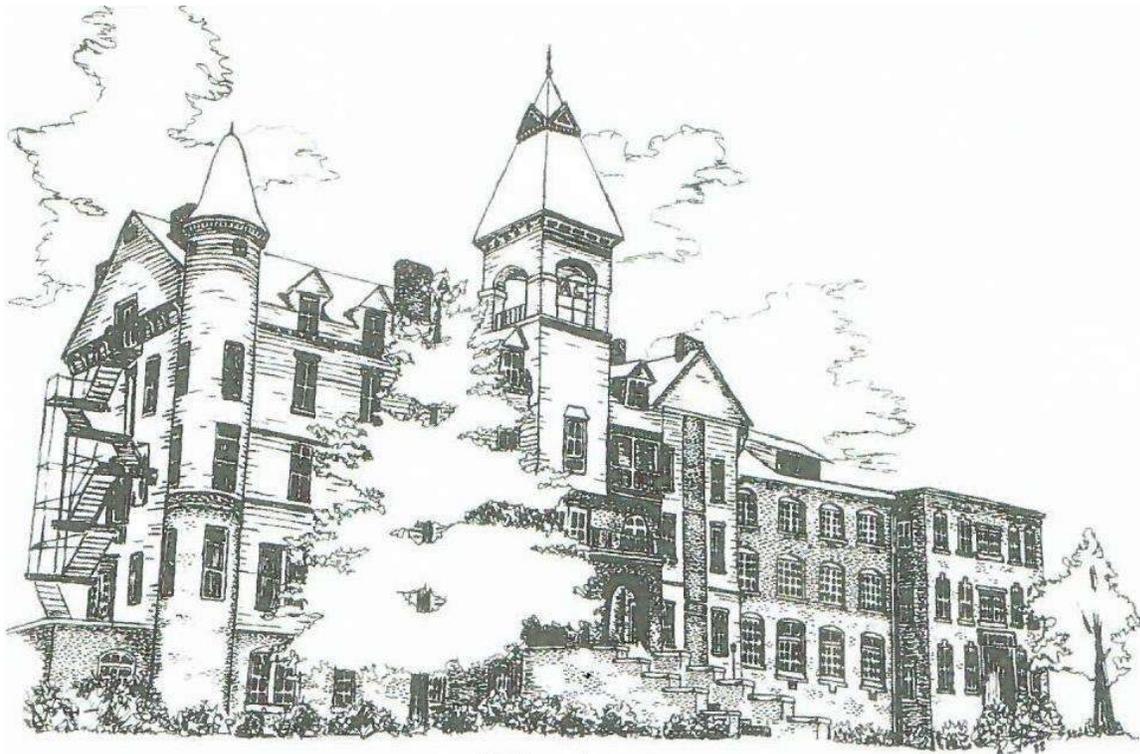




# Andrew College

1854



## 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 Appendices (see [Andrew College Strategic Plan Summary](#)).

### 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.

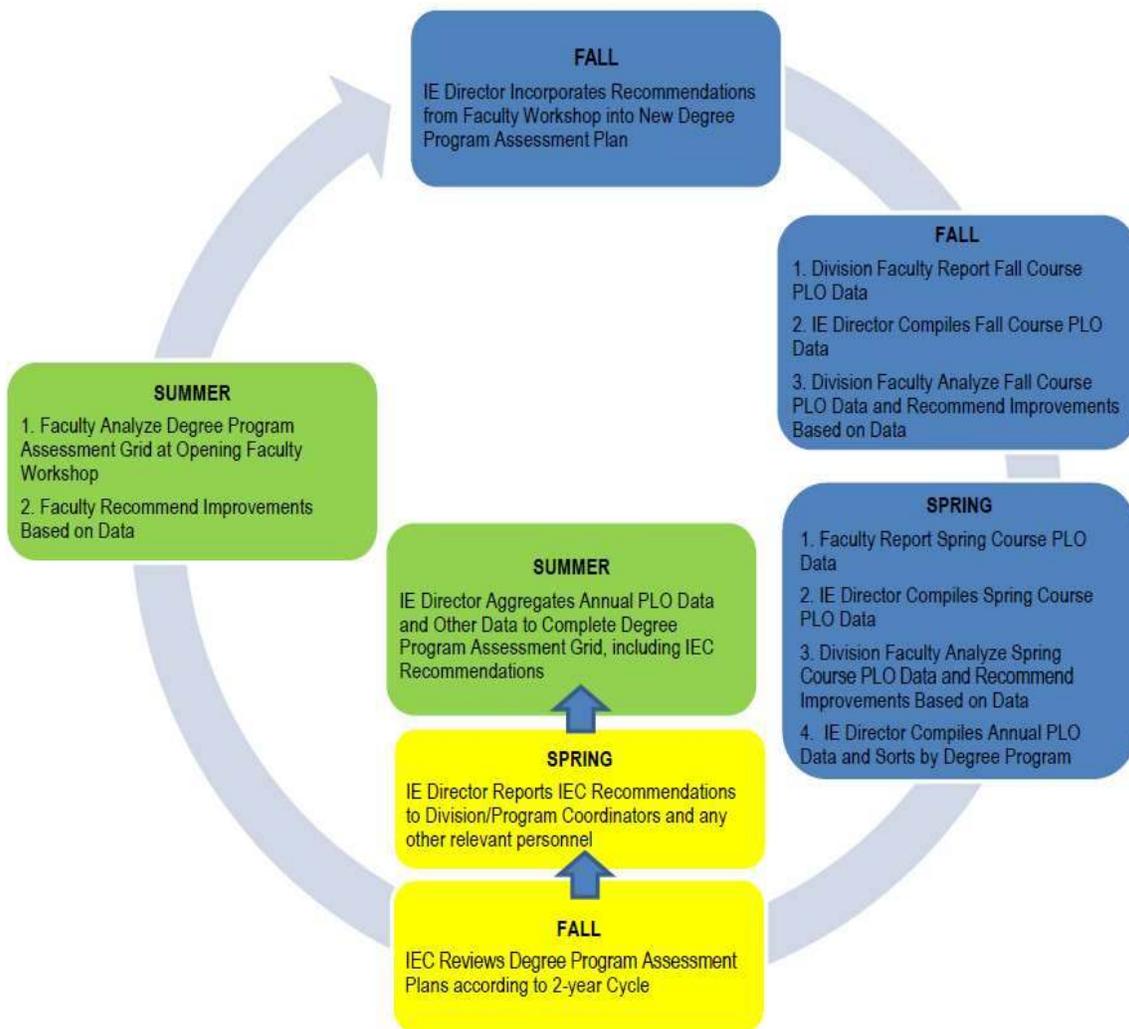
# Assessment

## 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.

Figure 1. 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 Plan Report (see [Assessment Grid Example](#) in Appendices).

### *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 and Associate Degree in Nursing include PLOs related to two additional identified outcomes specific to the disciplines of music and nursing. As a four-year program, the Bachelor of Science in Business Administration has discipline-specific PLOs embedded in the junior and senior-level business courses. 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 student achievement in each area. 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. The [IE Responsibility Table](#) is also included in the Appendices.

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. In addition to the academic division monitoring of PLOs within their respective areas, 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 Plan 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
- Analysis of Results
- and Plans 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***

While Annual Assessment Plan Reports must be completed each year for each college unit, academic divisions, academic support units, and degree program assessment reports are forwarded on even years for review to the Institutional Effectiveness Committee (IEC), and administrative 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. The IEC, a standing committee of faculty and staff appointed by the Dean of Academic Affairs, evaluates the assessment reports of each unit and rates the unit's effectiveness cycle for "maturity" (see [Assessment Plan Evaluation](#) in Appendices). 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 two-year [Institutional Effectiveness Review Cycle](#) 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. For example, the director confirms that:

- The program mission statement supports the College mission statement
- The identified student learning outcomes are appropriate to the mission
- Student learning outcome descriptors specific and measurable
- Student learning outcome assessment tools are 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 is documented
- Language such as “continue to monitor” or “no improvement is needed” is eliminated and completed assessment goals are “closed” (“closing the loop”)

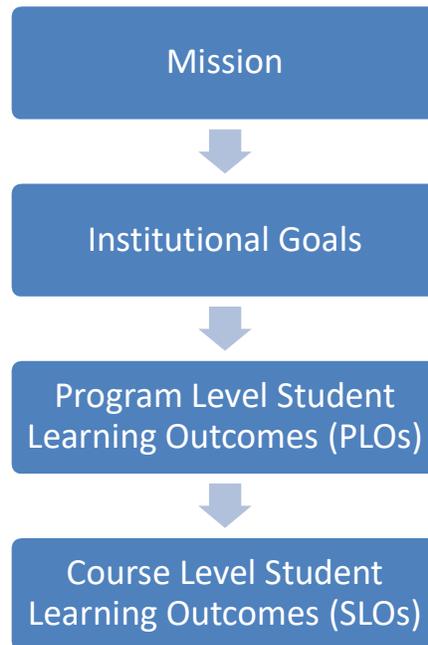
### **3. Unit Plan 2-Year IEC Evaluation**

The Institutional Effectiveness Committee (IEC) evaluates unit plans on a 2-year cycle. The [Annual Planning and Effectiveness Cycle](#) contains graphic overview of the cycle, and the [Institutional Effectiveness Review Cycle](#), in the Appendices, delineates the evaluation year for each unit. The office and cabinet-level member responsible for preparing and submitting annual reports is identified in the [IE Responsibility Table](#), also located in the Appendices.

## 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 level student learning outcomes, then course level student learning outcomes, and unit goals.

Figure 2. 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 competency 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. The [Curriculum Maps](#) in the Appendices contain the specific courses in which embedded assessments are located for each degree program.

## Course Level Student Learning Outcomes (SLOs)

Course Level Student Learning Outcomes (SLOs) are determined for each course offered. These outcomes are usually derived from the course description, and should be listed on the course syllabi. The SLOs which also correspond to a PLO should be indicated on the course syllabi as well. The following is an example from the Humanities Department as would be stated on an ENG 111 English Composition I course syllabus:

### **ENG 111 Course Objectives/ Student Learning Objectives (SLOs)**

*With at least 70% accuracy, the student will:*

<b>SLO 1</b>	<ul style="list-style-type: none"><li>• Construct coherent, well-organized essays which critically evaluate literature and demonstrate the use of Standard Written English;</li></ul>
<b>SLO 2/ PLO 1</b>	<ul style="list-style-type: none"><li>• Construct a research paper which illustrates the ability to effectively incorporate various sources of information (using GALILEO, AndyCat, Google, Google Scholar, interviews, etc...);</li></ul>
<b>SLO 3</b>	<ul style="list-style-type: none"><li>• Read selected literary works spanning the period applicable;</li></ul>
<b>SLO 4</b>	<ul style="list-style-type: none"><li>• Illustrate an understanding of literary terms and devices;</li></ul>
<b>SLO 5</b>	<ul style="list-style-type: none"><li>• Use a word processor to format by MLA guidelines all essays done as homework.</li></ul>

## Assessment Grid Quick View

### WHY are we doing this?

- SACS Requirement
- To Inform Decisions
- Accountability
- Succession Planning
- Record Keeping
- Goal Achievement

### Purpose/Focus

#### ***Purpose=Continuous Improvement***

it is ok not to meet a goal—analyze why the goal was not met and plan improvements for the next cycle!

#### ***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 3 to 5 specific items you identified as needing improvement in your area*
  - *A means to make data-based decisions*
  - *Continuous analyzation toward improvement*
  - *A document to help focus your area’s continuous improvement efforts*
-

## **How do I begin?**

New “Outcome” items can come from several places:

### ***Last Year’s “Plans for Improvement”***

Look at the previous year’s “Plans for Improvement”; those become your “[Desired] Outcomes” for the current year

### ***Strategic Plan Items***

Look at the strategic plan and see if your unit does anything that can further any items in the strategic plan

### ***Unit Meeting Minutes/Discussion***

Consider any issues that have arisen in unit meetings/discussions that you may want to focus on improving in the upcoming year

### ***New Items***

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”

## Assessment Plan Report Do's and Don'ts

# DON'T...

*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...

*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"*

*DO put thought into what you choose to focus on for improvement; this process should help you and your departmental performance improve each year*

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

## Assessment Plan 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.



# Appendices

# Assessment Grid Example

Unit/Division/Program: OFFICE OF INST. EFFECTIVENESS							
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 definitions	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 respondents 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 current IE requirements and practices	IE Director will attend 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	<ul style="list-style-type: none"> <li>Over three years of assessment data collected and evaluated with signs of improvement</li> </ul>	<ul style="list-style-type: none"> <li>Over three years of documented meetings evaluating outcome data</li> </ul>	<ul style="list-style-type: none"> <li>Plans for improvement from prior year implemented; new plans for further improvement developed</li> </ul>	
Developing	Program outcomes/SLOs are in place. Minor adjustments or refinement needed for some outcomes	<ul style="list-style-type: none"> <li>At least one cycle of assessment has been completed for all outcomes</li> </ul>	<ul style="list-style-type: none"> <li>At least one year of documented meetings evaluating outcome data</li> </ul>	<ul style="list-style-type: none"> <li>Some plans for further improvement implemented</li> </ul>	
No Systematic Approach	No program outcomes or SLOs in place	<ul style="list-style-type: none"> <li>No systematic collection of assessment data</li> </ul>	<ul style="list-style-type: none"> <li>No clearly documented committee/meetings evaluating outcome data</li> </ul>	<ul style="list-style-type: none"> <li>No stated plans for further development</li> </ul>	

Notes:

Overall maturity rating: \_\_\_\_\_ *\*Assessment Reports needing modification will be returned for the department response or revision*

## Institutional Effectiveness Review Cycle

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

## IE Responsibility Table

College Units	IEC Review	Cabinet Level Responsibility	Unit Level Responsibility
<b>Degree Programs</b>			
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
<b>Academic Divisions</b>			
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
<b>Academic Support Units</b>			
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/ IWRC	Fall, even years	Dean of Academic Affairs	IWRC Director, Co-Chairs of QEP Steering Committee

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

## 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-English Composition I	I						
ENG 112-English Composition II	I						
ENG 121- World Literature I	A						
ENG 123-American Literature	A						
RPH 111-Religion of the Old Testament HUM 121-Survey of the Humanities I		I					
EDU 111-Speech		I					
MAT 102-Mathematical Modeling			I				
MAT 111-College Algebra			I				
HIS 101-Survey of World Civilization I HIS 102-Survey of World Civilization II				I			
ART 123-Art Appreciation MUS123-Music Appreciation THE 123-Theatre Appreciation				I			
BIO 100-Principles of Biology					I		
CHE 111-Introduction to Chemistry I					I		
PHY 100-Physical Science					I		
POS 111-Government of the U.S.						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-English Composition I	I								
ENG 112-English Composition II	I								
NUR 105-Foundations of Nursing		I							
NUR 215-Current Trends and Issues in Nursing		A							
MAT 111-College Algebra			I						
NUR 205-Nursing Care of Adults			A						
RPH 111-Religion of the Old Testament				I					
NUR 105-Foundations of Nursing				A					
BIO 123-Human Anatomy & Physiology I					I				
BIO 124-Human Anatomy & Physiology II					I				
PSY 121-Introduction to Psychology						I			
NUR 115-Mental Health Nursing						A			
NUR 105-Foundations of Nursing							I		
NUR 220-Nursing Care of Adults III							A		
NUR 110-Nursing Care of Adults I								I	
NUR 220-Nursing Care of Adults III								A	
NUR 105-Foundations of Nursing									I
NUR 210-Maternal Child Nursing									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-English Composition I	I								
ENG 112-English Composition II	I								
ENG 121-World Literature I	A								
ENG 123-American Literature	A								
RPH 111-Religion of the Old Testament		I							
HUM 121-Survey of the Humanities I		I							
EDU 111-Speech		I							
MAT 102-Mathematical Modeling			I						
MAT 111-College Algebra			I						
HIS 101-Survey of World Civilization I				I					
HIS 102-Survey of World Civilization II									
ART 123-Art Appreciation				I					
MUS 123-Music Appreciation				I					
THE 123-Theatre Appreciation				I					
BIO 100-Principles of Biology					I				
CHE 111-Introduction to Chemistry I					I				
PHY 100-Physical Science					I				
POS 111-Government of the U.S.						I			
Any PED/Team Sport							I		
MUS 111-Music Theory I								I	
MUS 162-Primary Applied Instrument									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.)**

<b>Courses</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>
ENG 111-English Composition I	I						
ENG 112-English Composition II	I						
RES 105-Introduction to Respiratory Therapy	I						
CRM 100-Cancer Registry Structure & Mgmt	A						
ENG 121-World Literature I	A						
ENG 123-American Literature	A						
RPH 111-Religion of the Old Testament HUM 121-Survey of the Humanities I		I					
EDU 111-Speech		I					
CRM 220-Clinical Practicum RES 225-Clinical Practicum III		A					
MAT 111-College Algebra			I				
RES 215-Mechanical Ventilation			I				
MAT 113-Precalculus Trigonometry 201-Introduction to Statistics CRM 210-Follow-up, Data Quality & Utilization			A				
HIS 101-Survey of World Civilization I HIS 102-Survey of World Civilization II				I			
ART 123-Art Appreciation MUS123-Music Appreciation THE 123-Theatre Appreciation				I			
RPH 111-Religion of the Old Testament				I			
CRM 115-Cancer Registry Operations RES 105-Introduction to Respiratory Therapy				I			
BIO 121-General Biology I					I		
BIO 123-Human Anatomy & Physiology I					I		
BIO124-Human Anatomy & Physiology II					A		
CHE 121-General Chemistry					I		
CHE 201-Organic Chemistry I					A		
POS 111-Government of the U.S. PSY 121-Introduction to Psychology						I	
CRM 200-Clinical Practicum						A	
Any PED/Team Sport							I
RES 205-Cardiopulmonary Diseases & Treatment							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)**

<b>Courses</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>	<b>PLO 8</b>
BUS 410- Small Business Management	M							
BUS 313-Management & Organizational Behavior	M							
BUS 313- Management & Organizational Behavior		A						
BUS 370-Principles of Marketing			A					
BUS 480- International Business				A				
BUS 413-Sustainability in Business					I			
BUS 312-Human Resource Management					A			
BUS 412- Strategic Management					A			
BUS 310-Principles of Management						I		
BUS 310- 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

## **Andrew College Strategic Plan Summary 2016-2019**

The College established six goals during its 2016-2019 Strategic Plan that still serve to guide all services and programs of the institution. Institutional assessment and effectiveness of the College's programs and support units are viewed in light of these goals. Based on the theme of "Building Enrollment and Regional Service Capacity," these imperatives and goals are as follows:

### **1. Mission and Purpose**

The task force recommended a change in the college's mission statement; this change was approved for 2016. The current mission statement focuses on support, integrity, resilience, growth, and service.

### **2. Enrollment Growth - Academic Program Emphasis**

The emphasis was placed on academic programming, and the task force recommended the following:

- a) Launch an associate of science degree in regenerative agriculture in fall of 2016.
- b) Launch an associate of science in nursing degree in fall of 2017.
- c) Position the college to launch a baccalaureate degree in business in fall of 2017.
- d) Position the college to launch baccalaureate degrees at some appropriate time after 2017 in elementary childhood education, agribusiness, mass media communication, fine arts, or social/behavioral sciences, while remaining open to new associate degree programs as well.
- e) Develop a stronger set of practices for advising and retention to ensure student success.
- f) Explore online and certificate programs in accordance with the needs of the region.
- g) Establish internship opportunities for students.

### **3. Recruitment and Retention of Talented Faculty and Staff**

Emphasis was placed on stabilizing the faculty/staff base in order to grow enrollment and reduce disruptions in program development. The task force recommended the following:

- a) Increase base salaries.
- b) Increase the current threshold of faculty members eligible to be granted tenure (currently 50%) to allow non-tenure track faculty lines to become tenure track.
- c) Develop salary structure with promotion pay steps.
- d) Develop non-salary benefits including professional development funding.
- e) Develop means of illustrating employee value to the college.

#### **4. Facilities**

Emphasis was placed on accommodating enrollment growth and enhancing existing structures/areas. The task force recommended:

- ) Update existing indoor and outdoor spaces.
- b) Renovate Warren Bush Hall.
- c) Renovate student housing space whether on campus or using space purchased downtown/off campus.
- d) Expand and update student space such as the student center and fitness space.
- e) Explore renovation of the floor above the theater if fine arts degree offerings expand.

#### **5. Community Involvement**

Emphasis was placed on creating a synergy between the college and the community so that both may benefit from advances that either one achieves. The task for recommended the following:

- a) Regular meetings with regional stakeholders.
- b) Serve as “convener and catalyst” for regional and community efforts whenever feasible.
- c) Insert more college personnel into community organizations to ensure exchange of information.
- d) Supply local media with more information about college news.
- e) Pursue opportunities to obtain and utilize buildings downtown when in the best interest of the college for housing, fitness center, art gallery, etc.
- f) Consider contributing to a daycare operation that would serve both the college’s non-traditional students and the community.
- g) Consider offering credit or non-credit bearing classes or seminars on or off campus to meet needs in the community as the demand might justify.
- h) Consider using the Carnegie Library as a convenient connection with the community.
- i) Initiate new academic programs that respond to immediate regional workforce needs.

#### **6. Church Involvement**

Emphasis was placed on renewing and strengthening ties between the college and the United Methodist Church on the local, regional, and national level wherever appropriate.

Recommendations included:

- a) Utilize United Methodist materials to educate and inform faculty/staff and students about what it means to be related to the church.
- b) Serve as a venue for UM meetings in the SW Georgia region for ministers, lay leaders, or church groups, particularly during the summer.
- c) Use the Choraliars and other musicians as ambassadors to extend the college’s influence by providing music throughout the region.
- d) Through Andrew Serves, place a student in the Cuthbert United Methodist Church to develop a youth ministry function.