

Summary Presentations of Principal Committee Chairs: Faculty/Staff Forum, 9/29/99

Institutional Effectiveness Committee

Dr. Ray Whiting

This information is being provided to answer some questions concerning the completion of the Institutional Effectiveness (I.E.) matrix. None of this information is new and it is basically a written statement of the presentation made at the SACS faculty/staff forum.

In order to complete your units I.E. "Must" statements, each unit is required to fill out the I.E. matrix that was provided to your unit with the "Must" statements. It is important to note that the matrix is used for area sections 3.1-3.3 "Institutional Effectiveness" only and should not be used for any other area. The proper I.E. matrix has the headings "Purposes," "Goals," "Evaluation Procedure," and "Use of Results." This is the matrix that was originally distributed on your unit's SACS discs and, other than the inclusion of our mission statements, it has never been changed by the I.E. Committee. No other matrix, from whatever source, should be used. Before filling out this matrix examine the "must" statements that your unit must answer so that you know what should be included in the matrix. After review of the must statements, to properly fill out this matrix, each unit must make use of the University's mission statement, its College's or Area's mission statement, and the unit's mission statement and therefore the I.E. Report should begin with these three documents. The reason it is important for you to make use of these three mission statements is that SACS requires, and will be looking for, a line of consistency between the University's mission statement and the mission statements of its lower units. If that consistence is not visible the university and or its individual units will receive a recommendation (or deficiency statement). Therefore to complete the I.E. matrix you should begin with these documents and continue in the following way:

- 1a.) Your College's or Area's mission statement must be consistent with the University mission statement (In most instances your College or Area mission statement will be provided to you by your dean or the chief administrator to whom you report),
- b.) Your unit's mission statement must be consistent with your College's or Area's mission statement. You should be able to see how the mission statement of your unit complements the identified mission of the administrative unit above you. (For example: all academic units should have mission statements that are tied to the mission of their college, and business related units should have mission statements which are tied to the mission of the Vice President of Business and Student Services).
- 2) Next you must begin to identify your unit's "purposes." A purpose is a part or attribute of your unit's mission statement. Each attribute of your mission statement must be represented by an identified purpose statement in the matrix. In this way the collection of all purpose statements should be equivalent to an itemized list of those elements that make up your unit's mission. In this way you should not list a purpose in the matrix that does not directly correspond to some part of your unit's mission and each and every part of your mission statement should be reflected by at least one purpose statement.
- 3) Your next task is to generate your unit's "Goals." Each goal is a measurable statement about the purpose statement to which it referee's. You may have more than one goal for each purpose, but all goals must be something your unit can successfully measure.
- 4) You must now specify the "Evaluation Procedure" you will use to actually measure the units level of

success in reaching its stated goal. Whenever possible SACS prefers multiple measures of success. In specifying the evaluation procedure to be used, be sure to state:

- how long your unit has been using the evaluation procedure,
- how often the evaluation procedure is used (each semester, yearly, every 5 years),
- who reviews the results obtained from the evaluation procedure (chair, committee, unit as a whole, outside evaluator).

The specification of who will review the results can be reported in either the "Evaluation Procedure" cell or the "use of Results" cell however, the time period for the review must be reported in the "Evaluation Procedure" cell. If your unit makes use of outside reviewers you must also identify who within your unit reviews the report they provide you, as a result of this outside review, and how often this internal review is done. In this sense the matrix is also a historical document which will provide the reader a history of your assessment efforts since 1990. When providing this history, if your unit has used different assessment methods in the past, you may include them by specifying the dates for which they were used. In this way many academic units may want to include the major program reviews they did as a part of our conversion to the semester system. Although we want to demonstrate an ongoing system of assessment, semester conversion may represent a major reassessment of your unit's program(s) and in that way it is a part of your history of assessment. Finally, you must include a statement about where the documentation concerning these evaluation procedures can be found. This could include departmental minutes, summaries of student test scores on Major Field Achievement Tests, or Student Portfolio Records.

- 5) You must explain your units "Use of Results," or how your unit used the data obtained from the evaluation procedure to try and improve its performance. Whenever possible you should give actual examples that establish a historical record of program development. Ideally if you have been using an evaluation procedure for five years you should be able to demonstrate a five-year record of how your unit has used the data from that measure to improve or maintain its performance. In providing this historical record, you should also include a description of where the documentation can be found that substantiates the changes you have made in your program. [As far as SACS is concerned "if you can't document it, it didn't happen."]

Note: if your unit does not have a system of evaluation for any or all of your units purposes you must put one into place. In doing so, you must explain what your goals and evaluation procedures will be, when they will be implemented, who will review the results, and how these results will be used to improve your unit. All units must have a completed matrix or you can expect a recommendation (deficiency) from SACS to be reported in your area.

Finally, your unit must give concise answers to the must statements listed in 3.1 and 3.2 as they pertain to your unit. Academic units should address 3.1 and 3.2. An academic unit may choose to address both sections 3.1 and 3.2 in a separate matrix or to combine them into one matrix. If a unit chooses to combine sections 3.1 and 3.2 into one matrix, administrative purposes should be clearly indicated as such. Purely administrative and support units need address only 3.2. In providing answers to these must statements you may give a quick and concise statement about whether or not your unit is in compliance and then make reference to the matrix of explanation and documentation sources.

If you have any questions regarding section III please notify the Chair of the Institutional Effectiveness committee, Ray Whiting, (e-mail: rwhiting@aug.edu). I am here to help you and would be glad to meet with your unit to review your preliminary matrix

Corrections to Section III on Disk:

3.1 Add:

D(1) all units must have measurable educational goals that are clearly related to its defined purposes.

3.2 New:

C Each administrative and support unit must establish measurable goals that are clearly related to its defined purposes.

Educational Programs Committee
Dr. Richard Harrison

1. All **must** statements in Section IV have been assigned to the unit that is responsible for the material requested in that statement. For this reason, the **must** statements in a particular unit will not include all must statements
2. Each unit needs to respond to every **must** statement assigned—even is there is duplication. The Educational Programs Committee will evaluate the responses for each **must** statement; and, it will be necessary for each response to be under the corresponding **must** statement. Do not write a narrative that will answer numerous **must** statements. This will force the committee to “dig out” the response for a particular **must** statement.
3. If you feel that a **must** statement does not belong to your unit –or that it does not apply to your unit–just answer, “Does Not Apply” with a brief description of why it does not apply.
4. Each unit has **must** statements that are numbered according to a master sheet. These are not numbered this way in the *Criteria for Accreditation* manual. Do not change any number identifiers for any **must** statement.
5. The “Who Responds” column on the right side is the notes from the committee that we decided to leave for your benefit. If they offer direction–fine. If you need to go to another source for a complete response–then please do so.
6. Some “fine tuning” will be happening as we all respond to the unit self-study. Please help us with this and complete the self-study on time.

If you have any questions regarding Section IV of the *Criteria*, please notify the Chair of the of the Educational Programs Committee, Richard Harrison (email: rharriso@aug.edu).

Educational Support Services Committee
Roxann Bustos

The Educational Support Services Committee, which is responsible for Section V of the *SACS Criteria For Accreditation*, has established sub-committees to oversee each section of its report: Library and other Learning Resources, Information Technology Resources and Systems, Student Development Services, and Intercollegiate Athletics. Units are encouraged to consult with the appropriate sub-committee as they write their preliminary reports which are due October 30, 1999.

Once the preliminary unit reports are submitted, the Educational Support Services Committee will review them to

verify compliance and supporting evidence. These reports will then be compiled into an Educational Support Services report, including recommendations and suggestions for achieving compliance and proposals concerning the Self-Study Goals. As items are completed, they will be forwarded to our Section V editor for preliminary editing.

Units are encouraged to rigorously analyze their compliance with the *Criteria* and not to gloss over possible deficiencies. This is our opportunity to improve, and we need to take it very seriously. In responding to the *Criteria*, don't worry about being repetitious. It may seem that the same information is being requested in more than one criterion; if so, you can repeat it or refer to the other criterion.

For any questions on Section V of the *Criteria*, please notify the Chair of the Educational Support Services, Roxann Bustos (phone: 667-4901; email: rbustos@aug.edu)

Administrative Processes Committee
Mary Davis

I went over which units fell under the Administrative Processes Committee and explained that each of the principal committee members were assigned **must** statements from Section VI of the *Criteria* and were asked to find out if we are in compliance with the **must** statement and document compliance. Each committee member writes a report responding to assigned **must** statements and sends it to the ASU SACS Self-Study Office by October 29, 1999.

If you have any question on Section VI of the *Criteria* please notify the Chair of the Administrative Processes Committee, Mary Davis (email: mdavis@aug.edu).