Office of Institutional Effectiveness and Research (OIER)

Procedure Manual

Dr. Billy C Hawkins, President


**TABLE OF CONTENTS**

I. College History

II. Mission /Vision and Core Values

III. Accreditation Agencies

IV. Institutional Strategic Area & Reaffirmation Timeline

V. Office of Institutional Effectiveness and Research (OIER):
   Overview

VI. Mission / Goal

VII. Assessment Process Model

VIII. Assessments:

   1. Unit Assessment Model (Academic and Non-Academic Units)

   2. Program Learning Outcomes (PLOs) (Academic Units)

   3. Student Learning Outcomes (SLOs) (Courses)

   4. Curriculum Mapping (Relationship between PLO and the courses)

   5. General Education Assessment

   6. Program Review Assessment

IX. OIER Policies Program Assessments

X. 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)
XI. Templates
   1. Student Learning Outcome (SLO)
   2. Program Learning Outcome (PLO)
   3. Unit Plan (Academic and non-Academic Unit)

XII. Assessment Calendar & Training Schedule
   1. Assessment Cycle
   2. Training Schedule
      a. SLO, PLO, and Unit Assessment Training
      b. Campus Lab software Training
      c. Program Review Training
      d. Baseline Training for Rubric and Project
   3. Program Review Schedule
   4. Survey Timeliness Calendar
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

Alabama State Department of Education
50 North Ripley Street
P.O. Box 302101
Montgomery, Alabama 36104
(334) 242-9700
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.

MISSION
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.

VISION
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.
## Accreditation: Timeliness

### Timeline for Reaffirmation Track

**Reaffirmation Year: 2019**

#### SACSCOC Timeline

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


**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

- **PLOs** (Program Learning Outcomes for Instructional Units)
- **SLOS** (Student Learning Outcomes for Instructional Units)
- **Title III/ Sponsored Programs**
- **Unit Assessments** (Instructional and non-instructional Units)
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.

<table>
<thead>
<tr>
<th>Outcome Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Specific – describes the process exactly.</td>
</tr>
<tr>
<td>✓ Measurable – what will be changed and by how much.</td>
</tr>
<tr>
<td>✓ Identifies assessment tools.</td>
</tr>
<tr>
<td>✓ Achievable (must be attainable)</td>
</tr>
<tr>
<td>✓ Relevant (must relate and be relevant to goals; can this information be used for decision-making)</td>
</tr>
<tr>
<td>✓ Time specific</td>
</tr>
<tr>
<td>✓ Describes /Explains</td>
</tr>
<tr>
<td>✓ Outcome requires funding if applicable and tied to the unit’s budget.</td>
</tr>
</tbody>
</table>

- **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.

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

**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:**

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloom’s Definition</td>
<td>Remember previously learned information</td>
<td>Demonstrate an understanding of the facts</td>
<td>Apply knowledge to actual situation</td>
<td>Breakdown objects and ideas into simpler parts and find evidence to support generalizations</td>
<td>Compile component ideas into a new whole or propose alternative solutions.</td>
<td>Make and defend judgments based on internal evidence or external criteria.</td>
</tr>
</tbody>
</table>
| **Verbs** | • Arrange  
• Define  
• Describe  
• Duplicate  
• Identify  
• Label  
• List  
• Match  
• Memorize  
• Name  
• Order  
• Outline  
• Recognize  
• Relate  
• Recall  
• Repeat  
• Reproduce  
• Select  
• State | • Classify  
• Convert  
• Defend  
• Describe  
• Discuss  
• Distinguish  
• Estimate  
• Explain  
• Express  
• Extend  
• Generalized  
• Give examples  
• Identify  
• Indicate  
• Infer  
• Locate  
• Paraphrase  
• Predict  
• Recognize  
• Rewrite  
• Review  
• Select  
• Summarize  
• Translate | • Apply  
• Charge  
• Choose  
• Compute  
• Demonstrate  
• Dramatize  
• Discover  
• Employ  
• Illustrate  
• Interpret  
• Manipulate  
• Modify  
• Operate  
• Practice  
• Predict  
• Prepare  
• Produce  
• Relate  
• Schedule  
• Show  
• Sketch  
• Solve  
• Use  
• Write | • Analyze  
• Appraise  
• Breakdown  
• Calculate  
• Categorize  
• Compare  
• Contrast  
• Criticize  
• Diagram  
• Differentiate  
• Discriminate  
• Distinguish  
• Examine  
• Experiment  
• Identify  
• Illustrate  
• Infer  
• Model  
• Outline  
• Plan  
• Prepare  
• Rearrange  
• Reconstruct  
• Relate  
• Reorganize  
• Revise  
• Rewrite  
• Setup  
• Summarize  
• Synthesize  
• Tell  
• Test  
• Write | • Arrange  
• Assemble  
• Categorize  
• Collect  
• Combine  
• Comply  
• Compose  
• Construct  
• Create  
• Design  
• Develop  
• Devise  
• Explain  
• Formulate  
• Generate  
• Plan  
• Prepare  
• Rearrange  
• Reconstruct  
• Relate  
• Reorganize  
• Revise  
• Rewrite  
• Setup  
• Summarize  
• Synthesize  
• Tell  
• Test  
• Write | • Appraise  
• Argue  
• Assess  
• Attach  
• Choose  
• Compare  
• Conclude  
• Contrast  
• Defend  
• Describe  
• Discriminate  
• Estimate  
• Evaluate  
• Explain  
• Judge  
• Justify  
• Interpret  
• Relate  
• Predict  
• Rate  
• Select  
• Summarize  
• Support  
• Value |
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.*

<table>
<thead>
<tr>
<th>Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Describes satisfactory results</td>
<td>✕ Does not set a threshold for satisfactory results.</td>
</tr>
<tr>
<td>✓ Be reasonable but challenging</td>
<td>✕ Not reasonable and/or challenging.</td>
</tr>
<tr>
<td>✓ <em>Be data (numbers) based</em></td>
<td>✕ Not data (numbers) based</td>
</tr>
</tbody>
</table>
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.)

<table>
<thead>
<tr>
<th>Results</th>
<th>Related to outcome</th>
<th>Not related to outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Indicates how well expectations were met.</td>
<td>× Does not indicate how well expectations were met</td>
</tr>
<tr>
<td>✓</td>
<td>Describes what was learned that would be useful for decision-making</td>
<td>× Does not describe what was learned that would be useful for decision-making</td>
</tr>
<tr>
<td>✓</td>
<td>Appropriate evidence/documentation is attached</td>
<td>× No documentations/evidence is attached</td>
</tr>
</tbody>
</table>
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.

### Use of Results (Close the Loop)

<table>
<thead>
<tr>
<th>✓ Describe changes that will be made based on results</th>
<th>✓ No changes or no justification why no change is needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Changes in processes</td>
<td></td>
</tr>
<tr>
<td>▪ Changes in expectations</td>
<td></td>
</tr>
<tr>
<td>✓ Addresses any gaps in expectations and actual performance</td>
<td>✓ Does not address gaps in expectations and actual performances</td>
</tr>
<tr>
<td>✓ Demonstrates a commitment to continuous improvement</td>
<td>✓ Does not demonstrate a commitment to continuous improvement</td>
</tr>
</tbody>
</table>

### 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 sgra@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?

   [Large blank space for text]

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

   [Large blank space for text]

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

   [Large blank space for text]

5. In what format do you need information? ___ Excel ________________ Other

   [Large blank space for text]

6. Other details, if any

   [Large blank space for text]

   [Large blank space for text]

   [Large blank space for text]

   [Large blank space for text]

Depending on our workload all data requests may take up to two-weeks to complete. It may take longer to complete, if more information is required.
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


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]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Methods</th>
<th>Expected Results</th>
<th>Actual Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>SPECIFIC –</th>
<th>Clearly illustrate the issue, target group, the time and place</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNSPECIFIC</td>
<td>SPECIFIC</td>
</tr>
<tr>
<td>o The retention rate will increase.</td>
<td>o As a strategy for increasing retention rates, the retention team will provide supplemental instruction in math and English for first-semester students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE –</th>
<th>Be clear in the outcome about what will be CHANGED AND by HOW MUCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>NON-MEASURABLE</td>
<td>MEASURABLE</td>
</tr>
<tr>
<td>o To raise awareness of the low retention rates</td>
<td>o By September 2016, the College’s overall retention rate will increase by 5%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACHIEVABLE –</th>
<th>Be realistic about what can be achieved as it relates to the scale/scope of what is being done, the time and resources available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNACHIEVABLE</td>
<td>ACHIEVABLE</td>
</tr>
<tr>
<td></td>
<td>The percent of first generation students be retained will be increased by 75% at the end of the year.</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

**RELEVANT –**

Outcomes need to RELATE to be RELEVANT to the goals.

<table>
<thead>
<tr>
<th>NOT RELEVANT</th>
<th>RELEVANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 80% of the first generation students who received supplemental instruction will be successful.</td>
<td>o An analysis of annual retention rate will demonstrate that at least 80% of the first-generation students were enrolled the next semester.</td>
</tr>
</tbody>
</table>

**TIME SPECIFIC –**

Be clear about the time frame in which the program activities, as well as expected changes, will take place.

<table>
<thead>
<tr>
<th>NOT TIME SPECIFIC</th>
<th>TIME SPECIFIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>o The College’s overall retention rate will increase.</td>
<td>o By September 2016, there will be a 5% increase in the College’s overall retention rate from the previous fall.</td>
</tr>
</tbody>
</table>
## Appendix-III

<table>
<thead>
<tr>
<th>Resources</th>
<th>Web site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Lab</td>
<td><a href="http://www.campuslabs.com/">http://www.campuslabs.com/</a></td>
</tr>
<tr>
<td>Knowledge Center (Resource</td>
<td><a href="http://www.campuslabs.com/knowledge-center/">http://www.campuslabs.com/knowledge-center/</a></td>
</tr>
<tr>
<td>center, Audio and video</td>
<td></td>
</tr>
<tr>
<td>clips)</td>
<td></td>
</tr>
<tr>
<td>Support 8:00 am – 8:00 pm ET</td>
<td>716-270-0000</td>
</tr>
<tr>
<td>weekdays</td>
<td></td>
</tr>
<tr>
<td>Baseline (Rubric and Project</td>
<td>1. How to Create a Rubric: <a href="https://youtu.be/VeQyBn-qWKk?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn">https://youtu.be/VeQyBn-qWKk?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn</a></td>
</tr>
<tr>
<td>Video Link</td>
<td></td>
</tr>
<tr>
<td>2. How to Link Assessments</td>
<td><a href="https://youtu.be/3F8T74kjjgo?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn">https://youtu.be/3F8T74kjjgo?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn</a></td>
</tr>
<tr>
<td>and Enter Data:</td>
<td></td>
</tr>
<tr>
<td>3. How to View &amp; Share Rubric</td>
<td><a href="https://youtu.be/s1bHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn">https://youtu.be/s1bHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn</a></td>
</tr>
<tr>
<td>Scores:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix -IV

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

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

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/

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))

**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)
Step 1: Select the Assessment:
- PLO (Student Learning Outcomes)
- SLO (Student learning Outcomes)

Step 2: Select the Year:

Step 3: Select your Department:

Step 4: Select your Assessment
- PLO (Student Learning Outcomes)
- SLO (Student learning Outcomes)
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
Select the Institutional Goal listed in the Talladega College Strategic Plan 2015-2020. Goals are listed at the end of this document.
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
Explain “Use of Result” such as either you will use to update the teaching pedagogy. Update lesson plans etc.

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.
**How to start writing: PROGRAM LEARNING OUTCOME (PLO)**

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

---

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.)

**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.
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

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

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.

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

Once, you saved the document, you can edit the Unit Assessment etc.

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

**Title III Assessment:** It is related to semi-Annual and Annual Report related to Title III funded Department
Step 1: Select the Assessment:

Step 2: Select the Year:

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

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.
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**

- **Enter your Name or Title** as written in the paper report
- (i) Will explain about the area related to your activity?
- **Select the Date:**
- **Select the Report Status:**
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 click the “Export” button, see the next Figure to generate PDF file or Word doc file.

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

File Format
- PDF
- MS Word

PDF Settings

Margins
- Top: 0.5 inches
- Bottom: 0.5 inches
- Left: 0.5 inches
- Right: 0.5 inches

Options

Orientation
- Portrait
- Landscape

Header
- Header Logo

Footer
- Talladega College
- Text in Footer
- Page Numbers in Footer

Generate PDF Doc  Cancel
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-qWKk?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn
2. How to Link Assessments and Enter Data: https://youtu.be/3F8T74kJjgo?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn
3. How to View & Share Rubric Scores: https://youtu.be/slbHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn
Templates:
1. SLO
2. PLO
3. Unit Assessment
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?:

**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

[Image] 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?

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
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 case you have selected number 4) unable to complete

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:
Student Learning Outcome

Department Name: Name of your Program

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

Student Learning Outcome Statement:

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?

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
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?

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: Please identify or attached a pdf for all the supporting documents to verify the above objective based on your Actual Result

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 the sample. If you select sample, then you need to give the rational or details about your selection of the sample
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.

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)

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, August 31, 2017</td>
<td><strong>Academic Year (AY) 2017-2018</strong>&lt;br&gt;• Annual Unit Assessment Plan (Instructional and non-Instructional Unit):&lt;br&gt;• Student Learning Outcomes (SLO)&lt;br&gt;• Program Learning Outcomes (PLO)&lt;br&gt;<strong>Responsible Person(s):</strong> VPs, Deans, Directors, and non-instructional Departmental Heads&lt;br&gt;Note: Title III related Unit can use their Title III Outcomes</td>
</tr>
<tr>
<td>Friday, September 15, 2017</td>
<td><strong>Yearly Strategic Plan Reporting Cycle 2015-2020:</strong>&lt;br&gt;Reflecting and Evaluation: “Closing the Loop” for Strategic Plan 2015-16 &amp; 2016-2017”&lt;br&gt;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.&lt;br&gt;Supporting document needs to be entered into the Compliance Assistant or loaded as an attachment.&lt;br&gt;<strong>Responsible Person(s):</strong> VPs.</td>
</tr>
<tr>
<td>Friday, September 15, 2017</td>
<td><strong>Reflecting and Evaluation: Closing the Loop SLO, PLO, Unit Assessment (Instructional and non-Instructional Unit)</strong>&lt;br&gt;<strong>AY: 2015-2016 &amp; 2016-2017</strong>&lt;br&gt;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.&lt;br&gt;<strong>Responsible Person(s):</strong> VPs, Deans, Directors, and non-instructional Departmental Heads</td>
</tr>
</tbody>
</table>
Program Review Schedule:

- Bachelor of Arts in Chemistry
- Bachelor of Arts in Education
- Bachelor of Arts in Mathematics

Responsible Person(s): Division Dean, Program Chairs

Reflection and Evaluation:
AY 2017-2018: “Closing the Loop”

- SLO
- PLO
- Unit Assessment (Instructional and non-Instructional Unit)
- Strategic Plan 2017-18

Supporting document needs to be entered into the Compliance Assistant or loaded as an attachment.

Responsible Person(s): VPs, Deans, Directors, and non-instructional Departmental Heads

Academic Year 2017-2018

Training Schedule

Compliance Assistant (Campus Lab)

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Training Details</th>
<th>Training Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25 - December 15, 2017 Friday: 1:00 pm – 2:30 pm</td>
<td>Training Details</td>
<td>Requirement: Appointment needed</td>
</tr>
<tr>
<td></td>
<td>• Campus Lab Baseline (Rubric and Project)</td>
<td>• On-Site</td>
</tr>
<tr>
<td></td>
<td>• Campus Lab (Planning)</td>
<td>• One-o-One basic</td>
</tr>
<tr>
<td></td>
<td>• SLO, PLO, Strategic Plan input, and Unit Assessment Goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SLO, PLO, Unit Assessment writing help</td>
<td></td>
</tr>
</tbody>
</table>
# Program Review Schedule

<table>
<thead>
<tr>
<th>Name of Program to be Reviewed</th>
<th>CIP-Code</th>
<th>Year of Proposed Review</th>
<th>Training Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Mass Media Studies</td>
<td>09.0102</td>
<td>Spring 2017</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Chemistry</td>
<td>40.0501</td>
<td>Fall 2017</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Education</td>
<td>13.1099,13.1305,13.1311,13.1312,13.1322,13.1328</td>
<td>Fall 2017</td>
<td></td>
</tr>
<tr>
<td>• Special Education and Teaching</td>
<td></td>
<td></td>
<td>September 6, 2017 10:00 p.m. Faculty Development Center</td>
</tr>
<tr>
<td>• English/Language Arts Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Music Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Biology Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• History Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Mathematics</td>
<td>27.0101</td>
<td>Fall 2017</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Business Administration</td>
<td>52.0101</td>
<td>Fall 2018</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in English Language Art</td>
<td>23.0101</td>
<td>Spring 2018</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Psychology</td>
<td>42.0101</td>
<td>Spring 2018</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Computer Science &amp; Computer Information Systems</td>
<td>11.0101, 11.9999</td>
<td>Fall 2018</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in History</td>
<td>54.0101</td>
<td>Fall 2018</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Public Administration</td>
<td>44.0401</td>
<td>Fall 2018</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Biology</td>
<td>26.0101</td>
<td>Spring 2019</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in English</td>
<td>23.0101</td>
<td>Spring 2019</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Fine Arts</td>
<td>50.0799</td>
<td>Spring 2019</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Sociology</td>
<td>45.1101</td>
<td>Fall 2019</td>
<td></td>
</tr>
<tr>
<td>Continuing Education: FastTrack</td>
<td>52.0202</td>
<td>Fall 2019</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Criminal Justice</td>
<td>43.0103</td>
<td>Fall 2019</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Social Work</td>
<td>44.0401</td>
<td>Spring 2020</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Music Performance</td>
<td>50.0201</td>
<td>Spring 2020</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Responsible Person</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Compiles Data for Program Reviews: [Arrange necessary</td>
<td>Dr. Syed Raza</td>
<td>August 15, 2017</td>
<td></td>
</tr>
<tr>
<td>documentations]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Review Training for Program Chairs</td>
<td>Dr. Syed Raza</td>
<td>September 6, 2017 10:00 p.m.</td>
<td>Faculty Development Center</td>
</tr>
<tr>
<td>Program Chairs May Begin Working on Program Reviews</td>
<td>Program Chairs</td>
<td>September 6, 2017</td>
<td></td>
</tr>
<tr>
<td>Program Review Completed by Program Chairs</td>
<td>Program Chairs</td>
<td>October 17, 2017</td>
<td></td>
</tr>
<tr>
<td>Program Review Completed by Evaluators: Provost will</td>
<td>Program Review Evaluators</td>
<td>Nov 14, 2017</td>
<td></td>
</tr>
<tr>
<td>select Committee's members (at least 3).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews submitted to Division Dean for Review Reviews</td>
<td>Division Dean</td>
<td>Nov 20, 2017</td>
<td></td>
</tr>
<tr>
<td>completed by Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost Review Completed and Discussed with President</td>
<td>President and Provost</td>
<td>Dec 11, 2017</td>
<td></td>
</tr>
<tr>
<td>Review of Recommendations from President and Provost</td>
<td>Dr. Raza, Division Dean, Program</td>
<td>Dec 15, 2017</td>
<td></td>
</tr>
<tr>
<td>Complete Program Chair Action Plan in Response to</td>
<td>Program Chairs</td>
<td>Spring 2018</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## AY 2017-18
### Institutional Effectiveness and Research Survey
#### Survey Timeline Calendar
**Office of Institutional Effectiveness and Research (OIER)**
**Director, Room 206: Sumner Hall**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Date of Issue</th>
<th>Task Description</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 2017 [August-December 15, 2017]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>September 10, 2017</td>
<td>NASPA: Orientation and New Student Programs</td>
<td>All Faculty, Student Affairs, and OIER</td>
</tr>
<tr>
<td>2.</td>
<td>October 1, 2017</td>
<td>NASPA: Student Conduct</td>
<td>All Faculty, Student Affairs, and OIER</td>
</tr>
<tr>
<td>3.</td>
<td>November 1, 2017</td>
<td>Student Evaluation of Courses and Instructors – Fall 2017</td>
<td>All Faculty, Student Affairs, and OIER</td>
</tr>
<tr>
<td>4.</td>
<td>October 18, 2017</td>
<td>IPEDS data Collection –Phase 1 Fall Collection</td>
<td>OIER, Registrar, and IT Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institutional Characteristics (IC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completions (C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12-Month Enrollment (E1)</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester 2018 [January – May 4, 2018]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Feb 15, 2018</td>
<td>NASPA: Mental Health and Counseling</td>
<td>All Faculty, Student Affairs, and OIER</td>
</tr>
<tr>
<td>2</td>
<td>April 1, 2018</td>
<td>NASPA: Career and Professional Aspirations</td>
<td>All Faculty, Student Affairs, and OIER</td>
</tr>
<tr>
<td>3</td>
<td>March 27, 2018</td>
<td>Student Evaluation of Courses and Instructors – Spring 2018</td>
<td>All Faculty, Student Affairs, and OIER</td>
</tr>
<tr>
<td>4</td>
<td>February 14, 2018</td>
<td>IPEDS Data Collection –Phase 2 Winter Collection</td>
<td>OIER, Registrar, Financial Aid, Admission, IT Department, and Business Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Financial Aid (SFA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation Rates (GR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>200% Graduation Rates (GR200)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Admissions (ADM)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outcome Measures (OM)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>April 1, 2018</td>
<td>Employment Satisfaction Survey</td>
<td>Provost, Deans, Faculty, Staff and OIER</td>
</tr>
<tr>
<td>6</td>
<td>April 1, 2018</td>
<td>Senior Exit Survey</td>
<td>Provost and OEIR</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Description</td>
<td>Department</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>April 11, 2018</td>
<td><strong>IPEDS Data Collection – Phase 3</strong>&lt;br&gt;Spring Collection&lt;br&gt;Fall Enrollment (EF)&lt;br&gt;Finance (F)&lt;br&gt;Human Resources (HR)&lt;br&gt;Academic Libraries (AL)</td>
<td>OIER, Library, Human Resource, IT Department, and Business Office</td>
</tr>
<tr>
<td>8</td>
<td>March 30, 2018</td>
<td><strong>Student Evaluation of Courses and Instructors – Spring 2018</strong></td>
<td>All Faculty, Student Affairs, and OIER</td>
</tr>
<tr>
<td>9</td>
<td>April 10, 2018</td>
<td><strong>Student Satisfaction Survey</strong></td>
<td>All Faculty, Student Affairs, and OIER</td>
</tr>
<tr>
<td>10</td>
<td>May 15, 2018</td>
<td><strong>Alumni Engagement Survey</strong></td>
<td>OAI &amp; OIER</td>
</tr>
<tr>
<td>11</td>
<td>June 2, 2018</td>
<td><strong>Alumni Reunion Survey</strong></td>
<td>OAI &amp; OIER</td>
</tr>
</tbody>
</table>
OIER Annual Planning Cycle for SLO, PLO, Annual Unit Assessment, Program Review, and Surveys

Academic Year (AY) 2017-2018: New SLO, PLO, and Annual Unit Assessment

Reflecting and Evaluation: "Closing the Loop for Strategic Plan 2015-16 & 2016-2017"

Program Review: Schedule, Chemistry, Education, and Mathematics Departments

AY: 2015-2016 & 2016-2017

Reflection and Evaluation: AY 2017-2018: "Closing the Loop" SLO, PLO, Unit Assessment (Instructional and non-Instructional Unit), and Strategic Plan 2017-18

Training & Survey