



# TOUGALOO

---

1869

---

# C O L L E G E



Institutional Effectiveness Handbook

2019-2020

## **THE PURPOSE OF THE MANUAL**

The purpose of this manual is to provide guidance for faculty, academic administrators, and the College's educational support and services administrators in developing, assessing, and evaluating the college's myriad programs. Specifically, Institutional Operational Plans, Student Learning Outcomes, and Program Outcomes (academic and non-academic) with the end objective of using the assessment data result to make changes, improve services delivery, and institutional effectiveness in a continuous mode.

## Preface



The Office of Institutional Effectiveness and Research (OIER) collects, analyzes, and distributes institutional data to inform decision-making, evaluation, planning, and policy formation at Tougaloo College. The OIER provides leadership, oversight, management, and integration of the College's institutional research, planning and assessment activities. Additionally, the OIER:

- Builds bridges among institutional goals, the needs of the college community, assessment activities, and institutional research analyses;
- Develops, implements, maintains, and refines plan for systematic data collection and ongoing assessment of institutional effectiveness and student learning;
- Collaborates with academic, administrative, and student service units to assess performance relative to strategic initiatives and divisional/departmental goals and objectives;
- Provides college stakeholders with quantitative and qualitative information for strategic planning, accreditation, and improving performances (closing the loop)

*Summarily, this manual serves as a guidebook to effectuate accreditation and institutional policy, procedures, and processes college-wide. It is designed to enable all sectors and programs to synchronize Planning, Accessing, and Evaluating (PAE) all programs. Monitoring and ongoing assessment of key activities, student learning outcomes, and programs are mandatory. The ultimate goal is to document and demonstrate collective efforts towards institutional effectiveness in providing quality services to transform students in preparation for tomorrow's professions.*

# Table of Contents

## PREFACE

- 6 What is Institutional Effectiveness?**
- 7 Institutional Effectiveness: A Requirement for Accreditation  
OIER's Tougaloo College's Institutional Effectiveness Process**
- 8 The Purpose of the Office of Institutional Effectiveness & Research (OIER)**
  - Administrative Research
  - Academic Research
  - Selected Services
  - OIER /The College's Institutional Effectiveness Process
  - A Requirement for Accreditation** Tougaloo College's Effectiveness Cycle
- 9 Office Policies**
  - Family Educational Rights and Privacy Act (FERPA)
  - Common Data Set
- 10 Tougaloo's Current Institutional Effectiveness Process**
- 11 Tougaloo's College's Institutional Effectiveness Cycle**
- 12 Assessment and Institutional Effectiveness**
- 13 Methods of Assessing Administrative, Educational Support or Student Affairs Program Outcomes**
  - Reporting and Using Results
- 14 Outcome Assessment: Student Learning and Program**
- 15 Outcomes Assessment Planning**
- 16 Compliance Assist**
- 17 Formatting the Assessment Plan**
- 18 ORGANIZATIONAL STRUCTURE**
- 19 Tougaloo College Organizational Chart  
Important Considerations Applicable to the Principles of Accreditation**

**TABLE OF CONTENTS (continued)**

**APPENDICES**

<b>page</b>	
<b>22-26</b>	<b>APPENDIX A Institutional Effectiveness Calendar</b>
<b>27</b>	<b>APPENDIX B Mission, Vision and Core Value Statement</b>
<b>28</b>	<b>APPENDIX C Expected Student Learning Outcomes</b>
<b>29-31</b>	<b>APPENDIX D Summary of Institutional Research Data Collection Tools</b>
<b>32</b>	<b>APPENDIX E Important Considerations Applicable to the Principles of Accreditation</b>
<b>33- 34</b>	<b>APPENDIX F Policy Requirements and Areas of Responsibility: Southern Association of Colleges and Schools/ Commission on Colleges and Schools</b>

## **What is Institutional Effectiveness?**

Institutional effectiveness is defined as a concept that includes the assessment of student outcomes. However, institutional effectiveness extends beyond that important activity by placing the assessment of student outcomes as the focal point of an institution's commitment towards the accomplishment of its statement of purpose (Nichols, James O., 1989.) An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations. (*SACSCOC, section 7: Institutional Planning and Effectiveness*). A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive.

### **The approach**

Institutional effectiveness includes all programs, services, and constituencies and is strongly linked to the decision-making process at all levels, including the institution's budgeting process. While the requirement does not imply that all elements of the system must be undertaken simultaneously or even annually, the various activities of the institution's planning and evaluation system are scheduled at periodic intervals that make sense for the institution and its mission. The results of diverse assessment efforts can be integrated to provide a sound basis for plans aimed at institutional improvement. Because the process used for institutional effectiveness permeates all facets of the institution, it is appropriate that a review of this Southern Association of Colleges and Schools, Commission on Colleges ( SACSCOC) Core Requirement (Institutional Planning and Effectiveness) includes the institution's mission; an institutional planning and effectiveness process, the commitment of leadership to integrate planning and continuous improvement, and its approach to documenting the evidence of its process.

### **Role of the Faculty and Administrators**

The faculty and administrators develop mission statements for each academic program and administrative unit, which are derived from the College's mission statement. Then program and expected outcomes are defined and reported in an annual Institutional Effectiveness assessment cycle. Outcomes are assessed annually by faculty, administrators, and staff to determine the extent to which the outcomes were or were not achieved in the planning year.

### **Use of Assessment Results**

The assessment results are used as the basis for making changes for continuous improvements in the academic and administrative programs and services ("closing the loop") in alignment with the college's and unit's mission statement and strategic plan.

## INSTITUTIONAL EFFECTIVENESS: A Requirement for Accreditation

The demonstration of institutional effectiveness is a critically important component of the Southern Association of Colleges and Schools (SACS) accreditation process.

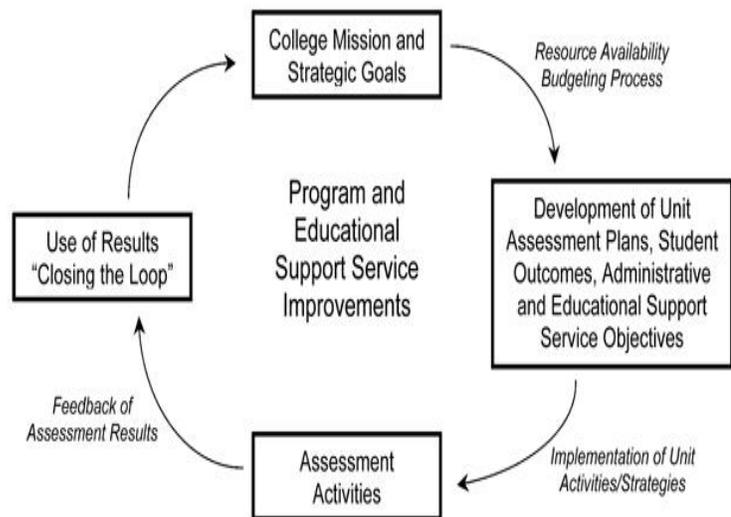
1. The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that
  - (a) focus on institutional quality and effectiveness and
  - (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning) [Core Requirement]
  
2. The institution has a *Quality Enhancement Plan* that
  - (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
  - (b) has broad-based support of institutional constituencies;
  - (c) focuses on improving specific student learning outcomes and/or student success;
  - (d) commits resources to initiate, implement and complete the QEP; and
  - (e) includes a plan to assess achievement. (*Quality Enhancement Plan*)
  
3. The institution identifies the expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*)

(Reference: Southern Association of Colleges and Schools. Commission on Colleges. The Principles of Accreditation: Foundations for Quality Enhancement. - Adopted by the College Delegate Assembly, Dec., 2017.)

## OIER/Tougaloo College's Institutional Effectiveness Process

The institutional effectiveness process at Tougaloo College is designed to focus on every aspect of the college. The College has adopted Nichol's Institutional Effectiveness Model. It includes the following key elements:

- I. Strategic Planning  
(is future-focused)
  - Academic planning
  - Administrative Planning
  - Budget Planning
  - Facilities Planning
  
- II. Institutional Effectiveness Planning  
(is currently focused)
  - Outcomes/Objectives
  - Means of Assessment
  - Outcomes Assessments/Program Assessments
  - Assessment Results
  - Use of results



Adapted from: Nichols, James O., Nichols, Karen W. (2005). *A Roadmap for Improvement of Student Learning and Support Services and Support Services Through Assessment*. Agathon Press, New York

# The Purpose of the Office of Institutional Effectiveness & Research

The Office of Institutional Effectiveness and Research (OIER) facilitates and monitors the processes that enable the college to accomplish its mission and strategic plan most effectively and efficiently. OIER staff gathers and organizes data into information which the faculty and administration of the college use to make informed decisions about the use and management of resources. This involves not only routine data retrieval and storage but also research studies and analyses which enable both faculty and administration to make decisions about curriculum and instruction. The office does not conduct literature searches or provide bibliographic services. The core functions of the Office of Institutional Effectiveness and Research will include:

- **Decision Support** - developing analytical approaches, tools, and resources to facilitate institutional decision-making;
- **Planning** - working with campus constituents to clarify goals, develop meaningful measures of success, and facilitate institutional alignment around strategic priorities;
- **Research** - managing a longitudinal program of student, faculty, and alumni surveys and implementing targeted studies on a variety of topics relating to institutional goals;
- **Reporting** - providing college data to internal and external audiences; and
- **Data Governance** - contributing to the development of policies and practices that support the effective, ethical use and stewardship of data assets.

The Office of Institutional Effectiveness and Research (OIER) performs three main functions:

## (1) Administrative Research

The OIER periodically requests, prepares data/reports on student enrollment, retention, instructional and administrative costs, the status of strategic planning, implementation, and such other studies and analyses as requested by the President and/or various Administrative Officers. Comparative studies of similar institutions along selected dimensions are also conducted upon request. The office also prepares and releases external reports to selected agencies and organizations as designated by the President.

## (2) Academic Research

The office routinely conducts studies and analyses of student characteristics and achievement,

## (3) Selected Services: The office provides specific services such as,

- (a) Providing assistance with research and survey design, i.e., student perceptions of the Tougaloo experience, follow-up studies of graduates, instructional costs, and retention.
- (b) Conducting other studies or analyses at the request of the Vice President for Academic Affairs/Provost or members of the faculty who demonstrate the need.
- (c) Assisting faculty in designing and conducting research studies to improve instruction.
- (d) Archiving documents pertaining to (SACSCOC) accreditation
- (e) Facilitating the submission of IPEDS (Integrated Postsecondary Education Data system). UNCF (United Negro College Fund), and SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) reports and reports requested by other approved entities
- (f) Conducting institutional effectiveness training for designated groups
- (g) Keeping faculty and staff abreast of available services and reporting findings relevant to educational, administrative, and support units
- (h) Assimilating data, findings, and analyses in published documents to relevant constituencies
- (i) Providing other services as needed and deemed appropriate by the Administration and OIER

## OFFICE POLICIES

### **FERPA**

The OIER will adhere to the Family Educational Rights and Privacy Act (FERPA). FERPA regulations permit disclosure of personally identifiable information (PII) from students' education records to College officials with legitimate educational interests. A College official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official has a legitimate educational interest if the official needs to review education records in order to fulfill his or her professional responsibilities for the College. The Office of Institutional Effectiveness & Research reserves the right to share all reports generated with appropriate audiences.

### **Common Data Set (CDS)**

The OIER uses the Common Data Set (CDS) as a best practice. The CDS is a set of standards and definitions of data items rather than a survey instrument or set of data represented in a database. The Common Data Set (CDS) initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's Guide, and U.S. News & World Report. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers. This goal is attained by the development of clear, standard data items and definitions in order to determine a specific cohort relevant to each item.

Data items and definitions used by the U.S. Department of Education in its higher education surveys often serve as a guide in the continued development of the CDS. Each of the higher education surveys conducted by the participating publishers incorporates items from the CDS as well as unique items proprietary to each publisher. Consequently, the publishers' surveys differ in that they utilize varying numbers of items from the CDS. Those who report data for their colleges are urged to abide by the definitions and the cohorts specified when answering CDS items. They are also urged to use the answers to CDS items when responding to the numerous survey requests they receive, by distributing photocopies of their answers, posting them on their websites, or by other effective means.

### **Data Requests**

Data will not be released without a data request. To request data from the OIER customers must complete a data form located at the following link at:

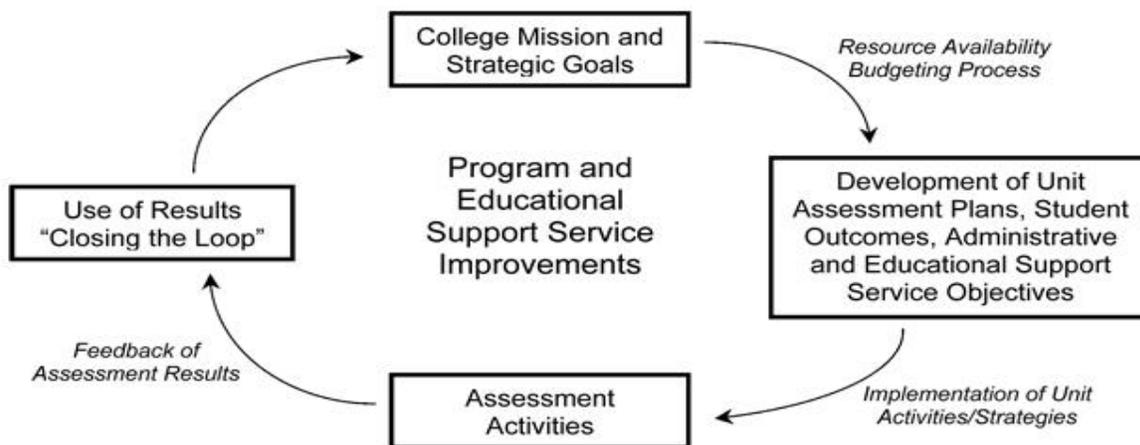
<https://www.tougaloo.edu/administration/office-institutional-effectiveness-research/data-request-form>

### **Release of Data Statement**

Research and analysis reports are ordinarily intended for internal use only. Employees of the college are not to share these with anyone outside of the institution without the express permission of the OIER Director and the President or his/her designee.

## Tougaloo's Current Institutional Effectiveness Process

The institutional effectiveness process at Tougaloo College is designed to focus on every aspect of the college. The College has adopted Nichol's Institutional Effectiveness Model (see Illustration below). It includes the following key elements:



*Adapted from: Nichols, James O., and Nichols, Karen W. (2005). A Road Map For Improvement Of Student Learning And Support Services Through Assessment. Agathon Press., New York.*

*(KEY ELEMENTS OF THE ADOPTED MODEL):*

### ***I. Institutional Effectiveness Planning (is currently focused)***

Outcomes/Objectives  
*Outcomes Assessments/Program Assessments*  
*Means of Assessment      Assessment of Results      Use of results*

### ***II. Strategic Planning (is future-focused)***

*Academic planning    Administrative Planning    Budget Planning    Facilities Planning*

### ***III. Outcomes Assessment (is continuous and objective focused)***

*Collaborative process*  
*Academic programs*  
*Administrative and Educational support program and services*

### ***IV. Program Review (is both formative and summative)***

Specific programmatic, operational, and administrative objectives;  
 Analyses of goal and objectives; an Action Plan for further development of the program

*References: Council for the Advancement of Standards in Higher Education  
 Clark College: Outcomes Assessment Handbook*

*www.cas.edu  
 San Diego Mesa College sdmesa.edu*

## Tougaloo College's Institutional Effectiveness Cycle

(see Appendices for specific activities and dates)

August	New Institutional Effectiveness (IE) Planning Cycle Begins
September	Academic, Administrative, and Support areas review the previous year IE plan for revisions
November	IE Workshop for Academic, Administrative, and Support Units
December	Fall Assessment of Services Begins for Academic, Administrative, and Support Units
January	Mid-Year IE Reports due in Compliance Assist
April	Spring Assessment of Services Begins for Academic, Administrative, and Support Units
May	Annual Planning Retreat (Wednesday-Friday)
June	Annual Evaluation of Institutional Strategic Initiatives End of Academic Year IE Reports due

# ***ASSESSMENT and INSTITUTIONAL EFFECTIVENESS***

The basic difference between assessment and evaluation lies in the orientation, i.e. while the assessment is process-oriented, evaluation is product-oriented... **Assessment** is a process of appraising something or someone, i.e. the act of gauging the quality, value, or importance. **Evaluation** focuses on making a judgment about the values, numbers, or performance of someone or something. **Assessment** identifies the level of performance of an individual, whereas **evaluation** determines the degree to which goals are attained. *Assessment Informs Teaching Practice.* Reflection on student accomplishments offers instructors insights into the effectiveness of their teaching strategies. Knowledge from feedback indicates to the instructor how to improve instruction, where to strengthen teaching, and what areas are well understood and therefore may be cut back in future courses.

**Evaluation** is a systematic and objective process of measuring or observing someone or something, with an aim of drawing conclusions, using criteria, usually governed by set standards or by making a comparison: 1) It gauges the performance of a person, completed project, process or product, to determine its worth or significance, (2) It includes both quantitative and qualitative analysis of data; undertaken once in a while, (3) It ascertains whether the standards or goals established are met or not. If they are met successfully, then it identifies the difference between actual and intended outcomes.

## **Key Differences Between Assessment and Evaluation**

1. *The process of collecting, reviewing, and using data, for the purpose of improvement in the current performance, is called **assessment**. Passing judgment, on the basis of defined criteria and evidence, is called **evaluation**.*

2. ***Assessment** is diagnostic in nature as it tends to identify areas of improvement. On the other hand, **evaluation** is judgmental, because it aims at providing an {*

3. *The **assessment** provides feedback on performance and ways to enhance performance in the future. **Evaluation** ascertains if the standards are met or not.*

4. *The purpose of **assessment** is formative, i.e. to increase quality ... **evaluation** is all about judging quality, therefore the purpose is summative.*

5. ***Assessment** is concerned with the process; **evaluation** focuses on the product. In an **assessment**, feedback is based on observation and positive & negative points. In **evaluation**, the feedback relies on the level of quality as per the set standard.*

6. *In an **assessment**, the relationship between assessor and assessee is reflective, i.e. the criteria are defined internally. On the contrary, in an **evaluation**, the evaluator and evaluatee share a prescriptive relationship, wherein the standards are imposed externally.*

7. *The criteria for **assessment** are set by both parties jointly. As opposed to **evaluation**, wherein the criteria are set by the evaluator.*

8. *The standards of measurement for **assessment** are absolute, which seeks to achieve the quintessential outcome. As against this, standards of measurement for **evaluation** are comparative, which makes a distinction between better and worse.*

{Source: <https://keydifferences.com/difference-between-assessment-and-evaluation.html>}

## Methods of Assessing Administrative, Educational Support, or Student Affairs Program Outcomes

**Direct measures:** are designed to directly measure what a stakeholder (faculty, staff, students, etc.) knows or is able to do and/or the benefit of programming or intervention. **Indirect measures:** focus on stakeholders' (faculty, staff, students, etc.) perception and satisfaction with the program or service. The following are examples of the methods that **can be used to assess the expected outcomes of administrative programs:**

Benchmarks set by national, state, or peer institutions/organizations

*Establishing timelines and budgets*                      Measure of quality (average errors)

*Tracking the Use of a Service (e.g. hits on a website, use of computer technology)*

Tracking complaints and how they are resolved      Tracking program participation

Recruiting results    *Participation data*              Observation of behavior              *Volume of activity*

Satisfaction surveys      Graduation rates      Retention rates              *Focus groups*

ACT Student Opinion Survey    *Usage of program or service*

Survey of Organizational Excellence              *National Survey of Student Engagement (NSSE)*

External measures of performance or quality      Level of efficiency (average response time)

## Reporting and Using Actual Assessment Results

*Actual assessment results must be reported for each objective in the operational plan.*

(a) These results are reports and analyses of the data collected in the assessment.

(b) The results show whether or not the measures for success on the actual outcomes were met. *As such they identify the strengths and areas that need improvement of an administrative program or services.*

(c) The department will address what it intends to do as a result of the assessment.

### The use of assessment results thus results in two distinct actions:

#### 1. **Implement changes**

Results of the assessment must be used to identify changes to improve the program. Changes could be to the content of the curriculum, staffing, facilities, etc. Some changes are easy to implement, while other proposed changes will have to be implemented over a period of time or through a series of steps.

#### 2. **Develop a plan to monitor the changes and compare the results**

Monitor the implemented changes to determine whether or not the changes had the desired effect. One way is to use the same assessment plan as used in the previous cycle and compare the actual results to the intended results. Discrepancies should be carefully studied to determine the underlying cause. In other situations, when the outcomes have been met, the action might be to continue monitoring the outcome to ensure quality. Outcomes for the previous year's goals and objectives are presented to the President at the end of the spring semester traditionally in May.

# Outcome Assessment (Student Learning and Program)

## Types of Expected Outcomes

There are two types of expected outcomes: Student Learning Outcomes and Program Outcomes (academic and non-academic).

1. **Student Learning Outcomes** (Student-centered) are the knowledge, skills, behaviors, and attitudes or values that students are expected to have or exhibit when they complete an academic program.
2. **Program Outcomes** (Institution-centered) are specific, programmatic, operational, and administrative objectives that academic departments and administrative units intend to accomplish. They are not directly related to student learning.

The OIER conducts and/or assists the institution with the following assessments:

### Annual Assessments (every year)

- *Deans evaluations*
- *Department Chairs evaluation*
- *Faculty Evaluation*
- *Staff Evaluation*
- *English Writing Proficiency Exam (EWPE)*
- *Freshman Orientation Survey*
- *Incoming Student Survey*
- *Program Review*
- *General Education Assessment*
- *Nelson Denny Reading Test*
- *Residential Life*
- *Employee Satisfaction Survey*
- *Student Satisfaction Survey*

### Bi-Annual Assessments ( 2x yearly)

- End of Course Evaluations*
- Course Success Rate*
- Graduating Senior Survey*
- Non-Returning Student Survey*
  
- Biennial (every other year)
- Degree Program Assessment*

## Annual Reports

Accreditation reports are provided according to SACS requirements as well as other federal and state-required reports.

The office provides the following reports:

- *College Fact Book*                      *IPEDS*                      *Clearing House*                      *Peterson's*
- *US News & World Report*                      *Wintergreen*
- *College Board's Annual Assessment of Colleges*

# OUTCOMES ASSESSMENT PLANNING

*In order to determine whether objectives/learning outcomes are achieved, some kind of evaluation is in order. This mechanism for assessment should be built into the plan to specify the objective/learning outcomes.*

## **Tips:**

- Refer to the College's strategic goals when setting outcomes/objectives to ensure they reflect the College's mission and purposes. In addition, this will aid in the compilation of an institution-wide plan.
- Limit outcomes/objectives to at least three but no more than five per academic year.
- You don't have to nor should you assess everything every year.
- Avoid assessing the same outcomes/objectives every year to ensure you are documenting continuous improvement.
- For each outcome/objective, define one or more measures. The more measures you define, the more data (evidence) you will gather.

## *Developing your Mission Statement*

The mission statement details what a department or unit seeks to accomplish and should reflect the mission and goals of the College.

## *Developing your Goals*

The goals statement describes the direction a department or a unit plans to take to advance and enhance its purpose. It is broad and emanates from the department's or unit's mission statement. Three to five goals are recommended.

## *Developing your Outcomes/Objectives*

Outcomes/Objectives are brief, clear statements that describe desired outcomes in relation to broader goals. ***Educational programs MUST assess Student Learning Outcomes (SLO's).*** SLO's are specific types of outcomes/objectives which define the Knowledge, Skills, Values, and Attitudes (Beliefs) the students will have achieved as a result of their educational experience in the program. This may include program-specific skills or general education skills necessary for program success. Program outcomes measure the effectiveness of the program itself and can include student satisfaction, employer satisfaction, graduation rates, transfer rates, retention rates, etc...

Source: University of Central Florida UCF Academic Program Assessment Handbook Operational Excellence and Assessment Support, 2005.

## COMPLIANCE ASSIST

**Compliance Assist** is a fully integrated and comprehensive online solution for managing institutional research, planning, and accreditation needs. There are four modules built into the software: Accreditation, Faculty Credentials, Program Review, and Planning. Tougaloo College has each of the modules. Faculty and Staff only have access to the Planning module.

The College's Educational Programs and Administrative and Educational Support Units complete annual outcomes assessment planning. The process is submitted and maintained in **Compliance Assist**.

**Compliance Assist** is a web-based software planning platform that the Office of Institutional Effectiveness & Research (OIER) utilizes for assessment and accreditation purposes. The platform is for campus-wide use for (a) strategic planning, (b) assessment, (c) reports, and (d) program-review. The software can also be utilized for external accreditation if departments would like to implement that feature.

### *Compliance Assist Login*

The website to login is <https://tougaloocompliance-assist.com>.

### *Login Directions:*

User Name: First Letter or the First Name + Your Last Name  
Password: Provided to you by OIER

If you experience problems logging in or need password information, contact the office at 601-977-6151. If you are a first-time user and need a password issued contact the Office of Institutional Effectiveness and Research.

(REMINDER/NOTE: All academic programs, and administrative and support units : have a mission statement, and **must** enter:

- (1) objectives/outcomes, (2) plans, (3) assessments, (4) evidence, (5) results, (6) analysis and
- (7) recommendations each academic year.

*Reference: campuslabs.com*

## **FORMATTING THE ASSESSMENT PLAN**

*(Administrative, Academic, Academic Educational Supports)*

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: ***Institution-Centered Outcomes, and Student-Centered Outcomes***

***Institution-centered outcomes*** include those outcomes that have a more direct benefit to the College than to students, such as program-generated revenue, program efficiency, cost-effectiveness, and program impact on promoting professional/public partnerships and campus community among faculty, staff, and administrators.

***Student-centered outcomes*** encompass those outcomes that pertain more directly to student learning and development; can be assessed collectively or individually; and examined at the institutional, program, and course levels.

**Student-centered or learning outcomes may be:**

1. *Academic*: academic skill development, academic performance, student persistence to academic program or degree completion, time is taken by students to complete program or degree requirements, and student advancement; or
2. *Personal* (holistic): individual developmental areas that are —non-academic domains (e.g., social, emotional, ethical, physical, vocational).

***Student-centered outcomes may be assessed in terms of three key types or dimensions of developmental change, the —ABCs of outcome-assessment measures:***

- a) Attitudinal (e.g., change in student opinions or values with respect to diversity),
- b) Behavioral (e.g., incidence or frequency with which students use support services), and
- c) Cognitive (i.e., gains in knowledge or critical thinking skills).

Tips:

- **Refer to the College’s strategic goals** when setting outcomes/objectives to ensure they reflect the College's mission and purposes. In addition, this will aid in the compilation of an institution-wide plan.
- **Limit outcomes/objectives** to at least three but no more than five per academic year.
- **Avoid assessing the same outcomes/objectives every year** to ensure you are documenting continuous improvement. (You don’t have to assess everything every year)
- For each outcome/objective, define one or more measures. The more measures you define, the more data (evidence) you will gather.

## Organizational Structure



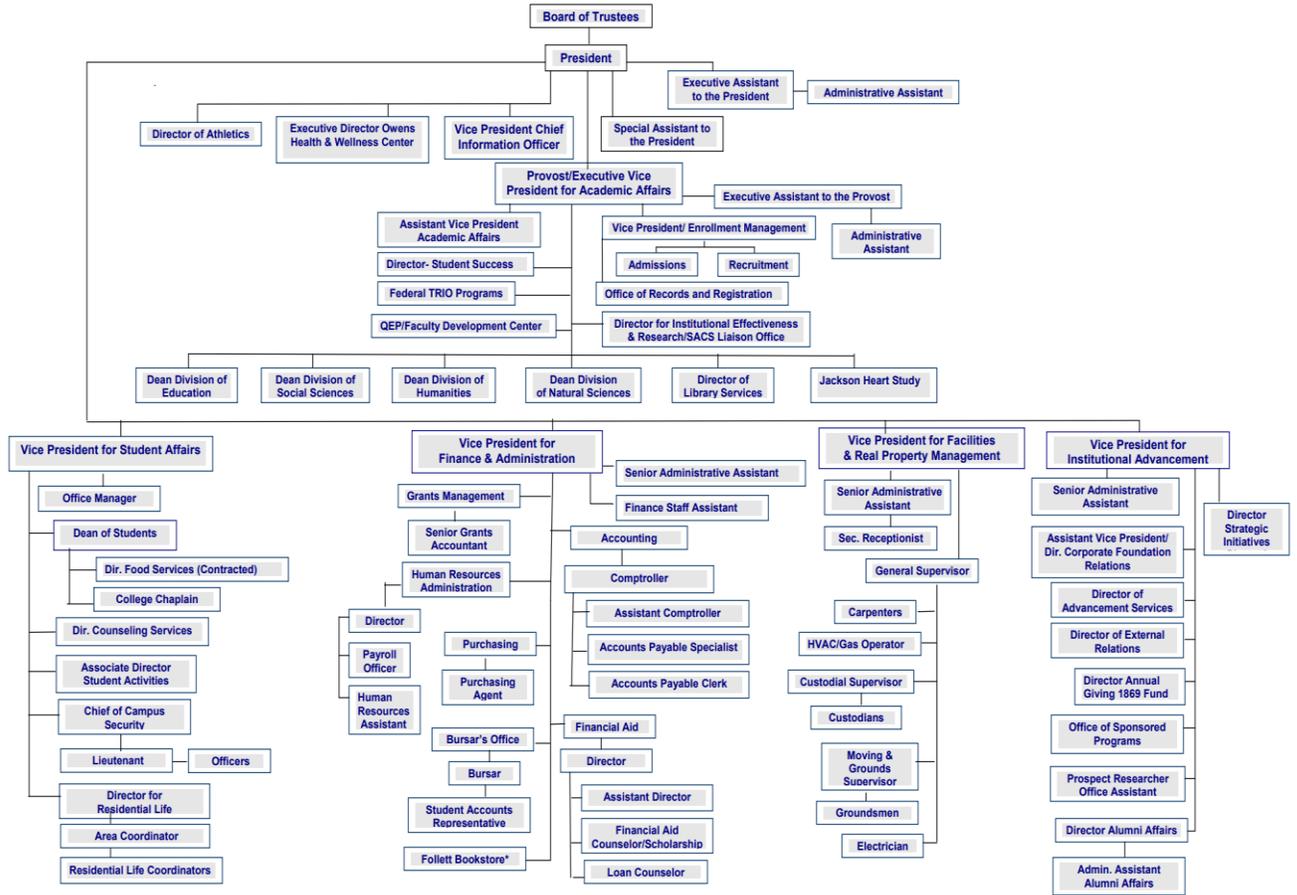
Blackmon Administration Building

*The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.* (Board/administrative distinction) reference SACSCOC CR 2.1; 4.2.b

### **Rationale and Notes**

*Effective governance includes clearly defining the roles and responsibilities of the governing board, administration, and faculty and ensuring that each of these groups adheres to their appropriate roles and responsibilities.* While it is important that the overall mission and overarching policies of the institution are approved by the board, the administration and implementation of the general direction set by the board are carried out by the administration and faculty in order to prevent the board from undercutting the authority of the president and other members of the administration and faculty, thereby creating an unhealthy and unworkable governance structure. *To ensure a clear understanding of separate roles and responsibilities, the distinctions should be delineated in writing and disseminated to all appropriate constituents.*

Tougaloo College Organizational Chart (2018-2019)





*Woodworth Chapel (Vintage)*

The spirit of Tougaloo College is embedded in the walls of Woodworth Chapel – the sanctuary for historic gatherings since its construction in 1901. During the Civil Rights movement, the Chapel was the venue for prominent activists and leaders some of whom are featured on the cover. The actions that grew out of these clandestine meetings changed the social, political and economic fabric of the state of Mississippi and the nation, helping to shape a more just and humane society.

The Chapel is the physical embodiment of Tougaloo College’s core values. It has always been the spiritual center of the campus. Tougaloo alumni know the Chapel not only as a sanctuary where they could come to reflect and collect their thoughts during exams or a moment of crisis, but it was also where they were intellectually challenged by some of the greatest minds of the time. For others, it is a place of worship deeply rooted in the United Church of Christ and the Disciples of Christ. This Chapel is many things to many people...

<https://www.tougaloo.edu>

# APPENDICES

**APPENDIX A  
INSTITUTIONAL EFFECTIVENESS CALENDAR**

**JULY**      **OIER Planning Activities for the upcoming academic year**

WHAT	WHO	WHEN
Program/Services Reviews Follow-Up	ALL SECTORS/IE Coordinators/OIER	
Summer End of Course Evaluations	OAA/Deans/Faculty	
Summer Non-Returning Student Survey	OAA/Registrar/OIER	
Student Leaders Retreat Survey	Student Affairs/OIER	
IPEDS: Collect Completion Data July 15 <sup>th</sup>	OIER/REGISTRAR/OAA	

**AUGUST**      **New IE Planning Cycle Begins**

WHAT	WHO	WHEN
Faculty Credentials-Fall Semester	OAA/Deans	
Publish IE Plan to IE Website	OIER	
IE Website	OIER/IE Coordinators	
IPEDS-Collect Data for Institutional Characteristics	OIER	August 1 <sup>st</sup>
Clearinghouse Upload	OIER	
Survey Requests of 300 or more; administered to special populations in the Fall	OIER	
Freshmen Orientation Survey	OAA	
Student Leaders Retreat Survey Report	OIER	
Summer Attempted Credit Hour and Earned Credit Hour Report	OIER	
Summer Course Success Rates Report	OIER	
Summer End of Course Evaluations Report	OIER	
Summer Non-Returning Student Survey (Report)	OIER	

**SEPTEMBER**

WHAT	WHO	WHEN
<b>Academic, Administrative, and Support areas reviews</b>		
Collect Data for Fact Book	OIER	
IPEDS Collect Institutional data /enrollment	OAA/OIER/	due October 1
Request List: Instructor/Course Evaluations	OAA/OIER	
Incoming Student Survey	OAA	
Graduate and Professional School Conference Survey	OIER	
EWPE Open Seating Administration	OAA/Faculty	
Fall Census Date	Freshmen Orientation Survey Report	
Program/Services Reviews	ALL SECTORS/IE Coordinators/OIER	

**APPENDIX A (continued)**  
**INSTITUTIONAL EFFECTIVENESS CALENDAR**

**OCTOBER**

WHAT	WHO	WHEN
IE Committee Meeting-Annual Review of the Mission Statement (Odd years review the Goals and Objectives)	OIER/Administration	
IPEDS: Institutional Characteristics, Completions, Enrollment .....	OIER/Registrar	Fall due 12-month
IPEDS: Collect Salaries, Tenure, Fringe Benefits		October 1 <sup>st</sup>
IPEDS: Collect Fall Enrollment Data, College & University Library, Fall Faculty .....	OIER/OAA/Registrar	
Publish a TC at a Glance Fact Sheet	OIER	
Clearinghouse Graduate School Placement Request	OIER/Registrar/OAA	
Common Data Set Due	OIER	
Peterson's Undergraduate Reporting	OIER	
Title III Monitoring Visit	OIER/Title III	
IE Website Update	OIER/IE Coordinators	
Fall Department Chair Evaluations	OAA/Deans	
Fall Dean Evaluations	OAA	
Incoming Student Survey Reports	OIER/OAA	
Graduate and Professional School Conference Survey	OIER	
Fall Census Report	OIER	
Program/Services Reviews	ALL SECTORS/IE Coordinators/OIER	

**NOVEMBER**

Fall Assessment of Services Begins for Academic, Administrative, and Support Units

WHAT	WHO	WHEN
IPEDS: Fall Enrollment	OAA/Registrar/OIER	Due November 15 <sup>th</sup>
IPEDS: Salaries, Tenure, & Fringe Benefits	Human Resources /OIER	Due November 15 <sup>th</sup>
IPEDS: College and University Libraries Data	OAA/Library/OIER	Due November 15 <sup>th</sup>
IE Website Updates	OIER/IE Coordinators	
Residential Life Housing Assessment	Student Affairs/OIER	
Fall End of Course Evaluations	OAA/Deans/Departments	
Fall Graduation Survey	OAA/OIER/Registrar	
Program/Services Reviews	ALL SECTORS/IE Coordinators/OIER	

**APPENDIX A (continued)  
INSTITUTIONAL EFFECTIVENESS CALENDAR**

**DECEMBER**

<b>WHAT</b>	<b>WHO</b>	<b>WHEN</b>
Fact Book Release	OIER	
IE Website Updates	OIER/IE Coordinators	
Residential Life Housing Assessment	Student Affairs/OIER	Due 15 <sup>th</sup>
Fall End of Course Evaluations	OAA/Deans/Departments	
Fall Graduation Survey	OAA/Registrar	
SACS/COC Annual Meeting	OAA/OIER	
End of Term, Clearinghouse Upload	Registrar/OIER	
Begin Collecting Finance Data (for IPEDS)	Finance/OIER	Due: January Report
Survey Requests of 300 or more; to be administered to special populations	OIER/OAA/Student Affairs	
Reading Exam-Reading Day	OAA/Faculty	
Fall Attempted Credit Hour and Earned Credit Hour	OAA/Registrar .....	
Fall Course Success Rates	OAA/Registrar	
Residential Life Housing Assessment Report	Student Affairs/OAA/OIER	
Student Satisfaction Survey Report (bi-annual)	OAA/Student Affairs	
Program/Services Reviews	ALL SECTORS/IE Coordinators/IER	

**JANUARY**

**Mid-Year IE Reports due in Compliance Assist**

<b>WHO</b>	<b>WHAT</b>	<b>WHEN</b>
	IPEDS: Student Financial Aid and Graduation Rates	OIER Sent
	Faculty Credentials-for Spring Semester	OAA /Deans
	IE Website Update	OIER/IE Coordinators
	Colleague Satisfaction Survey (bi-annual )	ALL UNITS/OIER
	EWPE for Juniors	OAA/Faculty
	Fall Attempted Credit Hour and Earned Credit Hour Report	----- Registrar/OAA/OIER
	Fall Course Success Rates Report	Registrar/OAA/OIER
	Fall End of Course Evaluations Report	OAA/Deans
	Fall Graduation Survey Report	OAA/Registrar/OIER
	Fall Non-Returning Student Survey Report	OAA/Registrar/IER
	Program/Services Reviews	ALL SECTORS/IE Coordinators/OIER

**APPENDIX A (continued)**  
**INSTITUTIONAL EFFECTIVENESS CALENDAR**

**FEBRUARY**

WHAT	WHO	WHEN
IE Committee Meeting	OIER/IE Coordinators	
IE Website Update	OIER/IE Coordinators	
Clearinghouse Transmission Upload	OIER	
Request List: Instructor/Course Evaluations	OAA/OIER	
Spring Census Report	OIER	
Program/Services Reviews	ALL SECTORS/IE Coordinators/OIER	

**MARCH**

WHAT	WHO	WHEN
Begin Collecting for IPEDS Report	OIER	
IPEDS: Fall Enrollment, Finance	Finance/OIER	
EWPE for Sophomores	OAA/Faculty	
Department Chair Evaluations	Deans/OAA	
Dean Evaluations	OAA/Faculty	
Program/Services Reviews	ALL SECTORS/IE Coordinators/OIER	

**APRIL** Spring Assessment of Services Begins for Academic, Administrative, and Support Units

WHAT	WHO	WHEN
Proposals vetted	ALL sectors, as applicable	
EWPE (ENG 102 & 104 Classes)	OAA/Faculty	
ETS-General Education Assessment (ENG-201 Classes)	OAA/OIER	
Reading Exam-Reading Day	OAA/Faculty	
Department Chair Evaluations Report	OAA/Deans/OIER	
Dean Evaluations Report	OAA/OIER	
Spring Attempted Credit Hour and Earned Credit Hour		
IE Website Update	OIER/IE Coordinators	
Spring Course Success Rates	OAA/Registrar/Faculty	
Spring End of Course Evaluations	OAA/Deans/Faculty	
Spring Graduation Survey	OAA/Registrar/OAA	
Program/Services Reviews	ALL SECTORS/IE Coordinators/OIER	

**APPENDIX A (continued)**  
**INSTITUTIONAL EFFECTIVENESS CALENDAR**

**MAY**

**Annual Planning Retreat (Wednesday-Friday)**

WHAT	WHO	WHEN
Clearinghouse Transmission Upload	OIER	
Faculty Credentials –Summer	OAA/Deans	
Faculty Credentials-for Spring Semester	OAA /Deans	
IE Website Update	OIER/IE Coordinators	
Spring Attempted Credit Hour and Earned Credit Hour Report	OIER/OAA .....	
Spring Course Success Rates Report	OIER/OAA	
Spring End of Course Evaluations Report	OIER/OAA	
Spring Graduation Survey Report	OIER/OAA	
Spring Non-Returning Student Survey Report	OIER/OAA	
Summer Census Date	OAA/Student Affairs/OAA	
Annual Institutional Effectiveness Retreat	President’s Office/OIER/All Sectors	
Academic Year Summative Reports	OAA/OIER	
Colleague Satisfaction Survey Report	ALL Sectors/OIER	
Freshman Orientation Survey Report	OAA/OIER	
Incoming Student Survey Report	OAA/OIER	
Student Satisfaction Survey Report	OAA/OIER	
Major field Tests	OAA/OIER	
EWPE results	OAA/Faculty	
Graduation Survey Report	OAA/OIER	
Course Success Rates	OAA/OIER	
Non-Returning Students Report/Transfers	OAA/Registrar/OIER	
General Education Assessment	OAA/Deans	

**JUNE**

**Annual Evaluation of Institutional Strategic Initiatives**

**End of Academic Year IE Reports due**

**SACS Institutional Profile Report**

Request List: Instructor/Course Evaluations	OAA/OIER
Summer Census Report	OAA/Register/OAA
College Catalog Review	OAA
Academic Calendar Review	OAA

## **APPENDIX B**

### **Mission, Vision, and Core Values Statements**

#### **Mission**

Tougaloo College prepares its students to be lifelong learners who are committed to leadership and service in a global society through its diverse undergraduate and graduate programs. The

College is accessible to all persons while making students aware of its rich legacy as an independent, historically black liberal arts institution, affiliated with the United Church of Christ and Christian Church (Disciples of Christ).

#### **Vision Statement**

As a thriving internationally recognized institution, Tougaloo College will prepare its graduates to be productive in their time and lead the change for a better world.

#### **Our Values: Our Past Informs Our Future**

Our strategic plan represents our vision for the future. However, there are abiding values of our institution that should not change and that will continue to inform our vision as we are inspired by the opportunities of the future and pursue strategies for continuous improvement.

- Academic Excellence
- Social Responsibility
- Diversity and Inclusion
- Innovation and Risk-Taking
- Tradition and Legacy
- Accountability
- Intellectual Freedom
- Collaboration and Teamwork
- Fiscal Integrity and Stewardship
- Accountability

## APPENDIX C

### Expected Student Learning Outcomes

Tougaloo graduates should be able to communicate in a variety of modes; translate theory into practice; and navigate and collaborate across boundaries of race, class, culture, gender, nationality, religion, and geography.

Tougaloo graduates should be proficient in emerging global technologies.

Tougaloo graduates should be able to acquire and process information in a rapidly shifting global society. This should include cross-cultural thinking, talking, listening, creating, organizing, learning, imagining, envisioning, building, knowing, asking, and mediating.

Tougaloo graduates should be well-grounded across disciplines in the tradition of a liberal arts education.

Tougaloo graduates should embody the convergence of intellectual curiosity, creativity, conscience, ethics, and aesthetics in their everyday lives.

Tougaloo graduates should be aware of biological principles relating to health and the larger ecosystem. This should include an understanding of climate justice; the interrelatedness of all forms of life; and the interplay between the mind, body, and spirit.

Tougaloo graduates should be able to work with empathy in a multi-faceted world while building on a foundation of community, self-love, and self-awareness.

Tougaloo graduates should have completed a program of studies in a specific discipline or area (traditionally called a major) which has equipped them with a basic understanding of the concepts and principles of the discipline, and provided them with skills germane to it.

# APPENDIX D

## Summary of Institutional Research Data Collections Tools

.....

### **Course Success Rate**

Course Success rates measure how successful students are at passing their courses.

### **Deans Evaluation**

The faculty evaluates the division deans through a web-based survey. Results are reported to the Office for Academic Affairs.

### **External Review of Degree Programs**

Each degree program is assessed every other year (biennially) on a rotational basis. This degree program assessment process is performed by the campus and managed by the Provost/VP for Academic Affairs. Official recommendations for curricular and degree program improvement are made. Some recommendations will be areas of growth and needed improvement. Others will be strengths to be sustained. An Assessment summary is compiled for each degree program. Summaries are reported to the Office of the Provost.

### **Department Chair Evaluation**

The faculty evaluates the department chair through a web-based survey. Results are reported to the Academic Affairs and the Division Dean.

### **Employee Satisfaction Survey**

The survey is designed to measure employee satisfaction with the quality of the various services provided to students and employees and the work environment. It takes the pulse of campus professionals and collects data to reflect how employees feel about key topics such as campus culture, work environment, mission, and more. The survey is administered online every two years. Results are reported to the President and cabinet.

### **General Education Assessment**

The college uses the ETS Proficiency Profile test to assess general education learning. The profile is a general education outcomes assessment of core skills — critical thinking, reading, writing, and mathematics. Higher education institutions use the results to demonstrate program effectiveness for accreditation and funding, inform teaching, and analyze trends.

## **APPENDIX D (continued)**

### **Summary of Institutional Research Data Collections Tools**

#### **English Writing Proficiency Examination**

Tougaloo College requires that its students satisfy the Writing Proficiency Requirement before they graduate. The college offers the English Writing Proficiency Exam (EWPE), a timed essay examination each semester. The Exam is offered on a fixed day and time each semester, and no make-up exams are given. To take this exam, students sign up for the exam in the Student Success Center.

#### **End of Course Evaluations**

College-wide questionnaire on student experiences administered through Moodle at the conclusion of each course. The Office of Institutional Effectiveness and Research (OIER) processes results of end-of-course student questionnaires and distributes reports to the faculty. The reports are useful to faculty for improving subsequent offerings of the same or related courses.

#### **Graduating Senior Survey**

Graduating seniors are surveyed during the application for degree process about overall satisfaction; faculty contributions to their educational experience; academic and non-academic support services; campus climate; self-rated knowledge, skills, and development; participation in co-curricular activities and enriching educational experiences and time-to-degree.

#### **Incoming Student Survey**

The Incoming Student Survey is administered during the first six weeks to the freshman class. The survey collects information on their goals, interests, and expectations for their undergraduate years; demographic and family background characteristics; their motivation to complete their programs; and identify risk factors that would prevent them from successfully completing their first-year and successfully completing their intended program.

#### **Major Field Tests**

The college uses the ETS Major Field Test to assess student learning. The Major Field test provides outcome assessments that measure students' critical knowledge and understanding of a field of study. Institutions reference national comparative data to assess and demonstrate the effectiveness of their programs and improve curricula.

## **APPENDIX D (continued)**

### **Summary of Institutional Research Data Collections Tools**

#### **Nelson Denny Reading Test**

The Nelson-Denny reading test is a standardized reading test that measures the reading the ability of high school and college students.

#### **New Student Orientation, Advisement, and Registration Survey**

Incoming first-year students are surveyed shortly after attending fall-term New Student Orientation, Advisement, and Registration. The survey collects information on factors influencing their decisions to apply to and attend Tougaloo; their feelings about the New Student Orientation, Advisement, and Registration experience; confidence in their choice of Tougaloo; their connectedness to the college; the check-in, advising, and registration process.

#### **Non-Returning Student Survey**

The Non-Returning Student survey is to identify reasons for students' failure to continuously enroll, and identify improvements Tougaloo can implement to assist at-risk students.

#### **Program Reviews**

Program Review is a systematic process for the collection, analysis, and interpretation of data concerning an academic or non-academic program or department and its curriculum/services. Program reviews evaluate strengths and weaknesses; then planning and decision-making are based upon current data. Programs are reviewed every year.

#### **Residential Life**

The survey is designed to student satisfaction with the quality of residential life services provided to students and their living and learning environment.

#### **Student Satisfaction Survey**

The Student Satisfaction Survey elicits student opinion and viewpoint regarding programs and services, gauges student perspectives regarding the institution, to meet accreditation mandates, and is part of a broader institutional evaluation effort. The survey administered online provides a means for understanding student opinion at a given point in time, or over the course of time. The survey is given every two years and results are reported to the President and the cabinet.

For more specific information regarding data or survey questions, please contact the Office of Institutional Effectiveness and Research. **Also: Reference Online Survey List (Google Docs)**

## APPENDIX E

### IMPORTANT CONSIDERATIONS APPLICABLE to the *Principles of Accreditation*

#### **Application of the Requirement and Standards.**

SACSCOC bases its accreditation of degree-granting higher education institutions and entities on requirements and standards in the *Principles of Accreditation: Foundations for Quality Enhancement*. These requirements and standards apply to **all** institutional programs and services, wherever located or however delivered...

#### **The Requirement of a Policy.**

Implicit in every standard mandating a policy or procedure is the expectation that the policy or procedure is in **writing** and has been **approved through appropriate** institutional processes, **published** in appropriate institutional documents **accessible** to those affected by the policy or procedure, and **implemented and enforced by the institution**. At the time of review, an institution is expected to **demonstrate that it has met all of the above elements**.

**Source:** Southern Association of Colleges and Schools Commission on Colleges. Third Edition: 2018. First Printing. Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement. page 7.

-----  
**KEYWORDS:** MISSION VISION INSTITUTIONAL EFFECTIVENESS PLAN STRATEGIC PLAN GOALS OBJECTIVES  
STUDENT LEARNING OUTCOMES IMPLEMENTATION STRATEGIES MEASURES ( Quantitative, Qualitative)  
PROGRAM REVIEW ASSESSMENT CLOSING THE LOOP ACTION PLAN DATA SETS RESOURCE AVAILABILITY  
DECISIONS CONTINUOUS IMPROVEMENT **POLICY PROCESS PROCEDURES PERSONNEL**  
**PROFICIENCY LEVEL/ CLOSURE**

#### **Strategic Planning at Tougaloo College**

*The college's strategic plan consists of a vision statement, mission statement, core values, and strategic initiatives. The strategic plan establishes the overall direction for the College; serves as the overall direction for the College and as the foundation for annual goal planning at all levels of the College.*

1. The main purpose of Institutional Effectiveness is program and services improvement/ modifications.
2. Student learning outcomes and student involvement in assessment drive the institution.
3. Strategic planning focuses on the **actions that are taken to implement** the Institutional Mission.
4. Institutional effectiveness planning focuses on the result to determine how well the Institutional Mission is being fulfilled.
5. The College's Educational Programs and Administrative and Educational Support Units complete annual outcomes assessment planning through a process submitted and maintained in Compliance Assist.

11/12/'19 OIER/c.w.a.

# APPENDIX F

## POLICY REQUIREMENTS and AREAS OF RESPONSIBILITY

### Southern Association of Colleges and Schools/Commission of Colleges

**Legend:** CEO =Chief Officer AL=Accreditation Liaison DC= Dean’s Council BT= Board of Trustees FAC= Faculty Affairs Committee  
 OAA=Office of Academic SS= Student Services L/A= Library/Archives SA= Student Affairs PP= Physical Plant

**COLUMNS** (1)Standard (2) Title of Standard (3) Responsible Entity

**NOTE:** there are 73 standards; 36 are POLICY standards. ALL units are responsible for monitoring these standards as part of Institutional Effectiveness ( IE)

(1)	(2)	(3)	xx	(1)	(2)	(3)
1.1	<b>INTEGRITY</b>	CEO/AL	XX	10.5	Admission Policies and Practices	Fac/OAA
3.1.b	Coursework for degree	DC	xx	10.6	Distance and Correspondence	Fac/OAA
4.1	Governing Board Characteristics	BT/IE	xx	10.7	Policies for awarding credits	Fac/OAA
4.2.a	<b>MISSION REVIEW</b>	BT/CEO	xx	10.8	Evaluating and awarding academic credits	Fac/OAA
4.3	Multiple-level governing Structure	BT/CEO	xx	10.9	Cooperative academic arrangements	OAA/SS
5.1	<b>CHIEF EXECUTIVE OFFICER</b>	BT	xx	11.1	LIBRARY & LEARNING INFORMATION STAFF	OAA & L/A
6.2.b	<b>Program Faculty</b>	OAA	xx	11.3	Library and Learning/information access	OAA & L/A
7.2	QUALITY ENHANCEMENT PLAN	Fac/OAA	xx	12.1	STUDENT SUPPORT SERVICES	SA/SS/OAA
8.2.a	<b>Student Outcomes: Educational Programs</b>	FAC/OAA	xx	12.3	<b>Student Rights</b>	SA/OAA
8.2.b	Student Outcomes: General Education	FAC/OAA	xx	12.4	Student complaint	SA

8.2.c	<i>Student Outcomes: Academic &amp; General Services</i>	SS/OAA	xx	12.5	<i>Student records</i>	OAA/SA/OIER
9.1	<b>PROGRAM CONTENT</b>	FAC/OAA	xx	13.7	<b>PHYSICAL RESOURCES</b>	PP
9.2	<b>PROGRAM LENGTH</b>	FAC/OAA	xx	14.1	<i>Publication of accreditation status</i>	OIER
9.4	<i>Institutional credits for</i>	FAC/OAA	xx	14.2	<b>SUBSTANTIVE CHANGE</b>	OIER
9.5	<i>Institutional credits for a graduate /professional degree</i>	FAC/OAA	xx	14.3	<i>Comprehensive institutional reviews</i>	OIER/OAA /SS/SA
10.1	<i>Academic</i>	FAC/OAA	XX	14.4	<i>Representation to other agencies</i>	BT/CEO/OIER
10.2	<i>Public information</i>	FAC/OAA	xx	14.5	<b>POLICY COMPLIANCE</b>	BT/CEO/OIER
10.3	<b>ARCHIVED INFORMATION</b>	OIER/LA	xx			
10.4	<i>Academic Governance</i>	OAA	xx			

## APPENDIX F (page 2 of 2)

### POLICY REQUIREMENTS

Southern Association of Colleges and Schools/Commission of Colleges

02/2020 OIER c.w.a.