How do we know we have quality programs?

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## Office of Institutional Effectiveness

<table>
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<th>Assessment</th>
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| • University-wide assessment system  
  • Assure effectiveness of services (student services, enrollment management, financial aid, etc.)  
  • Faculty led assessment  
  • Quality Enhancement Program | • Compile documents as required by accreditation agencies: regional and professional  
• Assure compliance with state regulations for sites and programs  
• Compile all state requests for growth/change.  
• Compile all requests to accrediting agencies for change | • Complete national surveys, questionnaires, etc. on general institutional information  
• Warehouse function  
• Data management and coordination  
• Institutional Review Board |
Institutional Effectiveness

- Objectives
- Criteria and procedures to measure
- Data collection
- Evaluation of Results
- Planning Changes
- Repeat process
GOAL OF ASSESSMENT:

Student Learning Outcomes
Direct vs. Indirect Measures

**Direct Measures**

*What did they learn?*

- Pre/post testing
- Course papers
- Job performance

**Indirect Measures**

*What do they think they learned?*

- Surveys
  - End of Module
  - End of Program
  - Alumni
Assessment Credos

• What is *caught* is more important than what is *taught*.
• In God we trust, all others must bring data.
• You can’t fatten a pig just by weighing it.
• The enemy of good is perfect.
Quality Enhancement Project

• Commencing Year 2
• Thank you to everyone who has been involved
  – Darlene Gibson, Director
• Critical Thinking
• Use of CAT
• Working on Budget and Timeline
• Due to SACS in March
SACS Upcoming Accreditation Visit

• Compliance Document Sent Sept. 9
• Team will visit in April
  – Main campus
  – About 20 sites
  – Interviews with faculty, administrators and students
Questions

• Why do we have such a low graduation rate?
• Why are grades not used as a sign of a quality program?