

*Office of Institutional Effectiveness and Research (OIER)*

# Procedure Manual

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**AY- 2017-2018**

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## **Talladega College : History**

The history of Talladega College began on November 20, 1865 when two former slaves, William Savery and Thomas Tarrant, both of Talladega, met in convention with a group of new freedmen in Mobile, Alabama. From this meeting came the commitment: "...We regard the education of our children and youths as vital to the preservation of our liberties, and true religion as the foundation of all real virtue, and shall use our utmost endeavors to promote these blessings in our common country."

With this as their pledge, Savery and Tarrant, aided by General Wager Swayne of the Freedmen's Bureau, began in earnest to provide a school for the children of former slaves of the community. Their leadership resulted in the construction of a one-room schoolhouse, using lumber salvaged from an abandoned carpenter's shop. The school overflowed with pupils from its opening, and soon it was necessary to move into larger quarters.

In 1869 Swayne School was issued a charter as Talladega College by the Judge of Probate of Talladega County. Twenty years later, in 1889, the Alabama State Legislature exempted properties of the college from taxation

Swayne Hall has remained in service as the symbol and spirit of the beginning of the college. Foster Hall, erected for girls and teachers in 1869, was the first building added after the college was chartered. Stone Hall, for boys and teachers, was built the next year. Other buildings were added over the school's first hundred years.

# ACCREDITATION

Talladega College is accredited by the following agencies:

**Southern Association of Colleges and Schools  
Commission on Colleges  
(SACS-COC)**

1866 Southern Lane, Decatur, GA 30033

404-679-4500

**Council on Social Work Education (CSWE)**

1701 Duke Street, Suite 200

Alexandria, VA 22314-3457

Phone: 703.683.8080 | Fax:703.683.8099

E: [info@cswe.org](mailto:info@cswe.org)

**Alabama State Department of Education**

50 North Ripley Street

P.O. Box 302101

Montgomery, Alabama 36104

(334) 242-9700

# Talladega College

## Mission, Vision, and Core Values

### Strategic Plan 2015-2020 Goals

**Goal 1:** Conduct a feasibility study to determine whether to change the institution's name to Talladega University, thus reflecting its enhanced undergraduate offering and adding graduate level programs, as well as career-oriented certification to prepare students for a changing world.

**Goal 2:** Provide academic programs and experience so that students will be able to speak effectively, think strategically, and read critically.

**Goal 3:** Enhance the student-focused teaching strategies to improve retention and prepare for global perspectives in our continuously changing world.

**Goal 4:** Enhance online course offerings to support fully online degree programs.

**Goal 5:** Exhibit competency among academic disciplines.

**Goal 6:** Support faculty in scholarship and research endeavors.

**Goal 7:** Retain and promote a high-quality and diverse faculty and staff.

**Goal 8:** Provide a safe and intellectual environment for student, faculty, and staff.

**Goal 9:** Enhance the partnership with the Community.

**Goal 10:** Further Talladega College to ascend to a top-tier academic institution.

### A = GG = CB

Talladega College is an institution rich in history whose mission is to equip its graduates for the global community through academic excellence, moral values, community service and professional development.

### V = G = CB

Talladega College aspires to be a center of academic excellence in liberal arts higher education; thus preparing students not only for graduate studies but also for the global community.

### CORE VALUES

#### STUDENTS FIRST:

The main stakeholders are students.

#### ACCOUNTABILITY:

Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring progress.

#### INTEGRITY:

Foster honesty by acting in a candid, fair, and ethical manner, creating a culture of trust that is evident in all College activities and decision-making.

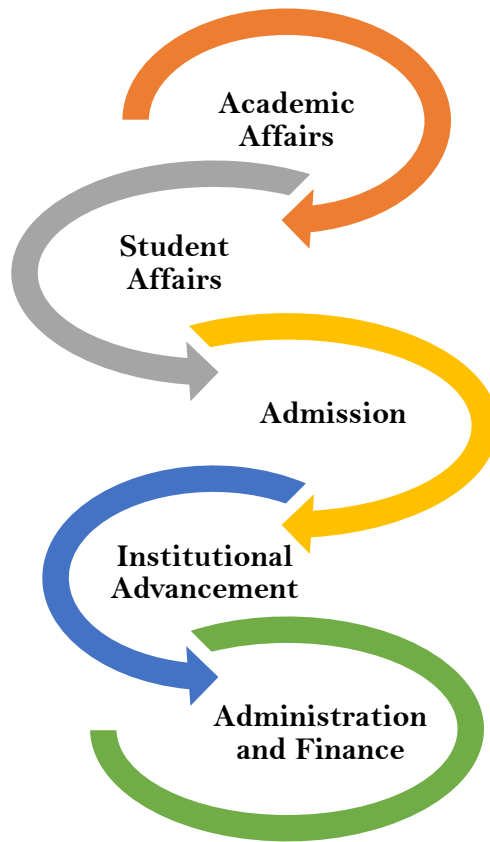
#### DIVERSITY:

Expose students to diversity inherent in the world in which we live.

#### EXCELLENCE:

To teach high-quality educational programs and perform innovative research, thus being preeminent in all that we do.

# Institutional Strategic Focus Area



## Accreditation : Timeliness Timeline for Reaffirmation Track Reaffirmation Year : 2019

### REAFFIRMATION OF ACCREDITATION SACSCOC TIMELINE

DATE	EVENT
December 3-6, 2016	Orientation Leadership Team
March 1, 2018	Compliance Certification Due
April 24-27, 2018	Off-Site Review
April 2018	Submit 2-3 names to be considered for Lead QEP Evaluator
October 23-25, 2018	On-Site Review at Talladega College
March 2019	Response to the On-Site Committee Review
June 10-13, 2019	Review by the SACSCOC Board of Trustees

## Office of Institutional Effectiveness and Research (OIER)

### Mission:

The mission of Office of Institutional Effectiveness and Research is to lead the college's efforts in accreditation and institutional effectiveness.

### Vision:

The Office of Institutional Effectiveness and Research (OIER) strives to serve the College by providing accurate, relevant, and timely data to both internal and external agencies.

### Purpose:

The purpose of the Office of Institutional Effectiveness and Research is to support the Talladega College's mission by improvement in effectiveness of Talladega College through strategic planning, assessment processes, research, and use of results in decision-making.

### Assessment Process Model

Primarily, assessment consists of several parts: planning, measurement (assessment), interpretation of results, and adjustments made after interpretation.

It is a continuous process with the most important part being "closing the loop". Closing the loop refers to using of results from assessments to make improvement.





## About Office of Institutional Effectiveness and Research (OIER)

The Office of Institutional Effectiveness and Research (OIER) provides data and analyses on student enrollment, retention, and graduation, as well as the college's faculty and staff.

The office is responsible for managing the assessment processes by which the College understands and improves the student experience, and administers the college-wide surveys of students, alumni, and employees. In addition, OIER staff members are responsible for reporting of official student, faculty, and staff data to The Integrated Postsecondary Education Data System (IPEDS), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other external and internal requestors.

On the OIER website (in the process), most standards reports will be posted. These reports, however, only provide a glimpse of the material available. Students, faculty, staff, and those in the larger community are strongly encouraged to contact this office for more information as you explore Talladega College!

**Internal Survey:** Student Evaluation of Courses and Instructor, Student Satisfaction Survey, Employee Satisfaction Survey, Alumni Engagement Survey, Alumni Reunion Survey, Graduation Exit Survey, Employment Satisfaction Survey, and Survey on demand

**External Survey:** NASPA benchmark survey

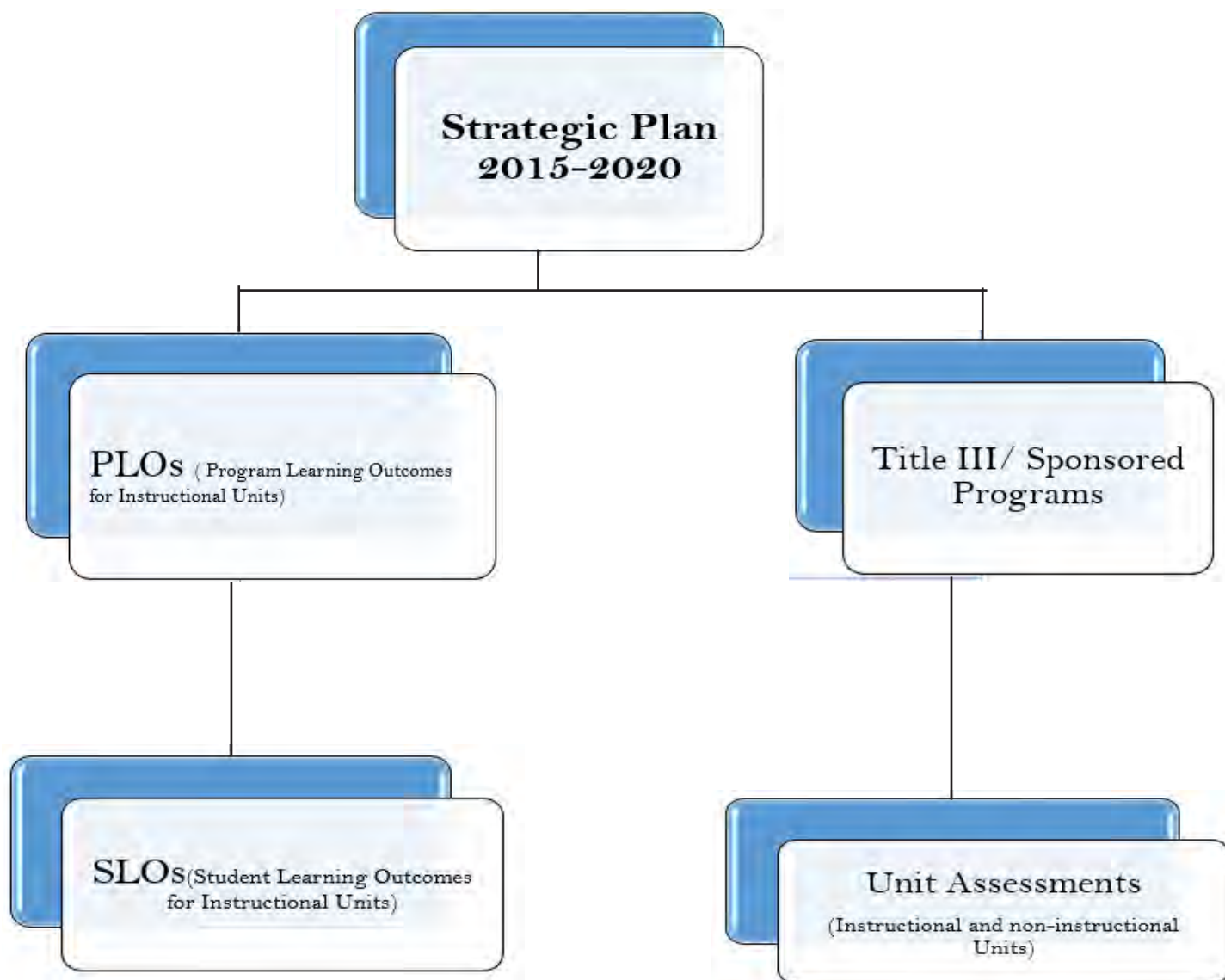
**Report:** Talladega college responds to routine reports on an annual basis from the several external agencies. Each of these major reports provides accountability for the College with external stakeholders.

**Data Reporting:** The Office of Institutional Effectiveness and Research has the responsibilities for responding to national statistical surveys such as the Integrated Postsecondary Education Data System (IPEDS), and The Council of Independent Colleges (CIC), and maintain the documentation for SACSCOC accreditation requirements.

**Training:** OIER office provides training for writing different assessment outcomes

OIER follows the ethical guidelines of the professional Association for Institutional Research (AIR): [AIR Code of Ethics](#).

## Closing the Loop: Assessments process aligned with College Strategic Plan 2015-2020



## Assessment:

Academic programs must measure both programs learning outcomes (PLOs) and student learning outcomes (SLOs) each year. They must have clear criteria set to demonstrate success.

Non-academic units (Non-Instructional Unit) are required to measure **operational outcomes**.

Examples include the following:

- Curriculum evaluation to ensure that students can access necessary courses.
- Assessment evaluate the academic advising effectiveness.

<b>Outcome Statement</b>	
✓ <b>Specific</b> – describes the process exactly.	✗ <b>Vague</b> – does not describe the process.
✓ <b>Measurable</b> – what will be changed and by how much. ✓ Identifies assessment tools.	✗ <b>Not measurable</b>  ○ Assessment tools not identified
✓ <b>Achievable</b> (must be attainable )	✗ <b>Difficult to achieve</b>
✓ <b>Relevant</b> ( must relate and be relevant to goals; can this information be used for decision-making )	✗ <b>Does not related to goals or provide information for decision making</b>
✓ <b>Time specific</b>	✗ <b>Not time specific</b>
✓ <b>Describes /Explains</b>	✗ <b>Does other describe/explain technical language</b>
✓ <b>Outcome requires funding if applicable) and tied to the unit's budget.</b>	✗ <b>Outcome requires funding, but it is not tied to units budget</b>

- **Student Learning Outcomes (SLOs)** are designed to generate information about what students should be able to do at the end of a class, a core curriculum, or a program. These assess students’ ability to demonstrate skills, knowledge, and attitudes.

**Examples include the following:**

- Psychology students will be able to develop appropriate research methodology.

- At least 85% of students enrolled in human anatomy and physiology will be able to label the bones on the skeleton with at least 80% accuracy.

Student Learning Outcomes (SLOs)	
✓ Behavioral based	✗ Not focused on behavior
✓ Directly Measured	✗ Indirectly measured
✓ Easily embedded in existing processes	✗ Requires additional processes
✓ Identifies where assessment will occur	✗ Does not identify where assessment will occur
✓ Identifies the population being assessed	✗ Does not identify the population
	✗ Assessment tools not identified
✓ Describes/ Explains technical language	✗ Does not describe/explain technical language
✓ Results-oriented information for decision-making	✗ Does not provide information for decision-making
✓ Time bound	✗ Not time-bond
✓ Tied to budget if funding is needed to accomplish outcomes	✗ Funding not identified

## Tips on Writing Student Learning Outcomes (SLOs)

Student learning outcomes (SLOs) are criteria for determining whether overall program goals are being successfully met and whether students are learning a program's curriculum to a satisfactory level. More simply put, an SLO expresses what a student is expected to **DO**, **KNOW** or **THINK**, as a result of a learning activity.

SLOs focus on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed as a result of a learning activity, this is the evidence that learning has taken place.

### Student Learning Outcomes should

- Identify who will be performing the desired behavior.
- Describe what behavior the student or learner will be able to do.
- Contain action verbs (see next page for list of action verbs)
- Be measurable.
- Be simply stated.
- Be aligned with mission statements and/or goals or program learning outcomes.

- Have a description of the condition which the behavior is demonstrated.
- Articulate the level and type of competence that is required of a graduate of a program. Describe the standard or criteria that will be used to evaluate success.
- Be framed regarding the program and not individual courses or students.

**Good outcome statements should be concise and precise. Verbs should be action verbs!**

## Consider using Bloom's Taxonomy:

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information	Demonstrate an understanding of the facts	Apply knowledge to actual situation	Breakdown objects and ideas into simpler parts and find evidence to support generalizations	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	<ul style="list-style-type: none"> <li>▪ Arrange</li> <li>• Define</li> <li>• Describe</li> <li>• Duplicate</li> <li>• Identify</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Memorize</li> <li>• Name</li> <li>• Order</li> <li>• Outline</li> <li>• Recognize</li> <li>• Relate</li> <li>• Recall</li> <li>• Repeat</li> <li>• Reproduce</li> <li>• Select</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Convert</li> <li>• Defend</li> <li>• Describe</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Estimate</li> <li>• Explain</li> <li>• Express</li> <li>• Extend</li> <li>• Generalized</li> <li>• Give examples</li> <li>• Identify</li> <li>• Indicate</li> <li>• Infer</li> <li>• Locate</li> <li>• Paraphrase</li> <li>• Predict</li> <li>• Recognize</li> <li>• Rewrite</li> <li>• Review</li> <li>• Select</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Charge</li> <li>• Choose</li> <li>• Compute</li> <li>• Demonstrate</li> <li>• Dramatize</li> <li>• Discover</li> <li>• Employ</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Operate</li> <li>• Practice</li> <li>• Predict</li> <li>• Prepare</li> <li>• Produce</li> <li>• Relate</li> <li>• Schedule</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Use</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Appraise</li> <li>• Breakdown</li> <li>• Calculate</li> <li>• Categorize</li> <li>• Compare</li> <li>• Contrast</li> <li>• Criticize</li> <li>• Diagram</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Examine</li> <li>• Experiment</li> <li>• Identify</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Model</li> <li>• Outline</li> <li>• Point out</li> <li>• Question</li> <li>• Relate</li> <li>• Select</li> <li>• Separate</li> <li>• Subdivide</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Assemble</li> <li>• Categorize</li> <li>• Collect</li> <li>• Combine</li> <li>• Comply</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Design</li> <li>• Develop</li> <li>• Devise</li> <li>• Explain</li> <li>• Formulate</li> <li>• Generate</li> <li>• Plan</li> <li>• Prepare</li> <li>• Rearrange</li> <li>• Reconstruct</li> <li>• Relate</li> <li>• Reorganize</li> <li>• Revise</li> <li>• Rewrite</li> <li>• Setup</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Tell</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise</li> <li>• Argue</li> <li>• Assess</li> <li>• Attach</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Contrast</li> <li>• Defend</li> <li>• Describe</li> <li>• Discriminate</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Judge</li> <li>• Justify</li> <li>• Interpret</li> <li>• Relate</li> <li>• Predict</li> <li>• Rate</li> <li>• Select</li> <li>• Summarize</li> <li>• Support</li> <li>• Value</li> </ul>

## Assessment Method:

All outcomes must be measurable. Methods of assessment will depend on the nature of what is being assessed. Ideally, direct methods will be used to measure results, and when possible, multiple assessment methods should be used to measure results for each outcome.

➤ Direct measures include the following:

- Comprehensive or capstone examinations that are developed to measure unique concepts.
- Professionally judged performances and demonstrations.
- Standardized tests
- Rubrics to evaluate written/oral material.
- Embedded questions on examinations.
- Measures of practical skills in clinical settings and internships.
- Counts, such as of faculty hired or students advised.
- Promotional/marketing materials.
- Attendance at events.
- Changed activity levels (such as fewer complaints, increased visits by students, etc.)
- Increased physical resources.
- Increased human resources.
- Locally Developed Tests--- Pre/Post Tests.

➤ Indirect measures include the followings:

- Quantitative data ( such as enrollment numbers)
- Case Study.
- Retention Rates.
- Graduation Completion Rates.
- Self-reported data, from instruments such as
  - Student Satisfaction Surveys (student opinion)
  - Completer Exit Surveys.
  - Focus Group Feedback.
  - Alumni Satisfaction Surveys.
  - Employer's Satisfaction Surveys
  - New Student Orientation Surveys
  - Interviews.
- Number or rate of students who become employed or attained further education after graduation.

## Criteria

Criteria should be developed to indicate a satisfactory standard of performance. Individual student learning is not being measured. Instead, aggregate student performance allows instructors of courses and administrators of programs to confidently assert that students who complete a course or program can adequately demonstrate their knowledge, skills, and attitudes. Criteria should be set to indicate when a goal is being met or when change is indicated. Criteria should indicate what percent of scores meet a minimum threshold or above to show that the goal has been met.

### Some suggested appropriate criteria:

- Students will be able to demonstrate that they can think critically. This will be scored using a rubric. *At least 90% of the scores will be at the competent level or above.*
- Students will be able to demonstrate that they can identify a chemical compound. It will be measured by an embedded exam question. *At least 75% of the answers will be correct.*
- Students will be able to demonstrate that they have the ability to write well. It will be measured by scores on a nationally-normed standardized test. *At least 80% of the Talladega College students' scores will be among the top quality national scores.*

Criteria	
✓ Describes satisfactory results	✗ <i>Does not set a threshold for satisfactory results.</i>
✓ Be reasonable but challenging	✗ Not reasonable and/or challenging.
✓ <i>Be data (numbers) based</i>	✗ Not data (numbers) based

## Documenting Results and “Closing the Loop.”

After outcomes are assessed, units **must** document the results and use them to make decisions about how to create **improvement**.

### Actual Outcomes/Results:

All units must provide a brief, concise statement of the actual outcome results. The units will describe what happened.

Example: if your outcome were to improve the retention rate by 2%, you would simply state, “The retention rate of 71% increased by 2% over the previous year.”

**Actual Outcomes/Results Description** describes in much greater detail of what actually occurred. There are two parts that should be included to explain results:

1. The Degree to which success was achieved. For example, a scale can be used such as
  - Not at all achieved
  - Minimally achieved
  - Adequately achieved
2. Specific **evidence** of what actually occurred. *Concrete* outcomes should be described.

This includes survey results, scores or records. The actual result should show performance related to the target that was set. Include any exhibits to support the evidence (item scores, calculations on rubrics, etc.)

Results	
✓ Related to outcome	✗ Not related to outcomes
✓ Indicates how well expectations were met.	✗ Does not indicate how well expectations were met
✓ Describes what was learned that would be useful for decision-making	✗ Does not describe what was learned that would be useful for decision-making
✓ Appropriate evidence/documentations is attached	✗ No documentations/evidence is attached



The assessment process is **not completed** unless units make decisions based on what was learned from results. To use the results (**close the loop**), unit heads should set future goals specifying changes that will be made because of what was learned from the assessment.

**Units should always strive to improve.** Therefore, it is not good assessment practice to measure the same outcomes every year if all the targets are consistently being met. It is expected that either target should be re-evaluated to determine if they are appropriately rigorous or that new outcomes will be developed to improve student learning.

<b>Use of Results (Close the Loop)</b>	
<ul style="list-style-type: none"> <li>✓ Describe changes that will be made based on results                             <ul style="list-style-type: none"> <li>▪ Changes in processes</li> <li>▪ Changes in expectations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✗ No changes or no justification why no change is needed</li> </ul>
<ul style="list-style-type: none"> <li>✓ Addresses any gaps in expectations and actual performance</li> </ul>	<ul style="list-style-type: none"> <li>✗ Does not address gaps in expectations and actual performances</li> </ul>
<ul style="list-style-type: none"> <li>✓ Demonstrates a commitment to continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>✗ Does not demonstrate a commitment to continuous improvement</li> </ul>

## **Timeline:**

Academic (Instructional) and non-academic (Non-Instructional) units are expected to set outcomes in **July-August** to coincide with the budgeting planning process. Results can be measured using the annual calendar year (AY), the academic year or the fiscal year (FY). Regardless of the calendar used for measurement, results must be reported by the end of the June (for Non-Instructional Unit) and mid of May (for Instructional Unit)

**Assessment is 100% mandatory.**

## **Policy: Statement on Confidential Data & Information**

The Office of Institutional Effectiveness and Research(OIER) routinely collects, compiles, and analyzes confidential and sensitive administrative and survey data to support Talladega College's assessment, evaluation, and planning efforts.

To insure the appropriate use of confidential and sensitive information, OIER adheres to the following guidelines:

- Administer anonymous surveys whenever possible
- Inform respondents of the level of confidentiality associated with all questionnaires
- Secure physically and electronically confidential and sensitive information
- Secure documentation linking individuals to confidential information
- Maintain individuals' confidentiality by reporting data in aggregated form
- Redact reports containing identifying information
- Redact reports containing information regarding individual performance
- Release sensitive information only to appropriate College officials

OIER also is bound by the Family Educational Rights and Privacy Act (FERPA), a federal law enacted to protect the privacy of students and their parents. Visit the U.S. Department of Education [website](#) for more information about FERPA and your rights.

## Policy: Official Data

The Office of Institutional Effectiveness and Research (OIER) compiles and reports official Talladega College statistics to government, IPEDS, regulatory, and private requestors. These data are collected in accordance with defined guidelines to allow for comparison between institutions.

The Office of Institutional Effectiveness and Research (OIER) annually publishes the following documents that provide official Talladega College data. These documents can be viewed online (In process) or downloaded using Adobe Acrobat Reader:

- **Quick Facts About Talladega College:** a snapshot of commonly used enrollment data.
- **Official Talladega College Enrollment Reports** – official enrollment numbers.
- **Perspectives: The Talladega College Fact Book** – a comprehensive report providing detailed student information regarding enrollment, admissions, retention/graduation, instruction, and finances.
- **Common Data Set** – a report established through a collaborative effort among data providers in the higher education community to standardize commonly requested data elements.
- **The Benchmarking Report** – a report comparing Talladega College’s enrollment, admission, student finance, and graduation data with our peer institutions.
- **The Talladega College Official IPEDS Report** – reports required by The Integrated Postsecondary Education Data System (IPEDS)

**TALLADEGA COLLEGE**  
**SURVEYING POLICY**  
**Office of Institutional Effectiveness & Research (OIER)**

**POLICY**

Only surveys that are for the purpose of administrative or institutional improvement will be approved for electronic mass distribution to the college community. The Office of Institutional Effectiveness and Research acts as a clearinghouse to approve surveys that are being administered electronically to:

- All faculty, staff, and students

This policy does not apply to an administrative or academic function that is administering a survey to individuals directly under one's purview (e.g. faculty distributing mid-term course evaluations to students in their courses or a supervisor asking employees who report directly to him/her their preferences for a change in the workplace).

**PURPOSE OF POLICY**

The purposes of this policy are to:

- Establish a consistent procedure for managing surveys on campus
- Improve survey quality
- Coordinate college-wide survey scheduling
- Reduce survey fatigue
- Avoid duplication in data collection

**CRITERIA FOR SURVEY APPROVAL**

All surveys that fall under this policy will be reviewed by the Office of Institutional Effectiveness & Research (OIER). Approval for surveys will be based on the following:

- **Importance:** Does the survey provide useful information for assessment and planning purposes?
- **Dissemination and Use of Information:** Who will have access to the information, and will it help them make better decisions as a result?
- **Duplication of Efforts:** Can the proposed survey be combined with other planned surveys? Are there existing data sources that contain the same information?
- **Content and Design of Survey:** Is the survey well-designed? Is it of reasonable and appropriate length? Are the questions easily understood and interpreted?
- **Timing:** When will the survey be conducted? Does it overlap with other surveys of the same population?
- **Targeted Sample:** Who is being surveyed?
- **Overall Impact:** What will be the impact of the survey? Will the survey be considered controversial? Does the survey overburden respondents?

## **SURVEY REQUESTS**

All requests for surveys are to be submitted in writing to the Office of Institutional Effectiveness & Research at [sgraza@talladega.edu](mailto:sgraza@talladega.edu) with the following information:

- A. General description of the survey to include purpose and how the results will be used
- B. Copy of survey instrument
- C. Wording for the cover email to survey participants, with subject line included
- D. Proposed dates or timing of when survey should be administered
- E. Description of any incentives that will be given

Survey requests will be submitted at least **3 to 5** business days from the desired date of survey administration.

**Please note:** Survey authors are required to obtain Institutional Review Board approval, if necessary, separately. This policy does not cover IRB approval. For more information about Talladega College's IRB, please contact the IRB Committee.

## **DATA SECURITY**

To ensure the security and privacy of collected data, all surveys must be administered through the College's official survey account (currently SurveyMonkey). OIER will share raw survey data with the investigator from the survey account and will prepare a final report for them.

## **SURVEY APPROVAL**

Once surveys have been reviewed, requesters will be notified via email as soon as possible and given specific survey information to appear on the survey and provide the survey access link.

## **ASSISTANCE WITH SURVEYING**

The Office of Institutional Effectiveness and Research(OIER) will provide assistance to faculty, instructional and non-Instructional units, and staff members conducting the survey. Assistance includes:

- Working with them through the approval process
- Providing guidance on questionnaire design, sampling, and other methodological issues.
- Creating and reporting results for online surveys using the Talladega College web-based surveying system.
- Analyzing with data analysis and interpretation, sharing raw data, and prepare the final report(s).

## **SANCTIONS FOR POLICY VIOLATIONS**

- Failure to adhere to the policies and guidelines relating to gaining approval for surveys and the use of data will result in a written notification from OIER to the data collector and their supervisor.
- Additional violations will be processed by the Office of Academic Affairs. If the data collector is a student, they will receive notification from OIER. Additional violations will be processed by the Office of Academic Affairs. Consistent violations may result in supervisory action.
- Violations of this policy and/or the Data Integrity Policy could result in a warning letter in your file and have personnel implications depending on the level of offense and prior personnel concerns.
- It is up to individuals to understand these policies. If you have doubts or questions, you are advised to contact the office of OIER. The office of OIER also regularly provides basic demographic data as needed.

**OFFICE OF INSTITUTIONAL EFFECTIVENESS & RESEARCH (OIER)  
DATA REQUEST FORM**

Please print and provide information for each question.

TODAY'S DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

REQUEST NEEDED BY: \_\_\_\_/\_\_\_\_/\_\_\_\_

CONTACT NAME: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_ PHONE NUMBER: \_\_\_\_\_

1. What is the purpose of this request?

\_\_\_ Federal                      \_\_\_ State                      \_\_\_ Institutional Use

2. What is your basic question?


3. Information is needed for which semester(s)? (Example: fall 2015, spring 2015, etc.)


4. Type of information needed? Be specific. (Example: Enrollment Data, Retentions etc.)


5. In what format do you need information?                      \_\_\_ Excel                      \_\_\_\_\_ Other

6. Other details, if any

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## Glossary

**Assessment:** an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public, setting appropriate criteria and high standards of learning quality, systematically gathering, analyzing, and interpreting and using the resulting information to document, explain and improve performance. When it is embedded effectively in larger institutional systems, assessment can help us focus our collective attention, examine our assumptions and create a shared academic culture dedicated to assuring and improving the quality of higher education (Thomas A. Angelo, AAHE Bulletin, 1995, p.7).

**Assessment Cycle:** refers to the calendar cycle of planning and assessment that includes annual submittal of plans from academic and administrative units and the follow-up assessment review. It also includes the calendar cycle review of the college's mission statement, strategic plans, and institutional effectiveness process.

**Closing the Loop:** using assessment results for program change and improvement.

**Goal:** a statement about general aims or purposes that are broad, long-range intended outcomes.

**Mission statement:** the statement of philosophy and purpose for an organization. The mission answers the question, "Why do we exist?"

**Objective:** a specific, measurable step in the plan to accomplish a goal.

**Operational Outcomes:** those outcomes measuring administrative operations of academic programs or non-academic units.

**Student Learning Outcomes (SLOs):** are outcomes designed to generate information about what students should be able to do at the end of the class, a core curriculum or a program. These assess students' ability to demonstrate skills, knowledge, and attitude.

**Vision Statement:** It articulates the organization's values and intended contribution to society and shares how the organization should look into the future by presenting the idea of an ambitious long-term goal.

## References

Angelo, T. A. (1995). Reassessing (and defining) assessment. *AAHE Bulletin*, 48(3), 7.

Birchfield, K. (2014). *Annual assessment reporting manual administrative units*. Unpublished manuscript. Auburn Montgomery, Montgomery, Alabama.

Campus Labs. (2015, January 22) *writing learning outcomes worksheet*. Retrieved from <http://casupport.campuslabs.com/attachments/token/kaocjegvnjzrs7/?name=Wtitting+Learning+Outcomes+Worksheet+-+with+revised+Bloom%27s+wheels.docx>.

Colagross, G. (2012). *Improvements: the key to institutional effectiveness*. Unpublished manuscript. Alabama Community College System, Montgomery, Alabama.

Southern Association of Colleges and Schools – Commission on Colleges. (2012).

*Handbook for Institutions seeking reaffirmation*. Retrieved from <http://www.sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20reaffirmation.pdf>

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*Resources manual for the principles of accreditation: Foundations for quality enhancement*. Retrieved from <http://www.sacscoc.org/pdf/Resources%20Manual.pdf>.





## **Appendixes:**

- I. Tips on Writing for SLO**
- II. Tips on Writing for PLO**
- III. Campus Lab video clips**
- IV. How to Use Compliance Assist for Planning & Baseline**
- V. How to Use Baseline (Rubric and Project)**

# Appendix - I

## Tips on Writing Student Learning Outcomes (SLOs) Development

### **STEP ONE: Identify your program-level SLOs.**

Question: What are the top five to ten tasks that a graduate of your program working in an entry-level position would be expected to do on the job? (Remember to phrase each task beginning with an action verb.) [Example: Student will be able to manage balance sheet and cash flow statement in the organization business setting.]

### **STEP TWO: Identify the courses in which the SLOs are assessed.**

Question: In which classes *near the end of the program* do you assess these outcomes? [Example: HUM 101/Introduction to Humanities]

### **STEP THREE: Identify the methods of assessment.**

Question: How do you plan on assessing the SLOs? Are you using a subset of questions on an exam, lab/skills check-off sheets, or rubrics? [Example: lab check-off sheets used to score practical exam, rubric, writing rubric]

### **STEP FOUR: Identify your expected results.**

Question: To what level of proficiency would you expect your student to show success in completing the tasks? [Example: 80% of students will score at least a four (meets expectations) on 80% or more of lab check-off sheet items.]

### **STEP FIVE: Assess the student learning outcomes.**

Question: What were the actual results (in great detail) of the outcome assessment? [Example: 70% of students scored a four (meets expectations) on 80% or more of lab check-off sheet items. Student performance was lowest in the area placing a computer device.]

### **STEP SIX: Identify improvements based on assessment results.**

Question: What will you do to improve student performance on the SLOs? Will you make changes in classroom instruction, assessment or equipment? [Example: To improve performance on the SLOs, the program purchase the Math software to give the students guided practice how to use MatLab software before the practical exam.] **[see the updated template at the Campus Lab or at the Template section]**

Learning Outcome	Assessment Methods	Expected Results	Actual Results	Use of Results

## Appendix-II

### Tips on Writing

#### Programs Learning Outcomes (PLOs) Development

It is a clear, often measurable outcome of a program typically expected to be achieved within a single calendar or fiscal year. Outcomes are the building blocks or steps towards achieving a program/unit's goals. Further, outcomes are specific and concise statements that state **WHO** will make **WHAT** change, by **HOW MUCH, WHERE** and by **WHEN**.

There are various types of outcomes, but the most commonly used are:

1. Placement rates
2. Licensure pass rates
3. Completion rates
4. Survey results
5. Professional development
6. Retention rates

Unit Assessment and Program outcomes should be **specific, measurable, achievable and realistic**, and **time specific**. You can use the acronym, **SMART** to remember this.

<b>SPECIFIC –</b> Clearly illustrate the issue, target group, the time and place	
<b>UNSPECIFIC</b>	<b>SPECIFIC</b>
○ The retention rate will increase.	○ As a strategy for increasing retention rates, the retention team will provide supplemental instruction in math and English for first-semester students.
<b>MEASURABLE –</b> Be clear in the outcome about what will be CHANGED AND by HOW MUCH	
<b>NON-MEASURABLE</b>	<b>MEASURABLE</b>
○ To raise awareness of the low retention rates	○ By September 2016, the College's overall retention rate will increase by 5%.
<b>ACHIEVABLE –</b> Be realistic about what can be achieved as it relates to the scale/scope of what is being done, the time and resources available.	
<b>UNACHIEVABLE</b>	<b>ACHIEVABLE</b>

<ul style="list-style-type: none"> <li>○ The percent of first generation students be retained will be increased by 75% at the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>○ When compared to the baseline of the 50 first generation students retained, there will be 3% increase in the number of first generation students being retained annually.</li> </ul>
<p><b>RELEVANT –</b> Outcomes need to RELATE to be RELEVANT to the goals.</p>	
<p><b>NOT RELEVANT</b></p>	<p><b>RELEVANT</b></p>
<ul style="list-style-type: none"> <li>○ 80% of the first generation students who received supplemental instruction will be successful.</li> </ul>	<ul style="list-style-type: none"> <li>○ An analysis of annual retention rate will demonstrate that at least 80% of the first-generation students were enrolled the next semester.</li> </ul>
<p><b>TIME SPECIFIC –</b> Be clear about the time frame in which the program activities, as well as expected changes, will take place.</p>	
<p><b>NOT TIME SPECIFIC</b></p>	<p><b>TIME SPECIFIC</b></p>
<ul style="list-style-type: none"> <li>○ The College’s overall retention rate will increase.</li> </ul>	<ul style="list-style-type: none"> <li>○ By September 2016, there will be a 5% increase in the College’s overall retention rate from the previous fall.</li> </ul>

## Appendix-III



Baseline



Compliance Assist

Resources	Web site
Campus Lab	<a href="http://www.campuslabs.com/">http://www.campuslabs.com/</a>
Knowledge Center (Resource center, Audio and video clips)	<a href="http://www.campuslabs.com/knowledge-center/">http://www.campuslabs.com/knowledge-center/</a>
Support 8:00 am – 8:00 pm ET weekdays	716-270-0000
Webinars	<a href="https://campuslabs.zendesk.com/hc/en-us/articles/213481507">https://campuslabs.zendesk.com/hc/en-us/articles/213481507</a>
Baseline (Rubric and Project) Video Link	<p><b>1. How to Create a Rubric:</b> <a href="https://youtu.be/VeQyBn-gWkK?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn">https://youtu.be/VeQyBn-gWkK?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn</a></p> <p><b>2. How to Link Assessments and Enter Data:</b> <a href="https://youtu.be/3F8T74kjjgo?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn">https://youtu.be/3F8T74kjjgo?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn</a></p> <p><b>3. How to View &amp; Share Rubric Scores:</b> <a href="https://youtu.be/slBHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn">https://youtu.be/slBHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn</a></p>
Planning Web link[Video Clip]	<a href="https://www.dropbox.com/s/67bfwnrsrv7dfk/Talldega%20Unit%20Plans.mp4?dl=0">https://www.dropbox.com/s/67bfwnrsrv7dfk/Talldega%20Unit%20Plans.mp4?dl=0</a>

## Appendix -IV

### How to Use Compliance Assist for Planning & Baseline (Step-By-Step)



Enter Username Password: <http://www.talladega.edu/joomla25/campuslabs/>

A screenshot of the 'CAMPUS LABS LOGIN' page. The page has a dark blue background with the Talladega College logo and slogan at the top. Below the logo is a white box containing the title 'CAMPUS LABS LOGIN', a 'Username' input field, a 'Password' input field, and a blue 'Sign in' button.

**Note: To retrieve your Username and password, please call the Director of Institutional Effectiveness and Research**

## How to Write Student Learning Outcome(SLO) & Program Learning Outcome (PLO) at

### Campus Lab (Compliance Assistant).

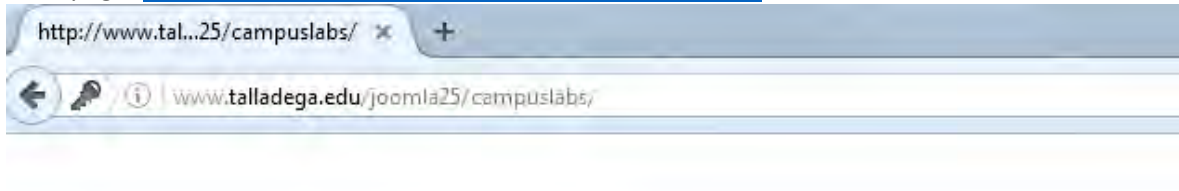
1. Log-in to the Campus lab by entering the username and password. [UserName and Password help: Contact, Director of OIER, 256-761-6200]

2. Click the Compliance Assistance

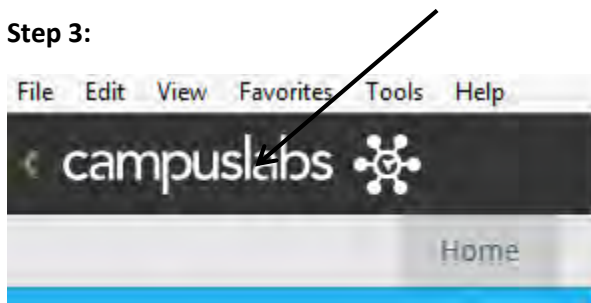




After entered the Username password, a blank page appeared. It should take you at the Baseline Web page: <http://www.talladega.edu/joomla25/campuslabs/>

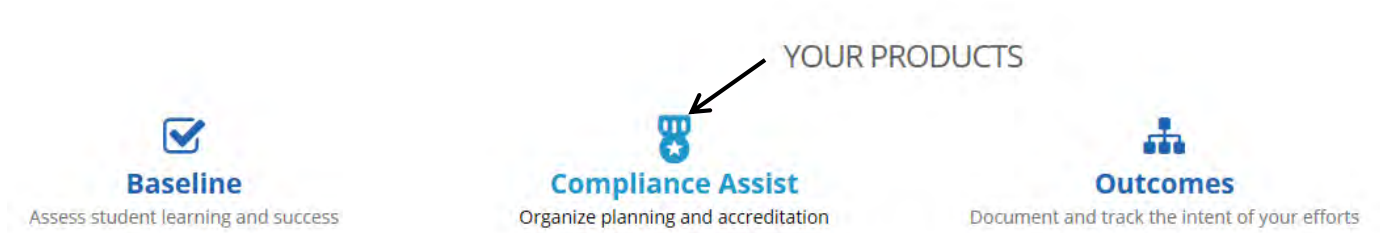


**Step 3:**

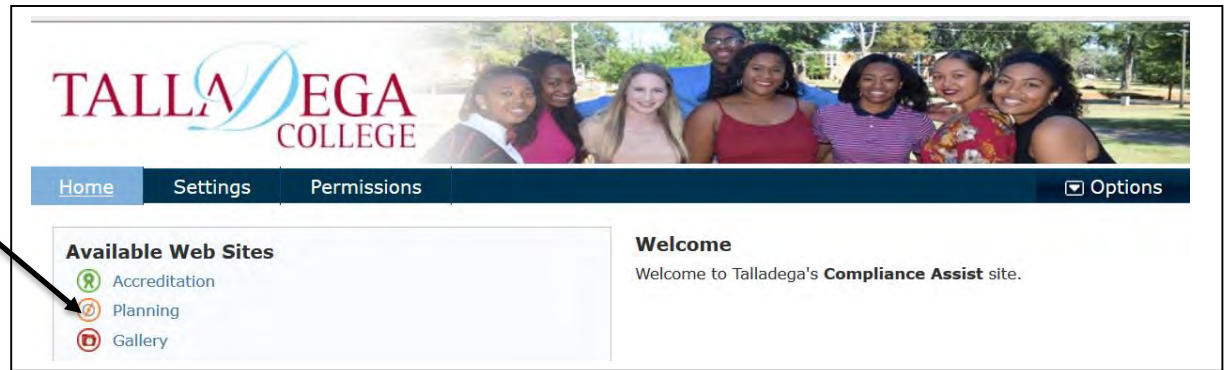


**Note:** You might not see the step 3, and directly forward to the step 4.

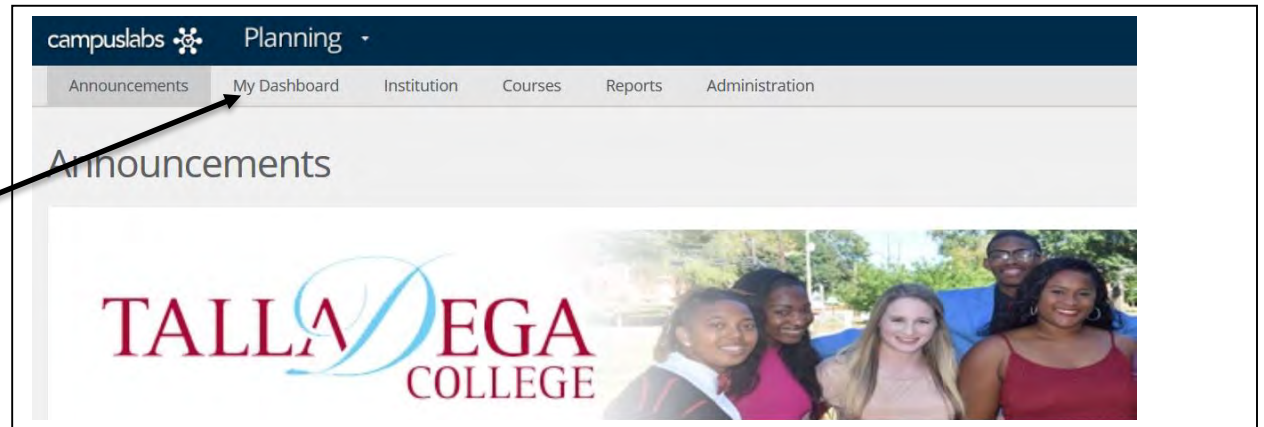
**Step 4:**



Click "Planning."



Click "My Dashboard."



You might see a different screen based on your role  
**Unit Assessment** (It is related to Unit (Deans and Non-Instructional Unit))

## My Dashboard - My Roles

My Roles

Strategic Plans

Unit Assessment...

Title III Assessm...

Outcomes Asses...

General Education

Budget

Roles

Roles to View:

Table Filtered By: Fiscal Year: All

[Edit Filter](#)

Missions, Vision, Core Values, Strategic Goals, Vice President Strategic Goal, Vice President Strategic Objectives, Unit Objectives, Project Summaries, Objectives Status & Impact Report, Institutional Collaborations, Personnel, Budget Analyses, Travels, Program Learning Outcomes, Student Learning Outcomes, placeholder

**Title III Assessment:** It is related to semi-Annual and Annual Report related to Title III funded Department

**Outcome Assessment:** Related to Student Learning Outcomes (SLO) & Program Learning Outcomes (PLO)

My Roles

Strategic Plans

Unit Assessment...

Title III Assessm...

Outcomes Asses...

Table Filtered By: Fiscal Year: FY 2017  
Program Learning Outcomes, Student Learning Outcomes

Edit Filter

### Organization Tree

- Institution
- Academic Affairs
- Adult Degree Program/FastTrack
- Business and Administration
- Examples Unit
- Faculty Development

### Items Related to Institution

- New Item
- Program Learning Outcome
- Student Learning Outcome
- No items to display

Name
------

**Step 2: Select the Year:**    **Step 3: Select your Department**

**Step 4: Select your Assessment**  
- PLO (Student Learning Outcomes)  
- SLO (Student learning Outcomes)

**Step 1: Select the Assessment:**

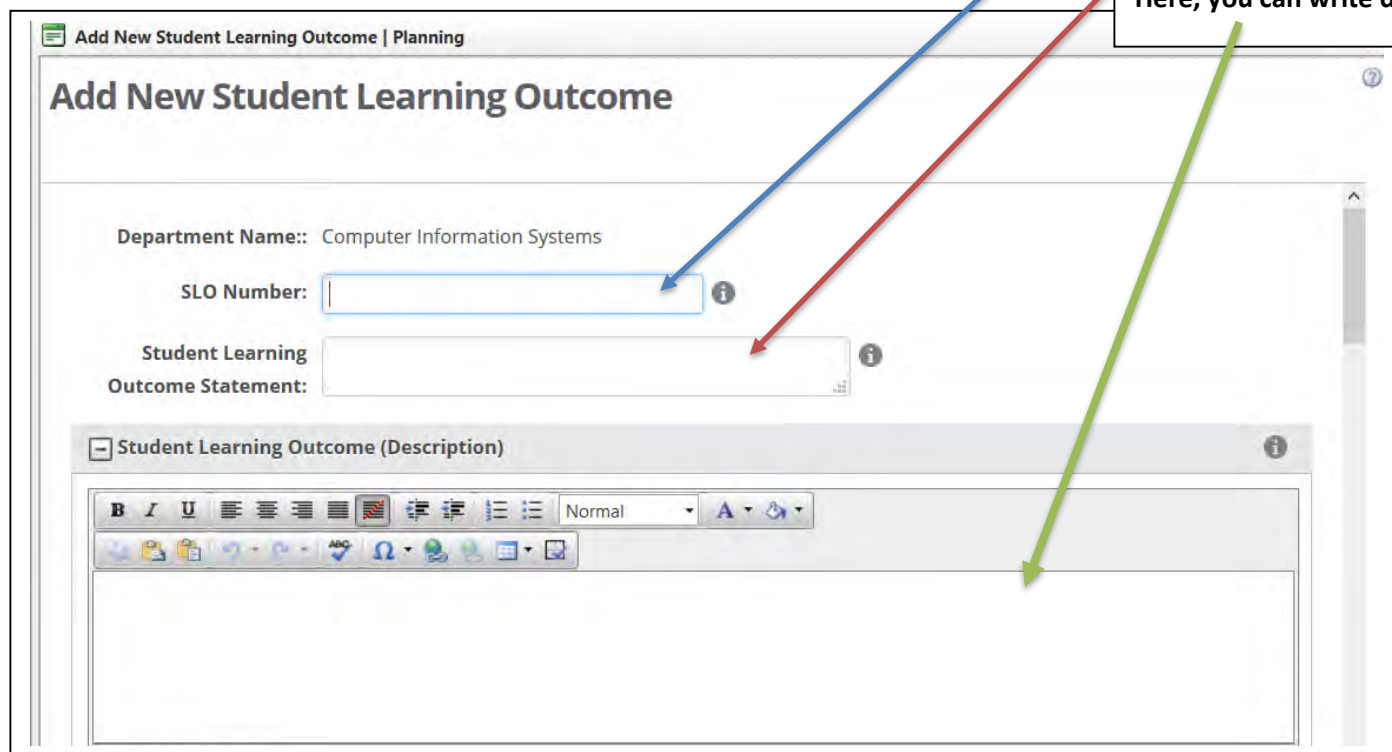
## How to start writing: STUDENT LEARNING OUTCOMES (SLO)

**Note:** This updated format will apply all the submitted SLO, PLO, and Unit Assessment. It is important to go back and update your submitted assessment.

**Enter the Number, (i) will explain about the area related to (i)**

**Enter SLO Objective:**

**Here, you can write details about SLO objectives**



The screenshot shows a web form titled "Add New Student Learning Outcome | Planning". The form includes the following fields and sections:

- Department Name:** Computer Information Systems
- SLO Number:** An empty text input field with a blue border and an information icon (i) to its right. A blue arrow points from the red text box above to this field.
- Student Learning Outcome Statement:** An empty text area with a light gray border and an information icon (i) to its right. A red arrow points from the red text box above to this field.
- Student Learning Outcome (Description):** A section with a collapsed header and a rich text editor. The editor has a toolbar with icons for bold, italic, underline, list, link, and other text formatting options. A green arrow points from the green text box above to the text area of the editor.

**Start:** 7/1/2016   **Choose Fiscal Year Dates**

**End:** 6/30/2017

**Related Institutional Goals:**

**Benchmark/Criteria for Success: Briefly explained if this outcome was effectively achieved?**

**Outcome Not Assessed This Year:**

**2013-14: This Date should be Start: 7/1/2013 End: 6/30/2014**

**2014-15: This Date should be Start: 7/1/2014 End: 6/30/2015**

**2015-16: This Date should be Start: 7/1/2015 End: 6/30/2016**

**2016-17: This Date should be Start: 7/1/2016 End: 6/30/2017**

**Select, if this outcome not assessed**

**Select the Institutional Goal listed in the Talladega College Strategic Plan 2015-2020. Goals are listed at the end of this document.**

**Describe as listed there**

**[- Assessment Methods** (i)

Edit

i You must click the Save button below in order to add files to this item.

**Assessment Type**  
(Direct/Indirect measure):

- Direct Measure
- Indirect Measure

**[- Expected Results** (i)

Edit

i You must click the Save button below in order to add files to this item.

**[- Actual Results** (i)

Edit

i You must click the Save button below in order to add files to this item.

Click, (i) to see details.

Describe (i) for more details about Direct and Indirect measures

**Note: This updated format will apply all the submitted (SLO), PLO, and Unit Assessment. It is important to go back and update your submitted assessment.**

**Select the indicator,**  
**In case you have selected the “Unable to complete...” Need to write the details**

The screenshot shows a web interface for managing assessment results. At the top, there is a section for 'Baseline Data' with a message: 'You must click the Save button below in order to add files to this item.' Below this is the 'Assessment Results' section, which includes a dropdown menu for 'Indicator:'. The dropdown menu is open, showing four options: 'Benchmark met', 'Benchmark met, revised for next year', 'Benchmark not met, continuing for next year', and 'Unable to complete (if selected, please explain below)'. A purple arrow points from the text above to the dropdown menu, and a black arrow points from the text above to the 'Unable to complete' option. Below the dropdown menu, there are two main sections: 'If Unable to Complete' and 'Use of Results'. Each section has an 'Edit' button and a message: 'You must click the Save button below in order to add files to this item.' The 'If Unable to Complete' section is currently empty, while the 'Use of Results' section is also empty.



**Explain "Use of Result" such as either you will use to update the teaching pedagogy. Update lesson plans etc.**

The screenshot shows a web form with several sections. A green arrow points from the top instruction box to the 'Use of Results' section. A purple arrow points from the 'Other Use of Results' dropdown menu to its corresponding instruction box. An orange arrow points from the 'Other (Please Explain Below)' option to its instruction box. A red arrow points from the 'Plan of Action/Enhancement' section to its instruction box.

**Use of Results**

Edit

*i* You must click the Save button below in order to add files to this item.

**Other Use of Results:**

- Documenting accreditation requirements
- Recruitment/Retention initiatives
- Student development opportunities
- Other (Please Explain Below)

**Please Explain ("Other")**

Edit

**Plan of Action/Enhancement**

Edit

*i* You must click the Save button below in order to add files to this item.

**Select, where else the above Result can be used to get benefits**

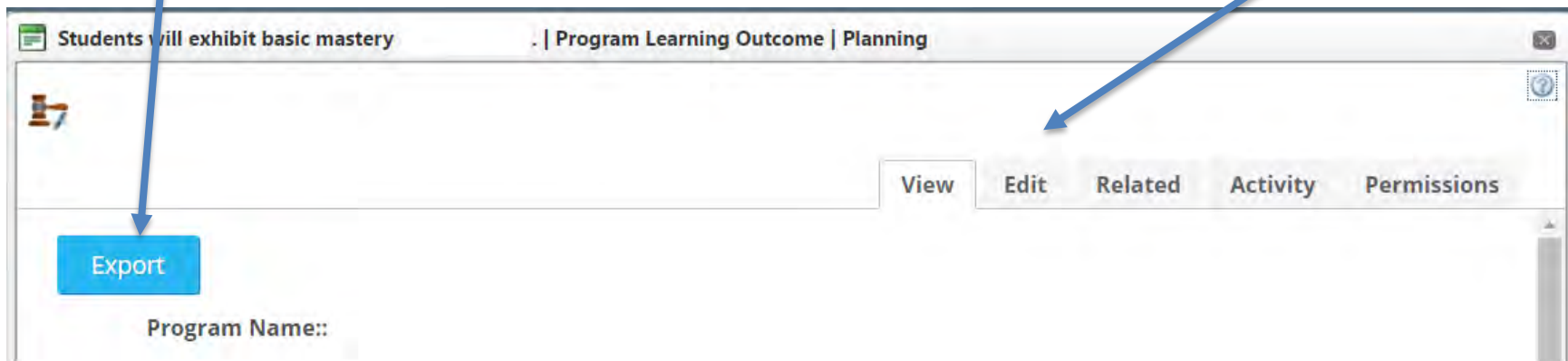
**If you did not find any items in the list where you can use these results. You can select "Other." And explain here**

**If the results did not achieve the expected result, what will be your plan of action or you want to enhance to get better result**

**Note:** The rest of the items on the “Student Learning Outcomes are self-explained. Do not forget to press the “Save” button. Once you save the SLO/PLO or Unit Assessment, you can edit the document. You can also export the document.

Click the “Export” button, in order to print or save a copy of your own SLO/PLO or Unit Plan.

Once, you saved the document, you can edit the SLO/PLO etc.



Once, you click the “Export” button, see the next Figure to generate PDF file or Word doc file.

Planning - Google Chrome

Secure | <https://talladega.compliance-assist.com/planning/print-settings.aspx?entityID=73e2bf7e-26af-4573-ac53-076ffb5ad73a&type=entit>

## File Type

File Format  PDF  MS Word

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### PDF Settings

#### Margins

Top  inches      Bottom  inches      Left  inches      Right  inches

#### Options

Orientation  Portrait  Landscape

Header  Header Logo

Footer   Text in Footer

Page Numbers in Footer

## How to start writing: PROGRAM LEARNING OUTCOME (PLO)

There are very few changes in the PLO as compared with SLO.

**Add New Program Learning Outcome | Planning**

### Add New Program Learning Outcome

Program Name:: Computer Information Systems

Program Mission Statement:

Edit

Program Chair: Name:

PLO Number::

Program Learning Outcome Statement:

Program Learning Outcome (Description)

Rich text editor toolbar: Bold, Italic, Underline, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Text Color, Background Color, Font Size, Font Family, Undo, Redo.

**Callout Box:** Every degree/diploma granted program should have a Mission Statement. The mission statement should also address student learning or outcome etc. Your Mission Statement should support the College's Mission and Goals. The Mission statement should be added in the Catalog under your program.

**Note: The rest of the PLO details are similar to the Student Learning Outcome Details listed above.**

## Unit Assessment: Instructional (Divisions) and non-Instructional Units (Business Office, Student Affairs, IT, etc.)

Add New Unit Objective | Planning

### Add New Unit Objective

Unit/Department Name::

Unit Mission Statement:

Edit

Unit Head::

Unit Objective Number:

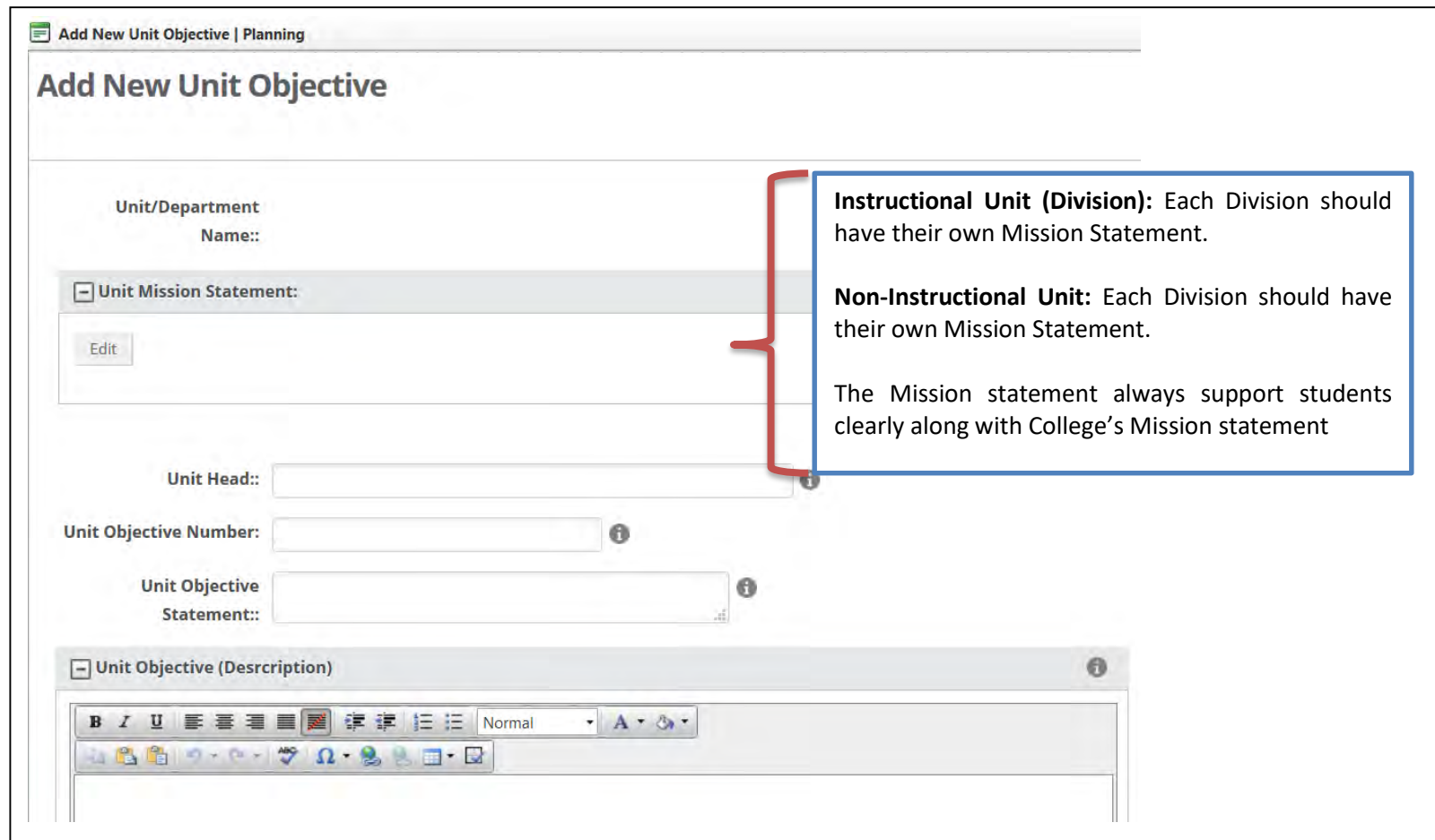
Unit Objective Statement::

Unit Objective (Description)

**Instructional Unit (Division):** Each Division should have their own Mission Statement.

**Non-Instructional Unit:** Each Division should have their own Mission Statement.

The Mission statement always support students clearly along with College's Mission statement



The screenshot shows a web form titled 'Add New Unit Objective | Planning'. The main heading is 'Add New Unit Objective'. Below this, there are several input fields: 'Unit/Department Name::', 'Unit Head::', 'Unit Objective Number:', and 'Unit Objective Statement:'. There are also two expandable sections: 'Unit Mission Statement:' with an 'Edit' button, and 'Unit Objective (Description)'. A red bracket on the right side of the form groups the 'Unit Mission Statement' and 'Unit Head' fields. A blue box on the right contains text explaining that both Instructional and Non-Instructional units should have their own Mission Statements, and that these statements should support students and the College's Mission statement.

**Start:** 7/1/2016

**End:** 6/30/2017

**Related Institutional Goals:**

**Benchmark/Criteria for Success:** Briefly explained if this outcome was effectively achieved?

**Outcome Not Assessed This Year:**

**2013-14: This Date should be**  
Start: 7/1/2013 End: 6/30/2014

**2014-15: This Date should be**  
Start: 7/1/2014 End: 6/30/2015


**2015-16: This Date should be**  
Start: 7/1/2015 End: 6/30/2016

**2016-17: This Date should be**  
Start: 7/1/2016 End: 6/30/2017

**Select, if this outcome not assessed**

**Select the Institutional Goal listed in the Talladega College Strategic Plan 2015-2020. Goals are listed at the end of this document.**


**Describe as listed there**

Outcome Not Assessed  


This Year::

**Click, (i) to see details.**

**Check the Box: If you are not able to assessed the Unit Object outcome**

**Assessment Methods** 

Edit

**Original Document:**  You must click the Save button below in order to add files to this item.

**Expected Results**

Edit

**Actual Results**

Edit

**Note: This updated format will apply all the submitted (SLO), PLO, and Unit Assessment. It is important to go back and update**

Select the indicator,  
In case you have selected the "Unable to complete..." Need to write the details

**Baseline Data:** ⓘ You must click the Save button below in order to add files to this item.

**Assessment Results**

**Indicator:**

If Unable to Complete

**Use of Results**

ⓘ You must click the Save button below in order to add files to this item.

**Dropdown Menu:**

- Benchmark met
- Benchmark met, revised for next year
- Benchmark not met, continuing for next year
- Unable to complete (if selected, please explain below)



**Explain "Use of Result": Here, you can add any improvement due to the result or after using this result, you will get desired outcomes**

**Use of Results**

Edit

You must click the Save button below in order to add files to this item.

**Other Use of Results:**

- Documenting accreditation requirements
- Recruitment/Retention initiatives
- Student development opportunities
- Other (Please Explain Below)

**Please Explain ("Other Use of Results:)**

Edit

**Plan of Action/Enhancement**

Edit

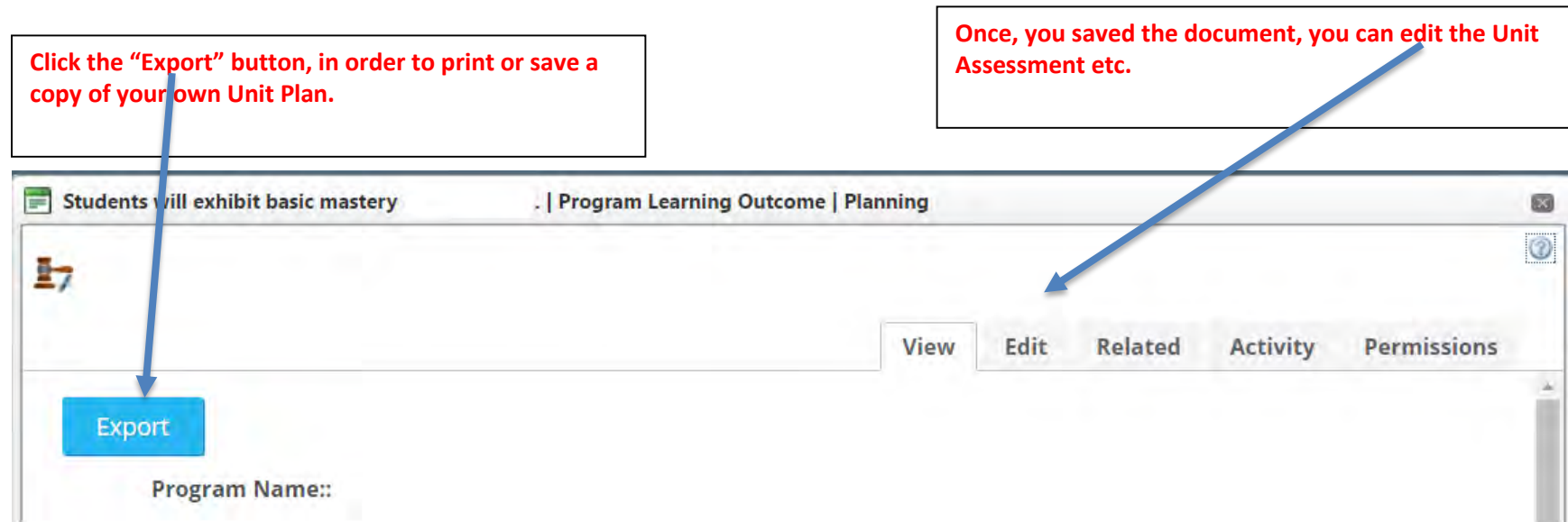
You must click the Save button below in order to add files to this item.

Select, where else the above Result can be used to get benefits

If you did not find any items in the list where you can use these results, you can select "Other.." And explain here

If the results did not achieve the expected result, what will be your plan of action or you want to enhance to get better result

**Note:** Do not forget to press the “Save” button. Once you saved the Unit Assessment, you can edit the document. You can also export the document.



**Once, you click the “Export” button, see the next Figure to generate PDF file or Word doc file.**

Planning - Google Chrome

Secure | <https://talladega.compliance-assist.com/planning/print-settings.aspx?entityID=73e2bf7e-26af-4573-ac53-076ffb5ad73a&type=entit>

## File Type

File Format  PDF  MS Word

---

### PDF Settings

#### Margins

Top  inches      Bottom  inches      Left  inches      Right  inches

#### Options

Orientation  Portrait  Landscape

Header  Header Logo

Footer   Text in Footer

Page Numbers in Footer

## **Talladega College Strategic Goal 2015-2020**

**Goals are listed below. It is already added in your Campus Lab (SLO, PLO & Unit Assessment).**

- Goal 1.** Conduct a feasibility study to determine whether to change the institution's name to Talladega University, thus reflecting its enhanced undergraduate offering and adding graduate level programs, as well as career-oriented certification to prepare students for a changing world.
- Goal 2.** Provide academic programs and experience so that students will be able to speak effectively, think strategically, and read critically.
- Goal 3.** Enhance the student-focused teaching strategies to improve retention and prepare for global perspectives in our continuously changing world.
- Goal 4.** Enhance online course offerings to support fully online degree programs.
- Goal 5.** Exhibit competency among academic disciplines.
- Goal 6.** Support faculty in scholarship and research endeavors.
- Goal 7.** Retain and promote a high-quality and diverse faculty and staff.
- Goal 8.** Provide a safe and intellectual environment for student, faculty, and staff.
- Goal 9.** Enhance the partnership with the Community.
- Goal 10.** Further Talladega College to ascend to a top-tier academic institution.

## Key Points: Save and Edit

Note: to enter content in to **any of the fields below** click “Edit” to open a text box editor which can be typed in to directly or copy and pasted in to from external sources.

1. **Actual Outcome Results:** Briefly state the actual results. This should be one sentence. You should never say, “Outcome achieved” or “Outcome not achieved”.
2. **Actual Outcomes/Result Description:** Here you will give DETAILED information on the results of the outcome. This is where you will tell what happened. For example, if your goal was to increase enrollment, you would state the increase or decrease in enrollment. Enrollment increases by 5% from the previous fall.  
The **DOCUMENTATION** of the results should be uploaded and attached here.
3. **Use of Results:** Describe how you will USE THE RESULTS to improve your department/program.
4. **The Progress** field is the drop-down list to indicate the status of the outcome, select on going, completed, on schedule, overdue, delayed, canceled or carry forward.
5. **Saving Your Work:**
  - a. Click **Save** to save the new assessment plan to the system. This will reload the page and keep you in edit mode.
  - b. Click **Save and Close** to save the new assessment plan to the system and exit you from the edit mode.
  - c. Note: clicking **Cancel** will cancel any work you have entered and not save the goal to the system.
6. **Attaching Files to Assessment Plans**
  - a. A plan must first be save to the system before having the ability to attach supporting files to the plan.
  - b. Within the “File Library” of the appropriate text box field (Initial Assessment Outcomes, Assessment Method, Evaluation and Use of Results, etc.), click **Upload File(s)** to attach a supporting document.

### To Modify Existing Plans:

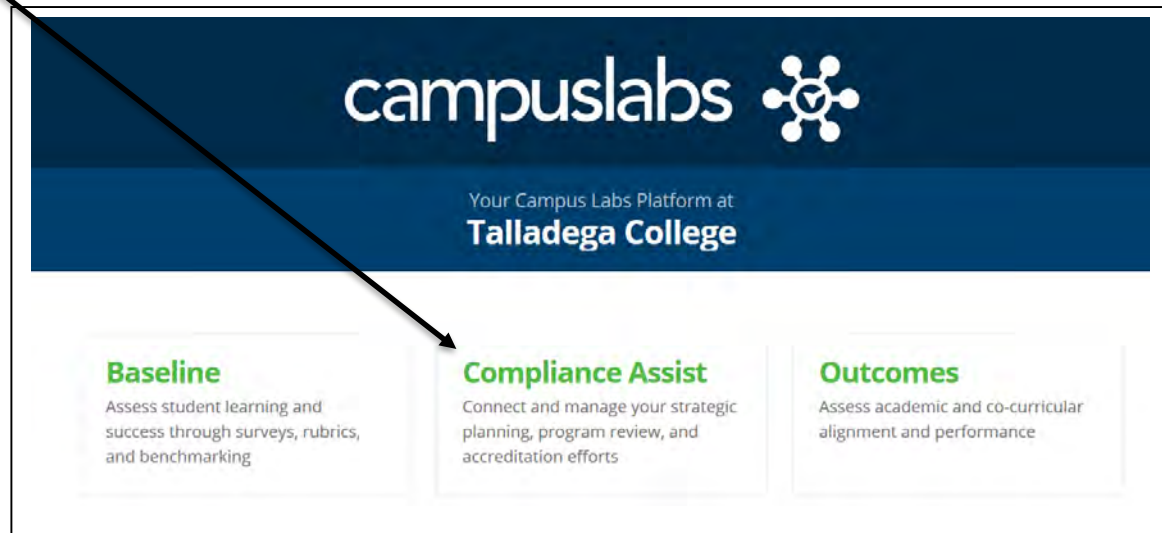
1. Click the **Edit** tab to modify the goal.
2. Note: If you do not see the goal you are looking for, you need to click **Edit Filter** to change the fiscal year. The information is organized by fiscal year. The default view is the current fiscal year. To change the year available for viewing after selecting the Edit Filter button, you can select a specific year from the list or click “ALL” fiscal years which will display all data saved regardless of the date. Click **OK** and the page will reload with the new data based on the changed filter setting.
3. **Save your Work:**
  - a. Click Save to save the new assessment plan to the system. This will reload the page and keep you in edit mode.
  - b. Click Save and Close to save the new assessment plan to the system and exit you from the edit mode.  
**Note:** clicking Cancel will cancel any work you have entered and not save the goal to the system.

## How to submit Title III Activity Report (Semi & Annual Report) at

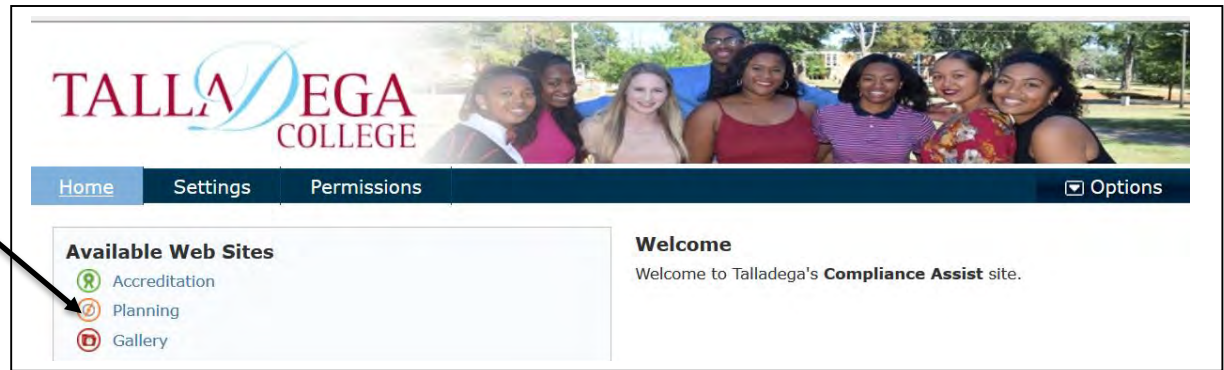
### Campus Lab (Compliance Assistant).

1. Log-in to the Campus lab by entering the username and password. [Username and Password help: Contact, Director of OIER, 256-761-6200]

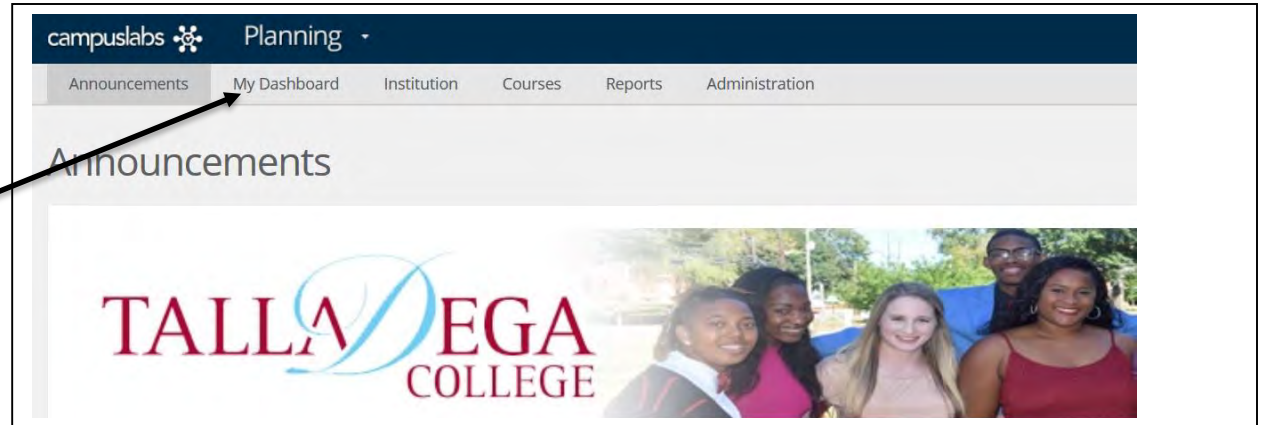
Click the Compliance Assistance



Click "Planning."



Click "My Dashboard."



You might see a different screen based on your role  
**Title III Assessment** (It is related to Title III Activities)

## My Dashboard - My Roles

My Roles

Strategic Plans

Unit Assessment...

Title III Assessm...

Outcomes Asses...

General Education

Budget

Roles

Roles to View:

Table Filtered By: Fiscal Year: All

[Edit Filter](#)

Missions, Vision, Core Values, Strategic Goals, Vice President Strategic Goal, Vice President Strategic Objectives, Unit Objectives, Project Summaries, Objectives Status & Impact Report, Institutional Collaborations, Personnel, Budget Analyses, Travels, Program Learning Outcomes, Student Learning Outcomes, placeholder

**Title III Assessment:** It is related to semi-Annual and Annual Report related to Title III funded Department



Table Filtered By: Fiscal Year: FY 2017  
Project Summaries, Objectives Status & Impact Report, Institutional Collaborations, Pe

Edit Filter

### Organization Tree

- Institution
  - Academic Affairs
  - Administration and Finance
  - Enrollment Management
  - Institutional Advancement
  - Student Affairs
  - Title III
    - Sponsored Programs

### Items Related to Sponsored Programs

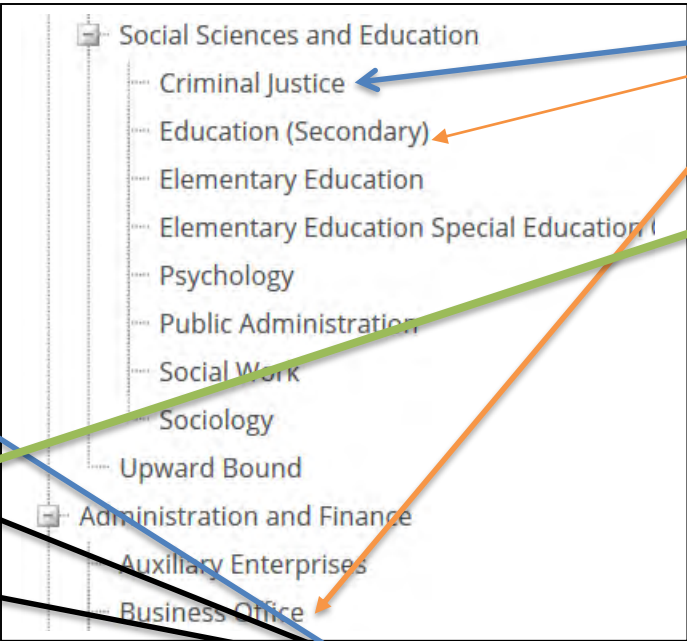
- + New Item
- Part 1-Project Summary
- Part II: Objectives Status & Impact Report
- Part III: Institutional Collaborations
- Part IV-Personnel
- Part V: Budget Analysis
- Part VI: Travel

**Step 1: Select the Assessment:**

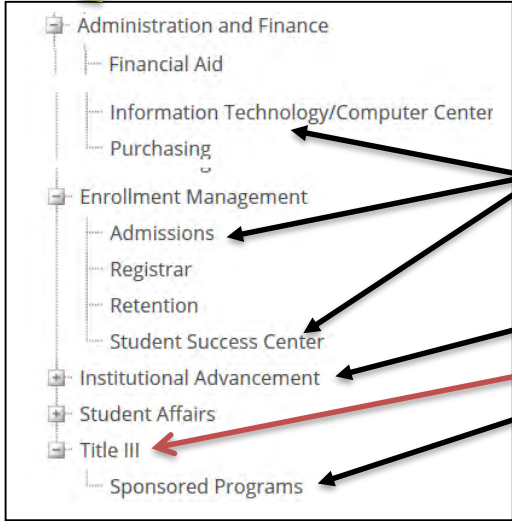
**Step 2: Select the Year:**

**Step 4: Click the new Item, in order to complete your report (semi or Annual):**  
In your paper based report, you have different section, here you can see those section as an individual Items such as Part I, II etc.  
Select the required part. In order to consider a complete Annual or Semi Annual Report, All parts should be completed and supporting document should be attached under each part (if needed) as required by Title III Director

**Step 3: Please see the next page, you can see your area pointed by an arrow.**



**Keith Ray**  
**Rebecca Mckay**  
**Bruce Smith**  
**Mary Phillips (Please click the area where arrow pointed, you can see "Facilities" under the "Administration and Finance")**



**Jane Bailey:**  
**Victoria Boman**  
**Larita Brewster**  
**Linda Edmunds**  
**Angela Baker**

**Allen McQueen**  
**Brenda Seals**  
**Mililani Sinclair**

## How to start writing Report: Title III Activity Report

**Note:** This updated format will apply all the submitted SLO, PLO, and Unit Assessment. It is important to go back and update your submitted assessment.

### Add New Part 1-Project Summary

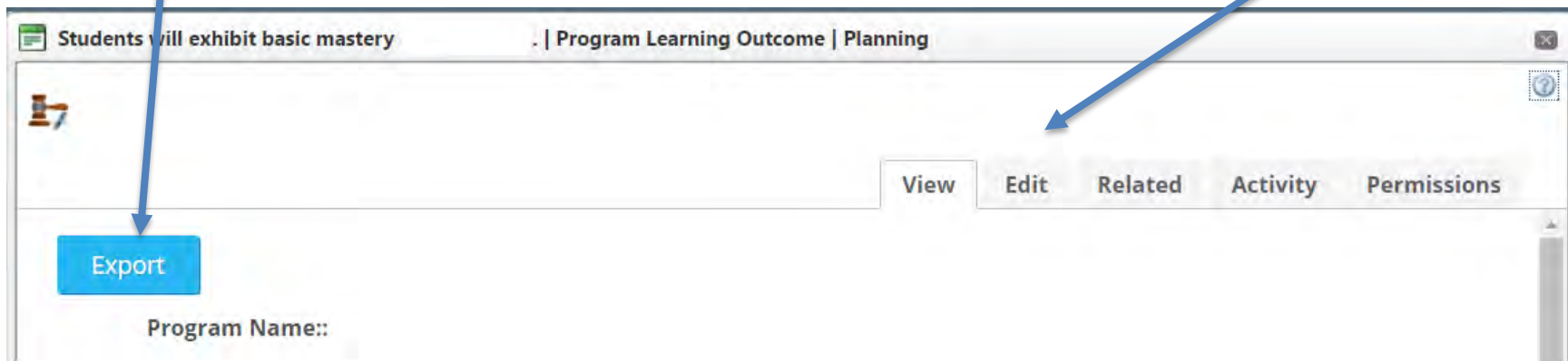
The screenshot shows a web form for adding a new part 1 project summary. The form includes several input fields and a dropdown menu, with callout boxes providing instructions:

- Title:** A text input field. A blue arrow points from a callout box: "Enter your Name or Title as written in the paper report".
- Grant:** A text input field with an information icon (i). A red arrow points from a callout box: "(i) Will explain about the area related to your activity?".
- Start:** A date input field showing "7/1/2016" with a calendar icon. A button labeled "Choose Fiscal Year Dates" is next to it. A red arrow points from a callout box: "Select the Date:".
- End:** A date input field showing "6/30/2017" with a calendar icon.
- Report Status::** A dropdown menu. A green arrow points from a callout box: "Select the Report Status:". The dropdown is open, showing "Semi-Annual" and "Annual".
- Reporting Period::** A text input field with an information icon (i).
- Activity Name::** A text input field.
- Activity Director:** A text input field.
- What were the specific... the status of accomplishment?** A text area with a collapse icon (-) on the left and an "Edit" button below it.

**Note:** The rest of the items on the “Activity report” are self-explained. Do not forget to press the “Save” button. Once you save the Activity report, you can edit the document. You can also export the document in **word** or **pdf** format.

Click the “Export” button, in order to print or save a copy of your own Activity report.

Once, you saved the document, you can edit the Activity report etc.



Once, you click the “Export” button, see the next Figure to generate PDF file or Word doc file.

Planning - Google Chrome

Secure | <https://talladega.compliance-assist.com/planning/print-settings.aspx?entityID=73e2bf7e-26af-4573-ac53-076ffb5ad73a&type=entit>

## File Type

File Format  PDF  MS Word

---

### PDF Settings

#### Margins

Top  inches      Bottom  inches      Left  inches      Right  inches

#### Options

Orientation  Portrait  Landscape

Header  Header Logo

Footer   Text in Footer

Page Numbers in Footer

## Appendix -V

### How to Use Baseline (Rubric and project) (Step-By-Step)

Using Baseline Module (step by step instructions):

This instruction guide is designed as a quick reference for creating, viewing or modifying the Rubric or Project (survey) in Compliance Assist.

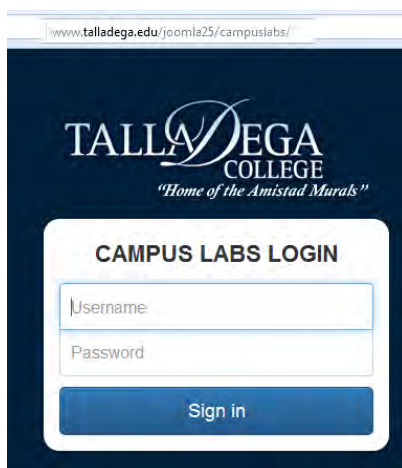
**To access the Baseline Module:**

<http://www.talladega.edu>

After login to the main Page. I clicked the: TC Campus Lab' tab at the Top

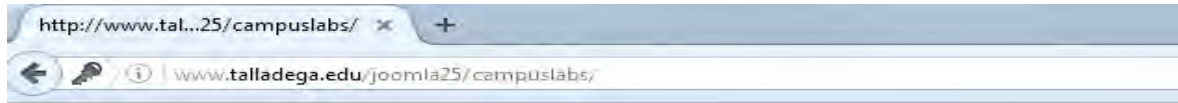


Enter Username Password: <http://www.talladega.edu/joomla25/campuslabs/>

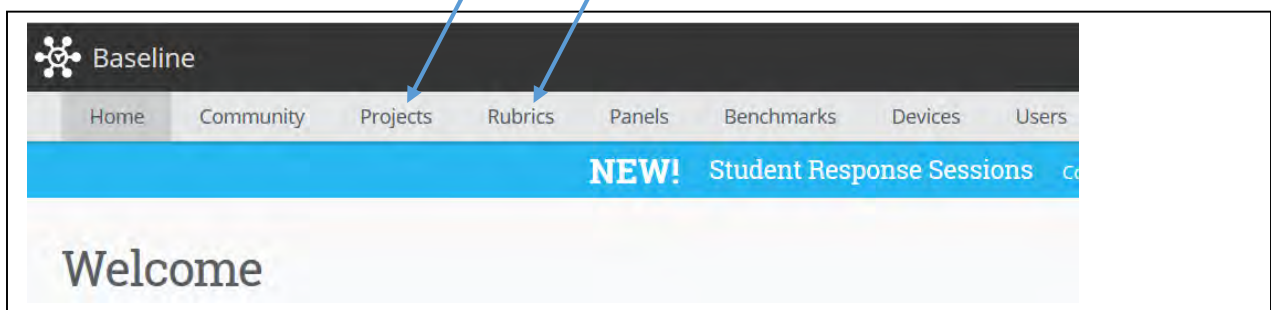




After entered the Username password, a blank page appeared. It should take me at the Baseline Web page:  
<http://www.talladega.edu/joomla25/campuslabs/>



**Step 3: You are in Baseline Module. Click the Rubric or Project, based on your choice**



Or: You might see the following screen. Click the **"Baseline."**



**Video links: Here are the links to step-by-step Rubrics tutorials:**

1. **How to Create a Rubric:** [https://youtu.be/VeQyBn-gWkK?list=PLCcSgoNi4Bc6rovEj3u\\_pyx9gOCBj19Bn](https://youtu.be/VeQyBn-gWkK?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn)

2. **How to Link Assessments and Enter Data:**  
[https://youtu.be/3F8T74kjjgo?list=PLCcSgoNi4Bc6rovEj3u\\_pyx9gOCBj19Bn](https://youtu.be/3F8T74kjjgo?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn)

3. **How to View & Share Rubric Scores:**  
[https://youtu.be/sIbHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u\\_pyx9gOCBj19Bn](https://youtu.be/sIbHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn)

**Templates:**

- 1. SLO**
- 2. PLO**
- 3. Unit Assessment**



## 2015-16: Change the Academic Year

### Program Learning Outcome (PLO)

#### Program Review

**Program Name:** *Name of your Program*

**Program Mission Statement:** *Need to write the Mission statement of your program*

**Program Chair:  
Name:**

**PLO Number:** *Only number such as 1, 2, or 3*

**Program Learning Outcome Statement:** *Write the PLO Objective*

**Program Learning Outcome (Description):** *Please add the course(s) which are related to the above objective*

**Start:** *7/1/2016*

**End:** *6/30/2017*

**Related Institutional Goals:** *Talladega College has 10 Goals. Copy attached. Please identify the goal(s) related to your objective. More than one goal can be attached under one objective*

**Benchmark/Criteria for Success: Briefly explained if this outcome was effectively achieved?:** *Explain here , if you objective's outcome achieved successfully*

**Outcome Not Assessed This Year::**  *Check, if your outcome not assessed*

**Assessment Methods:** *List with details, which assessment methods/methodology you will use to evaluate your objectives listed above.*

**Assessment Type (Direct/Indirect measure):** *There are two assessment type (Direct) or Indirect (Please mention here )*

**Expected Results:** *What will be your expected results based on your above stated objective*

**Actual Results:** *Describe the details about your actual result after you have applied your assessment methods*

**Supporting Documents:** *You can scan your entire supporting document based on individual objective or upload the supporting document at campus Lab (Planning). Your choice. Do not select sample. if you select sample, then you need to give the rational or details about your selection of the sample*  
*Please identify or attached a pdf for all the supporting documents to verify the above objective based on your Actual Result*

**Assessment Results Indicator:** *Select which indicator you have used  
1) benchmark met 2) benchmark met, revised for next year 3) benchmark not met, continuing for next year, 4) unable to complete (if selected, please explain below)*

**If Unable to Complete, Please Explain:** *Explain in case you have selected number 4) unable to complete*

**Use of Results:** *Explain, in details , where you will use this result or How you will use these result to improve your outcome*

**Other Use of Results:** *Indicate here, who else can use your result  
1) Documenting accreditation requirements, 2) Recruitment/retention initiatives, 3) Student development opportunities, 4) other (Please explain below)*

**Please Explain ("Other") Here:** *If you have selected number 4) then explain here*

**Plan of Action/Enhancement Plan::** *If outcome is not achieved develop a “plan of action” or “enhancement plan” describing how you will achieve it.*

**Progress:**

**OIER Office:**

**Comments From OIER:**

**Plan Approved by Provost/V.P. for Academic Affairs:**

Year: 2015-16 [Change the Academic year]



## Student Learning Outcome

**Department Name:** *Name of your Program*

**SLO Number:** *Only number such as 1, 2, or 3*

**Student Learning Outcome Statement:** *Write the Student Learning Objective here*

**Student Learning Outcome (Description):** *Please add the course(s) which are related to the above objective*

**Start:** *7/1/2016*

**End:** *6/30/2017*

**Related Institutional Goals:** *Talladega College has 10 Goals. Copy attached. Please identify the goal(s) related to your objective. More than one goal can be attached under one objective*

**Benchmark/Criteria for Success: Briefly explained if this outcome was effectively achieved?** *Explain here , if your objective's outcome achieved successfully*

**Outcome Not Assessed This Year:**  *Check, if your outcome not assessed*

**Assessment Methods:** *List with details, which assessment methods/methodology you will use to evaluate your objectives listed above.*

**Assessment Type (Direct/Indirect measure):** *There are two assessment type (Direct) or Indirect (Please mention here )*

**Expected Results:** *What will be your expected results based on your above stated objective*

**Actual Results:** *Describe the details about your actual result after you have applied your assessment methods*

**Supporting Documents:** *You can scan your entire supporting document based on individual objective or upload the supporting document at campus Lab (Planning). Your choice. Do not attached a pdf for all the supporting documents to verify the above objective based on your Actual Result*

**Assessment Results Indicator:** *Select which indicator you have used*  
1) benchmark met 2) benchmark met, revised for next year 3) benchmark not met, continuing for next year, 4) unable to complete (if selected, please explain below)

**If Unable to Complete, Please Explain:**

**Use of Results :** *Explain, in details , where you will use this result or How you will use these result to improve your outcome*

**Other Use of Results:** *Indicate here, who else can use your result*  
1) Documenting accreditation requirements, 2) Recruitment/retention initiatives, 3) Student development opportunities, 4) other (Please explain below)

**Please Explain ("Other") Here:** *if you have selected number 4) then explain here*

**Plan of Action/Enhancement Plan::** *If outcome is not achieved develop a “plan of action” or “enhancement plan” describing how you will achieve it.*

**OIER Office:**

**Comments from OIER:**

**Plan Approved by Provost/V.P. for Academic Affairs:**

**Unit Assessment: Year 2015-16 [Change the Academic year] [For Instructional and Non-Instructional Unit]**

 **Strive to continue to add well prepared, energetic and enthusiastic faculty to all department.**

**Unit/Department Name:** Name of your Unit

**Unit Mission Statement:** Need to write the Mission statement of your Unit

**Unit Head:** Name of the Person

**Unit Objective Number:** Only number such as 1, 2, or 3

**Unit Objective Statement::** Write the Unit objective

**Unit Objective (Description):** You might write some more details about your objective (optional)

**Method of Assessment:** List with details, which assessment methods/methodology you will use to evaluate your objectives listed above.

**Start:** 8/23/2016

**End:** 5/18/2017

**Related Institutional Goals:** Talladega College has 10 Goals. **Copy attached.** Please identify the goal(s) related to your objective. More than one goal can be attached under one objective

**Benchmark/Criteria for Success: Briefly explained if this outcome was effectively achieved?** Explain here , if you objective's outcome achieved successfully

**Outcome Not Assessed This Year::**  Check, if your outcome not assessed

**Expected Results:** What will be your expected results based on your above stated objective

**Actual Results:** Describe the details about your actual result after you have applied your assessment methods

**Supporting Documents:** You can scan your entire supporting document based on individual objective or upload the supporting document at campus Lab (Planning). Your choice. Do not attached a pdf for all the supporting documents to select the sample. If you select sample, then you need to give the rational or verify the above details about your selection of the sample objective based on your Actual Result

**Assessment Results Indicator:** Select which indicator you have used  
1) benchmark met 2) benchmark met, revised for next year 3) benchmark not met, continuing for next year, 4) unable to complete (if selected, please explain below)

**If Unable to Complete, Please Explain:** Explain in case you have selected number 4) unable to complete

**Use of Results:** Explain, in details, where you will use this result or How you will use these result to improve your outcome

**Other Use of Results:** Indicate here, who else can use your result  
1) Documenting accreditation requirements, 2) Recruitment/retention initiatives, 3) Student development opportunities, 4) other (Please explain below)

**Please Explain ("Other") Here:** If you have selected number 4) then explain here

**Plan of Action/Enhancement Plan:** If outcome is not achieved develop a “plan of action” or “enhancement plan” describing how you will achieve it.

**Progress:**

**Project Cost to Accomplish Outcome:** Indicate, if your object are related to any budget cost or required some cost in order to complete the objective

**OIER Office:**

**Comments from OIER:**

**Plan Approved by V.P. :**

## **Assessment Calendar**

**I. Assessment Cycle**

**II. Training Schedule**

**III. Program Review Schedule**

**IV. Survey Timeliness Calendar**

## 2017-2018 Assessment Cycle Calendar

**Student Learning Outcome(SLO), Program Learning Outcome (PLO), Annual Unit Assessment (Instructional and Non-Instructional Unit)**

<b>Due Date</b>	<b>Assessment Plan</b>
<p>Thursday, August 31, 2017</p> <p><b>Due in Compliance Assistance</b></p>	<p style="text-align: center;"><b>Academic Year (AY) 2017-2018</b></p> <ul style="list-style-type: none"> <li>• Annual Unit Assessment Plan (Instructional and non-Instructional Unit):</li> <li>• Student Learning Outcomes (SLO)</li> <li>• Program Learning Outcomes (PLO)</li> </ul> <p><b>Responsible Person(s):</b> VPs, Deans, Directors, and non-instructional Departmental Heads            Note: Title III related Unit can use their Title III Outcomes</p>
<p>Friday, September 15, 2017</p> <p><b>Due in Compliance Assistance</b></p>	<p style="text-align: center;"><b>Yearly Strategic Plan Reporting Cycle 2015-2020:</b></p> <p><b>Reflecting and Evaluation: “Closing the Loop” for Strategic Plan 2015-16 &amp; 2016-2017”</b></p> <p>In order to institutionalize planning and assessment by strengthening campus wide institutional effectiveness, it is required to submit your yearly Strategic Plan outcomes by summarizing the finding of 2015-16 &amp; 2016-17 assessment cycle of 2015-2020. Use of result must be reported in the Findings and how the data will be utilized for continuous improvement of the institutionalize planning and assessment.</p> <p><b>Supporting document needs to be entered into the Compliance Assistant or loaded as an attachment.</b></p> <p><b>Responsible Person(s):</b> VPs.</p>
<p>Friday, September 15, 2017</p> <p><b>Due in Compliance Assistance</b></p>	<p style="text-align: center;"><b>Reflecting and Evaluation: Closing the Loop SLO, PLO, Unit Assessment (Instructional and non-Instructional Unit)</b></p> <p style="text-align: center;"><b>AY: 2015-2016 &amp; 2016-2017</b></p> <p>Summarize and report data finding for 2015-2016 &amp; 2016-2017 assessment cycle. Use of result must be reported in the findings and how the data will be utilized for continuous improvement of the student learning. Data with supporting document needs to be enter into the Compliance Assistant.</p> <p><b>Responsible Person(s):</b> VPs, Deans, Directors, and non-instructional Departmental Heads</p>



<p>Monday, December 4, 2017</p> <p><b>Due in Compliance Assistance</b></p>	<p style="text-align: center;"><b>Program Review Schedule:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts in Chemistry</li> <li>• Bachelor of Arts in Education</li> <li>• Bachelor of Arts in Mathematics</li> </ul> <p>Responsible Person(s): Division Dean, Program Chairs</p>
<p>Tuesday, May 15, 2018</p> <p><b>Due in Compliance Assistance</b></p>	<p style="text-align: center;"><b>Reflection and Evaluation: AY 2017-2018: “Closing the Loop”</b></p> <ul style="list-style-type: none"> <li>• SLO</li> <li>• PLO</li> <li>• Unit Assessment (Instructional and non-Instructional Unit)</li> <li>• Strategic Plan 2017-18</li> </ul> <p>Supporting document needs to be entered into the Compliance Assistant or loaded as an attachment.</p> <p>Responsible Person(s): VPs, Deans, Directors, and non-instructional Departmental Heads</p>

<b>Academic Year 2017-2018 Training Schedule Compliance Assistant (Campus Lab)</b>		
Date and Time	Training Details	Training Type
<p><b>August 25- December 15, 2017</b></p> <p><b>Friday:</b> 1:00 30 pm – 2: 30 pm</p> <p><b>Location: Sumner</b>  Hall 206 Room</p>	<p><b>Training Details</b></p> <ul style="list-style-type: none"> <li>• Campus Lab Baseline (Rubric and Project)</li> <li>• Campus Lab (Planning)</li> <li>• SLO, PLO, Strategic Plan input, and Unit Assessment Goals</li> <li>• SLO, PLO, Unit Assessment writing help</li> </ul>	<p>Requirement: Appointment needed</p> <ul style="list-style-type: none"> <li>• On-Site</li> <li>• One-o-One basic</li> </ul>

## Program Review Schedule

Name of Program to be Reviewed	CIP-Code	Year of Proposed Review	Training Schedule
Bachelor of Arts in Mass Media Studies	09.0102	Spring 2017	September 6, 2017 10:00 p.m. Faculty Development Center
Bachelor of Arts in Chemistry	40.0501	Fall 2017	
Bachelor of Arts in Education <ul style="list-style-type: none"> <li>• Special Education and Teaching</li> <li>• English/Language Arts Teacher Education</li> <li>• Mathematics Teacher Education</li> <li>• Music Teacher Education</li> <li>• Biology Teacher Education</li> <li>• History Teacher Education</li> </ul>	13.1099,13.1305,13.1311,13.1312,13.1322,13.1228	Fall 2017	
Bachelor of Arts in Mathematics	27.0101	Fall 2017	
Bachelor of Arts in Business Administration	52.0101	Spring 2018	
Bachelor of Arts in English Language Art	23.0101	Spring 2018	
Bachelor of Arts in Psychology	42.0101	Spring 2018	
Bachelor of Arts in Computer Science & Computer Information Systems	11.0101, 11.9999	Fall 2018	
Bachelor of Arts in History	54.0101	Fall 2018	
Bachelor of Arts in Public Administration	44.0401	Fall 2018	
Bachelor of Arts in Biology	26.0101	Spring 2019	
Bachelor of Arts in English	23.0101	Spring 2019	
Bachelor of Arts in Fine Arts	50.0799	Spring 2019	
Bachelor of Arts in Sociology	45.1101	Fall 2019	
Continuing Education: FastTrack	52.0202	Fall 2019	
Bachelor of Arts in Criminal Justice	43.0103	Fall 2019	
Bachelor of Arts in Social Work	44.0401	Spring 2020	
Bachelor of Arts in Music Performance	50.0201	Spring 2020	
		Spring 2020	

**Program Review Calendar: 2017-18**  
**August 2017 –December 2017**  
**Fall 2017**

<b>Event</b>		<b>Responsible Person</b>	<b>Date</b>
<b>Program Names:</b> Bachelor of Arts in Chemistry Bachelor of Arts in Education Bachelor of Arts in Mathematics		Deans and Program Chairs for each Program	
Compiles Data for Program Reviews : [Arrange necessary documentations]		Dr. Syed Raza	August 15, 2017
Program Review Training for Program Chairs		Dr. Syed Raza	September 6, 2017 10:00 p.m. Faculty Development Center
Program Chairs May Begin Working on Program Reviews		Program Chairs	September 6, 2017
Program Review Completed by Program Chairs		Program Chairs	October 17, 2017
Program Review Completed by Evaluators: Provost will select Committee's members (at least 3).		Program Review Evaluators	Nov 14, 2017
Reviews submitted to Division Dean for Review Reviews completed by Dean		Division Dean	Nov 20, 2017
Provost Review Completed and Discussed with President		President and Provost	Dec 11, 2017
Review of Recommendations from President and Provost		Dr. Raza, Division Dean, Program Chairs	Dec 15, 2017
Complete Program Chair Action Plan in Response to Recommendations		Program Chairs	Spring 2018

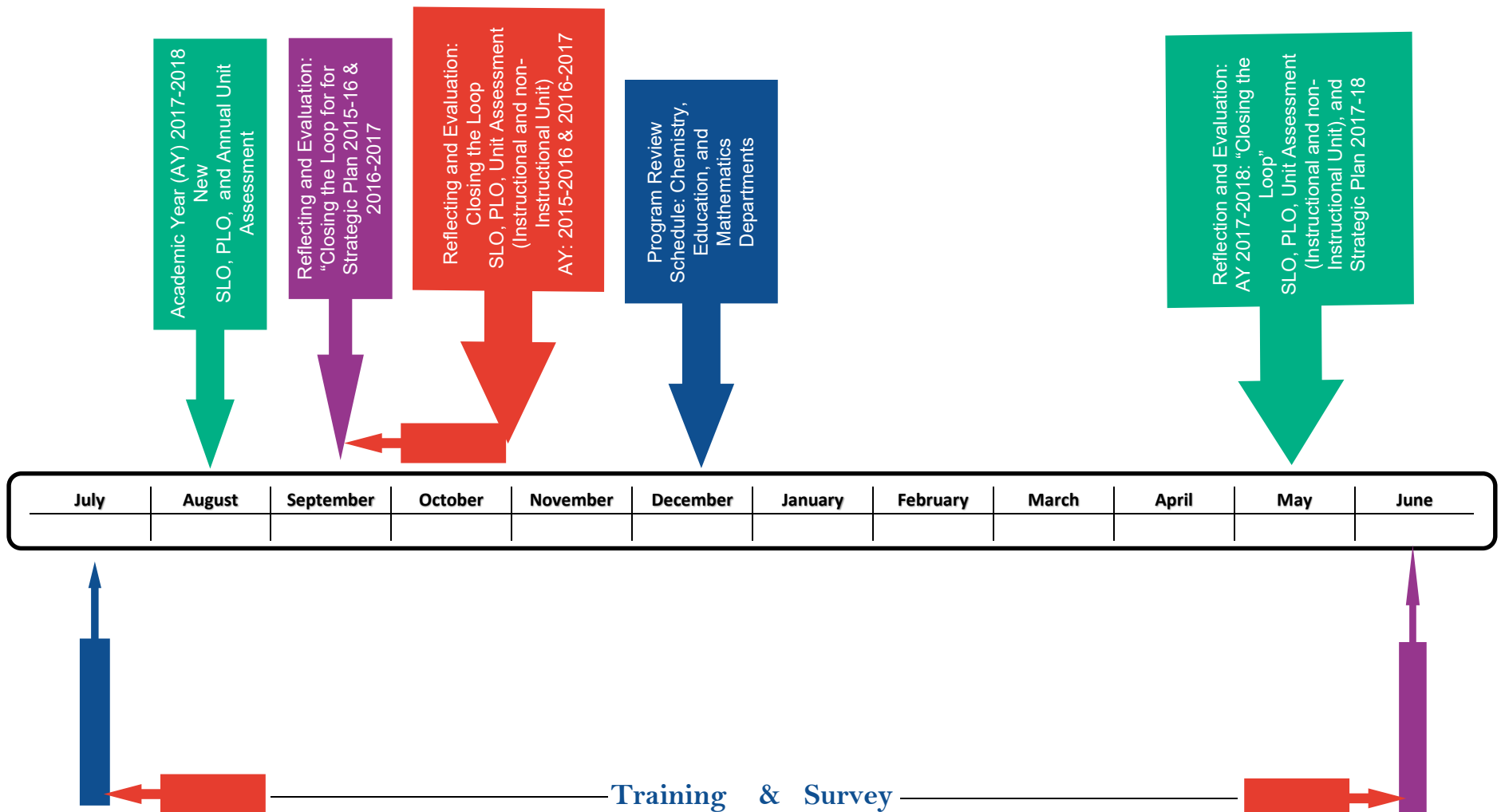
**AY 2017-18**  
**Institutional Effectiveness and Research Survey**  
**Survey Timeline Calendar**

**Office of Institutional Effectiveness and Research (OIER)**  
**Director, Room 206: Sumner Hall**

<b>Task No.</b>	<b>Date of Issue</b>	<b>Task Description</b>	<b>Responsible Person(s)</b>
<b>Fall Semester 2017 [August-December 15, 2017]</b>			
1.	September 10, 2017	<b>NASPA: Orientation and New Student Programs</b>	All Faculty, Student Affairs, and OIER
2.	October 1, 2017	<b>NASPA: Student Conduct</b>	All Faculty, Student Affairs, and OIER
3.	November 1, 2017	<b>Student Evaluation of Courses and Instructors – Fall 2017</b>	All Faculty, Student Affairs, and OIER
4.	October 18, 2017	<b>IPEDS data Collection –Phase 1</b> Fall Collection Institutional Characteristics (IC) Completions (C) 12-Month Enrollment (E1)	OIER, Registrar, and IT Department
<b>Spring Semester 2018 [January – May 4, 2018]</b>			
1	Feb 15, 2018	<b>NASPA: Mental Health and Counseling</b>	All Faculty, Student Affairs, and OIER
2	April 1, 2018	<b>NASPA: Career and Professional Aspirations</b>	All Faculty , Student Affairs, and OIER
3.	March 27, 2018	<b>Student Evaluation of Courses and Instructors – Spring 2018</b>	All Faculty, Student Affairs, and OIER
4.	February 14, 2018	<b>IPEDS Data Collection –Phase 2</b> <b>Winter Collection</b> Student Financial Aid (SFA) Graduation Rates (GR) 200% Graduation Rates (GR200) Admissions (ADM) Outcome Measures (OM)	OIER, Registrar, Financial Aid, Admission, IT Department, and Business Office
5.	April 1, 2018	<b>Employment Satisfaction Survey</b>	Provost, Deans, Faculty, Staff and OIER
6.	April 1, 2018	<b>Senior Exit Survey</b>	Provost and OEIR

7.	April 11, 2018	<b>IPEDS Data Collection –Phase 3 Spring Collection</b> Fall Enrollment (EF) Finance (F) Human Resources (HR) Academic Libraries (AL)	OIER, Library, Human Resource, IT Department, and Business Office
8.	March 30, 2018	<b>Student Evaluation of Courses and Instructors – Spring 2018</b>	All Faculty, Student Affairs, and OIER
9.	April 10, 2018	<b>Student Satisfaction Survey</b>	All Faculty, Student Affairs, and OIER
10.	May 15, 2018	<b>Alumni Engagement Survey</b>	OAI & OIER
11.	June 2, 2018	<b>Alumni Reunion Survey</b>	OAI & OIER

# OIER Annual Planning Cycle for SLO, PLO, Annual Unit Assessment, Program Review, and Surveys



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# NOTES

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