

SECTION 3, COMPREHENSIVE STANDARD 3.3.1

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

JUDGMENT OF COMPLIANCE

Compliant

Partially Compliant

Noncompliant

RATIONALE FOR JUDGMENT OF COMPLIANCE

Expected outcomes are defined for each educational program as well as for administrative and educational support services, with a goal of measuring at least three to five such outcomes each year through multiple assessment methods. These outcomes, methods of assessment, results, and the use of such results to improve programs and services, are reported annually by fall term for each preceding fiscal or academic year. A committee made up of faculty and staff, the Institutional Effectiveness and Assessment (IEA) Committee, reviews these reports providing feedback to department heads to improve the assessment process. A standardized academic [1] or administrative [2] assessment review form is used by the IEA Committee for its annual review of assessment reports for each program and department. Not only are copies of these reviews sent to the appropriate departments, but they are also posted into the assessment database system for general availability. The assessment history document [3] provides a brief history of the assessment process at NGCSU.

Based on feedback received by the IEA Committee and the Office of Institutional Effectiveness, that office has developed a new assessment database system that is being used for the first time in fall, 2006.

At the university level, an Annual Report of Institutional Progress is submitted to the Board of Regents each fall for the preceding year. The Annual Report outlines the university's major accomplishments for the preceding year as well as progress toward meeting the strategic plan, assessment of institutional effectiveness, progress toward improving retention and graduation rates, management of conflict and change, and overall institutional health. This plus other relevant sections (B, C, & D) of

the 2005 annual report [4] along with links to recent annual reports may be found at the Institutional Effectiveness web site [5].

The Board of Regents (BOR) requires periodic comprehensive program reviews (CPR) of all academic programs, considering the viability, quality, and productivity of each such program, including such programmatic outcomes as retention, graduation rates, and employer and alumni satisfaction. These reviews have been a useful process by which the faculty evaluates the programs that they offer according to a list of criteria developed by NGCSU based on BOR guidelines. More details on these reports may be found in the CPR narrative [6], while the CPR schedule [7] and links to completed reports may be found online, along with the format of the reports [8].

Examples of unit and program assessment results as well as improvements made based on those results for the three-year period from July, 2002, through June, 2005, may be found in the Table of 3-Year Assessment Reports [9]. More detailed assessment reports for the academic and fiscal years ending 2000-2003 [10] are provided, as well as assessment reports for years ending 2004-2006 [11]. A comprehensive list of, and links to, assessment related information, such as reviews by the IEA Committee, are found online [12].

Some examples of use of assessment results, excerpted from the documents referenced above, include the following.

- Administrative departments have made numerous changes to practices, based on feedback from formal and informal assessment, in order to better serve the university community.
 - Academic Support Services established a privately-funded scholarship, as well as more information sessions relating to graduate education and optional training opportunities, based on a survey of international students.
 - Institutional Research and Planning (now Institutional Effectiveness), based on feedback received on campus needs relating to budget preparation, began posting several popular reports in Excel format on the web. These reports had previously been distributed only in paper form.
- Academic departments made numerous improvements to their programs, based on surveys, test scores, and other assessment results.
 - The History Department designated all upper division courses as writing- and oral-intensive, based on student scores on

standardized exams. This change increased student experience in those courses with writing and speaking to improve those skills.

- Based on student survey data, the Athletic Training Education program revised their curriculum, reducing the number of program prerequisites, the separation of lecture and laboratory components, and added a capstone experience.
- Based on both lower standardized test scores and student feedback, the Spanish foreign language program began requiring lab attendance, almost doubling usage of the language lab.
- Portfolio evaluators in the English program reported that students were not exhibiting adequate proficiency in research writing, resulting in that department making changes to its Senior English Portfolio guidelines clarifying the research requirement.

In summary, assessment activities at NGCSU have become more focused from year to year, have become more relevant in budgetary and curricular planning from year to year, and have increasingly become a matter-of-fact way to conduct the business of the University.

Document Reference:

Number	DB Num	Document Title	Resource
1		Academic Assessment Review Form	http://www.ngcsu.edu/sacs/Reference_Room/documents/NGCSU_documents/Academic_Review_Checlist_05.pdf
2		Administrative Assessment Review Form	http://www.ngcsu.edu/sacs/Reference_Room/documents/NGCSU_documents/Academic_Review_Checlist_05.pdf
3		Assessment History	http://www.ngcsu.edu/sacs/Reference_Room/documents/Institutional_Assess/Commentary_Institut_Assess_Use.pdf
4		Annual Report of Institutional Progress, 2004-2005, Sections B, C, & D	http://www.ngcsu.edu/sacs/Reference_Room/documents/Institutional_Assess/Annual_Report_2004-2005.pdf
5		Institutional Effectiveness Annual Reports	http://www.ngcsu.edu/resource/irp/irphome/Annual%20Reporting/annualreport.shtml
6		Comprehensive Program Review Narrative	http://www.ngcsu.edu/sacs/Reference_Room/documents/Institutional_Assess/Comp_Prog_Reviews.pdf

Number	DB Num	Document Title	Resource
7		Comprehensive Program Review Schedule	http://www.ngcsu.edu/Resource/IRP/irphome/Institutional%20Effectiveness/cpr/CPR%20Timetable.shtml
8		Comprehensive Program Review Format	http://www.ngcsu.edu/Resource/IRP/irphome/Institutional%20Effectiveness/cpr/NGCSU%20CPR%20Questionnaire.pdf
9		Table of 3-Year Assessment Reports	http://www.ngcsu.edu/sacs/Reference_Room/documents/Institutional_Assess/Assessment_3yrs_Reports/List_Assessment_Rpts.pdf
10		Assessment reports 2000-2003	http://www.ngcsu.edu/sacs/Reference_Room/documents/inst_assess_7.htm#assessments
11		Assessment Reports 2004-2006	http://www.ngcsu.edu/sacs/Reference_Room/documents/Institutional_Assess/AssessmentImpactAll.pdf
12		SACS Institutional Assessment Documents	http://www.ngcsu.edu/sacs/Reference_Room/documents/inst_assess_7.htm