III. INSTITUTIONAL EFFECTIVENESS

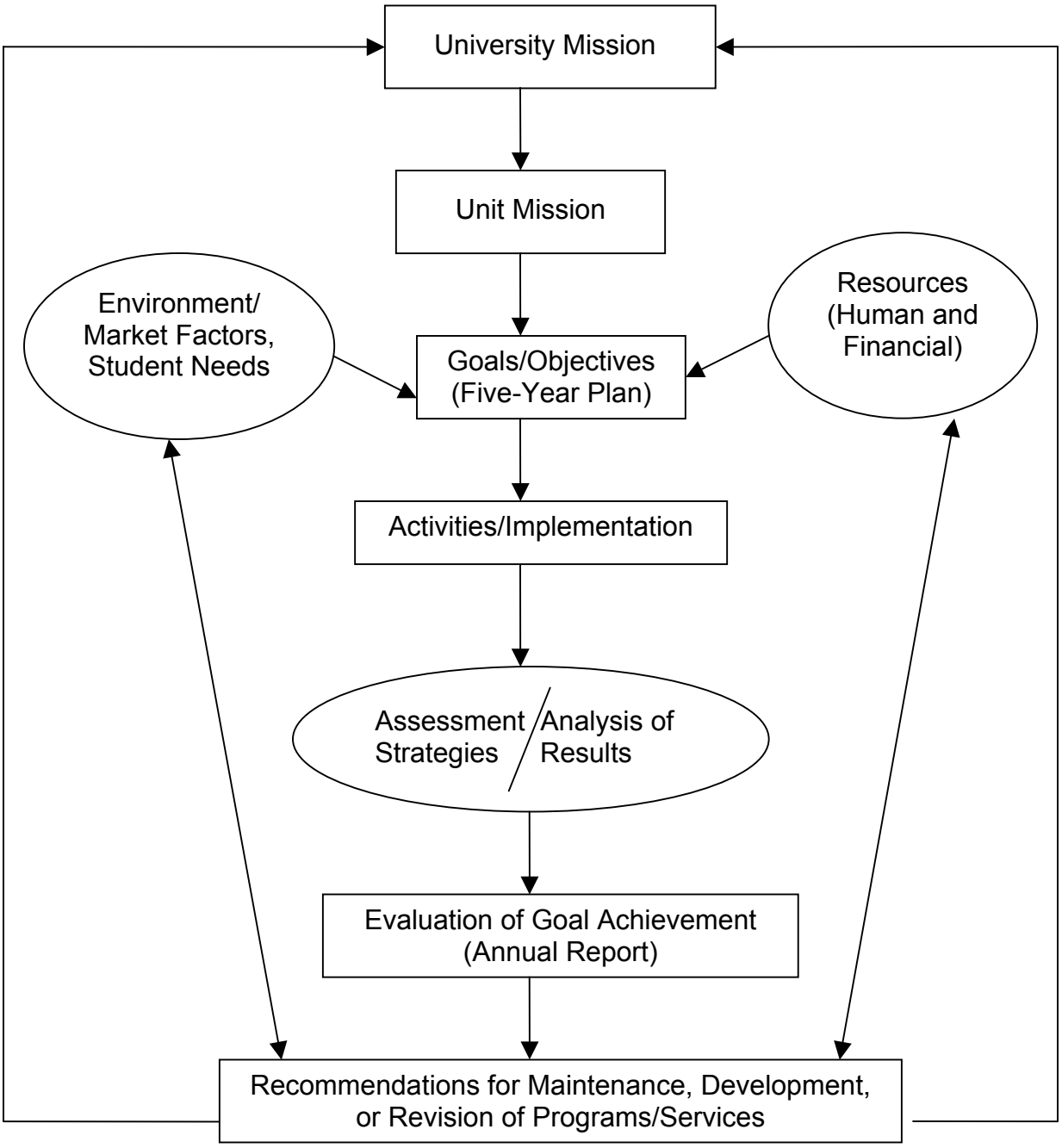
INTRODUCTION

Jacksonville State University (JSU) embraced the concept of institutional effectiveness prior to its last reaffirmation visit in 1993. In preparation for the visit, structured planning and evaluation processes were introduced and have been used throughout the University to document procedures for ensuring institutional effectiveness. Figure 3.1 on the following page depicts the current planning and evaluation process. *The Institutional Effectiveness Manual* (1992) defines the major elements of institutional effectiveness to include continuous processes of planning, evaluation, and the use of evaluation results to make improvements.

Assessment at JSU is a continuous, on-going process that includes Five-Year Plans (updated annually), Annual Reports, and a 10-year Facility Master Plan. Assessment takes place in various forms and utilizes a variety of data, observations, measures, and feedback.

At the time of the last reaffirmation visit, three separate units coordinated planning, budgeting, and assessment functions. Planning was coordinated by the University Planning Committee, the Director of Assessment conducted all University-wide assessment activities, budgeting was coordinated through the Vice-President for Academic and Business Affairs (VPABA), and evaluation was accomplished through the Annual Report process under the direction of each divisional vice president/director. The Assessment Committee was dissolved and replaced by the Institutional Effectiveness Committee (IE) in 1993. The President charged the IE Committee with the following responsibilities:

Figure 3.1
Planning and Evaluation Cycle



- to evaluate the University's effectiveness in achieving its mission and goals;
- to evaluate the effectiveness of the University's programs, processes, policies, and procedures; and
- to make recommendations for improving planning, budgeting, and evaluation procedures.

In 1995, the President initiated a University-wide program review process. All units rated themselves using the following categories as charged by the President: essentiality, quality, need, demand, and cost-revenue relationship. The rating for "essentiality" was based on the unit's demonstrating a strong relationship between its mission and that of the University. The "quality" rating was determined by comparing the unit to others, to national standards, and to users rating of quality. "Need" was determined by whether the program was justified on legal, academic, accreditation, or other needs. "Demand" was based on the absolute level of demand for the services of the program as documented by users and demand for the services of the program compared with that of similar programs at similar size institutions. The stability of this demand was also studied and rated. "Cost-revenue relationship" was evaluated on the basis of the program's potential for generating excess revenues over costs.

The yearlong comprehensive review of the University produced a working document that provided recommendations for all divisions. The Vice President for Academic Affairs, in early 1996, identified a Panel Review Committee to complete the following:

- Review the report of the Task Force for Academic Program Review;

- Conduct hearings for instructional and non-instructional programs recommended for reduction, elimination, and/or reorganization in the Program Review report;
- Rank all academic programs and non-instructional programs; and
- Make recommendations to the Vice President for Academic Affairs based on review of recommendations in the Program Review report and the additional evidence submitted through hearings.

Again, in early 1998, the President established a Program Review Committee. The President asked the committee to look at how the University used its resources, and suggested the following approaches as ways of gathering this information:

1. Review reports from previous (1995-96) Program Review Committees. Look at proposal and options.
2. Look at bench marking and comparisons to standards of peer institutions.
3. Look at possibilities for streamlining operations.
4. Look at consolidation opportunities in all divisions.
5. Look at outsourcing opportunities.
6. Consider time lines for ACHE viability. Consider strengthening programs, which should be retained.
7. Develop recommendations and suggest priorities for action.

As part of its methodology, the Committee requested status reports from division heads on the 1995 Review and recommendations. Addressing the recommendations made in 1995, each unit was to report on other changes made which were outside the recommendations made in the 1995 program review; provide information concerning

program plans not yet implemented; and offer additional program/unit information for consideration.

One recommendation from the 1998 Program Review Report, which supported a 1995 recommendation, included the following statement regarding program review:

> Implement continuous review of instructional and non-instructional programs, systems, and processes for the purpose of improving quality, efficiency, and cost-effectiveness. It is further suggested that an ongoing committee oversee the periodic reporting and analysis of outcome data by units and that program review results be used as an integral part of planning and budgeting.

The Committee suggested that the mission of the IE Committee be reviewed in relation to ongoing planning, budgeting, and resource allocation activities and to ensure that the make-up of the committee reflected the University population.

To fulfill its mission, the IE Committee began critiquing commercially-available software that would link the planning, budgeting, and evaluation process in a consistent manner throughout the University. While numerous products were available for purchase, the Committee suggested the development of an in-house software program that could be adapted to meet the needs of JSU. Using the talents and skills of personnel from the Data Systems Management Division (DSMD), a database program, built on Microsoft Access, was developed to meet the Committee's specifications. In the late-1990's, a prototype, Intranet-based planning/budgeting/evaluation template, PRISM—Planning Resulting In Successful Management—was designed to coordinate the planning, budgeting, and evaluation procedures.

While PRISM received favorable reviews, it was not adopted for University-wide use and fragmentation of the planning, budgeting, and evaluation process continued. In 1999, the IE Committee recommended a centralized structure, namely the Institutional Effectiveness (IE) Office. The Committee recommended that a Director of Institutional Effectiveness (IE), who reported directly to the President, be hired. While the recommendation was accepted, advertising for the position was delayed due to proration of state appropriations which resulted in an intense focus on maintaining existing resources/programs and deflected emphasis away from new initiatives including the enhancement of institutional effectiveness activities/strategies. In the 2000-01 academic year, the position of Director of IE was advertised. The position was filled in Fall 2001 and the IE Office was formed. The responsibilities of the Director of IE include but are not limited to the following:

- oversee the planning process and establish appropriate systematic assessment and evaluation procedures
- revise/develop and maintain the University's planning and institutional effectiveness calendar, procedures(s) and manual(s)
- support and coordinate systematic University-wide program review, including relevant accreditation requirements
- compile the divisions' Five-Year Plans into a comprehensive University planning document
- support and participate in activities to link planning, budgeting, and evaluation.

With the establishment of the IE Office, the functions of the Assessment Office were aligned with the IE Office and the Coordinator of Assessment (formerly the Director of Assessment) began reporting to the Director of IE.

During the 1998-99 academic year, several units began using the PRISM prototype (for planning and evaluation) on a trial basis. PRISM has undergone several modifications based on the recommendations of those involved with the pilot. In Fall 2001, the President approved the University-wide use of PRISM effective with the 2003-08 planning cycle. This planning tool successfully integrates planning, budgeting, and evaluation, and, because of the common format, permits vertical linkages throughout the University.

The Institution's commitment to continuous self-study is evidenced in the establishment of the IE Office that reports directly to the President, the adoption of PRISM, and the alignment of the Office of Assessment with the IE Office. With these changes, the University has created a centralized IE structure that will provide oversight and coordination of all IE activities, provide IE consultation to individual units, and document IE activities individually and collectively to demonstrate continuous quality improvement in all University programs and services.

3.1 PLANNING AND EVALUATION: EDUCATIONAL PROGRAMS

Educational activities of an institution include teaching, research and public service. Planning and evaluation for these activities must be systematic, broad based, interrelated and appropriate to the institution.

JSU has demonstrated a commitment to the tri-partite mission of teaching, research, and public service. Planning and evaluation is broad-based, interrelated, and consistent with the resources of the institution. This bi-directional flow between the Division of Academic and Student Affairs, the four colleges, and the individual departments and programs ensures total organizational participation in planning and evaluating. Planning for academic program needs originates at the departmental level and is designed to establish unit direction consistent with the University's mission. Ideas for the development of new programs, a change in research emphasis for the unit, or an identified unmet need in the community or area might prompt the development of a plan to address the identified issue. Also, plan development for academic programs might evolve from upper level administration; i. e., either directly from the Vice President for Academic and Student Affairs (VPASA) or indirectly through the President.

The University's vision for the educational program is a function of input from a group of constituents to include the President, VPASA, deans, and department heads, as well as external stakeholders. Each academic unit develops a mission statement consistent with the University mission that defines the unit's role within the institution. Each year, the units establish goals and objectives derived from the mission statement. Objectives are given a completion date of one to five years, thereby establishing a Five-Year Plan. Assessment activities are documented in the Annual Report with detailed

descriptions of the various methodologies and tools used to collect data on program effectiveness. Objectives are updated each year or eliminated if completed. New initiatives and prioritized funding requests requiring new monies are cited on a separate Resource Request form and considered during the budgeting process, if funds are available. The Five-Year Plan and Resource Requests are forwarded to the VPASA and collated into a divisional report. However, there is no formal approval process nor is there a statement of strategic direction to guide decisions related to the specific funding requests submitted by the units.

In addition to the planning structure, JSU has a committee structure that contributes to the creation of policies in an attempt to promote systematic assessment and evaluation. The IE Committee conducted an in-depth evaluation of the University's planning and evaluation procedures at the unit level. As previously noted, recommendations were made to create a centralized structure and a common reporting template to align all planning units within the University. The Planning Subcommittee of the University Budget Committee has been instrumental in supporting new procedures and structures to improve the University's IE activities. JSU has a strong history of faculty governance at the departmental, college, and University level. In addition, the governance structure of the Faculty Senate supports involvement of the faculty. Over 70 percent of faculty members responding to the Fall 2001 Faculty Survey, reported agreement that the faculty senate was effective in representing faculty views and the Faculty Senate and the University's standing committees were adequate for the faculty to participate in University governance. Over 90 percent of administrators responding to the same question "agreed or strongly agreed" that the Faculty Senate and standing

committees were adequate in this regard. The IE Committee, Planning Subcommittee, and Faculty Senate ensure that the policies, procedures, and proposals affecting students, faculty, and staff comply with the University's mission and goals.

Planning and evaluation are systematic in that they occur at regular intervals as determined by the University, by academic units, or by external accrediting bodies. Planning and evaluation occur in conjunction with regularly scheduled internal and external reviews (e.g., University planning activities including Five-Year Plans and discipline-specific accreditation reviews). Planning and evaluation internally occur on the schedule shown in Table 3.1.1, Academic Unit Planning and Evaluation Cycle.

Table 3.1.1
Academic Unit
Planning and Evaluation Cycle

Internal Reviews	Schedule	Units
SACS Institutional Self-Study	10 year cycle	Campus-wide
JSU Five-Year Plan	5 year cycle	Campus-wide
Five-Year Plan update/review	Annually	Campus-wide
Annual reports	Annually	Campus wide
Program Review*	5 year cycle (20% of programs reviewed annually)	Campus-wide

*Will begin a revised schedule in 2004

Table 3.1.2 outlines the review cycle of discipline specific external accrediting bodies by degree, major, and program.

TABLE 3.1.2
Degree & Major Offerings & Program Accreditation

College of Commerce & Business						Accrediting Agency	Year Accredited	Accreditation Cycle
Bachelor of Arts with a major in:								
			Economics					
Bachelor of Science with a major in:								
	Accounting		Management					
	Economics		Marketing					
	Finance		Info Mgt/E-Commerce					
		All BS programs accredited by:				AACSB-International	1998	10 years
College of Education & Professional Studies						**Accrediting Agency**	**Year Accredited**	**Accreditation Cycle**
Bachelor of Arts with a major in:								
	Communication							
Bachelor of Science in Education with a major in:								
	Biology		English Language Arts		History			
	Collaborative Teacher		Family & Consumer Science		Mathematics			
	Early Child Education		General Science		Physical Education			
	Elementary Education		Health Education		Technology Education			
		All programs accredited by:				NCATE	1999	5 years
Teaching Field Degree Programs (Grades P-12)								
	French	German	Spanish					
		All programs accredited by:				NCATE		
	Music Instrumental		Music Vocal/Choral					
		All programs accredited by:				NASM		
	Physical Education							

Teaching Field Degree Programs (Grades 6-12)									
	Biology	Family & Consumer Sciences		General Science					
	Business	French	Spanish	Health Education					
	English	German	Social Sciences	History					
	Language Arts		Mathematics						
		All programs accredited by:					NCATE		
Middle School (Grades 4-8) Certificates									
	Biology	History	General Science						
	English Language Arts		Mathematics						
	Social Sciences								
		All programs accredited by:					NCATE		
Bachelor of Science with a major in:									
	Occupational Safety and Health Technology								
	Technology								
	Electronics Technology								
	Computer Integrated Manufacturing Systems Technology								
		All programs accredited by:					NAIT	2000	6 years
	Exercise Science and Wellness								
	Recreation Administration								
Bachelor of Science with a major in Family and Consumer Sciences and a concentration in:									
	Child Development		Merchandising		Restaurant & Foodservice Mgt.				
						Dietetics	ADA		
College of Arts & Sciences							**Accrediting Agency**	**Year Accredited**	**Accreditation Cycle**
Bachelor of Fine Arts with a major in:									
	Art						NASAD	1999	5 years

Bachelor of Arts with a major in:									
	History	English	Political Science						
	Biology		Sociology						
	General Studies		Psychology						
	Mathematics		Foreign Languages						
					Music		NASM	1998	10 years
					Drama		NAST	1999	5 years
					Art		NASAD	1999	5 years
Bachelor of Science with a major in:									
	Biology	Chemistry	Geography	Sociology					
	Criminal Justice		Mathematics	Psychology					
	Emergency Management		Computer Science						
Bachelor of Social Work (BSW)							CSWE	1996	8 years
Certificate of Computer Science									
Certificate of Computer Information Systems									
College of Nursing & Health Sciences							**Accrediting Agency**	**Year Accredited**	**Accreditation Cycle**
Bachelor of Science in Nursing (BSN):									
	Nursing						CCNE	2000	10 years
College of Graduate Studies							**Accrediting Agency**	**Year Accredited**	**Accreditation Cycle**
Master of Science with a major in:									
	Biology		Mathematics						
	Agency Counseling		Computer Systems & Software Design						
	Criminal Justice								
Master of Business Administration							AACSB-International	1998	10 years

Master of Business Administration--Accounting Concentration							AACSB-International	1998	10 years
Master of Science in Education with a major in:									
	Early Childhood Education/Special Ed.								
	Early Childhood Education		Library Media						
	Elementary Education		Collaborative Teacher (K-6)						
	Health Education		Physical Ed.						
	Secondary Ed.		Collaborative Teacher (6-12)						
	Counselor Education		Reading Specialists						
	Educational Administration								
		All programs accredited by:					NCATE	1999	5 years
Teaching Field Degree Programs									
	Biology		History						
	English Language Arts		Mathematics						
	General Science		Social Sciences						
		All programs accredited by:					NCATE	1999	5 years
Master of Arts with a major in:									
	English		Political Science						
	General Science		History						
	Music Education						NASM/NCATE	1998	10 years
Master of Public Administration									
Master of Science in Nursing (MSN)							CCNE	2000	5 years
Educational Specialist (EdS)									
	Educational Administration						NCATE	1999	5 years
	General Education						NCATE	1999	5 years

Planning and evaluation activities in which all academic units participate are listed in Table 3.1.3. The current planning calendar or annual schedule is systematic but does not provide a clear link between planning and budgeting. In the past, planning budgets depicting four funding scenarios have been used to link planning and budgeting. As noted in Section II, years of level funding have decreased the relevance of the planning budgets at the unit/division level. Hence, planning activities are completed in January. Budgeting at the unit level is completed in May/June with Board of Trustee review in July and implementation in fall. The planning calendar would be enhanced by adjusting the schedule so that planning and budgeting activities for the upcoming year occur simultaneously.

Table 3.1.3
Planning/Evaluation Annual Schedule

Activity	Schedule
Five-Year Plan	January (updated every year)
Reappointment Recommendations	January
Budget Planning	May-June
Evaluations of Faculty, Department Heads, and Deans	May-June
Annual Reports	June
Promotion and Tenure Review	October
Curriculum Changes	November deadline for catalogue
Course Schedules/Faculty Workload Planning	November (May, Summer, Fall semesters) August (Spring Semester)

PRISM will directly link planning and budgeting by providing prioritized unit requests for additional monies to the vice presidents and directors as funding decisions are made. By directly linking funding requests to objectives and specific elements of programs operations, the impact of decreasing funding, level funding, and/or additional funding will be exemplified.

In addition to structured planning processes, situational and contingency planning occurs as needs/opportunities arise. For example, unexpected faculty vacancies require a timely response to meet the needs of students. Some departments also have participated in planning for building construction or renovation. In Fall 2001, the McGee Science Center was opened and renovations to Martin Hall were completed. This new and renovated space provided additional instructional and office space for the departments of Biology and Physical and Earth Sciences. These departments took an active role in the planning and construction of this space. The acquisition of property on the Ft. McClellan site led to the appointment of an ad-hoc planning committee to propose the establishment of a University-sponsored child development center scheduled to open in January 2003. In addition, the acquisition of Building 3181 on the Ft. McClellan site has led to new initiatives and a collaborative partnership with Gadsden State Community College to offer classes and shared resources at that site.

Evaluation of faculty accomplishments related to teaching, research, and service is the responsibility of the department heads with concurrence from the deans. Faculty members are evaluated on an annual basis using criteria which include documented evidence of their teaching and advising effectiveness; scholarship, research, or other creative work; and service. These criteria are outlined in the *Faculty Handbook*. The individual academic units may develop additional discipline-specific evaluation standards and procedures as deemed appropriate. The outcome of the process is significant in decisions related to salary recommendations, faculty promotion, tenure, and reappointment. The appraisal of faculty teaching and student learning includes a variety of evaluation criteria that further enhance faculty efforts and student

performance. The evaluation of faculty research promotes support and recognition for scholarship, creative endeavors, and research activities accomplished by the faculty. Because scholarly activities vary from discipline to discipline, it is the responsibility of the dean and department heads to define what constitutes scholarship, research, and/or creative work. As stated in the *Faculty Handbook*, consideration of quality should prevail over consideration of quantity in the evaluation of faculty activities and accomplishments. Evaluating faculty service at the University focuses primarily on service to the institution, addressing the leadership and service needs of the community, and professional service activities at the local, regional, national, and/or international levels. The process of annual reviews provides documentation that identifies that the University faculty is providing service to the institution, community, and profession.

Planning and evaluation at the University are interrelated. Each academic unit develops a mission statement and goals which are submitted for departmental and college approval and then incorporated into a five-year comprehensive plan for the college. Units review the Five-Year Plan annually through compilation and publication of the Annual Report that is used to document progress toward reaching long-range goals, to modify/change goals to meet the existing needs of the unit, and to incorporate annual findings into future plans and strategies.

In support of the interrelated nature of planning at JSU, 95 percent of faculty, 95.8 percent of administrators, and 91 percent of staff responding to self-study surveys agreed that the “units’/departments’ plans support the University’s mission statement, purpose statements, and goals” (Fall 2001 Faculty, Administrator, and Staff Surveys).

Eighty-one percent of faculty agreed that the University effectively assesses how well it accomplishes its purpose and achieves its mission (Fall 2001 Faculty Survey). In addition, faculty and staff agreed that the University-wide planning efforts are effective and appropriate (78 percent of faculty and 81 percent of staff).

While it is clear that extensive, broad-based planning and evaluation activities are taking place within the academic planning units (departments and colleges) on a regular, systematic basis, the evidence does not support the systematic review and approval of the unit plans, nor is there evidence of correlation of planning to the budgeting process. The review did not produce evidence of systematic evaluation of academic processes, policies, and procedures at the University level. There is no evidence of strategic planning at the University level to support resource decisions or funding priorities for academic programs.

Conclusion: The committee finds that Jacksonville State University is not in compliance.

Recommendations:

1. The committee recommends that the University develop a process for the review and approval of all academic unit plans, provide a mechanism to link planning with budgeting, and create a strategic planning statement to guide decisions related to resource allocation and establishment of funding priorities.

2. The committee recommends that the University implement a process for evaluation of academic processes, policies, and procedures at the institutional level.

3. The committee recommends that the University establish, adopt, and document a planning, budgeting, and assessment calendar that is appropriate to the institutional funding cycle.

Suggestions:

1. The committee suggests that evaluation of all administrators include specified criteria for addressing effectiveness in planning, budgeting, and evaluation.

2. The committee suggests that all institutional policies include a statement of purpose, defined evaluation cycle/method, and responsible entity.

The Institution must define its expected educational results and describe its methods for analyzing the results.

Prior to the 1993 reaffirmation visit, specific outcome indicators were identified for all objectives associated with the University's 12 educational purpose goals. Indicators for achievement of student learning were derived from four instruments: the College Basic Academic Subjects Examination (CBASE); the College Students Experiences Questionnaire (CSEQ); the Graduating Senior Survey (GSS); and the Alumni Survey (ALS). One goal, "economic productivity," also incorporated results from the CPA examination for accountants and the national licensing examination for nurses. Several of the student-learning indicators (items on the Graduating Senior and Alumni Surveys) have been modified since adoption of the student-learning objectives.

Educational Goals and Outcome Indicators

1. Communication Skills - including the ability to comprehend through reading and listening; to speak and write clearly and correctly; and to be effective in the organization and presentation of ideas in writing and discussion.

Using the CBASE, the average English Subject score was expected to exceed 300. The 2000-01 mean score was 276. When comparing the results by entry-type, full-time freshman – FTF and full-time transfer – FTT, mean scores for FTF were 286 while the mean scores for FTT were 269. On the CSEQ, 50 percent of seniors were expected to report they gained "quite a bit" in writing clearly and effectively and 25 percent were expected to report they gained "very much." The results were as follows:

Gain In Writing Clearly And Effectively		
Year	**"Quite a bit" %**	**"Very much" %**
91	45.3	21.6
93	43.4	21.7
96	45.5	21.3
98	42.2	22.1
00	40.0	18.0

2. Information Skills –including the ability to use effectively library and information resources such as computerized search and retrieval technologies.

This goal is assessed using two instruments: the GSS and CSEQ. On the GSS, at least 90 percent of graduating seniors were expected to report satisfaction with gains in library-use skills. From 1991-95, the percentage of students who reported being satisfied or very satisfied on the GSS questionnaire ranged from 61.8 to 66.5. Refinement of the instrument in 1995 resulted in focusing on students' perception of gains in library skills of "quite a bit or very much" rather than measuring their satisfaction levels. The percentage of respondents who reported increases in library skills of "quite a bit or very much" ranged from 56.4 to 59.1. A second indicator was derived from the CSEQ Library Experiences Scale. The average score of greater than or equal to 22 was established as the standard for goal attainment. The results have ranged from 18.76 to 21.12.

3. Quantitative Skills – including the ability to understand the basic concepts of mathematics; interpret statistical data; recognize the capabilities and limitations of quantification; and use computer effectively.

Using the CBASE, the average Math Subject score was expected to meet or exceed 290. The 2000-01 mean score was 279. When comparing the results by entry-type, mean scores for FTF were 295 while the mean scores for FTT were 267. On the CSEQ, at least 60 percent of seniors were expected to report that they gained "quite a

bit or very much" in their quantitative thinking skills, and at least 50 percent were expected to report that they gained "quite a bit or very much" in their understanding of computers.

Gain In Quantitative Skills		
Year	**Quantitative Thinking %**	**Familiarity with Computers %**
91	51.5	45.3
93	51.3	52.2
96	48.1	53.2
98	54.3	65.4
00	44.0	61.0

As a third indicator, responses from selected items on the GSS addressed quantitative skills. At least 60 percent of respondents were expected to report being satisfied or very satisfied with quantitative skills. From 1991 through 1995, respondent satisfaction averages ranged from 50.3 percent to 58.1 percent. In 1995, the survey instrument was revised to address students' self-reported mathematical skills and whether their skills increased "quite a bit or very much." Respondents reported a range of 50.9 percent to 52.8 percent.

4. Critical Thinking and Problem Solving Skills – including the ability and disposition to think logically on the basis of useful assumptions; to distinguish the subjective from the positive and factual; to weigh evidence and evaluate facts and ideas critically; to think independently; and to analyze and synthesize.

On the CBASE Competency Scores, at least 65 percent of seniors were expected to score in the "middle range" and 25 percent were expected to score in the "high range" for Strategic Reasoning; 55 percent of seniors were expected to score in the "middle range" and 12 percent in the "high range" for Adaptive Reasoning.

Critical Thinking Skills				
	Strategic Reasoning		Adaptive Reasoning	
Year	Middle Range %	High Range %	Middle Range %	High Range %
91-92	64.5	13.2	64.1	8.6
92-93	58.1	16.4	61.2	9.7
93-94	61.7	13.4	59.5	9.4
94-95	55.9	12.4	57.3	10.5
95-96	56.3	11.1	58.8	7.7
96-97	58.7	9.2	53.9	7.7
97-98	58.9	11.2	53.0	10.4

On the GSS, at least 80 percent of respondents were expected to indicate satisfaction with their gains in problem-solving skills. From 1991 through 1995, respondent satisfaction averages ranged from 73.1 percent to 81.6 percent. In 1995, the survey instrument was revised to address students' self-reported critical thinking skills and whether skills increased "quite a bit or very much." Respondents reported a range of 79.0 percent to 80.9 percent.

From the CSEQ, at least 75 percent of seniors were expected to indicate that they gained "quite a bit or very much" in their ability to think analytically and at least 75 percent were expected to indicate the same gains in the ability to put ideas together. Responses to ability to think analytically revealed percentage totals ranging from 64.61 to 70.28, whereas responses to ability to put ideas together ranged from 67.55 to 73.48.

5. Learning and Cultural Literacy – that acquaints students with the cultural heritage of the West and an awareness of the contemporary world of philosophy, natural science, art, literature, social change, and social issues.

The CBASE Science Subject and Social Studies Scores were utilized as an indicator for this learning goal. The average Science score was expected to be at least 290 and the average Social Science score was expected to be 300. The 2000-01 means scores were 250 and 273, respectively. On the CSEQ, the percentage of

students who reported that they gained “quite a bit or very much” was reviewed for selected items as revealed below.

Year	General Education %	Understanding Science %	Acquaintance with Literature %	Awareness of Philosophies %	Importance of History %	Understanding Science & Technology %
91	66.7	28.8	36.3	48.2	61.1	28.3
93	65.3	36.4	35.0	48.6	57.6	34.3
96	61.3	36.2	30.6	49.0	50.4	34.4
98	62.1	37.3	33.3	47.3	53.4	37.3
00	58.2	34.8	31.2	47.4	47.0	31.8
Goal	**73**	**40**	**40**	**50**	**60**	**40**

6. Intellectual Tolerance – as demonstrated by openness to new ideas, willingness to question orthodoxy, appreciation of intellectual diversity, and the ability to deal with complexity and ambiguity.

One item on the GSS was utilized to measure achievement of this learning goal from 1991-1995. At least 80 percent of graduating seniors were expected to indicate that they were satisfied or very satisfied with their intellectual flexibility. From 1991-95, percentages ranged from 73.8 to 84.5. In 1995, revisions to the instrument resulted in three items related to intellectual tolerance. At least 80 percent of respondents were expected to report that they gained “quite a bit or very much” in ability to understand ideas of others (percentages ranged 74.1 to 76.5), openness to new ideas (percentages ranged from 78.3 to 81.4), and willingness to consider ideas of others who are very different (percentages ranged from 72.3 to 76.9).

On the CSEQ, at least 80 percent of seniors were expected to indicate that they gained “quite a bit or very much” in their ability to understand others. Percentages ranged from 67.65 to 76.47.

7. Aesthetic Sensibility – represented by the ability to understand and enjoy literature, fine arts, and cultural activities as expressions of personal and social experience.

On the GSS, at least 60 percent of respondents were expected to report being "satisfied or very satisfied" with their gains in aesthetic appreciation. From 1991-95 the percentage of respondents reporting satisfaction ranged from 45.2 to 60.0 percent. When the survey was revised in 1995, two items were utilized in the assessment of this learning goal. At least 60 percent of respondents were expected to report gaining "quite a bit or very much" in response to their appreciation of literature and their appreciation of the arts. Percentages ranged from 45.8 to 50.9 in response to appreciation of literature and 40.6 to 46.8 in response to appreciation of the arts.

On the CSEQ, at least 35 percent of seniors were expected to report gaining "quite a bit or very much" in understanding of the arts in addition to an average score on the Art, Music, and Theater Scale of 19. In relation to understanding of the arts, percentages ranged from 21.93 to 36.27. The average score on the Art, Music, and Theater Scale ranged from 16.62 to 17.88.

8. Psychological and Physical Well-Being – which requires the ability to understand and to apply the basic principles for cultivating physical and mental health, acceptance of self and others and the ability to accept responsibility for one's actions.

On the GSS, 85 percent of respondents were expected to report being above average in emotional health; 75 percent were expected to report being above average in physical health. Respondents who reported being above average in emotional health ranged from 64.8 to 67.8 percent, while 54.9 to 59.0 percent reported being above average in physical health.

On the CSEQ, at least 55 percent of seniors were expected to indicate gaining "quite a bit or very much" in addition to an average score of 20 on the Athletic/Recreation Facilities Scale. Responses related to developing health and fitness

ranged from 43.09 to 48.39 percent while the average scores on the Athletic/Recreation Facilities Scale ranged from 17.07 to 19.22.

9. Life-Long Learning – as demonstrated by sustained intellectual curiosity and continued participation in learning activities.

On the Alumni Survey, at least 50 percent of the respondents were expected to indicate that they had completed or intend to complete graduate studies. On the 2000-01 Alumni Survey, 45.2 percent of respondents reported having completed or being enrolled in a master's degree program. An additional 53.7 percent reported plans to enroll in graduate studies. Two other indicators were utilized from the Alumni Survey: involvement in cultural organizations and participation in professional or employment related organizations. Twenty percent of respondents were expected to indicate involvement in cultural organizations or study groups and 45 percent were expected to report participation in professional or employment-related organizations. On the 1998-99 Alumni Survey, 21 percent of the respondents reported involvement in cultural organizations and 51.9 percent reported participation in professional or employment related organizations.

On the CSEQ, at least 90 percent of seniors were expected to indicate that they gained "quite a bit or very much" in their ability to learn on their own; 80 percent were expected to indicate the same degree of gain in their specialization for further study. Percentages of respondents who reported a gain in ability to learn on their own ranged from 73.94 to 80.94, while responses to gains in specialization for further study ranged from 65.37 to 67.78 percent.

10. Interpersonal and Organizational Skills – including the ability to be an effective member of groups, sensitivity to group norms and customs, skills in conflict resolution, and appreciation of cultural diversity.

On the GSS, 85 percent of respondents were expected to indicate satisfaction with their growth in interpersonal and organizational skills. From 1991-95, 82.4 to 88.3 percent of respondents reported being "satisfied or very satisfied" with their interpersonal and organizational skills. When the instrument was revised in 1995, two items relating to ability to work in a group and ability to get along with others were added. Respondents were expected to indicate that they gained "quite a bit or very much" to these items. Percentage responses to the ability to work in a group ranged from 81.1 to 82.4, whereas the responses to ability to get along with others ranged from 76.3 to 78.9 percent.

11. Social Responsibility – represented by active participation as an informed and responsible citizen in solving the problems of one's community.

On the Alumni Survey, 85 percent of respondents were expected to indicate that they had voted in a recent election; 75 percent were expected to indicate participation in civic, political, or religious organizations. On the 1996 Alumni Survey, 77 percent of recent graduates and 91 percent of long-term graduates reported voting in a recent election. The overall rate was 82 percent. Eighty-four percent of the long-term graduates reported attending professional or civic meetings.

On the CSEQ, the average score of seniors on the Clubs and Organizations Scale was expected to be at least 20 with 70 percent reporting that their development of values and ethics had grown "quite a bit or very much." The average score on the Clubs and Organizations Scale ranged from 16.86 to 18.74 while 59.32 to 63.33 percent of respondents reported growth in the development of values and ethics.

12. Economic Productivity – which required the skills and the in-depth knowledge necessary to prepare for the first job, for entry into a professional field, or for successful pursuit of advanced academic study.

On the GSS, at least 70 percent of respondents were expected to express satisfaction with progress toward their goal of preparing for a career. From 1991-95 the percentage of respondents who reported being "satisfied or very satisfied" with their preparation for a career ranged from 82.3 to 85.5 percent. When the instrument was revised, the item was changed to ask respondents to report gains of "quite a bit or very much" in relation to skills needed to help in securing a good job. The percentage responses to this item ranged from 75.6 to 77.9 percent.

On the CSEQ, 70 percent of seniors were expected to indicate that they gained "quite a bit or very much" in vocational training. Survey respondents reported a range of 61.88 to 65.64 percent.

Findings from the Fall 2001 Faculty and Administrator Surveys support the belief that the University assesses its purposes and mission. The majority of respondents (81 percent of faculty members and 84 percent of administrators) "agreed or strongly agreed" that the University effectively assesses how well it accomplishes its purpose and achieves its mission. With the adoption of a revised mission statement (Fall 2001) and the proposal of new institutional goals, there is a need to identify educational outcomes and an assessment methodology consistent with the new goals.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestions:

1. The committee suggests that educational outcomes and assessment methodology be reviewed and revised to ensure alignment with the revised University mission and goals.

2. The committee suggests that the University identify the office and/or individual(s) responsible for establishing general education outcomes.

3. The committee suggests that each unit review, and revise as needed, unit-specific educational outcomes.

The institution must

1. **establish a clearly defined purpose appropriate to collegiate education.**
2. **formulate educational goals consistent with the institution's purpose.**
3. **develop and implement procedures to evaluate the extent to which these educational goals are being achieved.**
4. **use the results of these evaluations to improve educational programs, services, and operations.**

JSU has a clearly defined mission that is appropriate to collegiate education. A comprehensive review has been presented in Section II. University faculty and staff agree (93.8 percent of faculty and 93 percent of staff) that the University's mission and goals are appropriate for the University (Fall 2001 Faculty and Staff Surveys).

In light of the recently refined mission statement (Fall 2001), revised institutional goals are undergoing review with a projected approval date of October 2002. Academic planning units will review and revise their goals if deemed necessary to be consistent with the University mission statement and approved institutional goals beginning with the next planning cycle.

The University has a variety of methods to measure the extent to which its educational goals are achieved. As mentioned previously, program reviews mandated by professional accrediting bodies occur on a regular basis. Each academic unit within the University has developed and implemented procedures for evaluating the goals and objectives defined in the unit's Five-Year Plans. These procedures are listed for all academic units in Table 3.1.4. Departmental goals generally address teaching (student learning), research, and service.

Most academic units also demonstrate how results of evaluation procedures are used to improve educational functioning (See Table 3.1.5). For example, one goal for the Department of Finance, Economics, and Accounting Department states that "students will practice written and communication skills as related to the accounting profession." Accordingly, feedback from employers suggested a weakness in the communication skills of JSU graduates with accounting degrees. As a result of this feedback, the Department of Finance, Economics, and Accounting required students in the Senior Seminar in Accounting course to demonstrate their ability to communicate by requiring oral presentations, group discussion, and written assignments.

As noted in Table 3.1.4, academic units utilize a variety of evaluative techniques and assessment tools to determine educational goal achievement. Faculty members and administrators responding to the survey conducted in Fall 2001 were asked to indicate their level of agreement with the statement, "the current review process of undergraduate curricular/programs effectively maintains quality." Approximately 88 percent of the administrators and 81 percent of the faculty members responding "agreed or strongly agreed" with this statement. The group was also asked to indicate their agreement with the same items focusing on graduate programs. The majority of faculty members (78 percent) and administrators (88 percent) reported that they "agreed or strongly agreed" with the statement.

Academic units utilize a variety of evaluative techniques and assessment tools to determine educational goal achievement. Table 3.1.4 provides information on the various tools used by the colleges and departments to assess the learning experiences

in the students in their programs. Assessment outcome information is provided for program majors as well as concentrations for those programs offering concentrations.

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Arts and Sciences

Assessment Activity	Emergency Mgt-BS	French Lgn & Lit-BS	Spanish Lng & Lit-BS	Eng Lng & Lit-BS	Biology-BS/BA	Computer /Info Systems-BS	Mathematics-BS	Chemistry-BS	Physics-BS	Psychology-BS	Criminal Justice-BS	Social Work-BS	Geography-BS	History-BS	Political Science-BS
Peer Review															
External	x											x	x		
Internal				x								x			x
Standardized Test															
Locally Developed		x	x	x	x	x									
Nationally Normed				x		x	x	x		x		x		x	x
Licensing/ Accreditation Test												x			
Accreditation Standards								x				x			
Surveys															
Alumni	x	x	x	x		x	x	x	x		x	x	x	x	x
Employer	x					x	x	x	x				x		
Student	x			x	x	x	x	x	x	x		x	x		x
Grad Sr/ Completer Survey					x			x		x	x	x	x		
Exit Interview	x			x	x	x	x	x	x	x		x	x		x
Portfolio/Student Research				x	x					x		x			
Juries/Observation				x											
Capstone Course/ Seminar	x				x							x	x		x
Syllabus Evaluation	x			x		x	x				x	x			
Tracking															x
Performance				x		x	x				x	x			x
Course Completion	x			x		x	x	x	x		x	x	x		x
Student Performance															
Assignments	x	x	x	x	x	x	x				x	x	x	x	x
Written Tests	x	x	x	x	x	x	x			x	x	x	x	x	x
Oral Presentations		x	x	x	x	x					x	x	x	x	x
Job Placement	x	x	x			x	x	x	x			x	x	x	

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Arts and Sciences (cont'd)

Assessment Activity	Emergency Mgt-BS	French Lgn & Lit-BS	Spanish Lng & Lit-BS	Eng Lng & Lit-BS	Biology-BS/BA	Computer /Info Systems-BS	Mathematics-BS	Chemistry-BS	Physics-BS	Psychology-BS	Criminal Justice-BS	Social Work-BS	Geography-BS	History-BS	Political Science-BS
Graduate School Acceptance						x	x	x	x	x		x	x	x	x
Performance (grades)		x	x	x		x	x	x	x	x	x	x	x	x	x
Number of Majors	*x*	x	x	x		x	x	x	x	x		x	x	x	x
Number of Minors				x		x	x	x	x	x			x		x
Internships/Practica								x				x	x		x
Graduation Rates	*x*							x	x				x		x
Ext Disciplinary Prof Review												x			
Annual Unit Review	*x*	x	x	x				x	x		x	x	x	x	x
Informal Feedback	*x*	x	x	x				x	x	x	x	x	x	x	x
Faculty Evaluation															
Standardized Form	x	x	x	x		x	x	x	x		x	x	x	x	x
Annual Review	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Development	x	x	x	x		x	x			x	x	x		x	
Teaching Portfolio				x								x			
Reapt, Tenure, Promo Review	x	x	x	x	x	x	x	x	x		x	x	x	x	x
Other															

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Arts and Sciences (cont'd)

Assessment Activity	Sociology-BS	Drama-BA	Art-BS	Music-BS	Biology-MS	Mathematics-MS	Psychology-MS	Criminal Justice-MS	Public Administration	History-MS	Music-MS	Computer Systems/Software-MS
Peer Review												
External												
Internal	x								x	x		
Standardized Test												
Locally Developed		x										
Nationally Normed	x			x					x			
Licensing/ Accreditation Test												
Accreditation Standards			x	x					x		x	
Surveys												
Alumni	x	x				x		x	x	x		x
Employer		x				x						x
Student	x	x				x			x			x
Grad Sr/ Completer Survey	x	x										
Exit Interview	x	x		x					x		x	
Portfolio/Student Research	x	x	x		x					x		x
Juries/Observation		x		x						x		
Capstone Course/ Seminar	x	x							x	x		x
Syllabus Evaluation	x	x	x			x		x	x			x
Tracking		x										
Performance	x	x	x	x		x		x	x		x	x
Course Completion	x	x	x			x		x	x			x

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Arts and Sciences (cont'd)

Assessment Activity	*Sociology-BS*	*Drama-BS*	*Art-BS*	*Music-BS*	*Biology-MS*	*Mathematics-MS*	*Psychology-MS*	*Criminal Justice-MS*	*Public Administration*	*History-MS*	*Music-MS*	*Computer Systems/Software-MS*	
Graduate School Acceptance	x	x				x			x	x		x	
Performance (grades)	x	x	x			x		x	x	x		x	
Number of Majors	x	x	x			x			x	x		x	
Number of Minors	x	x	x						x				
Internships/Practica		x		x				x	x				
Graduation Rates		x							x				
Ext Disciplinary Prof Review	x												
Annual Unit Review	x	x		x					x	x			
Informal Feedback	x	x							x	x			
Faculty Evaluation													
Standardized Form		x		x		x		x	x	x	x	x	
Annual Review	x	x		x	x	x		x	x	x	x	x	
Development	x	x				x		x		x		x	
Teaching Portfolio	x	x											
Reapt, Tenure, Promo Review	x	x		x	x	x		x	x	x	x	x	
Student Performance													
Assignments	x	x	x		x	x		x	x	x		x	
Written Tests	x	x			x	x		x	x	x		x	
Oral Presentations	x	x			x	x		x	x	x	x	x	
Job Placement	x	x							x	x			
Other		x*											
		*artistic skills											

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Education and Professional Studies

Assessment Activity	Communication-BS	Special Education-BS	Elementary Ed-BS	Early Childhood Ed-BS	Secondary Ed-BS	English Ed-BS	Exercise Sci & Wellness-BS	Math Ed-BS	Music Teacher Ed-BS	PE Teaching & Coaching-BS	Science Ed-BS	Social Sci Ed-BS	Electrical, Electronic & Cor-BS
Peer Review													
External													x
Internal	x	x	x	x	x	x	x	x	x	x	x	x	x
Standardized Test													
Locally Developed	x	x	x	x	x	x		x	x	x	x	x	
Nationally Normed		x	x	x	x	x		x	x		x	x	x
Licensing/ Accreditation Test		x	x	x		x		x	x	x	x	x	
Accreditation Standards		x	x	x	x	x		x	x	x	x	x	x
Surveys													
Alumni	x	x	x	x	x	x	x	x	x	x	x	x	x
Employer	x	x	x	x	x	x	x	x	x	x	x	x	x
Student	x	x	x	x	x	x	x	x	x	x	x	x	x
Grad Sr/ Completer Survey	x	x	x	x	x	x	x	x	x	x	x	x	x
Exit Interview	x	x	x	x	x	x	x	x	x	x	x	x	x
Portfolio/Student Research	x	x	x	x	x	x		x	x		x	x	
Juries/Observation	x	x		x	x	x	x	x	x	x	x	x	x
Capstone Course/ Seminar	x	x	x	x	x	x	x	x	x	x	x	x	x
Syllabus Evaluation	x	x	x	x	x	x	x	x	x	x	x	x	x
Tracking							x			x			
Performance	x	x	x	x	x	x	x	x	x	x	x	x	x
Course Completion	x	x	x	x	x	x	x	x	x	x	x	x	x

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Education and Professional Studies (Cont'd)

Assessment Activity	Communication-BS	Special Education-BS	Elementary Ed-BS	Early Childhood Ed-BS	Secondary Ed-BS	English Ed-BS	Exercise Sci & Wellness-BS	Math Ed-BS	Music Teacher Ed-BS	PE Teaching & Coaching-BS	Science Ed-BS	Social Sci Ed-BS	Electrical, Electronic & Cor-BS
Student Performance													
Assignments	x	x	x	x	x	x	x	x	x	x	x	x	x
Written Tests	x	x	x	x	x	x	x	x	x	x	x	x	x
Oral Presentations	x	x	x	x	x	x	x	x	x	x	x	x	x
Job Placement	x	x	x	x	x	x	x	x	x	x	x	x	x
Graduate School Acceptance													
Performance (grades)	x	x	x	x	x	x	x	x	x	x	x	x	x
Number of Majors	x	x	x	x		x	x		x	x	x		x
Number of Minors													
Internships/Practica		x	x	x	x	x	x	x	x	x	x		
Graduation Rates	x	x	x	x	x			x		x			x
Ext Disciplinary Prof Review													
Annual Unit Review	x	x	x	x	x	x	x	x	x	x	x		x
Informal Feedback	x	x	x	x	x	x	x	x	x	x	x		
Faculty Evaluation													
Standardized Form	x	x	x	x	x	x	x	x	x	x	x	x	x
Annual Review	x	x	x	x	x	x	x	x	x	x	x	x	x
Development	x	x	x	x	x	x	x	x	x	x	x	x	x
Teaching Portfolio	x	x	x	x	x	x	x	x	x	x	x	x	x
Reapt, Tenure, Promo Review	x	x	x	x	x	x	x	x	x	x	x	x	x
Other													

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Education and Professional Studies (Cont'd)

Assessment Activity	Industrial Mgt Tech-BS	Occ Safety & Health-BS	Eng-Related Tech-BS	Home Economics-BS	Parks, Rec, & Leisure Studies-BS	Ed Adm & Super-MS	Ed Adm & Super-EdS	Special Ed-MS	Special Ed-Eds	Counselor Ed-MS	Elem Ed-MS
Peer Review											
External	x	x									
Internal	x	x									
Standardized Test											
Locally Developed				x		x				x	x
Nationally Normed	x	x		x		x	x	x	x	x	x
Licensing/ Accreditation Test			x	x		x	x	x	x		x
Accreditation Standards	x	x		x		x	x	x	x	x	x
Surveys											
Alumni	x	x	x	x	x	x	x	x	x	x	x
Employer	x	x	x	x	x	x	x	x	x	x	x
Student	x	x	x	x	x	x	x	x	x	x	x
Grad Sr/ Completer Survey	x	x	x	x	x	x	x	x	x	x	x
Exit Interview	x	x	x	x	x	x		x	x	x	x
Portfolio/Student Research			x	x		x	x	x	x	x	x
Juries/Observation	x	x	x	x	x	x	x	x	x	x	x
Capstone Course/ Seminar	x	x	x				x		x		
Syllabus Evaluation	x	x	x	x	x	x	x	x	x	x	x
Tracking											
Performance	x	x	x	x	x	x	x	x	x	x	x
Course Completion	x	x	x	x	x	x	x	x	x	x	x

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Education and Professional Studies (Cont'd)

Assessment Activity	*Industrial Mgt Tech-BS*	*Occ Safety & Health-BS*	*Eng-Related Tech-BS*	*Home Economics-BS*	*Parks, Rec, & Leisure Studies-BS*	*Ed Ad MS*	*Ed Ad Eds*	*Special Ed-MS*	*Special Ed-Eds*	*Con Ed*	*Elem Ed-MS*
Student Performance											
Assignments	x	x	x	x	x	x	x	x	x	x	x
Written Tests	x	x	x	x	x	x	x	x	x	x	x
Oral Presentations	x	x	x	x	x	x	x	x	x	x	x
Job Placement	x	x	x	x	x	x	x	x	x	x	x
Graduate School Acceptance									x	x	
Performance (grades)	x	x	x	x	x	x	x	x	x	x	x
Number of Majors		x		x		x				x	
Number of Minors											
Internships/Practica				x	x	x		x		x	x
Graduation Rates	x	x		x	x	x	x	x	x	x	x
Ext Disciplinary Prof Review											
Annual Unit Review	x	x	x	x	x	x	x	x	x	x	x
Informal Feedback			x	x	x	x	x	x	x	x	x
Faculty Evaluation											
Standardized Form	x	x	x	x	x	x	x	x	x	x	x
Annual Review	x	x	x	x	x	x	x	x	x	x	x
Development	x	x	x	x	x	x	x	x	x	x	x
Teaching Portfolio	x	x	x	x	x	x	x	x	x	x	x
Reapt, Tenure, Promo Review	x	x	x	x	x	x	x	x	x	x	x
Other											

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Education and Professional Studies (Cont'd)

Assessment Activity	Elem Ed-EdS	Early Childhood-MS	Early Childhood-EdS	Sec Ed-ms	Sec Ed-EdS	Eng Ed-MS	Math Ed-MS	Math Ed-EdS	Music Teacher-MS	PE-MS	PE-EdS	Science Ed-MS	Science Ed-EdS	Social Sci Ed-MS	Social Sci Ed-EdS
Peer Review															
External															
Internal							x	x	x	x	x	x	x	x	x
Standardized Test															
Locally Developed	x	x		x		x	x	x	x	x		x	x	x	x
Nationally Normed	x	x	x	x	x	x	x	x	x			x	x	x	x
Licensing/ Accreditation Test	x	x		x		x	x	x	x	x	x	x	x	x	x
Accreditation Standards	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Surveys			x												
Alumni	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Employer	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Grad Sr/ Completer Survey	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Exit Interview	x	x	x		x	x									
Portfolio/Student Research	x	x	x	x	x	x	x	x	x		x	x	x	x	x
Juries/Observation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Capstone Course/ Seminar	x				x		x	x	x			x	x	x	x
Syllabus Evaluation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Tracking															
Performance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Course Completion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Education and Professional Studies (Cont'd)

Assessment Activity	*Elem Ed-EdS*	*Early Childhood-MS*	*Early Childhood-EdS*	*Sec Ed-ms*	*Sec Ed-EdS*	*Eng Ed-MS*	*Math Ed-MS*	*Math Ed-EdS*	*Music Teacher-MS*	*PE-MS*	*PE-EdS*	*Science Ed-MS*	*Science Ed-EdS*	*Social Sci Ed-MS*	*Social Sci Ed-EdS*
Student Performance															
Assignments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Written Tests	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Oral Presentations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Job Placement	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Graduate School Acceptance	x		x	x	x	x									
Performance (grades)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Number of Majors															
Number of Minors															
Internships/Practica		x		x		x	x	x	x	x		x	x	x	x
Graduation Rates	x	x	x	x			x			x	x				
Ext Disciplinary Prof Review															
Annual Unit Review	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Informal Feedback	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Faculty Evaluation															
Standardized Form	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Annual Review	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Development	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Teaching Portfolio	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Reapt, Tenure, Promo Review	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Commerce and Business Administration

Assessment Activity	*Accounting-BS*	*Economics-BS*	*Economics-BA*	*Info Mgt/E-Com-BS*	*Finance-BS*	*Management-BS*	*Marketing-BS*	*MBA*	*MBA-Accounting*
Peer Review									
External	x	x		x	x	x	x	x	x
Internal				x		x	x		
Standardized Test									
Locally Developed	x								
Nationally Normed	x	x			x				
Licensing/ Accreditation Test	x								x
Accreditation Standards	x	x		x	x	x	x	x	x
Surveys					x				
Alumni	x	x	x	x	x	x	x	x	x
Employer	x	x	x	x	x	x	x	x	x
Student	x	x	x	x	x	x	x	x	x
Grad Sr/ Completer Survey	x	x	x	x	x	x	x	x	x
Exit Interview	x	x	x	x		x	x	x	x
Portfolio/Student Research									
Juries/Observation									
Capstone Course/ Seminar	x	x	x	x	x	x	x	x	x
Syllabus Evaluation	x	x	x	x	x	x	x	x	x
Tracking				x		x	x		
Performance									
Course Completion									

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Commerce and Business Administration (Cont'd)

Assessment Activity	Accounting-BS	Economics-BS	Economics-BA	Info Mgt/E-Com-BS	Finance-BS	Management-BS	Marketing-BS	MBA	MBA-Accounting
Student Performance									
Assignments	x	x	x	x	x	x	x	x	x
Written Tests	x	x	x	x	x	x	x	x	x
Oral Presentations	x	x	x	x	x	x	x	x	x
Job Placement				x		x	x		
Graduate School Acceptance									
Performance (grades)				x		x	x		
Number of Majors				x		x	x		
Number of Minors				x		x	x		
Internships/Practica				x		x	x		
Graduation Rates	x	x	x		x				
Ext Disciplinary Prof Review									
Annual Unit Review	x	x	x	x	x	x	x	x	x
Informal Feedback	x	x	x	x	x	x	x	x	x
Faculty Evaluation									
Standardized Form	x	x	x	x	x	x	x	x	x
Annual Review	x	x	x	x	x	x	x	x	x
Development	x	x	x		x			x	x
Teaching Portfolio									
Reapt, Tenure, Promo Review	x	x	x	x	x	x	x	x	x
Other									

Table 3.1.4
Tools Utilized by Units to Assess Educational Outcomes
College of Nursing and Health Sciences

Assessment Activity	Nursing-BS	Nursing-MS		Assessment Activity (cont'd)	Nursing-BS	Nursing-MS	
Peer Review				Performance (grades)			
External	x	x		Number of Majors	*x*	x	
Internal				Number of Minors			
Standardized Test				Internships/Practica		x	
Locally Developed				Graduation Rates	*x*	x	
Nationally Normed	x			Ext Disciplinary Prof Review			
Licensing/ Certification Exam	x	x		Annual Unit Review	*x*	x	
Accreditation Standards	x	x		Informal Feedback	*x*	x	
Surveys				*Faculty Evaluation*			
Alumni	x	x		Standardized Form	x	x	
Employer	x	x		Annual Review	x	x	
Student				Development			
Grad Sr/ Completer Survey	x			Teaching Portfolio	x	x	
Exit Interview	x			Reapt, Tenure, Promo Review	x	x	
Portfolio/Student Research		x		Other			
Juries/Observation							
Capstone Course/ Seminar	x						
Syllabus Evaluation							
Tracking	x						
Performance							
Course Completion							
Student Performance							
Assignments	x	x					
Written Tests	x	x					
Oral Presentations	x	x					
Job Placement	x	x					
Graduate School Acceptance							

The use of assessment tools appears to be strongest in the areas of academic instruction. Approximately 77 percent of faculty responded that the quality of undergraduate instruction is evaluated effectively and approximately 74 percent of faculty responded that the quality of graduate instruction is evaluated effectively (Fall 2001 Faculty Survey). Administrators responding to the same item "agreed or strongly agreed" that undergraduate (78 percent) and graduate instruction (83 percent) were evaluated effectively. In addition, 78 percent of faculty members responding "agreed or strongly agreed" that faculty performance is regularly evaluated fairly and effectively.

Students at the University also expressed satisfaction with instruction received at the University. Approximately 86 percent of students stated satisfaction with classroom instruction in their major and 85 percent expressed satisfaction with the overall classroom instruction at the University (Spring 2002 Student Survey).

As a result of assessment activities, departments have improved educational programs and services, revised curricula, and added or deleted courses. Table 3.1.5 presents selected examples of the use of evaluation data to improve programs.

Table 3.1.5
Use of Assessment Activities to Effect Improvements

Unit	Form of Evaluation	Problem Identified	Use of Evaluation to Effect Improvement
Art	Assessment of senior exhibits	Majors lacking core competencies	Reorganization of senior seminar & addition of 4th level course in each studio area
	Assessment of portfolio review	Review requirements were occurring too late in students college career	Requirement for review was changed from before graduation to upon completion of the art core
	Exit interviews, national accrediting standards	Lack of equipment for graphic design	Prioritizing internal equipment needs and lab expansion to meet needs for graphic design
Biology	Alumni survey, employer survey, tracking	Majors lacking necessary core and no consistency in quality of graduates	Added to the biology core which forces majors to complete Ecology, Cell Bio, Genetics, Physiology and Research rather than major selecting from a list
	External Disciplinary/ Professional review and standards applied	Freshman biology course did not meet state committee standards	Altered the freshman biology course to fit state articulation committee guidelines
Criminal Justice	Assess capstone course/seminar	Proved to be an inappropriate measurement technique of goal achievement	Elimination of course from curriculum
	Course embedded technique	Currently being administered	Currently being administered
Drama	Internal peer review, juries/observation, portfolio/student research	Lack of creative outlets and independent reviews of work	Southern Playwrights Competition has become annual event with attempts to gain original works performed professionally
English	Standardized tests, student surveys	Confusion and test day surprises for students taking the ECE	Clarified the handout for students preparing to take the English Competency Examination (ECE)
	Tracking, written assignments and tests, student surveys, standardized tests	International students needed help becoming proficient in written English	Set aside special sections of Basic English for international students
History & Foreign Language	Written assignments and tests, oral presentations juries observation	Undergraduate majors did not have sound foundation in knowledge of Latin American history	Faculty vacancy was filled with a Latin American specialist
	Alumni surveys, exit interviews, tracking trends	Spanish class offerings were not meeting growing demand from expanding Hispanic population	More Spanish classes were offered after an additional Spanish professor was hired
	Written assignments and tests, oral presentations, juries, observations	Undergraduate majors were weak in German history	Faculty vacancy was filled with a professor who is a specialist on Germany

Unit	Form of Evaluation	Problem Identified	Use of Evaluation to Effect Improvement
	Student surveys, exit interviews	Graduates who go on to Ph.D. work indicated need for a comprehensive course in writing history	New course added, historiography
Math, Computer Information Systems	Assessment committee	National standardized exam	Development of substitute exam for national standardized exam
	Assessment committee	Lack of field exam for information systems concentration students	An in-house exam was developed
	Alumni survey	Math courses and degree requirements not appropriate for field degree requirements	Major revisions were done to undergraduate math courses and degree requirements
Music	Annual unit review	Music instrument agreement not optimal for department	New agreement with Steinway and Sons for providing musical instruments for the department
Physical & Earth Sciences	Employer surveys and local industry	No concentration on spatial analysis and management	Created a new concentration in spatial analysis and management
	Surveys and assessment committee	Lack of focus of the graduate environmental science management concentration	Completely reworked the graduate concentration in environmental science management
Political Science	Exit interviews and performance assessments	Advising process confusion and ineffective delivery methods	More emphasis on advisement and changes in delivery methods by individual faculty
	Peer review, student surveys, graduating senior/completer survey	Students felt they were receiving insufficient practical experience	Internships and course research requirements redesigned to afford more direct contact with practitioners in the field
	External disciplinary/ professional review	Lack of sufficient involvement of faculty in professional workshops and association meetings	Greater number of faculty attending meetings and workshops, presenting papers, appearing on panels at state and regional levels
Psychology	Employer surveys and alumni surveys	Expansion of curriculum needed	Graduate and undergraduate level courses added in psychopharmacology, neuropsychology, multicultural psychology, interviewing & behavior analysis
	Exit interviews	Lack of licensure requirement information	Improved advisement for graduate students including orientation session for new students and brochure describing the requirements for licensure
	Licensing test	Courses and practica in behavior analyst certification unavailable	Courses and practica added to curriculum to provide relevant training for behavior analyst and prepare student for certification
	Licensing test and exit interviews	Lack of graduate courses covering licensure test areas	Graduate catalog revised and updated; adding new courses
	Licensing test and exit interviews	Sequencing of courses is confusing because of course numbering system	Rationalized the numbering system of existing courses to improve the sequencing of courses

Unit	Form of Evaluation	Problem Identified	Use of Evaluation to Effect Improvement
Sociology & Social Work	Accreditation organization and testing	Several social work texts were not current	Several social work courses were updated with new texts
	Accreditation organization and testing, standardized tests, exit and employer interviews	lack of coverage of certain topics in current curriculum	Revision of computer data analysis course and two new courses added, social research project and society and culture
Learning Services	Tracking	Decrease in number of students passing English 101	Modification to courses and secondary education of exploring correct English drafted and developed Blackboard writing supplement
	Tracking	Decrease in number of students passing LS 104 courses taught by adjunct faculty	More effectively trained adjunct faculty who teach LS 104
Graduate Studies	Completer surveys, non-returning student surveys, exit interviews		Orientation programs were conducted each term for all first-time entering graduate students
Continuing Education	Participant surveys	Poor evaluation of programs and instructors	Programs and instructors dropped and replaced
	Tracking trends	More programs needed in more delivery options	More programs developed based on trends, participant feedback, and analysis of competitors; and more delivery options offered because of application of new technologies
In-service Education	Participant surveys	Poor evaluation of workshops and presenters	Workshops and presenters dropped and replaced
Office of Assessment	Surveys	Response rate for graduating senior survey were down	Directors of each college with low response rates contacted and asked to revise administration procedures for that college
Finance, Economics, & Accounting	Standardized test, student interviews, & faculty feedback	Inadequate links with potential employers	Finance course FIN 489 was broadened to provide additional student practicum
	Discussions with instructors, review of course material, and students output	Inability to adequately assess student performance and overall knowledge of major	A new capstone course was designed to meet the needs of the Finance Program Assessment Plan
	Employer, student, and alumni surveys	Lack of student familiarity in computer applications in accounting classes	Computer assignments are now required in the 1st introductory accounting course
	Accounting Achievement Test	Unsatisfactory results on the Accounting Achievement Test	A new elective second auditing course was developed and taught and has been well received.
Curriculum & Instruction	Student Evaluations	Lack of technology used in course teaching	Incorporate MS PowerPoint presentations into normal course lecture material

Unit	Form of Evaluation	Problem Identified	Use of Evaluation to Effect Improvement
	Informal calls, comments, and requests by students, employers, and alumni	Increased demand for reading courses (also identified by the Alabama State Dept of Education)	JSU has received approval to offer a Master of Science in Education degree with a major as a Reading Specialist
Family & Consumer Sciences	Student Evaluations	Lack of technology used in course teaching	Incorporate MS PowerPoint presentations into normal course lecture material.
HPER	Graduating senior surveys	Inadequate offering of courses in the afternoon and evening	Offer of more classes in the afternoon and evenings to accommodate increasing numbers of non-traditional student population
	P.E.P.E.	Inadequate emphasis on physical and motor abilities of children in elementary school	Greater emphasis on assessment and evaluation of physical and motor abilities of children at elementary school levels
Technology & Engineering	Student Survey	Inadequate offers of daytime courses	Increased the #'s of daytime course offerings
College of Nursing & Health Sciences	NLN Exam	Unsatisfactory NLN test scores	Implementation of a program called RISE, designed to assist students individually improve their test taking skills, or stress management skills
	Student Course Evaluation	Structure of pharmacy course unsatisfactory to students	Pharmacology changed from a 4-hour to 2-hour course and course emphasis changed
Center for Economic Development	Workshop/Conference Evaluations	Timing of Alabama's Inventor's Conference	Future conferences for inventors will be held later for the year planned

The above summary reveals evidence of the fact that most planning units are using the results of evaluations and assessment findings to make changes/adjustments/ improvements to programs and services. Findings from the Fall 2001 Faculty and Administrator Surveys support the belief that the University assesses its mission and purposes. The majority of respondents (81 percent of faculty members and 84 percent of administrators) "agreed or strongly agreed" that the University effectively assesses how well it accomplishes its purpose and achieves its mission.

In light of information provided by the unit reports as well as information available through unit Annual Reports, there is sufficient evidence to conclude that all JSU academic units do have a defined purpose and have formulated educational goals consistent with the purpose of the University. While the University produces a large quantity of data on student academic performance and student perceptions of college life, few units appear to be utilizing the findings in their overall planning process. It is not evident that all academic units are evaluating the extent to which they are achieving goals and using the results from evaluations for program improvements. In many cases, there is no evidence of "closing the loop."

Conclusion: The committee finds that Jacksonville State University is not in compliance with respect to the development of procedures to evaluate the extent to which educational goals are being achieved and the use of results to improve educational programs, services, and operations.

Recommendations:

1. The committee recommends that JSU demonstrate that all academic planning units have developed procedures to evaluate the extent to which the educational goals are being achieved.

2. The committee recommends that JSU demonstrate that all academic planning units are using the results of evaluations to improve educational programs, services, and operations.

Suggestion: None

The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service.

This evaluation must encompass educational goals at all academic levels and research and service functions of the institution.

The evaluation of academic programs <u>should</u> involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement.

Multiple methods are used to evaluate educational effectiveness at the departmental level. Faculty members, both tenured and non-tenured, are evaluated annually on teaching effectiveness. Student evaluations of teaching are conducted throughout the University.

Methods utilized to assess student learning include course grades, student graduation rates, senior surveys, as well as discipline-specific performance evaluations. In addition to assessing student learning within departments, all graduates must pass an English Competency Examination (ECE) demonstrating competency in written communication. At the graduate level, students are required to pass a comprehensive examination prepared by either the department or college.

Academic departments review the quality of faculty research through the annual faculty evaluation process. Criteria used to evaluate the quality of faculty research vary from college to college and may include the acceptance of papers for presentation at professional conferences, acceptance of research articles to academic journals, invitations to present papers at professional conferences, evaluation of proposals submitted for external funding, and demonstrated skills in the methods of discipline-specific scholarship.

In addition to evaluating teaching and research, the annual faculty review process evaluates service. The University considers service to include activities related to the University, the profession, and the community. Service to the University may include service on departmental committees, curriculum development, program evaluation, and advising an approved student organization. Service activities in support of the profession included holding leadership positions in professional organizations, service as a consultant or resource person in the professional area, and appointment to a state or national post. Service to the community should reflect the application of knowledge and skill related to one's professional field and may include lectures to community groups and participating in non-profit organizations designed to serve the general public.

Since academic disciplines differ, it is appropriate for each discipline to develop faculty evaluation procedures. All unit evaluation systems address the areas of teaching, research, and service.

With the recent organizational change to align the Office of Assessment with the newly established IE Office, a thorough review of existing guidelines and procedures is in progress. A review and refinement of the *Institutional Effectiveness Manual* is underway. Revisions will include, but are not limited to, a comprehensive description of PRISM, a planning and institutional effectiveness calendar, and an outline for implementation of University-wide program review to begin in 2004.

Quantitative and qualitative evaluations of the University's academic programs are accomplished through the efforts of the Office of Assessment and the IE Office as well as individual unit activities. Types of quantitative data include the number of

students that enter and graduate with a major or minor (for units offering a minor) from the department and the number of students who successfully complete capstone courses or other academic experiences such as student internships/practica. Student performance in individual courses is evaluated through numerous approaches including examinations, presentations, class participation, performances, course assignments, etc. Some departments have developed procedures to track their graduates and collect information that includes employment status and/or acceptance into graduate schools.

Other types of quantitative data collected by the College of Nursing and Health Sciences and Department of Sociology and Social Work include pass rates on professional licensing or certification exams. Employer surveys, coordinated through the Office of Assessment, are used to gather both quantitative and qualitative data regarding student performance and success in the workplace.

The Office of Assessment also produces reports on such topics as student retention and satisfaction rates, student results on standardized exams, such as the CBASE (required of all graduates), the Graduating Senior Survey (GSS) the Entering Student Survey, the College Student Experiences Questionnaire (CSEQ), etc. The VPASA, deans, and other administrators receive reports of results from each activity within a year of administration of the test. In 1998, the Office of Assessment prepared a comprehensive report of outcomes on all of the educational objectives from the 1991-92 academic year through the 1997-98 academic year.

Evidence exists that all academic units are engaged in efforts to evaluate student learning, research, and service activities of their faculty based on unit standards and expected outcomes. Some units have a greater expectation regarding the involvement

of faculty in these areas, primarily due to external accrediting agency requirements, than do other units and therefore are more focused on evaluating these activities. At the institutional level, educational outcomes have been regularly assessed for more than 10 years. However, there are no benchmarks or outcome expectations for research and service at the institutional level.

Conclusion: The committee finds that Jacksonville State University is not in compliance with respect to the adequacy of procedures and guidelines to evaluate the research and public service function of the institution.

Recommendation: The committee recommends that the University develop guidelines and procedures to evaluate the research and public service functions of the institution.

Suggestion: The committee suggests that the University periodically study student learning outcomes as exemplified in the 1998 report completed by the Office of Assessment.

The institution must evaluate its success with respect to student achievement in relation to purpose, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Student success is a key indicator in measuring program effectiveness. The various academic departments use multiple methods to evaluate and track student achievement. As a result of the differing expectations and requirements that exist between departments, the methods and criteria used to evaluate student success vary. Most department, however, have assessment measures in place and have used them to effect change within programs. Examples of commonly used measures to evaluate student achievement include:

- Standardized tests - Major Field Achievement Tests (MFAT)
- Capstone courses
- Job placement rates
- Graduating senior survey
- Exit interviews
- Alumni/graduate survey
- Internship/practicum/student teaching

- Licensing/certification exams
- Course projects
- Employer surveys
- Graduate school acceptance
- Course examinations
- Departmental examinations
- Student portfolios
- Comprehensive examinations

For academic programs, student outcomes constitute the most important subject for assessment. The most basic measure of student achievement is the assigning of grades for individual courses. In addition, each unit relies on a multitude of other measurements, which were reported in Table 3.1.4.

The Alumni Survey provides outcome data related to employment rates, number of students who have pursued an advanced degree, graduate perceptions of learning while at JSU, income levels, and time to degree completion. This information is provided to the departments/colleges to use in evaluating program success.

Conclusion: The Committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

3.2 PLANNING AND EVALUATION: ADMINISTRATIVE AND EDUCATIONAL SUPPORT SERVICES

In addition to providing evidence of planning and evaluation in its educational program, the institution must demonstrate planning and evaluation in its administrative and educational support services.

Administrative and educational support services at JSU follow the same planning and evaluation processes as the educational programs to strengthen and improve services. The planning and evaluation cycle begins in December with each unit updating its Five-Year Plan. At this time, goals and objectives are analyzed and those that have been accomplished are removed from the Plan. Objectives that are partially met are revised, indicating the part that is complete and the remainder to be addressed. New goals, as dictated by changes in the University's focus, environmental and demographic considerations, or the uncertainty of the state budget, are introduced as needed. All of the aforementioned planning is performed by all administrative and educational support service units.

After Five-year Plans are revised and approved, the next step in the process is ongoing evaluation. Units' methods of evaluation vary considerably; however, many make use of the University-wide assessment tools generated by the Office of Assessment. Due to the diverse nature of the support services, a variety of evaluative methods and assessment tools are utilized.

To close the planning and evaluation loop, administrative and educational support service units use evaluative data to report on and reassess their Five-Year Plans. Unit Annual Reports evaluate each goal and objective, and comment on its degree of completion or, if not met, what can be done to accomplish it. Another section

of the Annual Report describes assessment activities conducted and actions taken in response to assessment results.

While it is clear that planning and evaluation activities are taking place within the administrative and educational support units on a regular basis, the evidence does not support the systematic review and approval of the Five-Year Plans, nor is there evidence of correlation of planning to the budgeting process (See Section 3.1). The review did not produce evidence of systematic evaluation of administrative and educational support processes, policies, and procedures at the University level. There is no evidence of strategic planning at the University level to support resource decisions or funding priorities for administrative and support services.

Conclusion: The committee finds that Jacksonville State University is not in compliance.

Recommendations:

1. The committee recommends that the University develop a process for the review and approval of all administrative and educational support unit plans, provide a mechanism to link planning with budgeting, and create a strategic planning statement to guide decisions related to resource allocation and establishment of funding priorities.

2. The committee recommends that the University implement a process for evaluation of administrative and educational support processes, policies, and procedures at the institutional level.

3. The committee recommends that the University establish, adopt, and document a planning, budgeting, and assessment calendar that is appropriate to the institutional funding cycle.

Suggestions:

1. The committee suggests that evaluation of all administrators/directors include specified criteria for addressing effectiveness in planning, budgeting, and evaluation.

2. The committee suggests that all institutional policies include a statement of purpose, defined evaluation cycle/method, and responsible entity.

For each administrative and educational support service unit, the Institution must:

1. **establish a clearly defined purpose which supports the institution's purpose and goals;**
2. **formulate goals which support the purpose of each unit;**
3. **develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit; and**
4. **use the results of the evaluations to improve administrative and educational support services.**

Each unit, in its planning and evaluation processes, <u>should</u> consider internal and external factors and develop evaluation methods which will yield information useful to the planning processes of that unit.

Upon reviewing the unit reports, it appears that all administrative and educational support service units have identified a mission statement in support of the University's mission. While some statements are more concise and meaningful than others, a statement of purpose is evident. All units have identified goals in support of the unit mission statement. However, units vary in their ability to develop measurable goals. A review of the unit reports reveals that planning units have not consistently identified measurable assessment strategies. Many units would benefit from training in the writing of outcome statements. Without measurable benchmarks, units are unable to report improvements. Table 3.2.1, a matrix covering the four criteria for each administrative and educational support service unit, reports compliance for each unit.

Table 3.2.1
Compliance with Criteria

Unit	Purpose	Goals	Results	Use of Results
Athletics	X	X	X	X
DSMD	X	X	X	X
Institutional Effectiveness	X	X	X	X
Special Services	X	X	X	X
Comptroller	X	X	X	X
Human Resources	X	X	X	X
Physical Plant	X	X	X	X
Purchasing	X	X	X	X
Alumni Affairs	X	X		
Development Office	X	X	X	X

Unit	Purpose	Goals	Results	Use of Results
News Bureau & Publications	X	X		
Print Shop	X	X	X	X
Distance Learning	X	X	X	X
International House	X	X		
Admissions	X	X	X	X
Financial Aid	X	X	X	X
Recreational Sports	X	X	X	X
Student Activities	X	X	X	X
Student Health Services	X	X	X	X
University Housing	X	X	X	X
University Police	X	X	X	X
Counseling & Career Services	X	X	X	X
Disability Support Services	X	X	X	X
Supplemental Learning Services	X	X	X	X
Multicultural Services	X	X	X	X
Career Placement	X	X	X	X
Library	X	X	X	X
JSU-Gadsden	X	X	X	X
Registrar	X	X	X	
Continuing Education	X	X	X	X
In-Service Center	X	X	X	X
Office of Assessment	X	X	X	X
Center for Economic Dev	X	X	X	X
Small Business Development	X	X	X	X
Environmental Policy and Information Center	X	X		

As part of the planning and evaluation process, administrative and educational support services consider both internal factors, i.e., changing characteristics of enrolled students, facility support and space utilization, and numbers of faculty and staff resignations and retirements, as well as external factors, i.e., state appropriations, population shifts, and economic development initiatives in the state. The IE Office will be providing environmental assumptions beginning with the 2003 planning cycle.

Conclusion: The committee finds that Jacksonville State University is not in compliance.

Recommendations:

1. The committee recommends that JSU demonstrate that all administrative and educational support services planning units have developed procedures to evaluate the extent to which the administrative/educational support goals are being achieved.

2. The committee recommends that JSU demonstrate that all administrative and educational support services planning units are using the results of evaluations to improve educational programs, services, and operations.

Suggestion: None

3.3 INSTITUTIONAL RESEARCH

Institutional research must be an integral part of the institution's planning and evaluation process.

Components of the institutional research function are carried out in various units throughout the University in a decentralized mode. The principal institutional research function of JSU is situated in a newly established (September 2001) IE Office. This Office helps coordinate, generate and disseminate information vital to the report writing, tracking, and planning responsibilities of all units of the University. The IE Director reports directly to the President and the office is located adjacent to the President's office.

Prior to the establishment of the IE Office, the planning and assessment practices of JSU were more decentralized. The *JSU Fact Book* was published by the Office of Special Services (formerly Office of Institutional Analysis); however, the publication of the *JSU Fact Book* has become the responsibility of the IE Office effective with the 2002-03 publication. The *JSU Fact Book* is published for each department in paper format and is also available on the University's website.

The Data Systems Management Division (DSMD) collects, organizes, maintains, and analyzes institutional and external information to support the institutional planning process. Various reports are generated and distributed to the University community for use in the planning and evaluation process.

The institutional research activities are an integral part of the evaluation process, which provides information to guide planning and evaluation of academic and service units. The Office of Assessment reports on student learning outcomes, needs, and

satisfaction. Reports provided by the Office of Assessment concerning enrollment patterns (ACT data reports), degrees awarded by field (derived from ACHE and the Alabama Department of Education reports, as well as various reports by national educational organizations), and student learning (CBASE test and unit reports on various surveys) were major sources of information used by the University's Program Review Task Force (1996-98). Credit hour production information is used extensively by academic units for viability purposes and reporting, along with graduation and completion information. Demographics are used for enrollment planning and projections, as well as program offerings. Statistical information is processed and used for space planning and facilities usage.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None

It must be effective in collecting and analyzing data and disseminating results.

The IE Office collects information and disseminates data throughout the University. The DSMD plays the central role in the institutional research process in providing a central repository and tools for collection, processing, and analyzing the data received and maintained. The central repository is the University's mainframe computer and the tools consist of hardware and software systems designed and developed to support the data collection and analysis process. Presently, the DSMD is designing a system to serve as a warehouse of data for historical and current reporting requirements.

Additionally, the Office of Assessment administers surveys on an ongoing basis to new students, seniors, and students completing graduate programs of study. Surveys of alumni and their employers have been an annual activity by the Office of Assessment; however, these surveys will be conducted on a biennial basis in the future. The Office of Assessment administers the College Student Experiences Questionnaire (CSEQ) on a biennial basis to a large cross-sectional sample (1800-2400) of JSU enrolled students. For the past 11 years, the Office of Assessment has administered the College Basic Subjects Examination (CBASE) to graduating seniors as a graduation requirement. Beginning Spring 2002, the administration of the CBASE was transferred to the Counseling and Career Services office with the analysis of data remaining with the Coordinator of Assessment. In addition, the Office of Assessment tracks summer/fall cohorts of entering students. Twelve cohorts are tracked annually and provide data on student persistence.

The IE Office serves as a focal point for disseminating information about JSU to outside agencies. Just a few of the external groups for which the Office provides information are the COC, the U.S. Department of Education, ACHE, Colleges and University Personnel Association, the Association of Physical Plant Administrators of Universities and Colleges, branches of the United States armed forces, and various publications and periodicals relating to higher education. The data that have been collected and analyzed are disseminated through various methods such as special reports, meetings with concerned constituencies, publications such as the *JSU Fact Book*, the JSU website, and through periodic releases of routine and ad hoc reports that are available in hardcopy and electronic format.

As part of the self-study process, faculty members and administrators were asked to respond to several survey items regarding institutional research. The majority of respondents (72.7 percent of faculty members and 81.8 percent of administrators) "agreed or strongly agreed" that JSU's institutional research provides timely information in a clear and useful format. In addition, approximately 90 percent of the administrators "agreed or strongly agreed" that the IE Office and the Office of Assessment were responsive to their unit's information and 82 percent of respondents "agreed or strongly agreed" that the information produced by those offices adequately represented their unit.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: The committee suggests that survey findings be linked to the University web site for review and use by the University community.

An institution must regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.

In 1992, the Office of Assessment utilized an external consultant to evaluate institutional research functions. The University's response to the 1993 Self-Study indicated that institutional research functions would be evaluated on a periodic basis. In 2001, the University contracted with an external consultant, Dr. Larry Jones of the Institute of Higher Education, The University of Georgia, to obtain an independent evaluation. Other than the consultation in 1992 and again by Dr. Jones in 2001, there is no evidence to support regular evaluation of institutional research.

In his follow-up report, Dr. Jones indicated that JSU appeared to be in an enviable position for moving toward "continuous" self-study. He felt that the existing and

newly developed resources (establishment of an IE Office, development of PRISM, and approval to return to a five-year program review cycle) provided a substantial institutional foundation for continuous self-study, as well as a plan for developing and monitoring institutional effectiveness, improvement and planning.

Dr. Jones suggested that an "annotated" copy of all JSU mission statements, all goals and objective documents, and all public information be developed and maintained to include specific measures to be used and the data source for every goal statement. A supporting suggestion to the above was that comparable data and documentation should be obtained and maintained for peer institutions on the same indices.

Conclusion: The committee finds that Jacksonville State University is not in compliance.

Recommendation: The committee recommends that the University regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.

Suggestion: None

The institutional research process may be centralized or decentralized but <u>should</u> include the following activities: ongoing timely data collection, analysis and dissemination; use of external studies and reports; design and implementation of internal studies related to students, personnel, facilities, equipment, programs, services and fiscal resources; development of data bases suitable for longitudinal studies and statistical analyses; and related activities in support of planning, evaluation and management.

The institutional research functions at JSU have been implemented throughout the University. With the establishment of the IE Office, a centralized clearinghouse for institutional data has been created and charged with the responsibility of working with other data collectors to analyze and disseminate findings. The IE Office provides on-going reporting and analysis throughout the campus community and is preparing a calendar of reporting schedules and projects for external agencies.

Depending on the specific need, data collection methods are designed and implemented by multiple units, both academic and non-academic. Often, reports are generated for specific reasons and specific departments. For example, Human Resources initiated a salary review to determine the competitive wages for a police officer. The report was used in the planning and budgeting processes for that unit.

Internal studies such as continuing faculty salary analysis, studies on facilities scheduling patterns, tracking of high-risk students are components of the University's overall institutional research process and contributes to the campus-wide decision-making and planning processes.

The Office of Assessment with assistance from DSMD has developed databases supporting longitudinal studies. Entering students and graduating seniors complete surveys that have a common set of questions. Cohort groups have been tracked since 1984. Table 3.3.1 provides examples of institutional research activities.

Table 3.3.1
Examples of Institutional Research Activities

Activity	**Examples**
Ongoing timely data collection, analysis, and dissemination.	• Annual faculty teaching load reports • Annual retention studies • Annual faculty salary studies • Graduating Senior Survey • College Student Experiences Questionnaire • Graduate Studies Completer Survey • Alumni Survey • College Base • *JSU Fact Book*
Use of external studies and reports.	• Student satisfaction comparative reports • CUPA faculty salary comparative report • ACT student profile report • C.I.R.P survey • IPEDS reports • ACHE reports

Activity	Examples
Design and implementation of internal studies related to students, personnel, facilities, equipment, programs, services, and fiscal resources.	• Student cohort tracking • New Student Survey • Graduate Program Self-Assessment (ETS) • Facilities inventory • Application counts • Enrollment figures and conversion rates
Development of data bases suitable for longitudinal studies and statistical analyses.	• Student Access System • Payroll/personnel system • Student cohort tracking.
Related activities in support of planning, evaluation, and management.	• Enrollment & student credit hour production reports • Classroom utilization • Faculty teaching load

Institutions must assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information.

The institutional research functions are centralized in the newly formed IE Office. Historically, the collection and dissemination of institutional research has been the responsibility of the Office of Institutional Analysis; however, this function was transferred to the IE Office in Fall 2001. The IE Office consists of a full-time director and secretary. A budget has been developed and provided to cover the costs of standardized assessment instruments, to support professional development opportunities for faculty and staff, and to make improvements in technology and equipment.

Complete access to relevant information is provided to the IE office and reported through publications such as the *JSU Fact Book,* the JSU web site, and periodic release of routine and/or special reports. The IE Office provides ongoing analysis of data relating to faculty, staff, students, enrollments, facilities, course offerings, credit hours, majors, and other topics of institutional concern.

Conclusion: The committee finds that Jacksonville State University is in compliance.

Recommendation: None

Suggestion: None