample scoring guide – Appendix 15). Discuss the scores and try to arrive at consensus on 3 or 4 examples while establishing a minimum standard of competence (i.e./pass/fail) for “college level” learning.

Obtain or create scoring sheets or rubrics for specific learning outcomes. Use these standard, agreed upon measures for (at least) samples of student work tied to specific learning goals.

Collect low and high end (or low, mid, and high) samples of papers or student work and have evaluated by 2 or 3 faculty, using a rubric or scoring sheet.

- Consider the use of **embedded** test or essay questions that could be included in final exams for a particular class and would be representative of key learning goals. These could be scored (or even a sample could be scored) by professors exchanging “blind” copies, using pre-approved scoring guides or rubrics.
- Plot the occurrence and intensity of a learning outcome on a **curriculum map** (Appendix 16).

- Schedule a Saturday departmental meeting to **discuss learning outcomes and assessment instruments**. Look at scoring guides and rubrics to find consensus and standards on scoring and minimum competencies/rigor.

Break into groups and have three faculty evaluate a student's work independently, then discuss evaluations and try to agree on standards for various aspects of learning goals. Document and share standards with the whole department. Review standards annually with a similar meeting.

- Consider embedding program learning goals and assessments in **capstone courses**, either with standardized tests or other internally developed assessments. Be sure to keep detailed records of results (with commentary if you like) and track scores and progress over time. How will you use results to improve the program? See Appendix 17 for examples of program improvement.

Key Initiatives – 2007

Initiative # 1

Campus Wide Program of Institutional Effectiveness

SACS Core Requirement 2.5:

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

SACS Comprehensive Standard 3.3.1:

- The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Key Players – IR Director, Cabinet, Deans, Chairs and Department Heads

<u>Tasks</u>	<u>Timeline</u>
1) IR Director meets individually with Cabinet, Deans, Chairs and Department Heads. <ul style="list-style-type: none">- Create/reaffirm Departmental Mission Statement tied to University Mission/ Institutional Goals.- Use data/results/evidence to create goals.- Each department prepares two or three goals for the 2007-2008 fiscal year.- Each department prepares at least two assessments for each goal.	January 2007
2) Enter Unit Mission Statement, Goals and Assessments On Web Site. <ul style="list-style-type: none">- Use drop down menu for link to Institutional Goals.	February 2007

- 3) Create Assessment Committee March 2007
- Evaluate goals/assessments. (See appendix 18 for sample Administrative and Academic Assessment Committee rubrics.)
 - Below average rating triggers Institutional Research consult.
- 4) Create Goals/Assessments for 2007-2010 Cycle August 2007
- Create/reaffirm Departmental Mission Statement tied to University Mission/ Institutional Goals.
 - Use data/results/evidence to create goals.
 - Each department prepares two or three goals for the 2007-2010 fiscal year.
 - Each department prepares at least two assessments for each goal.
 - Enter Unit Mission Statement, Goals and Assessments on web site.
 - Evaluate goals/assessments and rate (Assessment Committee).
 - Create budget projections for 2007-2010.

Initiative # 2

General Education Initiative

SACS Comprehensive Standard 3.5.1:

- The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.
 - Structure the curriculum so that no matter what choices a student makes within the general education options, it is not possible to pass all courses and not have demonstrated the competencies (few) that the college has identified. (See Appendix 19 for sample learning compact/rubrics.)

Key Players – General Education Task Force, Academic Council, Academic Support

<u>Tasks</u>	<u>Timeline</u>
1) Identify Core Competencies – 3 to 5 at most	By May 2007
2) Create Plan to “Map” Competencies in Curriculum	By Aug. 2007
3) Create Plan to Assess Competencies	By Oct. 2007
4) Create Plan to Use Assessment Results	By Jan. 2008

Initiative # 3

Graduation/Retention Rates

Key Players – Institutional Research, Student Development, Academic Council, Academic Support

<u>Tasks</u>	<u>Timeline</u>
1) Gather Data on Graduation, Retention Rates <ul style="list-style-type: none">- Graph over 10 years.- Graph by department/major.- Research reasons for losses.- Why are students leaving?	January 2007
2) Research Methods for Increasing Rates <ul style="list-style-type: none">- Identify underachieving students early.- Track and implement “safety net” methodologies.	March 2007
3) Implement Plan to Increase Rates <ul style="list-style-type: none">- Collect data, surveys. (See Appendix 20 for First year/engagement surveys.)- Cooperative plan with all areas.	August 2007
4) Use Data to Implement Improvements	January 2008

Other Initiatives

Alums - How can we stay in contact with them? We need to survey Alums periodically to gauge the quality of their experience here. Did students succeed in reaching our learning goals? Have they found employment in their disciplines? How did their education inform (enhance) their working life?

Employment Skills – Are we preparing graduates for the real world by equipping them with the skills, knowledge and abilities they will need? What are employers saying?

Student Learning/Critical Thinking/Problem Based Learning – The statistics are in. Students learn more and retain more knowledge from some teaching and learning methods than others. How can we educate faculty on these findings and help them to implement these methods?

Appendix 1

Glossary

Baseline Data – A measure of where you are now with regard to a particular variable such as average scores on a standardized test, number of students who used the library or number of crimes committed on campus. All departments must establish baseline data in connection with goals in order to show improvement over time.

Benchmark Data – Measures regional or national means or averages with regard to various variables such as test averages, retention rates, class size or salaries; is available through your national organization or various web sites (Appendix 5).

Curriculum Mapping – Identify a program learning outcome and its concomitant parts. Identify specific courses where this learning will take place and its level of coverage, i.e., introduced, reinforced, emphasized (I, R or E). Plot it on a grid. (Appendix 15).

Longitudinal Data/Studies – Surveys, results and averages computed and compared over several years. These are good because they can show improvement over time (value added).

Shareholders – Who does your unit serve? Students, faculty, parents, staff, others or all of the above?

Unit Mission Statement (MCPVV) – The mission at the department level. (See Appendix 4 for example.) The unit mission should include **M**ission statement, **C**ustomers, **P**rocess, **V**alues and **V**ision – MCPVV. Once developed, this need only be revisited when changes are needed.

Appendix 2

University Mission Statement

Southeastern, a dynamic, Christ-centered university, fosters student success by integrating personal faith and higher learning. Within our loving Pentecostal community, we challenge students to a lifetime of good work and of preparing professionally so they can creatively serve their generation in the Spirit of Christ.

Appendix 3

Institutional Goals (Updated 2006)

1. To create and engender a community of authentic Christian faith conducive to successful living and learning. Every decision relative to this atmospheric commitment will be judged against the following core values.
 - a. Authentic Spirituality
Genuine devotion, rather than showmanship, sensuality, and self-centeredness inform our expressions of worship, especially in public.
 - b. A Faith-infused World View
Though certainly not claiming an artificial unanimity on all social and political issues, there is a God-centeredness at the heart of our world views.
 - c. Character Development for Ethics in Life
Our Biblical value system and world view must find expression in a truly Christian ethic. That ethical system must be celebrated in relationships, business, and decision making in all of life. Ethics as a belief system must also find the character to be acted upon.
 - d. A Family-orientated Community of Servants
Servanthood in leadership as well as relationship means practical kindness in the example of Christ. We do not believe it possible to fully serve God without serving humanity. We likewise believe it is not possible to fully serve humanity without serving the family of God in this place.
 - e. Professional and Academic Excellence
Our God is a God who “doeth all things well.” “Good enough for church work” is a repugnant phrase to us. Here at SEU and in the professions and ministries to follow, we hold excellence as being consistent with who God is.
 - f. Culturally Literate and Sensitive
If we are committed to serve God and the world in the genuine love of Christ, we must understand the world and its true needs. Sensitivity to the spirits of those around him was at the heart of Christ’s ministry. To understand and respond with sensitive love implies not compromise but compassion.
2. Preserve the evangelical and Pentecostal heritage and message of the Assembly of God and provide positive direction for its future.
3. Provide a general education program which will equip students with quantitative, verbal and technological skills; enhance their appreciation of their cultural and religious heritage; strengthen their commitment to the liberal arts; and give them a view of their responsibility as Christian scholars in the community and the wider world.

4. Provide sufficient religious education to enable students to be conversant in the Christian faith, to articulate their own beliefs and to actualize their faith through consistent growth and practice by the integration of faith with all aspects of life.
5. Provide undergraduate programs of sufficient quality to prepare students for success in graduate and professional school and in the early stages of their careers.
6. Provide graduate programs in various areas which will prepare students for success in post graduate programs.
7. Achieve the quality of instruction and resources necessary for the national accreditation of selected areas and the development of the additional graduate programs where appropriate.
8. Provide academic support through computer facilities, library resources, student support services and faculty development opportunities to ensure quality instruction and a challenging academic environment.
9. Prepare students for citizenship as Christians in the world through reflective community interactions and teach commitment to ideals of service, benevolence, civic virtue and social justice.
10. Increase the diversity of the faculty and student body, address the unique needs of a diverse campus population, and encourage academic inquiry into minority concerns.
11. Recruit, develop and retain a diverse community of teaching professionals, administrators and support staff who demonstrate excellence in their professional roles and effectively implement the mission of the university in their lifestyles and co-curricular involvement.
12. Continue the growth of the student enrollment and development of the capital assets to optimize student opportunities.
13. Provide quality academic, spiritual, cultural and recreational services to its various publics.

Appendix 4

Unit Mission Example

MCPVV: Institutional Research (January, 2001)

The Mission – The Office of Institutional Research serves many of the information needs of the University. This office seeks to provide a wide variety of data and information to university administrators, faculty, and staff for use in management, assessment, policy analysis, and planning. In addition, the Office of Institutional Research coordinates this university's responses to external requests for information. Institutional Research lends strong support to the university's broad mission of nurturing persons through data collection (e.g., the fact brochure that introduces prospective students to the University) and assessment efforts (e.g., feedback from graduating seniors) that enable the university to gauge the extent to which it meets or exceeds the expectations of students. Data integrity is our primary concern as we seek to ensure the validity of our reports and analyses.

Customers – the primary customers of Institutional Research may include:

- University Administrators
- External customers such as the COCHE, the Southern Association of Colleges and Schools, the state and federal government, and survey designers such as US News and World Report.
- University Faculty
- University Staff
- University Trustees
- University Students

Critical Processes – Critical processes include data gathering and reporting, responding to a large number of complex surveys, the design, administration, and analysis of ongoing assessment measures, maintaining the university's database dictionary and pertinent Student Information System tables, and periodic training and services for on-campus personnel.

Values – Institutional Research places a high value on data integrity because our work is a reflection upon this Christian university. We also value the relationships we have with our customers and we strive to make sure that our interactions with our customers are collegial at all times.

Vision – Institutional Research engages itself in a process of continuous improvement. Each year, we strive to become more accurate and efficient in our data reporting efforts. The vision of Institutional Research is to ensure that our office contributes to major policy and planning decisions that shall better equip the university in meeting its motto o Nurturing Persons: for God, for learning, forever.

Appendix 5

Web Sites/Benchmark Consortia

Appendix 6

Campus Assessment Resources

Edwin Estevez – Assessment and Institutional Effectiveness

Leonard Giammatteo – Professional Development

Glenn Pearl – Institutional Research and Assessment

Andrew Permenter – Institutional Effectiveness and Assessment

College of Business – Web-based Rubrics and Student Portfolios, Curriculum Mapping

College of Education – Learning Outcomes, Assessments, Rubrics, Curriculum Mapping, Documentation

Department of Social/Behavioral Science – Learning Outcomes, Assessments, Curriculum Mapping

Appendix 7

CIRP Survey/2006 First Time Freshmen (484 Respondents)

From Student Responses:

- 1) My average grade in high school was a B- or higher – 84%
- 2) Southeastern University is more than 100 miles from my home – 66%
- 3) My parents total annual income is:
 - More than \$60,000 – 60%
 - Less than \$30,000 – 16%
- 4) My parents never attended college:
 - Father – 36%
 - Mother – 32%
- 5) My parents are not separated or divorced – 73%
- 6) Father's occupation (top 3)
 - Business – 32%
 - Clergy – 13%
 - Skilled Worker – 8%Mother's occupation (top 3)
 - Business – 17%
 - Homemaker – 15%
 - Elementary Education – 10%
- 7) My parent's religion:
 - AG – 65%
 - Baptist – 15%
 - Catholic – 4%
- 8) My religion:
 - Pentecostal/AG – 75%
 - Baptist – 13%
- 9) Racial Composition:
 - My High School
 - Predominately White – 62%
 - Half Non-White – 30%
 - My Neighborhood
 - Predominately white – 70%
 - Half Non-white – 18%

10) I am in the highest 10% when compared to my peers:

Highest % saying "yes".

- Cooperativeness – 78%
- Spirituality – 76%
- Religiousness – 76%
- Understanding Others – 75%
- Leadership Ability – 72%
- Academic Ability – 65%
- Creativity – 58%
- Intellectual Self Confidence – 57%

Lowest percent saying yes:

- Computer Skills - 28%
- Mathematical Ability– 33%
- Artistic Ability – 35%
- Public Speaking Ability – 47%

11) During the past year, I:

Highest "Yes" responses:

- Attended a religious service – 100%
- Performed volunteer work – 93%
- Read a newspaper for local news – 81%
- Studied with other students – 81%

Lowest "Yes" responses:

- Smoked cigarettes – 1%
- Felt depressed – 6%
- Drank beer – 11%
- Drank wine or liquor – 17%

12) I took 1-4 AP exams in high school – 29%

I took more than 4 AP exams in high school – 6%

13) How much time I spent working on each activity below during my last year of high school:

How much time I spend studying:

- More than 6 hours – 26%
- Less than 2 hours – 44%

Socializing with friends:

- More than 6 hours – 72%
- Less than 3 hours – 9%

Exercise/Sports:

- More than 6 hours – 45%
- Less than 3 hours – 35%

Partying:

- More than 3 hours – 14%
- Less than 1 hour – 75%

Working for pay:

- More than 6 hours – 67%
- Less than 1 hour – 23%

Volunteer work:

- More than 6 hours – 17%
- Less than 2 hours – 64%

Student Clubs/Groups:

- More than 6 hours – 14%
- Less than 2 hours – 66%

Watching TV:

- More than 6 hours – 26%
- Less than 2 hours – 48%

Household Chores:

- More than 3 hours – 38%
- Less than 1 hour – 31%

Reading for Pleasure:

- More than 3 hours – 32%
- Less than 1 hour – 43%

Playing Video Games:

- More than 6 hours – 10%
- Less than 1 hour – 69%

14) The highest degree I plan to attain:

- Bachelors – 37%
- Masters – 39%
- Doctorate/Professional – 21%

At this college:

- Bachelors – 75%
- Masters – 16%

- 15) Top “very important” reasons I choose Southeastern:
- To get training for a specific career – 84%
 - To learn more about things that interest me – 76%
 - To gain general education and an appreciation for ideas – 63%
 - To be able to get a better job – 52%
- 16) Neither of my parents attended Southeastern University – 94%
- 17) Very important influences in my decision to attend Southeastern University:
- The religious atmosphere/orientation – 83%
 - A visit to campus – 60%
 - The size of the college – 53%
 - The social activities – 41%
- 18) My probable career/occupation:
- Education/Teaching – 14%
 - Business – 11%
 - Clergy – 11%
 - Undecided – 11%
- 19) I have some or major concern about my ability to finance my education – 68%
- 20) Chances are very good that I will:
- Socialize with a different ethnic group – 78%
 - Be satisfied with Southeastern University – 74%
 - Make at least a “B” average – 66%
 - Get a job to help with expenses – 51%
- 21) These objectives are essential to me:
- Raising a family – 88%
 - Helping others in need – 85%
 - Influencing social values – 68%
 - Understanding other cultures – 57%
- 22) I agree or strongly agree with the following:
- Highest
- With hard work, anyone can succeed in America – 83%
 - We need laws prohibiting homosexual relationships – 75%
 - The government should control handgun sales more – 71%
 - The courts are too concerned with criminals’ rights – 63%

Lowest

- Marijuana should be legalized – 6%
- Same sex couples should have legal marital status – 7%
- Abortion should be legal – 8%
- An individual cannot change society – 13%

23) Politically, I am moderate or conservative – 95%

24) During the past year I (sometimes or often);

- Maintained daily devotions – 95%
- Shared my faith with another – 97%
- Attended small group prayer/study – 90%

25) I agree or strongly agree with the following statements:

- I have a personal, meaningful relationship with God – 97%
- My relationship with God contributes to my sense of well being – 97%
- My relationship with God affects the way I think and act – 95%
- I would hold my Christian convictions, even if those around are opposed to them – 95%
- I need to be open to new insights about my faith – 93%
- Identifying/using my spiritual gifts is not important – 10%

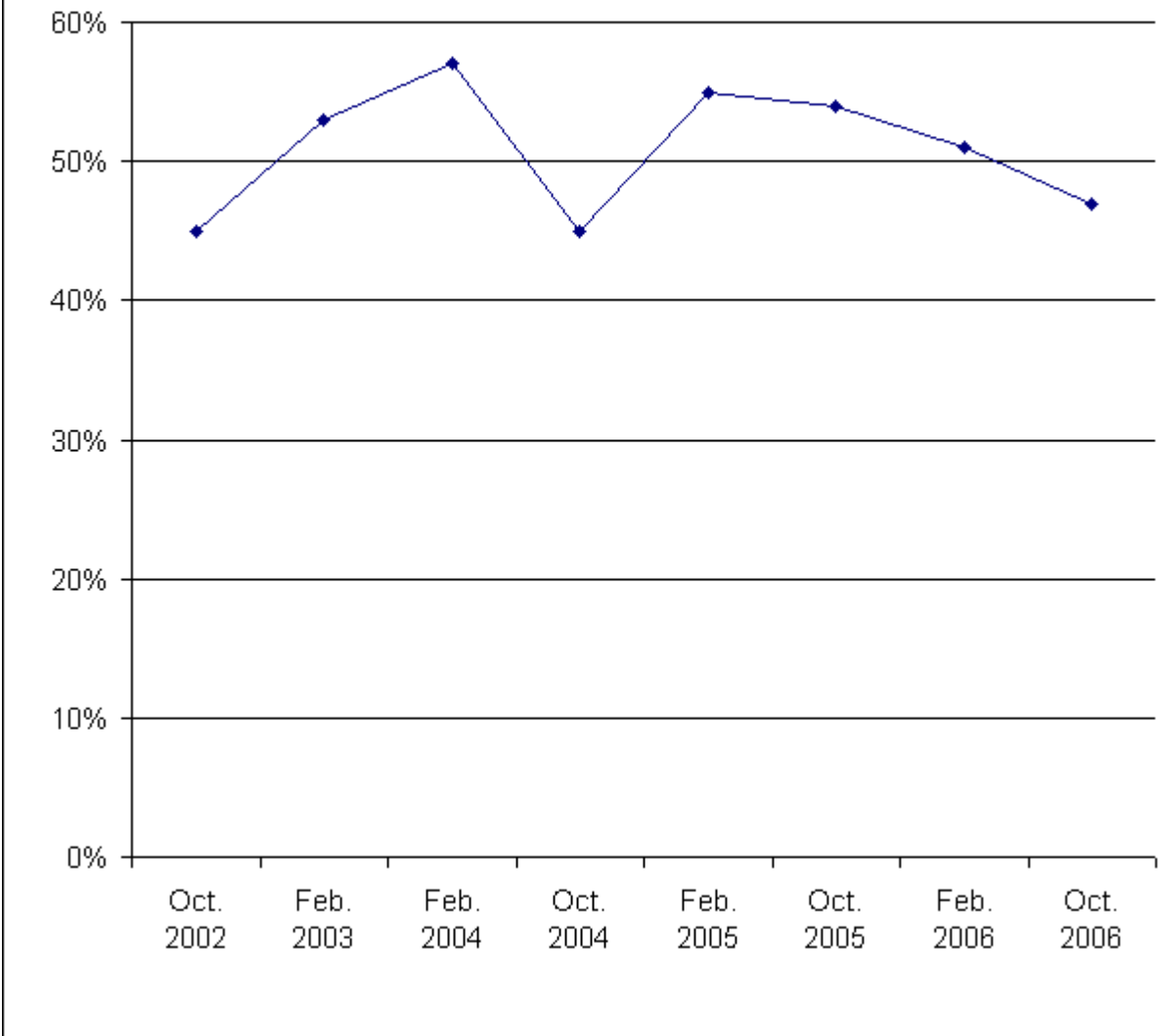
26) As to the importance of the following with regard to my decision to attend Southeastern University, I agree or strongly agree:

- My faith will be strengthened and I will become a better witness – 97%
- I have faith in its president and leadership – 96%
- It has excellent professors – 96%
- Its code of conduct and emphasis on morality – 95%
- It has a beautiful campus and facilities – 95%
- Its programs and student body are growing – 94%
- Because it is Pentecostal – 80%
- Because it is Assembly of God – 68%

Appendix 8

CLAST Data

Appendix 8
Southeastern CLAST Data

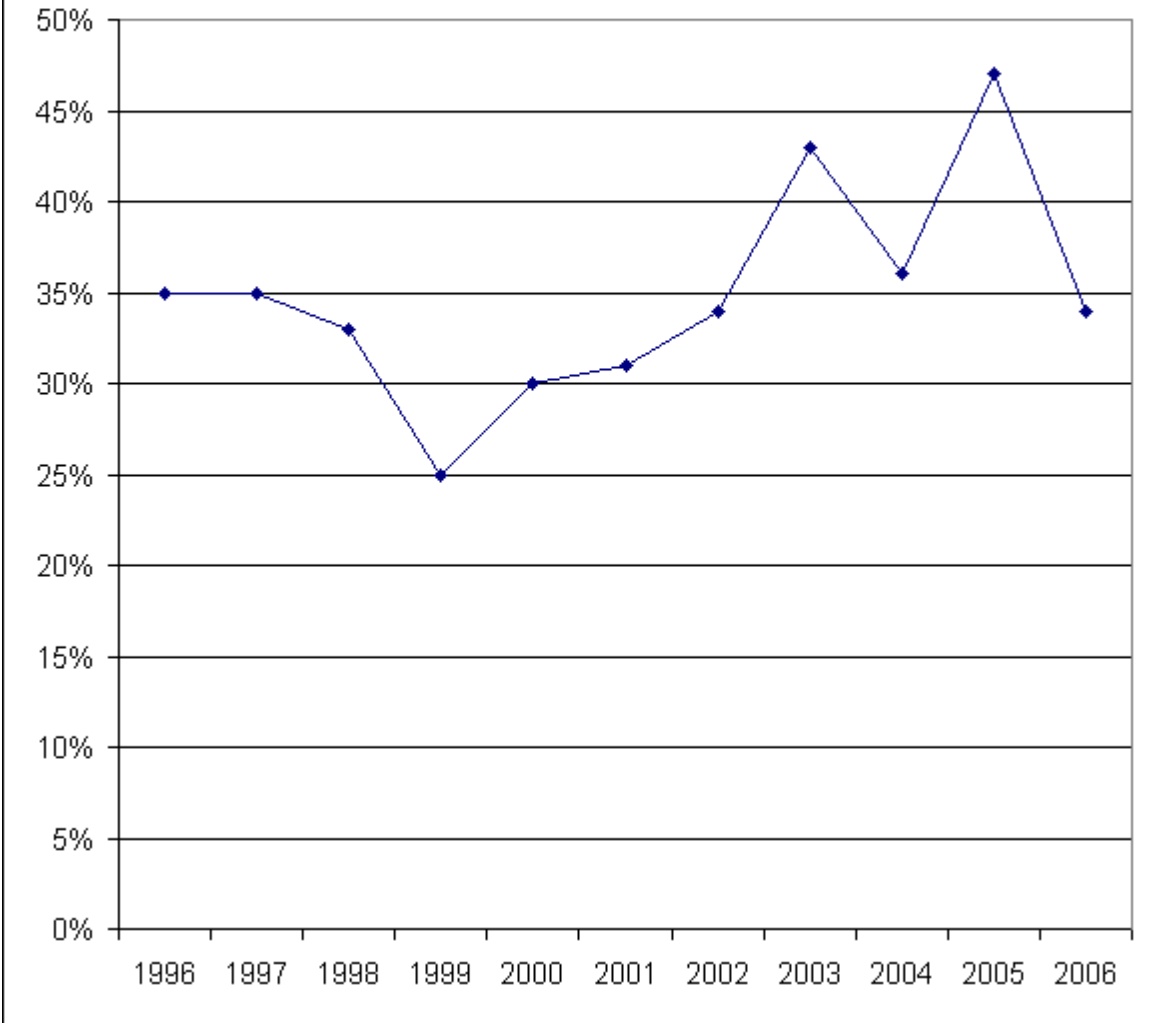


* Percent of first time takers who passed all parts of the exam - 50 takers or more.

Appendix 9

Graduation Rates

Appendix 9
Southeastern Grad Rate - 1996 - 2006



*First-time full-time freshmen who graduate within six years. 2006 rate is percent of those who graduated by 2006 of those who entered in Fall 2000.

Appendix 10

2007 Institutional Research Calendar

January

- Each dean, chair and department head meets with IR Director to discuss goals and planning process.
- IR Director meets with Cabinet

February

- Enter unit mission, goals and assessment measures for 2007-08 academic year on web goal grid.

March

- Assessment Committee(s) evaluates goals and assessment measures.

April

- Goals and assessments are modified as needed.

May

- Faculty departmental meetings (ILO's, Rubrics, Standards see pages 6-7).

June

- Gather evidence from previous (2006-07) year's assessments, complete annual report and post on web site.

July

- Begin work on goals and assessments for a three year cycle (2007-2010). Include budgetary considerations for the 2008-09 and 2009-2010 budget cycles.

August

- Submit budget requests for 2008-09 year. Include any evidence you have from previous assessments in conjunction with budget needs.

October

- Cabinet/Resource Allocation Committee Budget Meetings/Budget Approval.

November

- Board of Regents budget approval, organizational modifications, additions.

Appendix 11

Sample Web Based Assessment Matrix – Objectives/Assessments/Outcomes

Appendix 12

Principles of Good Practice – Websites, Field Tests, Defining SLO's

Appendix 13

Assessment Examples

Appendix 14

National Peer Review Guidelines

Appendix 15

Sample Scoring Guide

Appendix 16

Sample Curriculum Map

Appendix 17

Use of Assessments

Appendix 18

Assessment Evaluation Sheet

Appendix 19

Sample Learning Compact

Appendix 20

First Year/Engagement Surveys