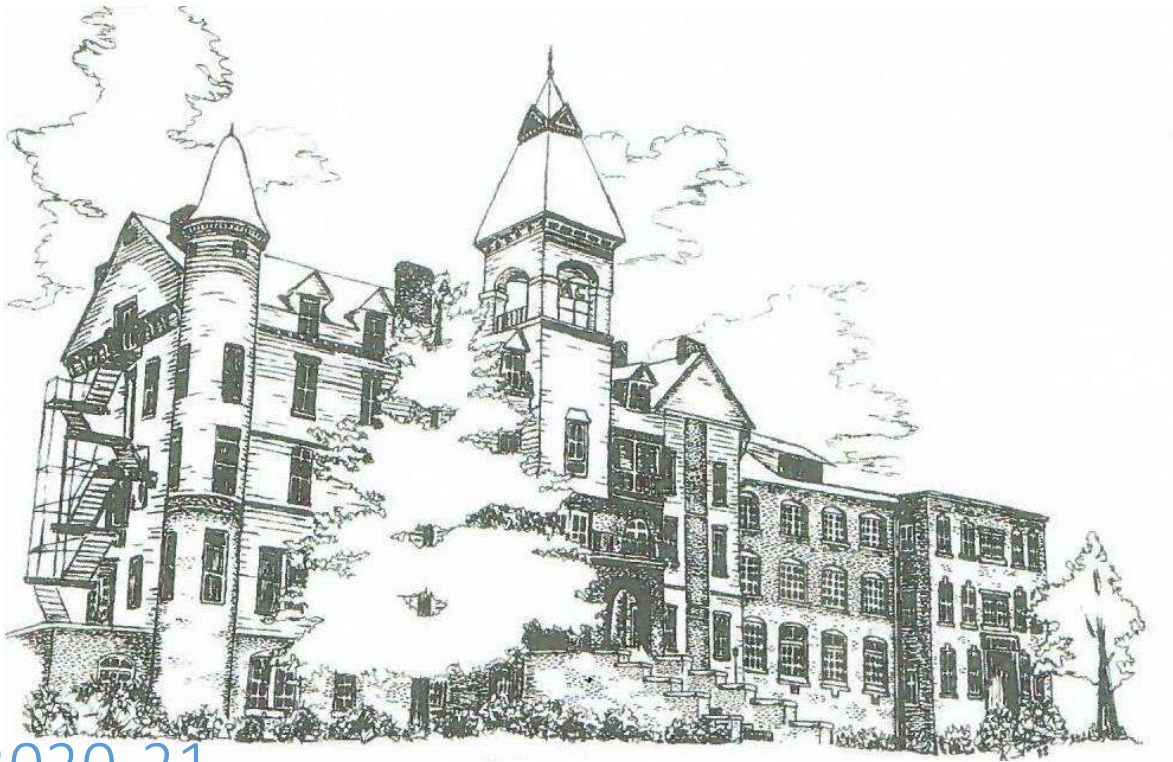# Andrew College

1854

2020-21
INSTITUTIONAL RESEARCH &
EFFECTIVENESS MANUAL

CONTENTS

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. The final report on the current plan is located in 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.

ASSESSMENT

ANNUAL PLANNING AND EFFECTIVENESS 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 Assessment Cycle
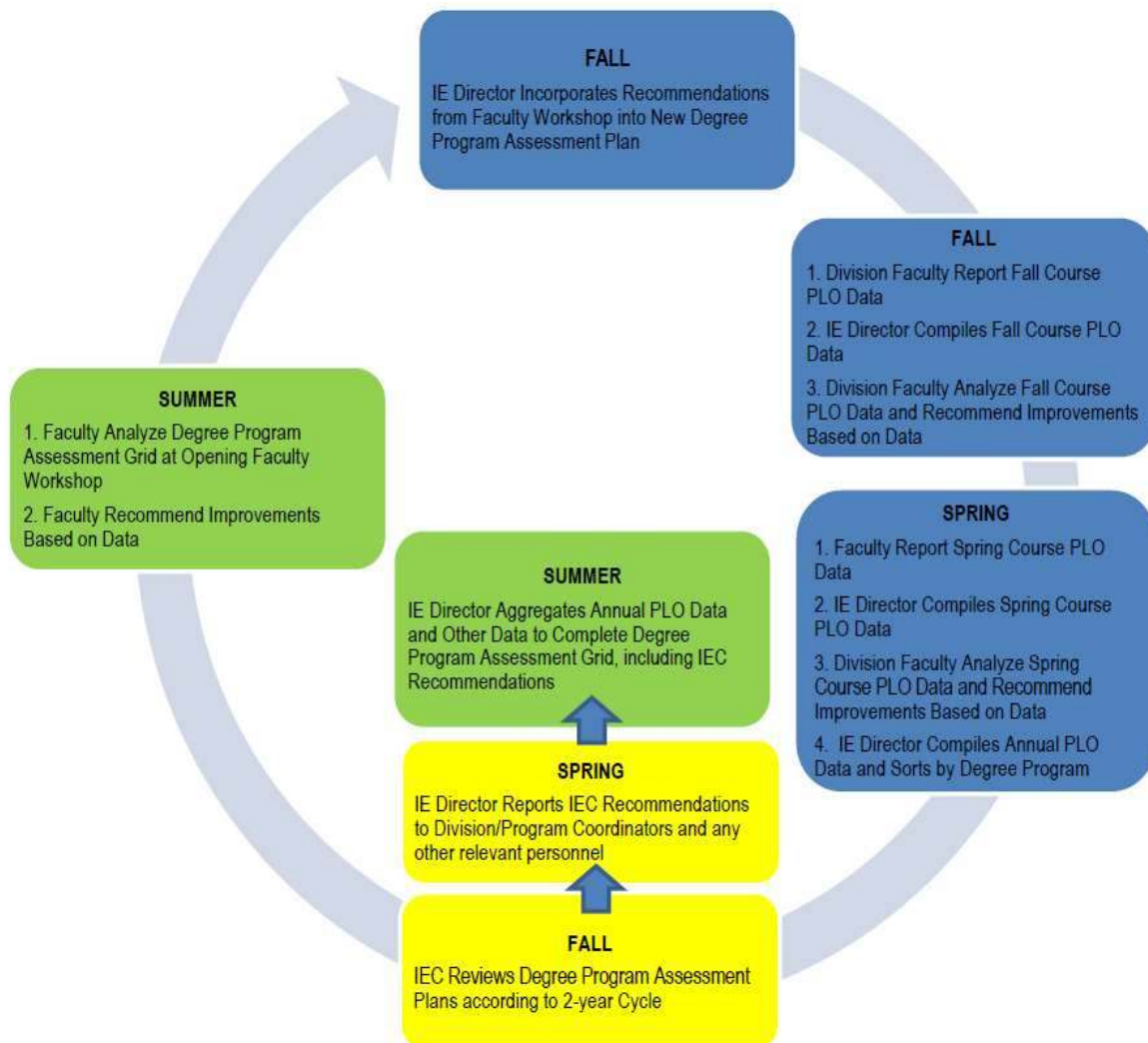
ASSESSMENT CALENDAR AND GRID CHECKLIST

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.

ASSESSMENT-OVERVIEW

UNDERSTANDING ASSESSMENT

Each college unit and degree program assesses and evaluates outcomes annually in the Annual Assessment Plan Report (commonly called the "Assessment Grid", see Annual Assessment Plan Example in Appendices). The College mission and strategic initiatives serve to guide these decisions.

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:

- Degree Program Assessment
- Academic Unit Assessment
- Administrative Unit Assessment.

FACULTY AND STAFF MEMBERS:

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

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 in that 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. 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 PLAN REPORT

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

- Program/Unit Outcomes
- Method of Outcomes Assessment
- Data Collection Calendar
- Assessment Results
- 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.

IEC TWO-YEAR REVIEW

The Institutional Effectiveness Committee, comprised of faculty and staff appointed by the Dean of Academic Affairs, reviews the degree program, academic division, and administrative unit Annual Assessment Reports on a two-year cycle to determine and report any significant trends or areas that need attention (see Institutional Effectiveness 2-Year Review Cycle below). The IEC committee evaluates the assessment reports of each unit and rates the unit's effectiveness cycle for "maturity" (see IEC 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. See IE Responsibility Table in Appendices for further information.

Table 1. Institutional Effectiveness 2-Year 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

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, meaningful and timely way. This review includes, but is not limited to:

- Ensuring the program mission statement must support the College mission statement.
- Outcomes must be measurable, measures must be appropriate, and a target goal or benchmark must be set
- Previous year's plans for improvement must be carried over
- All parts of the assessment must be completed; no "continue to monitor" or "no improvement needed' verbiage

3. UNIT PLAN 2-YEAR IEC EVALUATION

The Institutional Effectiveness Committee (IEC) evaluates unit plans on a 2-year cycle (see Institutional Effectiveness 2-Year Review Cycle). The Annual Planning and Effectiveness Cycle contains an overview of the cycle, and the IE Responsibility Table 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. For degree programs and academic units, this is done by first defining institutional outcomes, then program-level student learning outcomes, then course-level student learning outcomes.

Figure 2. Relationship of Assessment Components

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        ┌─────────────────────────┐
        │         Mission         │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │  Institutional Outcomes │
        │          (IOs)          │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │  Program Level Student  │
        │    Learning Outcomes    │
        │         (PLOs)          │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │   Course Level Student  │
        │    Learning Outcomes    │
        │         (SLOs)          │
        └─────────────────────────┘
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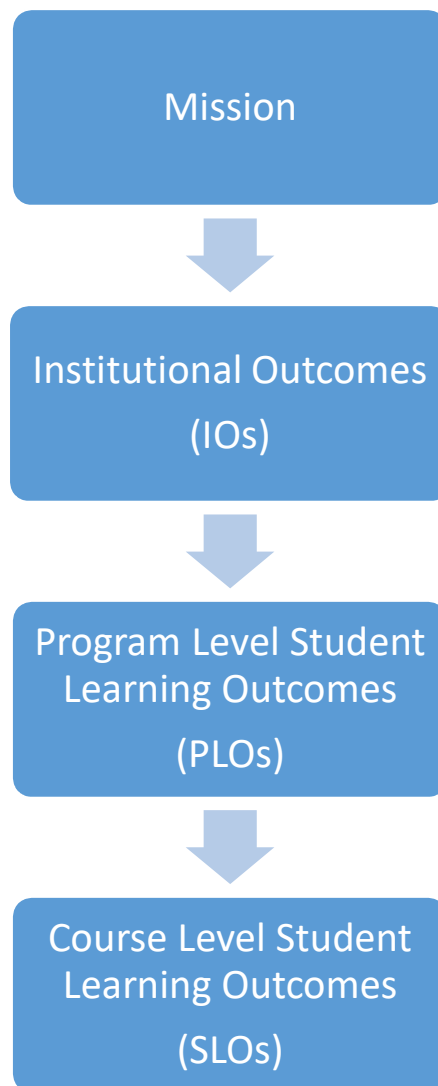
MISSION

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:

A. **COMMUNICATION SKILLS**
B. **CRITICAL THINKING SKILLS**
C. **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. The relationship of PLOs with respective degree programs is included on each degree program curriculum map (see Appendices).

COURSE LEVEL STUDENT LEARNING OUTCOMES (SLOS)

The Course-Level Student Learning Outcomes (SLOs) are determined by division faculty and are stated/delineated in each course syllabus. Any relation to Institutional Outcomes (IOs) or Program-Level Student Learning Outcomes (PLOs) will also be denoted in the course syllabus. These SLOs are related to the course objectives as stated for each course, which are be derived from the course description in the current college catalog.

ASSESSMENT GRID TUTORIAL

WHY ARE WE DOING THIS?

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

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?

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

REVIEW PREVIOUS YEAR

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.

IDENTIFY 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 (see Strategic Plan in Appendices). Note that degree programs and academic divisions will have PLO measurement goals as part of their assessment. The goals identified should be recorded on your Annual Assessment Plan Report, or the "Assessment Grid," under "Outcomes" (see Annual Assessment Plan Example in Appendices).

CHOOSE MEASURES

Identify some type of measure and set a target number 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. This should be recorded on your Annual Assessment Plan Report, or the "Assessment Grid," under "Method of Assessment" (see Annual Assessment Plan Example in Appendices)

ANALYZE 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. If "met", provide a "closing the loop" narrative describing how you plan to continue the success of that goal, but do will not continue to keep it as a focus for assessment. 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. Discuss the "actions" you tried this year and how

they affected your "results" (the data). This analysis should be recorded in your meeting minutes and on the Annual Assessment Plan Report, or the "Assessment Grid", under "Analysis" (see Annual Assessment Plan Example in Appendices).

MAKE PLANS FOR IMPROVEMENT

Think back on the things your tried this year to meet your goal, as well as things you might try next year to reach it. Document the discussion in your unit meeting minutes and document the suggested improvements in the Annual Assessment Report under "Plans for Improvement" (see Annual Assessment Plan Example in Appendices). This, then, is where you will begin the next assessment cycle: this year's "plans for improvement" become next year's "action plans" for the same goal.

COMPLETE ANNUAL ASSESSMENT REPORT

The Annual Assessment Plan Report, also called the "Assessment Grid" (see Annual Assessment Plan Example in Appendices) 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 two-year review the following Fall, so items can be integrated into the next strategic plan annual action plans, and so information regarding degree programs can be coalesced into the degree program reports for the faculty to review at the beginning of the following Fall. See Assessment Calendar and Grid Checklist for further information.

PREPARE FOR IEC TWO-YEAR REVIEW

All units must complete and assessment report each year. Every two years, the Annual Assessment Plan Report of each unit will be reviewed by the IEC (IEC Assessment Plan Evaluation) as an oversight to the unit-level process and to determine any institution-wide patterns in the data. The IEC will return the IEC Assessment Plan Evaluation to the responsible party and indicate whether the changes should be made to the current assessment plan document and/or should be incorporated into the upcoming document.

APPENDICES

ANNUAL ASSESSMENT PLAN EXAMPLE ("ASSESSMENT GRID")

Put number of strategic plan item to which goal is related here under "Strategic Plan Goal"

Put measurable desired outcome here under "Outcome"

Put how you plan to achieve desired outcome here under "Action"; what action you plan to take to reach the goal

Put how you plan to measure the outcome here under "Method of Assessment"

Put results of measurement here under "Results"

Put discussion of results here (from division/ committee meeting minutes)

Put any plans for improvement here; carry over this idea as a new "outcome" for next year

Year: _____   Unit Mission Statement: The Office of Institutional Effe...

Unit/Divisional 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.

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Assessment Plan Evaluation

Academic/Administrative/Program Unit:	Student Success Center			
Date Reviewed: 12/2/20			Reviewed by: IEC Committee	

	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

	Overall Maturity Rating:	☐ No Systematic Approach	☐ Developing	■ Mature

Committee Comments:

There are clear plans for improvement given for each PLO. Not all link to the college strategic plan goals. Working with Professors and Coaches will be key for continued success.

IEC Coordinator Comments:

Please consider comments above and modify your current assessment plan (2020-21). Also, consider eliminating the number of items so that you can focus more on key issues (notes made on file, highlighted).

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**
Disability Services	Fall, even years	Dean of Academic Affairs	**Director of Disability Services**
Student Success Center	Fall, even years	Dean of Academic Affairs	**Coord. of Academic Support**
Retention	Fall, even years	Dean of Academic Affairs	**Coord. of 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, QEP Co-Chairs**

ADMINISTRATIVE UNITS – VP FOR ENROLLMENT SERVICES			
Admissions/Enrollment	Fall, odd years	VP for Enrollment Services	**VP for Enrollment/ Admissions staff**
Financial Aid	Fall, odd 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 Dept./ Campus Safety	Fall, odd years	Dean of Student Affairs	**Police Captain, Campus Safety Committee**
Intramurals/ Student Activities	Fall, odd years	Dean of Student Affairs	**Dir. of Intramurals/ 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 Inst. Effectiveness	Fall, odd years	Dean of Academic Affairs	**IE Director**
ADMINISTRATIVE UNIT – PRESIDENT'S OFFICE			
Athletic Department	Fall, odd years	President	**Director of Athletics**

2020-2021 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)

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 Civilizations I HIS 102-Survey of World Civilizations II				I			
ART 123-Art Appreciation MUS 123-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

2020-21 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.

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 II			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 and 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 215-Current Trends and Issues in Nursing									A

I = Introductory; A = Application

2020-21 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

2020-21 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-English Composition I ENG 112-English Composition II RES 105-Intro. to Respiratory Therapy	I						
ENG 121-World Literature ENG 123-American Literature CRM 110-Cancer Registry Structure & Mgnt.	A						
RPH 111-Religion of the Old Testament HUM 121-Survey of the Humanities I EDU 111-Speech		I					
CRM 220-Clinical Practicum RES225-Clinical Practicum III		A					
MAT 111-College Algebra RES 215-Mechanical Ventilation			I				
MAT 113-Precalculus Trigonometry MAT 201-Introduction to Statistics CRM 210-Followup, Data Quality, & Utilization			A				
HIS 101-Survey of World Civilizations I HIS 102-Survey of World Civilizations II ART 123-Art Appreciation MUS 123-Music Appreciation THE 123-Theatre Appreciation RPH111-Religion of the Old Testament CRM115-Cancer Registry Operations RES105-Intro. to Respiratory Therapy				I			
BIO 121-General Biology I CHE 121-General Chemistry I					I		
BIO 123-Human Anatomy & Physiology I CHE 201-Organic Chemistry					A		
POS 111-Government of the U.S. PSY121-Introduction to Psychology						I	
CRM220-Clinical Practicum						A	
Any PED/Team Sport							I
RES 205-Cardiopulmonary Diseases & Tr.							A

I = Introductory; A = Application

2020-21 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)

COURSES	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
BUS 410- Small Business Mgnt.	M (a)							
BUS 313-Mgnt. & Organizational Behavior	M (b)							
BUS 313-Mgnt. & Organizational Behavior		A						
BUS 370-Principles of Marketing			A					
BUS 480- International Business				A				
BUS 413-Sustainability in Business					I (a)			
BUS 312-Human Resource Mgnt.					A (b)			
BUS 412- Strategic Mgnt.					A (c)			
BUS 310-Principles of Mgnt.						I (a)		
BUS 310- Principles of Mgnt.						A (b)		
BUS 340-Introduction to Finance							I (a)	
BUS 341-Managerial Finance							A (b)	
BUS 300- Quantitative Analysis I								I (a)
BUS 301- Quantitative Analysis II								A (b)

I = Introductory; A = Application; M=Mastery

PROGRAM MISSION STATEMENT:

The Bachelor of Science in Elementary Education degree exists to support the College Mission of providing an academically challenging, relevant curriculum while preparing students for lifelong teaching, learning and service by preparing elementary teacher candidates to communicate effectively, think critically, and understand and appreciate cultures different than their own.

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES:

1. BSEE graduates will effectively use written communication. (IO-A)
   a. Evidence: 90% of BSEE students will write effective lesson plans. (ELE300)
   b. Evidence: 90% of BSEE students will write an effective plan to create a positive, productive school atmosphere and ways to structure a classroom for success. (ELE320)
2. BSEE graduates will effectively use oral communication. (IO-A)
   a. Evidence: 90% of BSEE students will orally deliver an effective multi-media Social Studies lesson to an audience. (ELE321)
   b. Evidence: 90% of BSEE students will orally deliver an effective multi-media Science lesson to an audience. (ELE322)
3. BSEE graduates will effectively choose, use, and assess Educational Technology to engage students and improve learning. (IO-B)
   a. Evidence: 90% of BSEE students will choose appropriate technology for use in the classroom and assess its effectiveness. (ELE315)
4. BSEE graduates will effectively analyze data for educational decision making. (IO-B)
   a. Evidence: 90% of BSEE students will demonstrate an understanding of generating educational data and how it can be used for improvement. (EDU310)
   b. Evidence: 90% of BSEE students will demonstrate an understanding of data-driven assessment practices. (ELE453)
5. BSEE graduates will recognize cultural diversity and its impact on education. (IO-C)
   a. Evidence: 90% of BSEE students will articulate the relationship between their own and their students' cultural backgrounds and sustaining positive classroom learning communities. (EDU371)
6. BSEE graduates will use ethical approaches to issues in education. (IO-B)
   a. Evidence: 100% of BSEE students will pass Educator Ethics Assessment prior to graduation. (discussed in all coursework)

7. BSEE graduates will demonstrate the skills needed to effectively teach reading. (IO-B)
   a. Evidence: 90% of BSEE students will demonstrate knowledge about the types, characteristics, and appropriate applications of widely used and evolving literacy assessment approaches, measures, and practices. (ELE467)
   b. Evidence: 90% of BSEE students will effectively analyze and remediate diagnosed reading disabilities. (ELE487)
8. BSEE graduates will demonstrate the skills needed to effectively teach mathematics. (IO-B)
   a. Evidence: 90% of BSEE students will develop appropriate practices in the planning, implementation and evaluation of a mathematics curriculum. (ELE323)
   b. Evidence: 90% of BSEE students will effectively create physical models to represent mathematic concepts. (MAT433)
9. BSEE graduates will demonstrate the skills needed to effectively facilitate learning and accommodations for exceptional students. (IO-B)
   a. Evidence: 90% of BSEE students will demonstrate proficiency in determining best practices to facilitate learning and accommodations, and accountability through assessment outcomes for exceptional students. (ELE330)

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

COURSES	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
ELE300-Elementary Teaching Methodology and Curriculum	M (1a)								
ELE320-The Elementary Classroom: Organization and Management	M (1b)								
ELE321-Teaching Elementary Childhood Social Studies		A (2a)							
ELE322-Teaching Elementary Childhood Science		A (2b)							
ELE315-Technology and Media in Elementary Education			A (3)						
ELE310-Assessment in Elementary Education				A (4a)					
EDU453-Educational Probability and Statistics				A (4b)					
EDU371-Education Contexts: Community and Cultural Impact on Learning					A (5)				
Educator Ethics Assessment (embedded in all classes)						M (6)			
ELE467-Teaching Reading							A (7a)		
ELE487-Diagnostic Reading Instruction							A (7b)		
ELE323-Teaching Elementary Childhood Mathematics								A (8a)	
MAT433-Algebra for Teachers								A (8b)	
ELE330-Teaching Exceptional Elementary Students									A (9a)

I = Introductory; A = Application; M=Mastery

2020-21 CURRICULUM MAP B.S. IN ORGANIZATIONAL LEADERSHIP (B.S.O.L.)

PROGRAM MISSION STATEMENT:

The Bachelor of Science in Organizational Leadership degree exists to support the College Mission of providing an academically challenging, relevant curriculum while preparing students for lifelong learning and service by teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES:

1. BSOL graduates will effectively use written communication. (IO-A)
   a. Evidence: 70% of BSOL students will prepare a written essay on communication. (LDR 304)
2. BSOL graduates will effectively use oral communication. (IO-A)
   a. Evidence: 70% of BSOL students will orally deliver an effective multi-media presentation to an audience. (BUS 201)
3. BSOL graduates will demonstrate an understanding of organizational change in a leadership context. (IO-B)
   a. Evidence: 70% of BSOL students will write an essay demonstrating their understanding of aspects of change management. (LDR 303)
4. BSOL graduates will recognize cultural diversity and its impact on leadership. (IO-C)
   a. Evidence: 70% of BSOL students will articulate the relationship between a country's cultural dimensions and leadership. (LDR 302)
5. BSOL graduates will use ethical approaches to issues in business environments. (IO-B)
   a. Evidence: 70% of BSOL students will express his/her own values and opinions on ethical issues in leadership and express his/her ideas about how to promote ethical leadership. (BUS 360)
   b. Evidence: 70% of BSOL students will apply the concept of servant leadership to their own leadership style. (BUS 450)
6. BSOL graduates will articulate the skills needed to effectively lead and manage organizations. (IO-B)
   a. Evidence: 70% of BSOL students will determine their own preferred leadership style. (LDR 301)
7. BSOL graduates will use historical leaders as models for their own leadership. (IO-C)

a. Evidence: 70% of BSOL students will compare historical leaders across time/cultures on specific leadership issues. (HIS 305)
8. BSOL graduates will demonstrate effective problem-solving in a leadership context. (IO-B)
    a. Evidence: 70% of BSOL students will articulate some of the major issues of leadership. (BUS 350)
    b. Evidence: 70% of BSOL students will demonstrate problem-solving skills in a leadership context

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

COURSES	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
BUS 201 Business Communication	M							
LDR 304 Senior Capstone		M						
LDR 303 Change Management			A					
LDR 302 Leadership and Diversity				A				
BUS 360 Business Ethics in the 21st Century					I			
BUS 450 Servant Leadership					A			
LDR 301 Learning and Leading						A		
HIS 305 Great Leaders in History							A	
BUS 350 Foundations in Leadership								A
BUS 351 Organizational Leadership								M

I = Introductory; A = Application; M=Mastery

2016-19 STRATEGIC PLAN FINAL REPORT

The college currently uses a 3-year strategic planning cycle to establish institutional and program goals and to 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:

1. Solicitation of input from college community

2. Review of internal and external factors

3. Development of a vision statement

4. Review of key documents, including the mission statement

5. Review of previous goals

6. Development of implementation plans and yearly goals

7. Submission of plan for approval by the Board of Trustees.

8. Annual assessment of goals and implementation plans.

The College established six goals during its 2016-2019 Strategic Plan 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, goals and respective data follow.

STRATEGIC INITIATIVE 1: MISSION AND PURPOSE

ENSURE THE MISSION ACCURATELY REFLECTS THE AIMS OF THE INSTITUTION.

Strategy	Result	Plans for Improvement
a) Define Mission and Purpose	**GOAL:** Met The mission statement was revised and approved by the Board of Trustees in 2016.	Continue to review mission statement as a part of the strategic planning process to ensure the statement aligns with the institutional direction.

STRATEGIC INITIATIVE 2: ENROLLMENT GROWTH - ACADEMIC PROGRAM EMPHASIS

GROW ENROLLMENT THROUGH ADDING RELEVANT AND VIABLE ACADEMIC PROGRAMS.

Strategy	Result	Plans for Improvement
a) Launch an associate of science degree in regenerative agriculture in fall of 2016.	**GOAL:** Met The A.S. in Regenerative Agriculture was launched in Fall 2016. Enrollment was 6 in 2016-17, 1 in 2017-18, and 3 in 2018-19. A recommendation was made to change the title of the program to the more widely recognized "Sustainable" Agriculture in an effort to better market the program in Spring 2019. Enrollment for Fall 2019 is 5.	An Advisory Committee for the Sustainable Agriculture program will be formed to encourage recruitment and the development of certificates within the program; the Agribusiness Degree (offered in-seat as well as fully online), is an outgrowth of the Sustainable Agriculture Program, will be more heavily marketed beginning for Spring 2020.
b) Launch an associate of science in nursing degree in fall of 2017.	**GOAL:** Met The Associate Degree in Nursing (A.D.N.) was launched in Fall 2017, and graduated 27 nursing students in Spring 2019.	This program will be continued, and as NCLEX scores are received, the program will be evaluated to determine how to better help students prepare for the exam; The program is moving to a new facility that will be housed on the main campus, which will provide new opportunities for improved communication and interaction for the nursing students
c) 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.	**GOAL**: Met The B.S. in Business Administration (B.S.B.A.) program was launched in Fall 2017 and the college received SACS approval to launch further baccalaureate degrees in Summer 2019. Two students will graduate with the BSBA in Fall 2019. Work began on obtaining approval to launch a B.S. in Elementary Education in Spring 2019. Preliminary paperwork was sent to the accrediting body Fall 2019. A program administrator was hired as of Fall 2020. Program will be offered beginning Fall 2021.	The college next intends to develop the Medical Technology degree as a 2+2 degree, with the first two years being the Medical Lab Technology degree.

		In addition, a Bachelor's in Organizational Leadership was proposed in 2019, and using existing faculty, is now being offered as of Fall 2020.	
		A committee entitled "Innovation Team" was appointed by the President in Fall 2019 to determine what future degree programs should be considered, and a report was issued from this committee.	
		New associates programs including an A.S. in Agribusiness (offered both fully online and on-campus), a fully online A.A. in Communications, and an A.S. in Engineering were launched in Fall 2019.	
		Two additional health occupation degrees began in 2019: the Associates of Respiratory Therapy and the Associates of Cancer Registry Management.	
d)	Develop a stronger set of practices for advising and retention to ensure student success.	**GOAL**: Met In Fall 2019, the Coordinator of Student Retention, Planning, and Regional Development and the Director of the Student Success Center reviewed the current retention strategies, especially the process for attendance and academic alerts. The wording of attendance alert was modified to reflect a more supportive message instead of a punitive one; the Academic Contract was updated; the number of automated email alerts was also reduced by changing from an alert at 2 absences to 3, and to further personalized contacts after 3 absences. An early-alert system was established in coordination with the IWRC asking the faculty to report students at risk by week 4 of the semester to the respective support agency using an early alert form. In addition, a mid-year student satisfaction survey was initiated so that the school can respond with necessary changes while the students remain at the school, as opposed to the previous end-of-year survey.	Explore how to manage student expectations when entering college with below standard scores that indicate they may struggle academically. In essence, students should be notified that indicators such as high school GPA, SAT score, and/or Accuplacer scores, as well as other risk factors, suggest that they will struggle academically and that they need to be prepared to meet the challenge with extra effort and, possibly, required tutoring. It seems that students often feel since they got into college that they are ok and academics will be "business as usual." Students who are underprepared need to know that they are, and be readied to face the challenge. With minimal admissions standards, this helps us remains accessible but also meets our moral obligation to let students know they are going to have to work hard to earn their degree.

		The retention rates for the final plan year include: Fall 2018 to Spring 2019 - 75% ; Fall 2018 to Fall 2019 – 47%. Both numbers are up from the previous academic year.	
e)	Explore online and certificate programs in accordance with the needs of the region.	**GOAL**: Met The college entered an agreement in Summer 2019 with an online education company, CapEd, to assist the college in developing and marketing online programs. All faculty teaching online courses were required to take a training course in online education and the new LMS, Canvas. New associates programs including an A.S. in Agribusiness (offered both fully online and on-campus), a fully online A.A. in Communications were launched in Fall 2019, and work with CapEd will begin Spring 2020.	Explore further all-online degree offerings; move all courses to Canvas; further train faculty in online education
f)	Establish internship opportunities for students.	**GOAL**: Met An internship for the A.S. in Regenerative (Sustainable) Agriculture was established in Fall 2019, with at least one student participating in this internship in the summers 2017, 2018, and 2019. The Forestry Program added an internship opportunity Summer 2018. An internship was established for the B.S.B.A., with one student participating in the internship in Summer 2019, resulting in a full-time job offer. In Fall 2019, a team from the University of Georgia came and made recommendations for the college in the area of marketing and recruitment. This report also included several internship ideas as well as job descriptions for those positions.	Plans for improvement include evaluating the quality of student internship experiences to determine value and to see where improvements are needed.

STRATEGIC INITIATIVE 3: RECRUITMENT AND RETENTION OF TALENTED FACULTY AND STAFF

STABILIZE THE FACULTY/STAFF BASE IN ORDER TO GROW ENROLLMENT AND REDUCE DISRUPTIONS IN PROGRAM DEVELOPMENT.

Strategy	Result	Plans for Improvement
a) Increase base salaries.	**GOAL:** Not Met Base salaries have not increased for 2016-2019.	Due to financial strain and the addition of several new programs, this strategy has been postponed.
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.	**GOAL:** Met Have 16 of 30 faculty eligible; four are tenured	Assist eligible faculty members in preparing for tenure review; as faculty leave, efforts will be made to maintain tenure levels.
c) Develop salary structure with promotion pay steps.	**GOAL:** Not Met	New self-evaluations made for 2019-20 to set up structure.
d) Develop non-salary benefits including professional development funding.	**GOAL:** Met	Have a professional development policy for faculty handbook 2020 for faculty stipends for study
e) Develop means of illustrating employee value to the college.	**GOAL:** Met Have a method in place (cash) to promote and reward advising; gave stipends to all faculty members who completed CapEd	Setting up professional development resource center to provide opportunities for faculty to develop pedagogy, skills etc.

STRATEGIC INITIATIVE 4: FACILITIES

ACCOMMODATE ENROLLMENT GROWTH AND ENHANCE EXISTING STRUCTURES/AREAS.

Strategy	Result	Plans for Improvement
a) Update existing indoor and outdoor spaces.	**GOAL:** Met Removed tennis court fencing and filled in swimming pool	Old Main parking lot will be updated
b) Renovate Warren Bush Hall.	**GOAL:** Met Warren Bush was renovated using funds from USDA loan.	This strategy has been accomplished and faculty will move in the new offices and classes will begin in the new classroom in Spring 2020.
c) Renovate student housing space whether on campus or using space purchased downtown/off campus.	**GOAL:** Met Mitchell Hall and Rhodes Hall were renovated; new student housing was built on the site of old Patterson Hall.	Further spaces have been purchased and renovated downtown properties; we are looking into expanding the Patterson Quad housing as well.
d) Expand and update student space such as the student center and fitness space.	**GOAL:** Not Met The newly renovated Warren Bush Building includes a student center space, but no upgrades to the fitness space were made.	Improvements on student space and the fitness center space still remain a priority but are dependent on funding.
e) Explore renovation of the floor above the theater if fine arts degree offerings expand.	**GOAL:** Not Met	See discussion below regarding buildings purchased or donated downtown to be used for Fine Arts

STRATEGIC INITIATIVE 5: COMMUNITY INVOLVEMENT

CREATE A SYNERGY BETWEEN THE COLLEGE AND THE COMMUNITY SO THAT BOTH MAY BENEFIT FROM ADVANCES THAT EITHER ONE ACHIEVES.

Strategy	Result	Plans for Improvement
a) Regular meetings with regional stakeholders.	**GOAL:** Met Meetings included: The Council of Governments, AHEC (Medical Advisory for southwest GA counties), Chamber of Commerce, Planning meetings in local communities, Early County College and Career Academy meetings, Miller County Hospital, Summer United Methodist Pastor Meeting; Expanded advisory committee for forestry and sustainable agriculture to include more regional stakeholders; developed advisory committee for elementary education	Expand advisory committee for business administration to include more regional stakeholders
b) Serve as "convener and catalyst" for regional and community efforts whenever feasible.	**GOAL:** Met Renovated 4 buildings and one outdoor space downtown; hosted the Smithsonian Exhibit in one of the buildings; hosted Jazz Receptions for the community; hosted the Arts Festival Spring 2019; personnel from the college assisted in the Fletcher Henderson Festival 2018, 2019, 2020; began hosting a Farmers Market in the newly renovated outdoor space downtown called "Magnolia Alley."	Explore new opportunities to serve as regional and community touchstone; the theater department will present a community play based on the history of Cuthbert with a working title of "The Cemetery Monologues."
c) Insert more college personnel into community organizations to ensure exchange of information.	**GOAL:** Met College personnel currently serve on community organizations including the Randolph County Chamber of Commerce; Rotary, Historical Society, DAR, Pilot, and local churches	Continue to encourage faculty and staff to be involved in community organizations
d) Supply local media with more information about college news.	**GOAL:** Met Marketing director sends out weekly press releases regarding various events at the college; new website recently	Continue efforts to supply local media with more information about college news and diversify mediums used

		developed; acquired new Facebook editors; digital marketing is going out through Instagram and Facebook, new radio ads through CapEd contract	
e)	Pursue opportunities to obtain and utilize buildings downtown when in the best interest of the college for housing, fitness center, art gallery, etc.	**GOAL:** Met Maloof Building and the Theatre Set Building downtown were gifted and the college purchased 80 Peachtree and the Music Building, and music courses are being offered there as of Spring 20. The Smithsonian Exhibit will be housed in the Maloof Building in Spring 2020; Jazz Receptions are held Monthly in 80 Peachtree; Theatre classes utilize the set building to create set props; the Music Building will host classes beginning Spring 2020. Art Shows are held in 80 Peachtree each semester.	Evaluate student activity downtown to see what adjustments may need to be made.
f)	Consider contributing to a daycare operation that would serve both the college's non-traditional students and the community.	**GOAL:** Not Met This goal was explored and considered not feasible due to excessive government oversight and expense to be involved	It is not feasible in the foreseeable future to pursue this strategy.
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.	**GOAL:** Not Met Due to other pressing matters, the college has not pursued this strategy to date.	The college still intends to explore this strategy.
h)	Consider using the Carnegie Library as a convenient connection with the community.	**GOAL:** Not Met	As several other buildings were gifted, the building was no longer seen as feasible to pursue for community connections.
i)	Initiate new academic programs that respond to immediate regional workforce needs.	**GOAL:** Met Nursing Program and Respiratory Therapy program were developed in response to regional workforce needs; both programs are accredited and are at or near capacity. A bachelor's program in Elementary Education has also gone through the process of establishment	The next program to be offered in response to regional need will be the Medical Technology Program (built on the Medical Lab Technology program as a 2+2 degree program).

STRATEGIC INITIATIVE 6: CHURCH INVOLVEMENT

RENEW AND STRENGTHEN TIES BETWEEN THE COLLEGE AND THE UNITED METHODIST CHURCH ON THE LOCAL, REGIONAL, AND NATIONAL LEVEL WHEREVER APPROPRIATE.

Strategy	Result	Plans for Improvement
a) Utilize United Methodist materials to educate and inform faculty/staff and students about what it means to be related to the church.	**GOAL:** Not Met Due to personnel changes on the part of the Methodist Church, this goal was not initiated.	As a new minister has come to campus, this goal will be pursued in the forthcoming time period.
b) Serve as a venue for UM meetings in the SW Georgia region for ministers, lay leaders, or church groups, particularly during the summer.	**GOAL:** Not Met Hosted the Summer United Methodist Pastors meeting and held a focus group to determine the relative importance of our denominational affiliation	The campus minister is exploring summer programs related to the Methodist church.
c) Use the Choraliers and other musicians as ambassadors to extend the college's influence by providing music throughout the region.	**GOAL:** Met **2017** 10/21- 7 Students performed with the Choraliers at the Crossroads Festival 11/30-12/1 8 Students performed with the Choraliers at Lessons and Carols **2018** 1/25 2 Students performed or the Randolph County Democratic Party MLK Luncheon 2/7 3 Students helped coordinate the Music Competition as part of Andrew College's Academic Competition 2/25 8 Students performed with Choraliers at Antioch Baptist Church in Cuthbert, GA for their celebration for Black History Month 3/15-3/17 4 Students performed musical selections, as actors/actresses	While this strategy will be continued, it has been built into the music program so well as to not merit its further inclusion as a strategic initiative strategy.

	and in the backing band for Andrew College's Murder Mystery Theater	
	4/6 10 Students performed with the Choraliers and jazz ensemble for their Spring Concert	
	10/7 7 Students collaborated with the choir at Cuthbert's First United Methodist Church for their Sunday Service	
	11/30-12-1 10 Students performed with the Choraliers and community members for Lessons and Carols	
	2019	
	1/16 3 Students helped coordinate the Music Competition as part of Andrew College's Academic Competition	
	1/21 2 Students performed or the Randolph County Democratic Party MLK Luncheon	
	2/12 8 Students performed for the Eufaula Camerata non-profit.	
	2/21-23 4 Students performed musical selections, as actors/actresses and in the backing band for Andrew College's Murder Mystery Theater	
	4/18 8 Students performed for their Spring Concert	
d) Through Andrew Serves, place a student in the Cuthbert United Methodist Church to develop a youth ministry function.	**GOAL:** Not Met A student was not identified who could fill this position	As a new minister has come to campus, this goal will be pursued in the forthcoming time period.