

BELMONT ABBEY COLLEGE

Procedures for Administrative Assessment

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Executive Summary

These administrative assessment procedures were prepared after reviewing SACS-COC accreditation requirements, best practices at other universities and colleges, and a consultant's recommendations

The assessment procedures outlined in this document represent a program that will allow Belmont Abbey College the ability to ensure the quality of its administrative activities, will assist in planning, and decision-making, and will fulfill the SACS-COC requirements for accreditation.

Procedures for Administrative Assessment

Overview of Belmont Abbey College Assessment Program

The assessment procedures described in this document represent a program that will allow Belmont Abbey College to ensure students, parents, and the public of the quality of the educational experiences it provides. This process will enable the college to improve programming by identifying strengths, weaknesses, and opportunities to develop and assist in planning and decision-making. The straightforward procedures are designed to allow individual departments to determine the goals and measurement tools for their areas. This assessment program will fulfill the SACS-COC requirements for continuous, systematic, and integrated administrative assessment.

History of Belmont Abbey College Assessment Efforts

ACADEMIC ASSESSMENT

Since 1988, Belmont Abbey College has conducted departmental evaluations for departments offering academic majors. Components of the evaluation include annual reports and five-year reviews.

Annual Reports— Annual reports are submitted at the end of each academic year by individual faculty members, department chairs, and division chairs. These annual reports represent updates of the activities over the past academic year as well as recommendations that are considered for strategic planning purposes.

Five-Year Review— Belmont Abbey College also implements a rotational five-year departmental review process. This review process includes

1. A review of tenured faculty by the Chief Academic Officer. Evaluation criteria used include teaching excellence (instructional design skills, instructional delivery skills, content expertise, course management skills, and advising), scholarly and professional involvement and achievement, and service to the student body, college, and wider community (Belmont Abbey College Handbook, 2005).
2. An outside peer evaluation that assesses whether the department's goals are in keeping with the standards of the discipline and the mission of the College, the success in meeting these goals, qualifications and specializations of the department faculty, and whether instruments used for self-evaluation are appropriate.
3. An alumni survey.

ADMINISTRATIVE ASSESSMENT

Annual Reports—each administrative department writes an annual report narrative to the vice-president responsible for that department. These administrative annual reports include a summary of the year’s activities and goals for the coming year.

INSTITUTIONAL SURVEYS

In addition to the academic and administrative assessments, the office of Institutional Research has conducted annual surveys to assist in evaluation and planning. The table below lists these surveys

Survey	Semester of Survey	Population Surveyed
Exit (Graduation) Survey	Fall	All students applying for graduation during academic year
ADP Student Survey	Fall	ADP students
ADP Faculty Survey	Fall	All instructors teaching in ADP
First-Year Student Survey	Fall	All first-time traditional students enrolled in First-Year Symposium Course
First-Year Symposium Survey	Fall	All first-time traditional students enrolled in First-Year Symposium Course
Campus Services Survey	Spring	All employees (faculty and staff) of Belmont Abbey College
Student Opinion Survey	Spring	Both traditional and ADP students enrolled during spring semester
Alumni Survey	Spring	Alumni
Faculty Opinion Survey	Spring	All full-time and part-time faculty
Student Withdrawal Survey	Fall, Spring	Students who withdraw from Belmont Abbey College
National Survey of Student Engagement (NSSE)	Spring	Freshmen and Seniors

Rationale for a Comprehensive Assessment Program

External Requirements for Assessment— During the last decade there has been a strong external movement to require colleges and universities to demonstrate directly quality and continuous improvement in all areas of the campus. To demonstrate accountability, institutions of higher education are compelled to use research-based approaches of assessment to measure effectiveness of activities.

- ***SACS-COC Requirements and Expectations***

In 2004 the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) implemented new standards for accreditation which are published as the *Principles for accreditation: Foundations for quality enhancement* (2004). There is one core requirement and three comprehensive standards related to academic assessment:

CR 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission (p. 9).

CS 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 (p. 34).

- ***Requirements of Granting Agencies***

Finally, most external granting agencies are now requiring assessment plans as a part of proposal packets. For those grants related to student educational programs, these assessment plans require direct documentation of the impact the granting resources have on educational attainment.

Review of Belmont Abbey College's Current Assessment Practices— In the fall of 2005, a consultant was hired to assist the college in evaluating its compliance with SACS-COC's requirements for assessment. After examining documents and a campus-visit to evaluate BAC's assessment practices, Dr. Spurlin reported that the college is failing to meet the standards required by SACS-COC. Below is an excerpt from the consultant's report (see Appendix A for complete report).

“Regarding 2.5 core requirement, this is where your institution needs the most improvement. You have no ongoing or systematic review of programs that relate to outcomes assessment. Your current program review system is based on “inputs” such as the curriculum and number of faculty. SACS criteria indicate that quality improvement needs to be conducted to include outcomes assessment of each program.

Examination of Best Practices in Administrative Assessment

To assist in the development of administrative assessment policies the practices of institutions with proven assessment programs were examined. The table below lists examples of institutions with on-going administrative assessment programs.

University of Central Florida
University Wisconsin-Madison
University of Dallas
North Carolina State University
Western Carolina University
University of South Carolina
Texas Tech University
Crichton College (TN)

Internal Benefits of Assessment— While external pressures make administrative assessment a requirement, many benefits of engaging in the assessment process can be gained by the College. These benefits include

1. Enhanced Communication

A systematic and comprehensive assessment program promotes an institutional dialogue about teaching and learning. It allows opportunities for faculty and administrators to communicate about successes, to share ideas, and to assist in solving problems (Maki, 2004).

2. Enhanced Planning and Decision-Making

Having a research-based assessment program provides accurate information for program- and institution-level planning, budgeting, and decision-making (Maki, 2004; Walvoord, 2004).

Belmont Abbey College Assessment Process

While a standardized format for planning and reporting assessment results will be used, each department will be responsible for determining departmental goals and objectives that reflect the mission and vision of the college (see Appendix B for Assessment Plan Template).

Assessment will be on-going with annual reports updating findings for each academic year. Assessment plans will be completed by October 31st for each academic year with report of the findings and subsequent action plans due by October 1st of the following year.

Assessment of Administrative Departments

Annual Assessment— The annual assessment plan and report will be recorded on a standardized template adapted from Nichols and Nichols (2001). Similar assessment templates are used by many institutions including North Carolina State University and the University of Dallas (see Appendix B for full-size template).

DEPARTMENT:						
MISSION:						
Goal	Objective	Person Responsible	Strategies to meet Objective	Measure	Findings	Action Plan
(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this...surveys, records, etc)	(What did you find?)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)

Steps 1-5 described below make up the beginning stages of assessment and are referred to as the “assessment plan.”

- 1. Develop/Review Mission Statement.** The first step in the assessment planning process is to develop or review the mission statement for each department. This mission statement, developed by members of the department, should reflect the overall Belmont Abbey College mission statement.

Example from Career Services Assessment Plan (see Appendix C for example of the Career Services Assessment Plan):

DEPARTMENT: Career Services						
MISSION: It is our mission to educate students and alumni on the career development process and to teach them the lifelong skills of personal career assessment, resume/cover letter writing, and how to manage their own career development. The Office of Career Services endeavors to provide complete career development services in a welcoming, educational environment. We believe that the path to success is through the awareness of your personality, interests, skills, faith, and values and developing a career development plan that meets your individual needs. We strive to assist our students and alumni in reaching personal excellence and virtue. We also strive to meet the various and individual needs of our employer organizations in an efficient and complete manner. All services are offered with the belief that without you our students can not succeed in leading a virtuous and productive life.						
Goal	Objective	Person Responsible	Strategies to meet Objective	Measure	Findings	Action Plan
(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this...surveys, records, etc)	(What did you find?)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)

2. **Create Departmental Goals.** From the mission statement two to three departmental goals are created. These goals are to be general and non-specific in nature and are consistent from year to year.

Example from Career Services Assessment Plan:

(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this...surveys, records, etc)	(What did you find?)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)
Provide internship and career development opportunities to the students and alumni of Belmont Abbey College.	1a.) Provide efficient and visible postings of available internships and job opportunities, updated daily.	Matthew Caporale	Create and implement an online internship and job posting database, available through the Belmont Abbey College website.	copy of sample web postings	on-line database of internships and job postings was completed Fall 2005.	

3. **Develop Objectives.** Specific and measurable objectives are developed from each departmental goal.

Example from Career Services Assessment Plan:

(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this...surveys, records, etc)	(What did you find?)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)
Provide internship and career development opportunities to the students and alumni of Belmont Abbey College.	1a.) Provide efficient and visible postings of available internships and job opportunities, updated daily.	Matthew Caporale	Create and implement an online internship and job posting database, available through the Belmont Abbey College website.	copy of sample web postings	on-line database of internships and job postings was completed Fall 2005.	

4. Determine strategies to meet objective. In this step, the department lists the steps needed to meet the objective. This will aid in planning the activities related to meeting the objective.

Example from Career Services Assessment Plan:

(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this...surveys, records, etc)	(What did you find?)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)
Provide internship and career development opportunities to the students and alumni of Belmont Abbey College.	1a.) Provide efficient and visible postings of available internships and job opportunities, updated daily.	Matthew Caporale	Create and implement an online internship and job posting database, available through the Belmont Abbey College website.	copy of sample web postings	on-line database of internships and job postings was completed Fall 2005.	

5. Establish Assessment Measures. For each objective, the administrative department must determine which methods of assessment will be used for evaluation. Examples of measures include responses from surveys, frequency of users, and completion of projects.

Examples from Career Services Assessment Plan:

(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this...surveys, records, etc)	(What did you find?)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)
Provide internship and career development opportunities to the students and alumni of Belmont Abbey College.	1a.) Provide efficient and visible postings of available internships and job opportunities, updated daily.	Matthew Caporale	Create and implement an online internship and job posting database, available through the Belmont Abbey College website.	copy of sample web postings	on-line database of internships and job postings was completed Fall 2005.	
	4b.) Increase the number of employers registering with Career Services by 25% annually.	Matthew Caporale	Attend area Chamber of Commerce events. Visit employers off campus and invite to campus.	online registration and event participation numbers		
	4c.) 80% of students surveyed will know how to locate the Career Services office on campus.	Matthew Caporale	Obtain survey results from Office of Institutional Research	Senior Exit Survey, ADP Student Survey, Student Opinion Survey		

Steps 6-7 represent the “reporting and analysis” segment of the annual assessment process.

6. Analyze Results. At the completion of the academic year departments will analyze the results of their assessment process and determine whether or not the objectives were met.

Example from Career Services Assessment Plan:

Goal	Objective	Person Responsible	Strategies to meet Objective	Measure	Findings	Action Plan
(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this...surveys, records, etc)	(What did you find?)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)
Provide internship and career development opportunities to the students and alumni of Belmont Abbey College.	1a.) Provide efficient and visible postings of available internships and job opportunities, updated daily.	Matthew Caporale	Create and implement an online internship and job posting database, available through the Belmont Abbey College website.	copy of sample web postings	on-line database of internships and job postings was completed Fall 2005. As of 5/31/06: 201 employers; 111 students registered	continue to publicize service to students and employers. Will conduct a student registration drive in Fall 2006 - provide constant marketing

7. Action Plan. The final step in the annual assessment process is to interpret and apply the results of the evaluation. Assessment results are used for program planning, budget requests, and to guide the development of the next year’s assessment plan.

Example of an action plan:

Goal	Objective	Person Responsible	Strategies to meet Objective	Measure	Findings	Action Plan
(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this...surveys, records, etc)	(What did you find?)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)
Provide internship and career development opportunities to the students and alumni of Belmont Abbey College.	1a.) Provide efficient and visible postings of available internships and job opportunities, updated daily.	Matthew Caporale	Create and implement an online internship and job posting database, available through the Belmont Abbey College website.	copy of sample web postings	on-line database of internships and job postings was completed Fall 2005. As of 5/31/06: 201 employers; 111 students registered	continue to publicize service to students and employers. Will conduct a student registration drive in Fall 2006 - provide constant marketing

Annual Assessment Time-Line. The following table presents the time-line for the different annual assessment activities.

Development of Assessment Plan (formulating goals, outcomes, strategies, and measures)	October 31
Assessment of administrative activities	Throughout academic year
Annual report (results, use of results, budgetary requests)	October 1

Appendix A

REPORT ABOUT ACADEMIC ASSESSMENT PROCESSES AT BELMONT ABBEY COLLEGE

Prepared by: Joni E. Spurlin, Ph.D.

December 8, 2005

Thank you for the opportunity to work with you on your assessment processes. Your college is very warm and inviting, and everyone was open about their thoughts.

This report summarizes where you are now and what are some recommended first steps to take in your assessment process development in order to ensure SACS compliance. Other recommendations are also given, based on my experiences as to how to develop this process and encourage as much faculty buy-in as possible.

Findings As Related To SACS Criteria

SACS Core Requirements include:

2.4 The institution has a clearly defined and published **mission statement** specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service.

(Institutional Mission)

2.5 The institution engages in **ongoing, integrated, and institution-wide** research-based planning and evaluation processes that incorporate a **systematic review of programs** and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission.

(Institutional Effectiveness)

2.12 The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process.

(Quality Enhancement Plan)

Regarding 2.4 core requirement, your institutional mission is clearly published in your catalog and is appropriate to your institution. I also noted a “Philosophy” section that, in my eyes, seemed to also give direction to the learning and teaching at your college. As the faculty consider program goals and outcomes, I hope that they will keep in mind both your Mission and Philosophy statements. You are meeting this requirement.

Regarding 2.5 core requirement, this is where your institution needs the most improvement. You have no ongoing or systematic review of programs that relate to outcomes assessment. Your current program review system is based on “inputs” such as the curriculum and number of faculty. SACS criteria indicate that quality improvement needs to be conducted to include outcomes assessment of each program.

Regarding 2.12 core requirement, I understand that your institution will begin to work on your Quality Enhancement Plan (QEP) fall of 2006. I encourage you to keep with this timeline.

SACS Comprehensive Standards include:

3.1.1 The institution has a clear and comprehensive mission statement that guides it; is approved by the governing board; is periodically reviewed by the board; and is communicated to the institution's constituencies.

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**.

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

3.5.1 The institution identifies college-level competencies within the general education core and provides **evidence** that graduates have attained those competencies.

Regarding 3.3.1 comprehensive standard, I found a few programs that had developed learning goals or objectives. The ones I saw were published in the Catalog, including Honors Program, Psychology, and Sociology. I saw no expected outcomes for any program or any written assessment plan or assessment processes. Sociology had the closest process to implied program assessment, which included assessment of the senior thesis. This program could easily explicitly develop their program outcomes and assessment methods related to their senior thesis program and provide a model of assessment for the College.

Your subcommittee needs to develop a set of guidelines about your institutional expectations around this standard that outlines how your institution will carry out this standard. As you know, this standard and core requirement 2.5 is the area where your institution needs the most work.

Regarding 3.5.1, the core curriculum is what is related to this standard. In your Catalog, the description of the core curriculum has implied learning goals and outcomes. The written description could be used to develop explicitly stated learning goals and outcomes. I found no evidence that graduates have attained this implied goals. Since your Core Curriculum makes up 50% of most programs' curriculum, your assessment of this core curriculum will be critical to your institution.

It is evident that the Dean and Director of Institutional Research are aware of the need to develop assessment processes, outcomes, and assessment methods. The Director of Institutional Research has a strong background in assessment and is an asset to your College. The Academic Assessment Subcommittee has been working effectively to develop processes.

Recommendations

Belmont Abbey College should develop Core Curriculum learning goals that are related to the institutional mission and are agreed upon by the faculty members. Once learning goals have been developed, then learning outcomes and an assessment process for the core curriculum needs to be developed. The College may want to develop a committee of faculty who oversee the assessment process, including development of the assessment plan, gathering of data, analyses and interpretation of the data. Processes for how to handle recommendations for improvements of the Core Curriculum should be developed.

Each Division or Department should develop a mission statement and learning goals that are related to the institutional mission. Each program should develop expected learning outcomes, with relate to these learning goals. The development of assessment process should relate to the expected learning outcomes of the programs. I saw that the course syllabi outline required course objectives. These are important to include in the syllabi and I encourage the use of this tool to help students understand not only the course objectives but also the program's outcomes.

The Academic Assessment Subcommittee should develop, with the faculty, common language, so that everyone at the institution is discussing assessment in the same way. Some suggested ways of developing this common language is to produce a graphic representation of an assessment model, to define your terms in relations to goals, objective, and outcomes, and the number of levels of goals and outcomes the institutional will use. It is also important that the institution thinks about the purpose of assessment and develops a statement about the purpose and related principles or expectations.

The Academic Assessment Subcommittee should develop guidelines on on-going assessment. These guidelines should include:

- A format for program's assessment plans and reports.
 - The format should include the division or department learning goals, program outcomes, assessment methods, implementation methods for how students will learn these outcomes, and a plan for who, when and how the evidence of assessment is gathered and reported. The report should include a summary of the evidence and the conclusions of the faculty about what this evidences suggests related to program strengths and weaknesses.
- A timeline for review of the college's mission, timelines in terms of reporting about assessment and strategic planning.
- Who reports will be reviewed by and who will make judgments about the quality of assessment processes and quality of the programs.
- Guidelines related to the quantity of assessment. It is more important that the assessment be meaningful and manageable by the faculty than to produce a quantity of data each year. All outcomes do not need to be assessed each year. I have found that when program begin to develop their program outcomes, they tend to list all the outcomes they want students to achieve.

This list begins to range into 10-15 outcomes. This is not a manageable assessment process. It is more important to focus on what is meaningful to the faculty than to list every possible outcome and try to assess them. In addition, given the size of some of the programs, it may be that data will need to be collected over several years, prior to decisions made based on the analyses of these data. Therefore, as each program is developing their assessment plans, it is important that they have plans related to when they will gather the data and when they will analyze the data. For the smaller programs, it is important to ensure that data is being gathered, even if analyses will not be conducted that year.

- Relationship of programmatic accreditation requirements to the institution's guidelines. The program assessment processes should meet any external program accreditation guidelines and institutional guidelines at the same time. This may mean that the format of the reports and plans are different for some programs.

The Academic Assessment Subcommittee should develop additional guidelines for the periodic review of programs that include outcomes assessment. If the on-going assessment processes are in place and working, then the periodic review allows the programs to summarize what the assessment has shown the program about its strengths and weaknesses, and if the improvements put into place have actually improved the program. It is more important to have the on-going processes working prior to SACS review, than to have an active periodic review. So if the development of processes needs to take place in stages, it is more important to focus on developing on-going assessment processes.

It is recommended that those responsible for each program assessment meet together in teams, on a regular basis. It is important to share processes, methodology, and findings across programs. This improves the process, allows for discussion of common problems, and solutions, and improves student learning.

The Academic Assessment Subcommittee should develop mechanisms for senior administration to respond to assessment results and to celebrate success!

It may be important to develop some pilot projects that are models of assessment prior to requiring many programs to adopt a methodology. This is especially important for the core curriculum assessment. It may be important to try out some assessment methods on a few core curriculum outcomes prior to assessing every core curriculum outcome.

Recommended Timeline For Development Of Assessment Processes:

Spring 2006:

- Develop assessment process procedures for on-going assessment.
- Develop and have faculty approval of core curriculum learning goals and expected outcomes.
- Develop division/department learning goals and program outcomes.
- Find the evidence already available related to core curriculum and program outcomes.

Fall 2006:

- Begin developing Quality Enhancement Plan by discussing possible areas of interest; develop plans for gathering data about areas in which to pursue for your plan. (You will need data that says WHY you have selected the areas of study for your QEP.)
- Begin to gather data and analyze data already available for each program.
- Identify outcomes that do not have assessment data already available and begin to develop methods for these outcomes.
- Identify implementation methods for each outcome. This may include a matrix of the relationship of each course to program outcomes.

Spring 2007:

- By end of spring, document complete assessment plans for each program (including Core-Curriculum).
- By end of spring, report on some of the outcomes for each program and core curriculum.
- Development of assessment processes for periodic review

Summer 2007:

- Assess quality of assessment processes for the institution, including strengths and weaknesses of the processes.

2007-2008:

- Complete second set of assessment reports. Should have at least one report on every outcome by end of spring 2008.
- Gather and analyze data related to your QEP.

2008-2009:

- Complete third set of assessment reports.
- Complete first draft of QEP and assessment plan for your QEP.

2009-2010:

- Develop SACS compliance report and final draft of QEP.

Resources:

I have given the Academic Assessment Subcommittee resources and examples from which to help develop these processes. If more resources are needed, please feel free to ask, as I have knowledge of many, many resources and examples. It is also recommended, that as programs develop their program outcomes, that they do not start from a blank page. There are many assessment plans for every discipline available from the web. I recommend that the programs look for these plans and use them in developing their own assessment plans. If any program needs help with finding these resources, feel free to ask. Another way to engage faculty in discussion of assessment is to relate the program outcomes to their course objectives. For some programs, the second step, after developing program outcomes may be to develop a matrix of how each course relates to their outcomes.

In closing this report, I want to leave you with some valuable lessons I have learned in my experiences:

- Begin implementing the program assessment plan as quickly as possible. Do not get bogged down in one of the early steps.
- Close the loop on each outcome as soon as possible.
- Surveys should be only one of several evaluation and assessment tools.

Appendix B

Assessment Plan Template

DEPARTMENT:					
MISSION:					
Goal	Objective	Person Responsible	Strategies to meet Objective	Measure	Findings
(LONG-TERM GOAL--constant, general)	(OBJECTIVES--specific, measurable, duration specific, short-term)	(The person responsible for assessing objective)	(How do you plan to meet this objective?)	(How will you measure this... surveys, records, etc)	(How will you use this information? What must you do to increase effectiveness? What are the next steps in the process?)

Appendix C

Career Services Assessment Plan

DEPARTMENT: Career Services (2005-2006) MISSION: It is our mission to educate students and alumni on the career development process and to teach them the lifelong skills of personal career assessment, resume/cover letter writing, and how to manage their own career development. The Office of Career Services endeavors to provide complete career development services in a welcoming, educational environment. We believe that the path to success is through the awareness of your personality, interests, skills, faith, and values and developing a career development plan that meets your individual needs. We strive to assist our students and alumni in reaching personal excellence and virtue. We also strive to meet the various and individual needs of our employer organizations in an efficient and complete manner. All services are offered with the belief that without you our students can not succeed in leading a virtuous and productive life.					
Goal	Objective	Person Responsible	Strategies to meet Objective	Measure	Findings
(LONG-TERM GOAL--constant, general) Provide internship and career development opportunities to the students and alumni of Belmont Abbey College.	(OBJECTIVES-- specific, measurable, duration specific, short-term) 1a.) Provide efficient and visible postings of available internships and job opportunities, updated daily.	(The person responsible for assessing objective) Matthew Caporale	(How do you plan to meet this objective?) Create and implement an online internship and job posting database, available through the Belmont Abbey College website.	(How will you measure this...surveys, records, etc) copy of sample web postings	(What did you find?) on-line database of internships and job postings was completed Fall 2005. As of 5/31/06; 201 employers; 111 students registered continue to publicize service to students and employers. Will conduct a student registration drive in Fall 2006 - provide constant marketing Will continue with Resume, Interviewing, and Job Search Workshops. Adding Grad School; Internships; Career Bobcats Internship Event; Luis Lobo (BB&T) event
	1b.) Provide monthly workshops on career and internship related topics to educate students and alumni on opportunities and how to position themselves to achieve these opportunities.	Matthew Caporale	Select and develop appropriate topics and events based on feedback received from faculty, students, and alumni.	Schedule of events and workshops	Conducted a total of 12 workshops and events including: Resumes & Cover Letters (4); Interviewing (3); Job Search (3); Bobcats Internship Event; Luis Lobo (BB&T) event 35 total responses; 100% rated workshops as Very Effective or Effective
	85% of students and alumni will be satisfied or very satisfied with workshops offered.	Matthew Caporale	Develop an evaluation to be distributed at each event.	results of workshop evaluations	continue to present workshops as offered

Goal	Objective	Person Responsible	Strategies to meet Objective	Measure	Findings	Action Plan
	1d.) Develop a Career Services and Internships website that provides information on services offered and links to valuable resources.	Matthew Caporale	Met with David Williams on web process and style. Located appropriate web links. Purchased online posting system. Purchased online career assessment tool. Write web pages.	copy of website	Completed August 2005.	make continious updates - website needs to become more interactive for students.
Provide employer organizations with opportunities to meet and recruit qualified students and alumni at BAC.	2a.) Develop a Career Event series that brings guest speakers/employer organizations to campus to connect students with employers by Fall 2006.	Matthew Caporale	Contact potential guest speakers and employer organizations and develop a calendar of events.	schedule of Career Event Series	not completed - will implement beginning Fall 2006	did not have opportunity to develop this year. Will utilize alumni and employer contacts to begin a series of educational events regarding career types
	2b.) Increase the number of employers hosting on-campus interviews each year by 15%.	Matthew Caporale	Aggressively recruit and invite employers to campus. Develop a database of resumes for employers to review. Market opportunities to students.	schedule of interviewing events	not completed - will implement beginning Fall 2006	employer participation was confined to informational events. Will invite for interviews beginning Fall 2006
	2c.) Increase the number of students attending the annual Career Fair by 25%.	Matthew Caporale	Market event heavily to students. Arrange transportation to event for students. Arrange faculty support for students to attend.	attendance total at fair	attendance total: 23 - this was a 5% decrease from last year	conduct more marketing and workshops prior to fair. Develop faculty support for fair.
Provide collaborative services with other campus offices to increase office exposure and services to students.	3a.) Develop two (2) collaborative programs per semester with Academic Resource Center and Counseling Services by May 2006.	Matthew Caporale, Stacey Davis, Trish Murray	Meet with Stacey Davis and Trish Murray to develop events and programs.	schedule of collaborative programs	Conducted Graduate School Fair with ARC; 9 schools; 40 students. Presented 2 workshops for ARC. Plan with Counseling Fall 2006 orientation: career and personality type	Plan with Stacey Davis for Graduate School Fair - Fall 2006. Will continue with ARC Academic Skills Workshops. Develop and implement Freshman orientation programs with Trish Murray

Appendix D

References

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