

## Mission, Goals, Objectives, and Assessment/Evaluation Plan for the Office of Assessment and Institutional Research at St. Ambrose University

<p><b><u>Mission Statement:</u></b> The primary purpose of the Office of Assessment and Institutional Research (AIR) is to assist the faculty, staff, and administration of St. Ambrose University in collecting, interpreting, and using evidence about whether the institution is achieving its mission, student learning and other outcomes, and to support overall institutional effectiveness and excellence.</p> <p style="text-align: center;">↓</p>	<p><b><u>Program Intended Educational and Other Outcomes:</u></b></p>	<p><b><u>Means of Program Assessment /Evaluation and Criteria for Success:</u></b></p>	<p><b><u>Summary of Evidence Collected:</u></b></p>	<p><b><u>Use of Results:</u></b></p>
<p>1. Maintain, implement, and evaluate the University assessment and evaluation plan in coordination with the Vice President of Academic Affairs, academic departments, other University officers and associated departments.</p>	<p>a. Develop and maintain a current University assessment and institutional research web site.</p>	<p>The University assessment and institutional web sites will reflect up-to-date information. The previous year's data will be posted on the institutional research (IR) site for use during the fall planning sessions by each October.</p>	<p>See <a href="http://web.sau.edu/ir/">http://web.sau.edu/ir/</a>.</p>	<p>Date were presented and briefly summarized to the planning committee and made available to all who visit the web site.</p>
	<p>b. Develop and maintain a clearing house for institutional assessment and evaluation data.</p>	<p>Academic program reviews and administrative and co-curricular reviews will be posted on the assessment web site (<a href="http://web.sau.edu/assessment/deptassessments.htm">http://web.sau.edu/assessment/deptassessments.htm</a>).</p>	<p>See <a href="http://web.sau.edu/assessment/">http://web.sau.edu/assessment/</a>.</p>	<p>The posting of these reviews facilitates communication to both internal and external constituencies.</p>

<p>2. Assist faculty in developing and implementing academic assessment programs to improve student learning outcomes</p>	<p>a. Serve as consultants to departments when asked, assisting with surveys and various studies in order to allow for effective implementation and use of assessment plans and results.</p>	<p>Respond to request to departments within 3 days of the request and schedule meetings at a mutually convenient time.</p>	<p>12 academic departments/individuals were met with during the 2005/2006 academic year in both formal and informal sessions.</p>	<p>Departments were able to move forward in producing more workable assessment and evaluation plans that are focused on student learning and other outcomes.</p>
	<p>b. Provide workshops or forums on assessment issues.</p>	<p>At least one workshop or forum will be scheduled per semester, with one dealing with results and the other training.</p>	<p>A workshop on writing objectives was held October 2005.</p> <p>A workshop on mission, goals, and objectives was held for Student Affairs staff</p> <p>A forum on the Beginning College Survey of Student Engagement was held for University personnel</p>	<p>Departments attending the workshop began to use the information presented to work on their objectives and outcomes.</p> <p>Student affairs staff received a refresher on developing mission, goals, and objectives.</p> <p>Faculty and staff were provided with information regarding the expectations of incoming students (although this is the first experience with BCSSE, we need to examine overall mechanisms to take action on results where necessary).</p>
	<p>c. Assist in providing a framework to allow for change to be made that will allow for improvement in student learning outcomes.</p>	<p>Curricular or co-curricular/administrative change will occur that improves student learning outcomes. Each program will be able to identify at least one change made to improve student learning or other outcomes at program review time and will be measuring whether the change worked.</p>	<p>See <a href="http://web.sau.edu/assessment/deptassessments.htm">http://web.sau.edu/assessment/deptassessments.htm</a></p>	<p>See <a href="http://web.sau.edu/assessment/deptassessments.htm">http://web.sau.edu/assessment/deptassessments.htm</a></p>

	d. Serve as a resource to the Educational Policies Committees (EPC) in the members' efforts to review assessment plans.	Meet with members of EPC as requested and provide resources.	Members were presented with information on the five fundamental questions ( <a href="http://web.sau.edu/assessment/The%20Five%20Fundamental%20Questions.htm">http://web.sau.edu/assessment/The%20Five%20Fundamental%20Questions.htm</a> ) and rubrics that could be used to evaluate assessment/evaluation plans ( <a href="http://web.sau.edu/assessment/Evaluative%20Rubric%20for%20Assessment%20Plan%20Development%20and%20Implementation.pdf">http://web.sau.edu/assessment/Evaluative%20Rubric%20for%20Assessment%20Plan%20Development%20and%20Implementation.pdf</a> ) and <a href="http://web.sau.edu/assessment/Evaluative%20Rubric%20for%20Evaluation%20Plan%20Development%20and%20Implementation.pdf">http://web.sau.edu/assessment/Evaluative%20Rubric%20for%20Evaluation%20Plan%20Development%20and%20Implementation.pdf</a> )	EPC sent these links out in an e-mail to academic departments.
3. Assist administrative units in developing and implementing evaluation programs to enhance institutional effectiveness and excellence.	a. Serve as consultants to departments, assisting with surveys and various studies in order to allow for effective implementation and use of evaluation plans and results.	Respond to request to departments within 3 days of the request and schedule meetings at a mutually convenient time.	8 co-curricular departments/individuals were met with during the 2005/2006 academic year in both formal and informal sessions.	Departments were able to move forward in producing more workable evaluation plans that are focused on student learning and other outcomes.
	b. Provide workshops on evaluation issues.	At least one workshop or forum will be scheduled per semester, with one dealing with results and the other training.	A workshop on writing objectives was held October 2005.  A workshop on mission, goals, and objectives was held for Student Affairs staff  A forum on the Beginning College Survey of Student Engagement was held for University personnel	Departments attending the workshop began to use the information presented to work on their objectives and outcomes.  Student affairs staff received a refresher on developing mission, goals, and objectives.  Faculty and staff were provided with information regarding the expectations of incoming students (although this is the first experience with BCSSE, we need to examine overall mechanisms to take action on results where necessary).

	c. Assist in providing a framework to allow for change to be made that will allow for improvement in institutional effectiveness and excellence.	Curricular or co-curricular/administrative change will occur that improves student learning outcomes. Each program will be able to identify at least one change made to improve student learning or other outcomes at program review time and will be measuring whether the change worked.	See <a href="http://web.sau.edu/assessment/deptassessments.htm">http://web.sau.edu/assessment/deptassessments.htm</a>	See <a href="http://web.sau.edu/assessment/deptassessments.htm">http://web.sau.edu/assessment/deptassessments.htm</a>
	d. Serve as a resource to the Academic Support Committee (ASC), Student Life Committee (SLC), and others involved in making decisions about evaluation programs.	Meet with committees as requested to provide information.	The Associate VP for Assessment and IR met regularly the ASC as an <i>ad hoc</i> member.  No requests were made to meet with the SLC. Departments that report to the SLC did not complete evaluation plans.	A majority of the departments reporting to the ASC accomplished the initial phase of developing and submitting an evaluation plan for their department.  The Associate VP for Assessment and IR met with the Dean of Student Life to develop plans for completing the task of developing evaluation plans for departments that report to the SLC.
	e. Link assessment to strategic planning and budgeting.	80% of all departments will provide an annual assessment update by the annual deadline (currently June 30 of every year).	15 of the academic and 5 of co-curricular/administrative departments provided updates the first year they were requested (for the 2004/2005 academic year). This was less than a 20% response rate overall, making the results difficult to evaluate.	Provided updates were used by members of subcommittees engaged in the process of self-study for continuing accreditation with the Higher Learning Commission. Requests for updates were sent out earlier (late April 2006) to encourage people who would not be around summer 2006 to send in updates before the June 30 deadline.
4. Support faculty evaluation efforts by coordinating the gathering, analysis, and interpretation of information collected during the faculty evaluation process.	a. Assist in revising and maintaining a faculty evaluation system that is reliable and valid.	In process.		
	b. Assist in revising and maintaining a student rating form that is reliable and valid.	To be accomplished as part of 4a immediately above.		

	c. Ensure timely feedback to faculty regarding student ratings.	To be accomplished as part of 4a immediately above.		
5. Support institutional planning, budgeting, policy formulation, and decision making.	a. Conduct or support research programs in support of planning, budgeting, and policy formulation as requested by the President, Vice Presidents, or other appropriate groups or individuals.	Respond to each request for information appropriate to the Office of AIR, or direct people to the correct office if it is not the Office of AIR's responsibility to provide such data.	Multiple studies conducted and reports writing, including student profiles, competitive analyses, and related information.	Varied.
	b. Work with campus offices to develop and maintain appropriate databases and information sources for tracking and monitoring campus progress in meeting the University's goals and objectives.	Data will be processed in an efficient manner that ensures data accuracy, reliability, and validity.	An Institutional Research Advisory Board (IRAB) has been formed to facilitate this process. A policy is currently being written that deals with data entry to ensure accuracy at input.	Results will be presented to the University Officers and those impacted by the decisions for discussion and approval.
	c. Work with faculty and campus offices to assist in the preparation of major studies or reports, and assist with projects of University-wide concern.	Respond to each request for information appropriate to the Office of AIR, or direct people to the correct office if it is not the Office of AIR's responsibility to provide such data.	Multiple studies conducted and reports writing, including student profiles, competitive analyses, and related information.	Varied.
6. Maintain accurate records for federal, state, and other reporting requirements.	a. Respond to requests from appropriate federal- and state-level agencies or other appropriate organizations for information maintained by the Office.	All appropriate requests will be responded to by the deadline indicated by the requesting agency. Any identified errors will be corrected within one business week of notification by the agency or identification by the University.	All requests were responded to by the deadline from July 1 2005 through May 18, 2006. One error was identified in the annual update for the Higher Learning Commission from the 2004/2005 submittal and corrected.	Varied.