Andrew College

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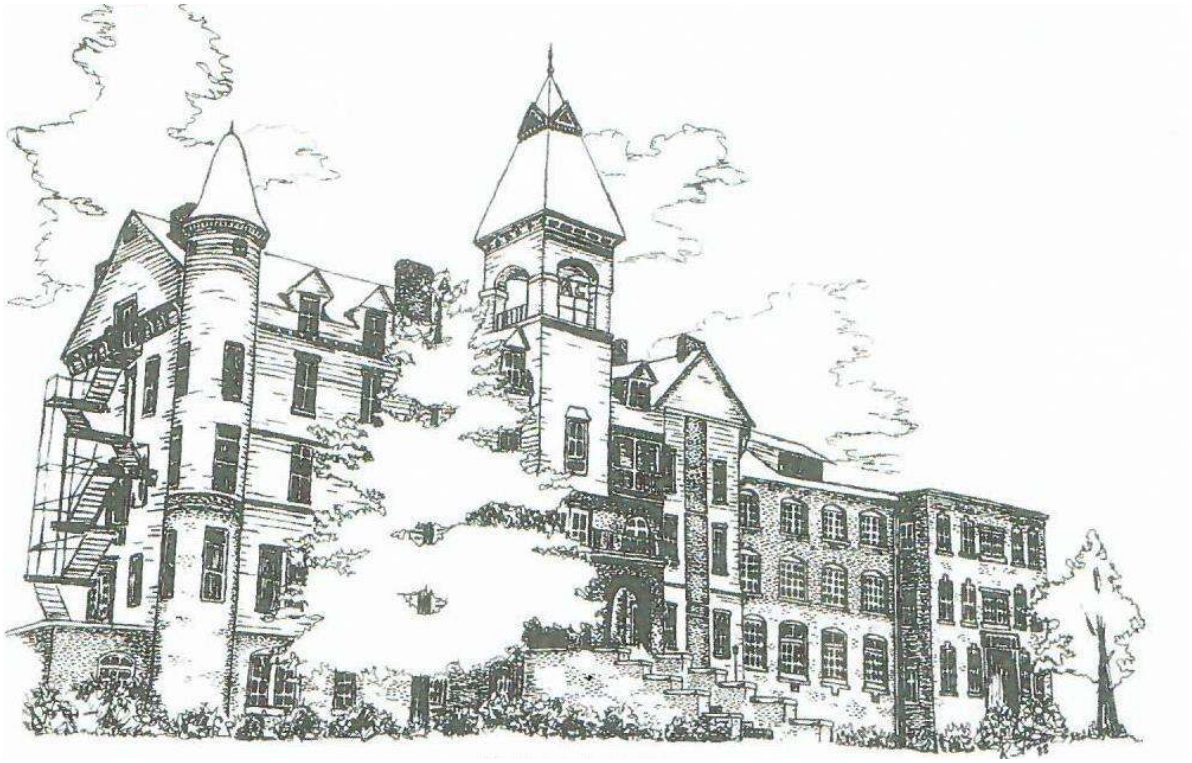

2019-20 Institutional Effectiveness Manual

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Planning, Research, and Assessment

Andrew College has a system of strategic planning, research, and assessment to guide the institution toward achieving its mission.

Planning

The college currently uses a 3-year strategic planning cycle to establish institutional and program goals and determine what actions are needed to implement these goals with an eye toward continuous improvement. This strategic planning process is led by a steering committee selected by the President and augmented through various constituent groups. The process involves:

- Solicitation of input from college community
- Review of internal and external factors
- Development of a vision statement
- Review of key documents, including the mission statement
- Review of previous goals
- Development of implementation plans and yearly goals
- Submission of plan for approval by the Board of Trustees.
- Annual assessment of goals and implementation plans.

The goals of the strategic plan are integrated with and inform the annual budget process. An overview of the current plan is located in the IE Manual (see Appendices).

Research

Institutional Research collects data and research such as enrollment, degrees conferred, demographics, etc., that can give indirect measures of the college's current progress toward achieving our mission; is responsible for the administration and/or collection of survey data; and archives results from individual administrative and academic support unit surveys used to assess effectiveness.

Assessment

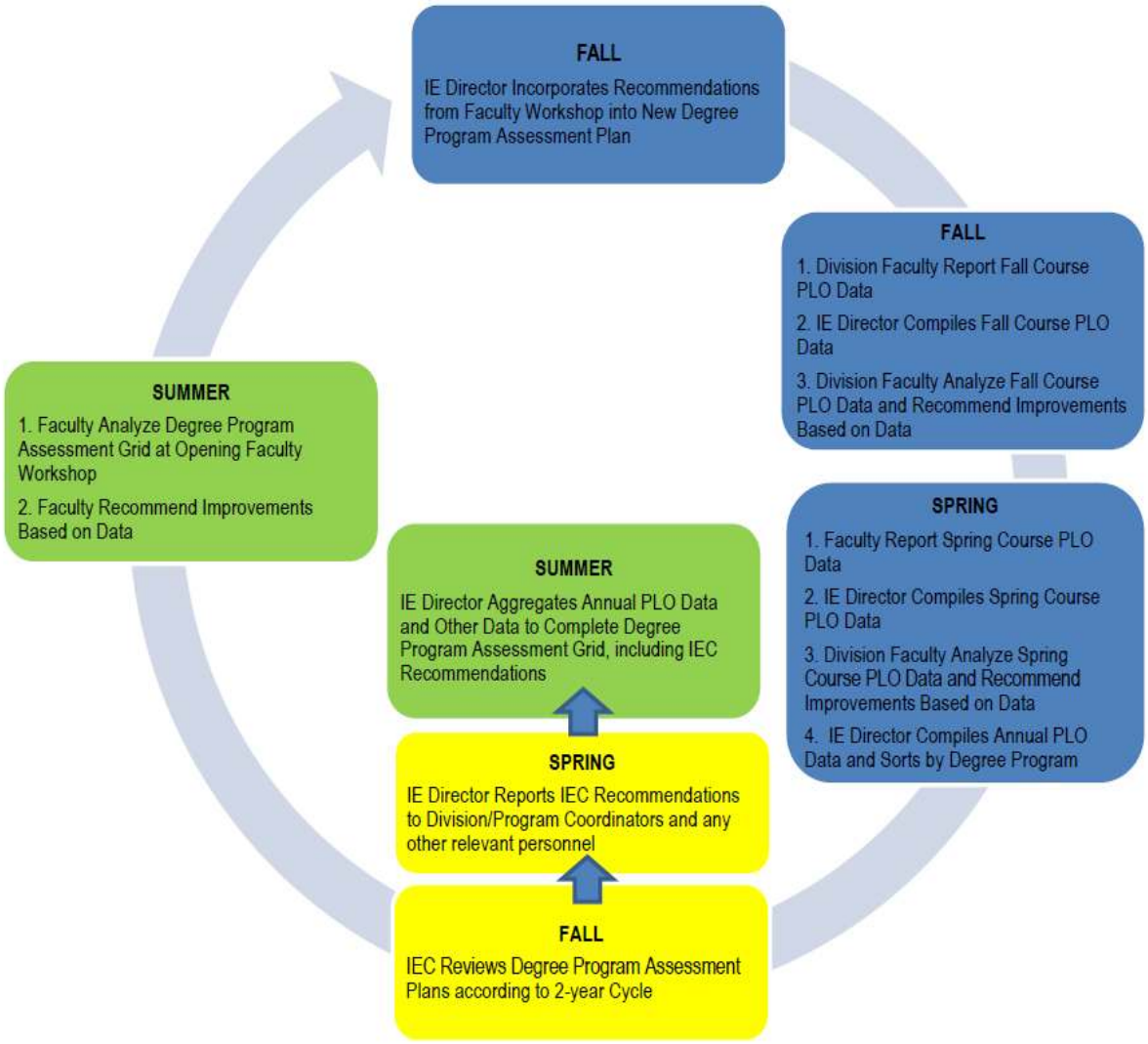
Institutional Effectiveness is the collective assessment processes that the college uses to demonstrate the current progress toward achieving our mission. This assessment process includes annual unit assessment reports and monitoring student achievement at the course and program level.

Annual Assessment Cycle

The Annual Planning and Effectiveness Cycle integrates strategic planning, decision-making and the budgeting process with the action items and outcomes for the College's educational, administrative and academic units. Each academic program and administrative unit of the College operates under a program or unit mission statement that supports the College mission statement.

Each unit defines expected program and student learning outcomes that if achieved support the College's mission and strategic initiatives and goals. The progress toward these goals is monitored through established assessment methods and needed improvements are made based on the data collected.

Annual Planning and Effectiveness Cycle



Assessment Calendar and Grid Checklist

Beginning of Fall Semester (AUGUST):

- ☐ Review strategic plan to see if there are any initiatives to which your unit can contribute and create goals based on relative initiatives;
- ☐ Review unit's previous year's assessment grid "plans for improvement"; turn these into new "outcomes" (desired outcomes=goals) for the current year;
- ☐ Based on these reviews and unit plans, record on assessment grid 3-5 measurable unit goals and 3-5 student learning outcomes (academic and academic support units) or service outcomes (administrative units);
- ☐ Decide how to measure these outcomes and a target goal (expressed as a measurable number, i.e. percentage, count, etc.) and record on assessment grid.

During Fall Semester (AUGUST-DECEMBER):

- ☐ Faculty administer and record PLO assessments;
- ☐ Units implement applicable goal actions and record results.

End of Fall Semester (DECEMBER):

- ☐ Input PLO data prior to the last day of class (faculty);
- ☐ Review unit goals and discuss progress in a unit meeting, recording the discussion in meeting minutes;
- ☐ Review relative mid-year PLO data (academic units) in a unit meeting and make any adjustments necessary prior to spring semester, recording the discussion in meeting minutes.

Beginning of Spring Semester (JANUARY):

- ☐ Review the Institutional Effectiveness Committee's recommendations on your assessment process (IEC meets in fall; reports go out to unit leaders at the beginning of spring) and make any adjustments required.

During Spring Semester (JANUARY-MAY):

- ☐ Faculty administer and record PLO assessments;
- ☐ Units implement applicable goal actions and record results.

End of Spring Semester (MAY):

- ☐ Input PLO data prior to the last day of class (faculty);
- ☐ Review unit goals and discuss progress in a unit meeting, recording the discussion in meeting minutes;
- ☐ Review relative final PLO data (academic units) in a unit meeting, recording the discussion in meeting minutes;
- ☐ Record final data, analysis, and suggestions for improvement on assessment grid.

Understanding Assessment

Assessment is:

- an ongoing and systematic process of gathering, analyzing, and using data to improve the ability of the college to fulfill its mission
- faculty and staff driven.

Three types of assessment are:

- Division assessment
- Administrative unit assessment
- Degree program assessment.

Faculty and staff members:

- identify learning outcomes,
- specify the means of assessment,
- and decide what to do with the results;

The College mission and strategic initiatives serve to guide these decisions. Each unit and degree program assesses and evaluates outcomes annually in an Annual Assessment Report (on the Assessment Grid).

Degree Program Assessment. Since the AA, AM, and AS degree programs offered at Andrew College have a common liberal arts core of courses, the seven student learning outcomes related to the core courses are the same in these programs. Each degree program contains 18-20 semester hours of course work related to a specific discipline or concentration of study. The Associate of Arts in Music, Associate Degree in Nursing, Associate of Science in Respiratory Therapy, Associate of Science in Cancer Registry Management, and the Bachelor of Science in Business Administration include PLOs related to two additional identified outcomes specific to the discipline of music, nursing, respiratory therapy, cancer registry management, and business administration, respectively. Course syllabi identify a point of assessment for a specific Program Level Student Learning Outcome (PLO) and course level Student Learning Objectives (SLO) that connect back to the PLO. The SLO/PLO related assignment and evaluation results are used to measure the student's achievement. The alignment of core PLOs with assessment tools, a data collection calendar for course assessment, and the person responsible is maintained in the Office of Academic Affairs. Each degree program has a Curriculum Map, a matrix that documents the connection between outcomes (what the students will be able to do or demonstrate as a result of their studies) and where the curriculum addresses those outcomes. Curriculum Maps provide a means of verifying that all identified PLOs are adequately addressed in a coherent program of study, and they help identify the courses in which program competencies are most logically assessed. Annually, division coordinators evaluate and report student achievement results for the PLOs embedded within courses in their division. The curriculum maps for each degree program are provided in the Appendices.

Academic and Administrative Unit Assessment. In addition to the degree program assessments conducted using the embedded PLO assessments as described above, each academic division and administrative unit defines outcomes and operational plans consistent with their mission and related to the College's strategic plan and priority goals. Each unit has the responsibility to define annual

initiatives, effectiveness targets, expected outcomes, assessment measures, and activities tied to the Strategic Plan and college mission statement and submit an annual assessment report to the Director of Institutional Effectiveness.

Annual Assessment Report. The Annual Assessment Report provides the foundation for each unit to assess institutional effectiveness and includes the following:

- Program Outcomes
- Method of Outcomes Assessment
- Data Collection Calendar
- Assessment Results and Analysis of Results
- Plan for Improvement.

All administrative and academic support units are required to have a minimum of 3-5 program outcomes that relate to the unit's mission. Program outcomes are specific operational and administrative objectives that the unit intends to accomplish. Program objectives are stated in a way that makes them measurable. Objectives are assessed using multiple methods and measures when possible, including both direct and indirect measures. Academic Divisions and Academic Support Units should also have Student Learning Outcomes, and Administrative Units should have service outcomes. The Director of Institutional Effectiveness reviews and evaluates submitted administrative and academic support units' documents and provides feedback to ensure that assessment is presented in a consistent and meaningful way.

Evaluation of Outcomes. The Institutional Effectiveness Committee reviews the degree program, academic division, and administrative unit Annual Assessment Reports to determine and report any significant trends or areas that need attention. The Director of Institutional Effectiveness compiles reported PLO data each term to determine an achievement rate for each. PLO achievement within academic divisions is shared with Division Coordinators for inclusion in the Academic Division Assessment reports. Each division discusses the results of the assessment and records the discussion in division meeting minutes at least once per semester, documenting any suggested/intended improvements for the upcoming year in the Annual Assessment Report. Outcome data is compared and contrasted to ensure course content is equivalent in rigor and that student learning outcome results are similar across all delivery methods. Overall program effectiveness is determined by a minimum of 70% of the students achieving the standard of each PLO. Institutional Effectiveness Review Cycle Division and program assessment reports are forwarded on even years for review to the Institutional Effectiveness Committee (IEC), and administrative and academic support units are forwarded to the IEC for review every odd year. This two-year evaluation cycle allows the institution to examine the effect of each plan implemented in one budget year and its impact on outcome results in the next. IEC committee members evaluate the assessment reports of each unit and rates the unit's effectiveness cycle for "maturity". The IEC uses the two-year cycle to identify and document examples of efforts that have resulted in improved outcomes. The IEC also integrates the findings and identified needs of the academic programs, administrative units, academic support units, and survey results into the annual strategic planning initiatives. Strategic planning initiatives related to academic units are communicated through the Academic Dean to the Division Coordinators who work with their respective discipline faculty to define

new goals and/or plans for continual improvement. Strategic planning initiatives related to the administrative units are communicated to unit supervisors through the appropriate cabinet-level officer. A summary of the IEC's two-year review cycle of institutional unit assessment reports is included in the Appendices. A more detailed table identifying the units and programs along with the persons identified as responsible for assessment and improvements is also provided.

Assessment Process

1. Develop Unit Plan

The Academic Dean and Division/Unit Coordinators, with the input of their faculty/staff constituents, implement the assessment process in the following sequences:

- Create unit mission statements based on the college mission;
- Identify several measurable unit outcomes (performance) and student learning outcomes (academic and academic support units) or service outcomes (administrative units)
- Specify how student learning outcomes/service outcomes will be assessed;
- Assess outcomes and determine the extent to which outcomes were achieved;
- Define a corrective action plan to improve the program and/or student learning outcomes.

This is an annual process, with check-points at the end of each semester. Divisions and units should review the plan and their progress on the goals set each semester, and complete an Assessment Grid each year and submit to the Director of Institutional Effectiveness.

2. Unit Plan Evaluation

The Director of Institutional Effectiveness reviews and evaluates submitted administrative unit, academic division, and degree assessment documents and provides feedback to ensure that assessment is presented in a consistent and meaningful way **(Appendices VII-VIII)**.

- The program mission statement must support the College mission statement. The identified student learning outcomes must be appropriate to the mission and stated in measureable terms.
- Student learning outcome descriptors such as "adequate", "proficient", etc. must be defined. Student learning outcome assessment tools must be appropriate and clearly defined.
- A time-line for the administration of the assessment and the person responsible for administering the assessment, evaluating and analyzing the results, and reporting the findings must be documented and on file.

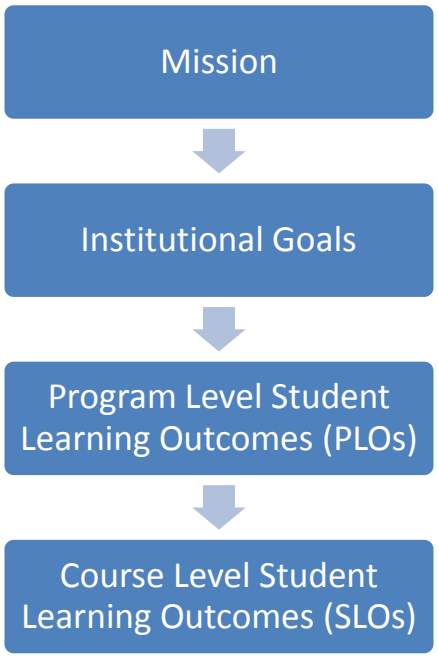
3. Unit Plan 2-Year IEC Evaluation

The Institutional Effectiveness Committee (IEC) evaluates unit plans on a 2-year cycle. The **Annual Planning and Effectiveness Cycle** (page 4) contains an overview of the cycle, and the **Institutional Effectiveness Review Cycle** (page 10) delineates the evaluation year for each unit and the office responsible for preparing and submitting the draft.

Assessment Components

Assessment ultimately seeks to determine the institution's progress in achieving its mission. This is done by defining first institutional outcomes, then program learning outcomes, then student learning outcomes, and unit goals.

Relation of Assessment Components



Mission

The mission is reviewed during the strategic planning process and is the guiding purpose statement of the college. Our current mission states:

"Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education relevant to its region and beyond."

Institutional Outcomes (IOs)

The institutional goals for Andrew College are derived from its mission and emphasize the following three competency areas within its general liberal arts curriculum:

1) Communication Skills
2) Critical Thinking Skills
3) Cultural Awareness and Appreciation.

Program Level Student Learning Outcomes (PLOs)

Using the College's competencies areas as a guide, expected student learning outcomes are linked to a specific competency for each degree program. Division Coordinators through discussion with each other and with discipline faculty within their division identified the most appropriate course(s) in which to embed program-level student learning outcome assessment measures.

Assessment Grid Tutorial

WHY are we doing this?

- SACS Requirement
- To Inform Decisions
- Accountability
- Succession Planning
- Record Keeping
- FYI – A committee will be formed to begin looking at how to improve/revamp assessment processes for FY2020-21

Purpose/Focus

- Purpose=Continuous Improvement
- Focus is NOT:
- A record of everything you do
- A means of legitimizing your work/job
- On perfection or meeting all goals
- A document to place blame for "failures"
- Focus IS:
- A record of approximately 3 to 5 specific items you identified (preferably as part of a previous assessment cycle) as needing improvement in your area (preferably based on some data, i.e. the Student Satisfaction Survey, Course Evaluations, etc.)
- A means to make decisions based on data
- Continuous analyzation toward improvement; it is ok not to meet a goal – analyze why the goal was not met and plan improvements to meet it in the next cycle
- A document to show you where to focus your area's efforts toward improvement

How do I begin?

- A workshop will be held during the Faculty Workshop days for all those in charge of completing an assessment grid
- New "Outcome" items can come from several places:
    - Look at the previous year's "Plans for Improvement"; those become your "[Desired] Outcomes" for the current year
    - Look at the strategic plan and see if your unit does anything that can further any items in the strategic plan
    - Consider any issues that have arisen in unit meetings/discussions that you may want to focus on improving in the upcoming year
    - If you have several items from the previous year that are "continue current procedure" or you feel like you have reached a peak in performance, consider closing those out and doing new items.
        - For example, you might say under "Plans for Improvement," since we continually meet or exceed in this area, we will continue our efforts here, but focus on other areas in need of improvement for assessment purposes"

Do's and Don'ts

- **DON'T** leave anything blank
- **DON'T** say "data not available"; use data available by the deadline for the assessment
- **DON'T** simply say "will continue this"; a reason to continue may include that you need further data, but if you have met or exceeded a goal, you need to identify new areas in need of improvement
- **DON'T** feel like a failure if you did not meet a goal; the key is to determine why you did not and discuss and implement ways to improve
- **DO** base your Plans for Improvement on the Data
- **DO** identify any Outcomes that align with the Strategic Plan
- **DO** look at assessment as a way to make good decisions for your unit, and not as "extra work"

*A video tutorial is also available. Contact the IE director for more information.

Assessment Guide

Previous Year Review

Begin your unit's annual assessment by reviewing last year's goals and the data gathered. Take the information that was documented regarding plans for improvement and use it to help determine this year's goals.

Identifying Goals

Identify 3- 5 measurable goals for the upcoming year in both the areas of program or operational goals and student outcome goals (academic and academic support units) or service outcome goals (administrative units). These may be goals from the previous year that were "not met" that you want to continue to strive to meet. They may also be areas in which your unit could improve that you would like to focus on. This is not meant to be a comprehensive list of everything a unit does, just particular areas of intense focus for the upcoming year. Set a realistic goal for the outcome you have identified. Link goals where applicable to the Strategic Plan by referencing the number and letter. Note that degree programs and academic divisions will have PLO measurement goals as part of their assessment.

Choosing Measures

Identify some type of measure that will help determine whether or not the unit has met the goal established. Put any processes in place that need to be established to measure the goal. Review progress toward the goal at least once per semester as a unit. Identify when the assessment will occur.

Analyzing Data

At the end of each semester, review the semester's progress toward the goals and record. At the end of the Spring semester, review all the data for the year for the goals the unit set, determine whether or not they were "met" or "not met," and discuss the results.

Making Plans for Improvement

Analyze the data and determine if the goal was "met" or "not met." If "met", provide a "closing the loop" narrative describing how you plan to continue the success of that goal. If a goal was "not met", discuss with unit members why the goal may not have been met and determine ways to improve in that area for the upcoming year. Document the discussion in your unit meeting minutes and document the suggested improvements in the Annual Assessment Report. This, then, is where you will begin the next assessment cycle.

Annual Assessment Report

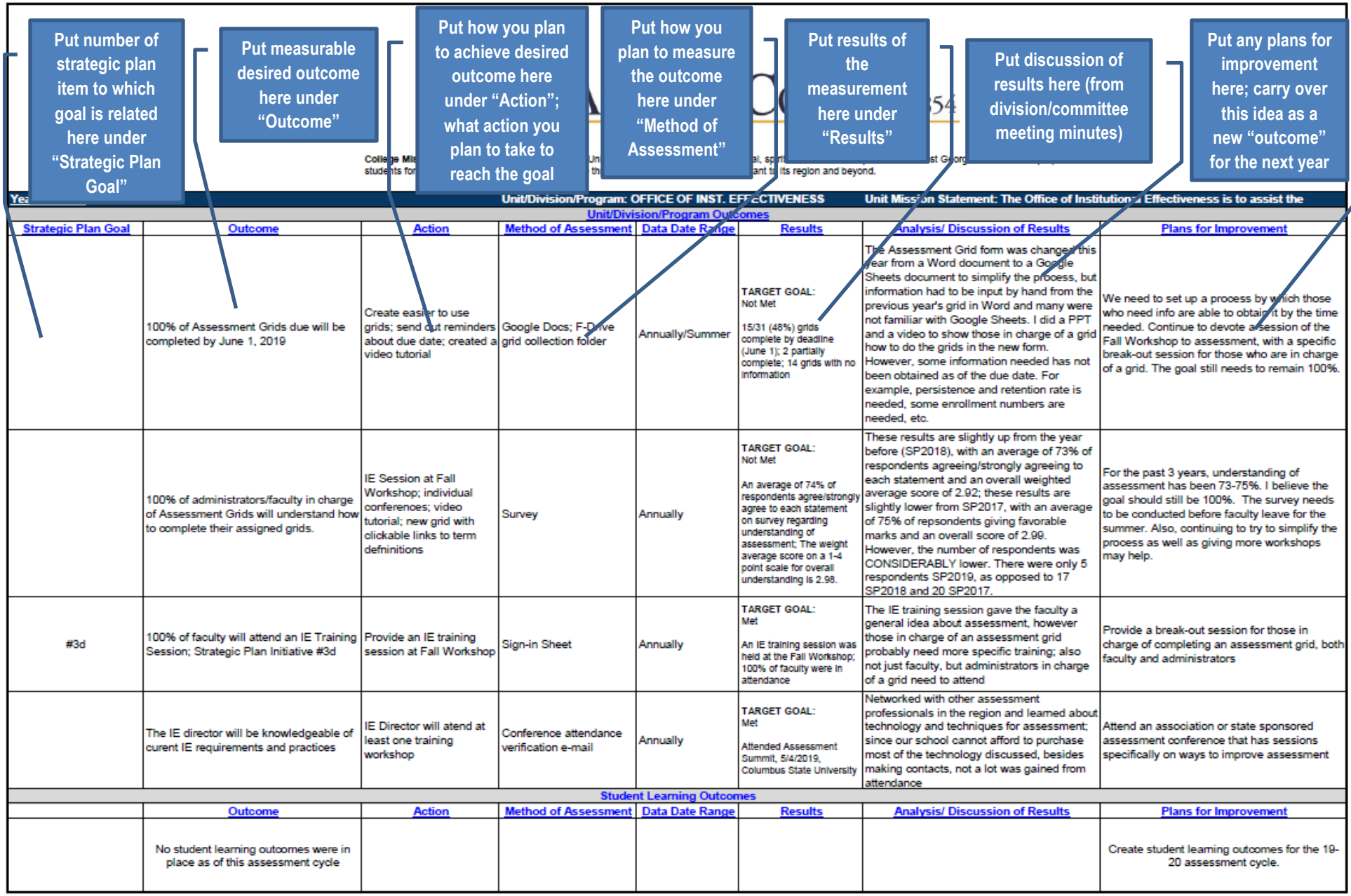
The Annual Assessment Report (see Appendix) for all units is due immediately after the end of Spring semester. This is so that the plans can first be reviewed by the IEC Director and any revisions can be made before bringing the document before the IEC for the 2-year review.

2-year Review

Every two years, the Annual Assessment Report of each unit will be reviewed by the IEC (see Appendix XI) as an oversight to the unit-level process and to determine any institution-wide patterns in the data.

Appendices

Assessment Grid Example



Unit/Division/Program: OFFICE OF INST. EFFECTIVENESS Unit Mission Statement: The Office of Institutional Effectiveness is to assist the

Unit/Division/Program Outcomes

Strategic Plan Goal	Outcome	Action	Method of Assessment	Data Date Range	Results	Analysis/ Discussion of Results	Plans for Improvement
	100% of Assessment Grids due will be completed by June 1, 2019	Create easier to use grids; send out reminders about due date; created a video tutorial	Google Docs; F-Drive grid collection folder	Annually/Summer	TARGET GOAL: Not Met 15/31 (48%) grids complete by deadline (June 1); 2 partially complete; 14 grids with no information	The Assessment Grid form was changed this year from a Word document to a Google Sheets document to simplify the process, but information had to be input by hand from the previous year's grid in Word and many were not familiar with Google Sheets. I did a PPT and a video to show those in charge of a grid how to do the grids in the new form. However, some information needed has not been obtained as of the due date. For example, persistence and retention rate is needed, some enrollment numbers are needed, etc.	We need to set up a process by which those who need info are able to obtain it by the time needed. Continue to devote a session of the Fall Workshop to assessment, with a specific break-out session for those who are in charge of a grid. The goal still needs to remain 100%.
	100% of administrators/faculty in charge of Assessment Grids will understand how to complete their assigned grids.	IE Session at Fall Workshop; individual conferences; video tutorial; new grid with clickable links to term defininitions	Survey	Annually	TARGET GOAL: Not Met An average of 74% of respondents agree/strongly agree to each statement on survey regarding understanding of assessment; The weight average score on a 1-4 point scale for overall understanding is 2.98.	These results are slightly up from the year before (SP2018), with an average of 73% of respondents agreeing/strongly agreeing to each statement and an overall weighted average score of 2.92; these results are slightly lower from SP2017, with an average of 75% of repsondents giving favorable marks and an overall score of 2.99. However, the number of respondents was CONSIDERABLY lower. There were only 5 respondents SP2019, as opposed to 17 SP2018 and 20 SP2017.	For the past 3 years, understanding of assessment has been 73-75%. I believe the goal should still be 100%. The survey needs to be conducted before faculty leave for the summer. Also, continuing to try to simplify the process as well as giving more workshops may help.
#3d	100% of faculty will attend an IE Training Session; Strategic Plan Initiative #3d	Provide an IE training session at Fall Workshop	Sign-in Sheet	Annually	TARGET GOAL: Met An IE training session was held at the Fall Workshop; 100% of faculty were in attendance	The IE training session gave the faculty a general idea about assessment, however those in charge of an assessment grid probably need more specific training; also not just faculty, but administrators in charge of a grid need to attend	Provide a break-out session for those in charge of completing an assessment grid, both faculty and administrators
	The IE director will be knowledgeable of curent IE requirements and practices	IE Director will atend at least one training workshop	Conference attendance verification e-mail	Annually	TARGET GOAL: Met Attended Assessment Summit, 5/4/2019, Columbus State University	Networked with other assessment professionals in the region and learned about technology and techniques for assessment; since our school cannot afford to purchase most of the technology discussed, besides making contacts, not a lot was gained from attendance	Attend an association or state sponsored assessment conference that has sessions specifically on ways to improve assessment

Student Learning Outcomes

	Outcome	Action	Method of Assessment	Data Date Range	Results	Analysis/ Discussion of Results	Plans for Improvement
	No student learning outcomes were in place as of this assessment cycle						Create student learning outcomes for the 19-20 assessment cycle.

Assessment Plan Evaluation

Academic/Administrative/Program Unit: _____

Date Reviewed: _____ Reviewed by: _____

	All	***Some***	***None***	***Unable to Determine***
Were last year's plans for improvement carried over?				
Does the unit mission clearly link to the college mission?				
Do outcomes clearly link to the college strategic plan goals?				
Are the outcomes measurable?				
Were specific goals set to measure outcome success?				
Were appropriate methods used to assess outcomes?				
Were assessment results provided for each outcome (is any data missing/not provided?)				
Was commentary/analysis provided for each outcome (discussion of results)?				
Were plans for improvement provided for each outcome?				

Maturity Level	***Plan***	***Assessment***	***Evaluation***	***Integration***
Mature	• Program outcomes/SLOs are in place and clearly specify criteria for success	• Over three years of assessment data collected and evaluated with signs of improvement	• Over three years of documented meetings evaluating outcome data	• Plans for improvement from prior year implemented; new plans for further improvement developed
Developing	• Program outcomes/SLOs are in place. Minor adjustments or refinement needed for some outcomes	• At least one cycle of assessment has been completed for all outcomes	• At least one year of documented meetings evaluating outcome data	• Some plans for further improvement implemented
No Systematic Approach	• No program outcomes or SLOs in place	• No systematic collection of assessment data	• No clearly documented committee/meetings evaluating outcome data	• No stated plans for further development

Notes:

_____

_____

_____

Overall maturity rating: _____

**Assessment Reports needing modification will be returned for the department response or revision*

Institutional Effectiveness Review Cycle

	Odd Years: Administrative Support Units	Even years: Academic Programs and Academic Support Units
August	Student Satisfaction Survey	Student Satisfaction Survey
	Graduate Survey	Graduate Survey
	Strategic Plan Progress Report	Strategic Plan Progress Report
September	Athletic Department/ OIRE	Academic Support Units
	Enrollment Financial Aid	
	Office of Development	
	Academic Affairs	
October	Business Office and Auxiliary Services	Academic Divisions
	Student Affairs	Degree Programs
November	Institutional Effectiveness Manual	Institutional Effectiveness Manual

IE Responsibility Table

College Units	IEC Review Calendar	Cabinet Level Responsibility	Unit Level Responsibility
Degree Programs			
Associate of Arts	Fall, even years	Dean of Academic Affairs	**Program Coordinator, Division Coordinators**
Associate of Music	Fall, even years	Dean of Academic Affairs	**Program Coordinator, Division Coordinators**
Associate of Science	Fall, even years	Dean of Academic Affairs	**Program Coordinator, Division Coordinators**
Associate of Nursing	Fall, even years	Dean of Academic Affairs	**Program Coordinator, Division Coordinators**
Bachelor of Science	Fall, even years	Dean of Academic Affairs	**Program Coordinator, Division Coordinators**
Academic Divisions			
Fine Arts	Fall, even years	Dean of Academic Affairs	**Fine Arts Division Coordinator**
Social Sciences	Fall, even years	Dean of Academic Affairs	**Social Science Division Coordinator**
Math & Science	Fall, even years	Dean of Academic Affairs	**Math & Science Division Coordinator**
Learning Support	Fall, even years	Dean of Academic Affairs	**Learning Support Division Coordinator**
Humanities	Fall, even years	Dean of Academic Affairs	**Humanities Division Coordinator**
Nursing	Fall, even years	Dean of Academic Affairs	**Nursing Division Coordinator**
Allied Health	Fall, even years	Dean of Academic Affairs	**Allied Health Division Coordinator**
Academic Support Units			
Honor's Program	Fall, even years	Dean of Academic Affairs	**Director of Honors Program**
AndrewServes	Fall, even years	Dean of Academic Affairs	**Director of AndrewServes**
Library	Fall, even years	Dean of Academic Affairs	**Director of the Library**
Focus Program & Disability Services	Fall, even years	Dean of Academic Affairs	**Director of Focus/ Coordinator of Disability Services**
Student Success Center	Fall, even years	Dean of Academic Affairs	**Coordinator of Academic Support and Retention**
Retention	Fall, even years	Dean of Academic Affairs	**Coordinator of Academic Support and Retention**
Online/ Distance Education	Fall, even years	Dean of Academic Affairs	**Coordinator of Online Education**
UPWRITE/QEP/ Interdisciplinary Reading & Writing Center	Fall, even years	Dean of Academic Affairs	**IWRC Director, Co-Chairs of QEP Steering Committee**

Administrative Units – VP for Enrollment Services			
Admissions/Enrollment	Fall, even years	VP for Enrollment Services	**VP for Enrollment/ Admissions staff**
Financial Aid	Fall, even years	VP for Enrollment Services	**Director of Financial Aid**
Administrative Unit – VP for Advancement			
Development Office	Fall, odd years	VP for Advancement	**VP for Advancement**
Administrative Unit – VP for Finance			
Business Office	Fall, odd years	VP for Finance	**Controller/ VP for Finance**
Bursar/HR	Fall, odd years	VP for Finance	**Bursar**
Dining Services	Fall, odd years	VP for Finance	**Dining Services Director**
Information Technology	Fall, odd years	VP for Administration	**Director of IT**
Maintenance	Fall, odd years	VP for Finance	**Director of Facilities**
Administrative Unit – Dean of Student Affairs			
Residence Life	Fall, odd years	Dean of Student Affairs	**Director of Residence Life**
Religious/Spiritual Life	Fall, odd years	Dean of Student Affairs	**Chaplain**
Police Department/ Campus Safety	Fall, odd years	Dean of Student Affairs	**Police Captain, Campus Safety Committee**
Intramurals/ Student Activities	Fall, odd years	Dean of Student Affairs	**Director of Intramurals/ Director of Student Activities**
Administrative Unit – Dean of Academic Affairs			
Office of Academic Affairs	Fall, odd years	Dean of Academic Affairs	**Dean of Academic Affairs**
Registrar	Fall, odd years	Dean of Academic Affairs	**Registrar**
Office of Institutional Research	Fall, odd years	Dean of Academic Affairs	**IR Director**
Office of Institutional Effectiveness	Fall, odd years	Dean of Academic Affairs	**IE Director**
Administrative Unit – President's Office			
Athletic Department	Fall, odd years	President	**Director of Athletics**

2019-2020 Curriculum Map –Associate of Arts (A.A.)

Program Mission Statement: The Associate of Arts Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students for lifelong learning by teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Program-Level Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES BY COURSE (A.A.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
ENG 111	I						
ENG 112	I						
ENG 121	A						
ENG 123	A						
RPH 111/HUM 121		I					
EDU 111		I					
MAT 102			I				
MAT 111			I				
HIS 101/HIS 102				I			
ART/MUS/THE 123				I			
BIO 100					I		
CHE 111					I		
PHY 100					I		
POS 111						I	
Any PED/Team Sport							I

I = Introductory; A = Application

2019-20 Curriculum Map - Associate Degree of Nursing (A.D.N.)

Program Mission Statement: The mission of the nursing program is unique to the nursing profession providing a nurturing academic setting wherein caring, diversity, integrity, and excellence are core values. To achieve its mission, the Andrew College Nursing Division educates associate degree graduates who will safely practice nursing in evolving health care environments and apply professional and ethical principles sensitive to the diverse needs of individuals, families, and communities.

Program-Level Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will demonstrate effective use of technology to navigate the electronic health record and to communicate with multi-professional teams.
9. 70% of students will communicate with patients, families and communities for planning and delivery of patient care.

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES BY COURSE (A.D.N.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
ENG 111	I								
ENG 112	I								
NUR 105		I							
NUR 215		A							
MAT 111			I						
NUR 205			A						
RPH 111				I					
NUR 105				A					
BIO 123					I				
BIO 124					I				
PSY 121						I			
NUR 115						A			
NUR 105							I		
NUR 220							A		
NUR 110								I	
NUR 220								A	
NUR 105									I
NUR 210									A

I = Introductory; A = Application

2019-20 Curriculum Map - Associate of Music (A.M.)

Program Mission Statement: The Associate of Music Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students for lifelong learning by teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Program-Level Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe.(IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will be able to identify, distinguish and notate written and aural elements of music theory.
9. 70% of students will demonstrate technical and artistic proficiency in performance of represented compositions.

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES BY COURSE (A.M.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
ENG 111	I								
ENG 112	I								
ENG 121	A								
ENG 123	A								
RPH 111/HUM 121		I							
EDU 111		I							
MAT 102			I						
MAT 111			I						
HIS 101/HIS 102				I					
ART/MUS/THE 123				I					
BIO 100					I				
CHE 111					I				
PHY 100					I				
POS 111						I			
Any PED/Team Sport							I		
MUS 111								I	
MUS 162									I

I = Introductory; A = Application

2019-20 Curriculum Map - Associate of Science (A.S.)

Program Mission Statement: The Associate of Science Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students to pursue a Bachelor of Science degree in many possible fields. Examples include, but are not limited to, agriculture, biology, chemistry, computer science, engineering, mathematics, and physics.

Program-Level Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES BY COURSE (A.S.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
ENG 111	I						
ENG 112	I						
ENG 121	A						
ENG 123	A						
RPH 111/HUM 121		I					
EDU 111		I					
MAT 111			I				
MAT 113/201			A				
HIS 101/HIS 102				I			
ART/MUS/THE 123				I			
BIO 121					I		
BIO 123					A		
CHE 121					I		
CHE 201					A		
POS 111						I	
Any PED/Team Sport							I

I = Introductory; A = Application

2019-20 Curriculum Map – A.S. Cancer Registry Management (A.S.C.R.M.)

Program Mission Statement: The Mission of the Cancer Registry Management Program at Andrew College is to maintain a high-quality education and training to a diverse population of students for lives of servant leadership, and to fulfill a need in the community and throughout the country for credentialed cancer registry professionals.

Program-Level Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES BY COURSE (A.S.C.R.M.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
ENG 111	I						
ENG 112	I						
CRM 110	A						
RPH 111/HUM 121		I					
CRM 220		A					
MAT 111			I				
CRM 210			A				
RPH 111				I			
CRM 115				I			
BIO 121					I		
BIO 123					I		
PSY 121						I	
CRM 220						A	
Any PED/Team Sport							I

I = Introductory; A = Application

2019-20 Curriculum Map – A.S. Respiratory Therapy (A.S.R.T.)

Program Mission Statement: It is the mission of the Andrew College Respiratory Therapy Program to prepare qualified respiratory therapists who provide optimum patient care through technical competency and professional conduct in the profession of respiratory care. To achieve this mission, the Andrew College Respiratory Therapy Program educates associate degree graduates who will safely practice respiratory care in evolving health care environments and apply professional and ethical principles sensitive to the diverse needs of individuals, families, and communities.

Program-Level Student Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will demonstrate the ability to comprehend, apply, and evaluate medical information relevant to a registered respiratory therapist. (IO-B)
9. 70% of students will demonstrate the technical proficiency in all skills necessary to function as a registered respiratory therapist. (IO-B)
10. 70% of students will demonstrate professional behavior consistent with employer expectations as performed by registered respiratory therapists. (IO-A)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES BY COURSE (A.S.R.T.)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
ENG 111	I									
RES 105	I									
EDU 111		I								
RES 225		A								
MAT 111			I							
RES 215			I							
RPH 111				I						
RES 105				I						
BIO 123					I					
BIO 124					A					
CHE 121					I					
PSY 121						I				
RES 205							I			
RES 110								I		
RES 115								A		
RES 120									I	
RES 210									A	
RES 225										A

I = Introductory; A = Application

2019-20 Curriculum Map – B.S. in Business Administration (B.S.B.A.)

Program Mission Statement: The Bachelor of Science in Business Administration degree exists to support the College Mission of providing an academically challenging, relevant curriculum while preparing students for lifelong learning as well as teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Program-Level Student Learning Outcomes:

1. BSBA graduates will effectively use written communication. (IO-A)
    a. Evidence: 70% of BSBA students will write an effective business plan. (BUS410)
    b. Evidence: 70% of BSBA students will write an effective change management model. (BUS313)
2. BSBA graduates will effectively use oral communication. (IO-A)
    a. Evidence: 70% of BSBA students will orally deliver an effective multi-media presentation about a business matter to an audience. (BUS313)
3. BSBA graduates will effectively analyze financial information for decision making. (IO-B)
    a. Evidence: 70% of BSBA students will demonstrate an understanding of financial analysis in marketing. (BUS370)
4. BSBA graduates will recognize cultural diversity and its impact on business matters. (IO-C)
    a. Evidence: 70% of BSBA students will articulate the relationship between a country's cultural dimensions and multicultural business. (BUS480)
5. BSBA graduates will use ethical approaches to issues in business environments. (IO-B)
    a. Evidence: 70% of BSBA students will express his/her own values and opinions on environmental issues related to business in society and design a personal environmental sustainability plan for his/her workplace. (BUS413)
    b. Evidence: 70% of BSBA students will identify and explain the concepts of Equal Employment Opportunity, Employee Rights and Responsibilities, and job satisfaction. (BUS312)
    c. Evidence: 70% of BSBA students will recognize the impacts of unethical financial business practices. (BUS412)
6. BSBA graduates will articulate the skills needed to effectively lead and manage organizations. (IO-B)
    a. Evidence: 70% of BSBA students will demonstrate a working knowledge of the four functions of management: Planning, Organizing, Leading, and Controlling. (BUS310)
    b. Evidence: 70% of BSBA students will determine their own preferred leadership style. (BUS310)
7. BSBA graduates will apply economic analysis to decision making. (IO-B)
    a. Evidence: 70% of BSBA students will apply economic analysis to a firm's decision-making using the application of the principles of Net-Present Value. (BUS340)
    b. Evidence: 70% of BSBA students will apply economic analysis to control cash flow and determine a firm's decision-making strategy. (BUS341)
8. BSBA graduates will demonstrate effective problem-solving in a business context. (IO-B)
    a. Evidence: 70% of BSBA students will demonstrate proficiency in problem-solving and decision-making in a complex scheduling context. (BUS300)
    b. Evidence: 70% of BSBA students will demonstrate proficiency in problem-solving and decision-making regarding cost models for specific inventory systems. (BUS301)

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES BY COURSE (B.S.B.A)

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
BUS410- Small Business Management	M							
BUS313-Management and Organizational Behavior	M							
BUS313- Management and Organizational Behavior		A						
BUS370-Principles of Marketing			A					
BUS480- International Business				A				
BUS413-Sustainability in Business					I			
BUS312-Human Resource Management					A			
BUS412- Strategic Management					A			
BUS310-Principles of Management						I		
BUS310- Principles of Management						A		
BUS 340-Introduction to Finance							I	
BUS 341-Managerial Finance							A	
BUS 300- Quantitative Analysis I								I
BUS 301- Quantitative Analysis II								A

I = Introductory; A = Application; M=Mastery