

## **Associate Vice President for Academic Affairs 2002-03 Annual Report**

### **A. Mission**

The Office of Planning and Assessment, now the Office of the Associate Vice President for Academic Affairs, was established and charged to coordinate for the College the development of and to support the implementation of an effective, well-documented planning/assessment/budgeting process; to address all institutional research responsibilities and needs of the College; and to support the planning and assessment processes of the College. This office also addresses Performance Funding responsibilities for the College, and institutional research responsibilities including the development of reports and studies to meet internal and external needs (IPEDS, CHEMIS, accreditation and CHE program reviews, etc.). This office is responsible for gathering and analyzing information in a variety of areas including Student Evaluation of Instruction, Social Climate Survey, Alumni Survey, The Citadel Experience Survey, and various other instruments that contribute to the assessment efforts of the College.

The Citadel has adopted a formal, three-level planning process. Strategic Planning (Level I Planning) is a college-wide effort and is carried out normally on a 5-year cycle. The current strategic plan was approved by the Board of Visitors at its February 2003 meeting. The initial phase of vice presidential level planning (Level II Planning) in response to the strategic plan will be completed in the fall 2003 semester. Annual planning (Level III Planning) is conducted by each budgeted office of the College.

The Office of Associate Vice President for Academic Affairs provides support for all levels of the planning process and for the standing Strategic Planning Council.

### **B. Expected Results**

All reports are prepared carefully and accurately and are submitted as required, and the professionalism of these presentations reflects favorably on The Citadel.

Requests for institutional research assistance are addressed promptly and professionally.

The planning/assessment/budgeting processes of the College are well coordinated and facilitated and function effectively.

All accreditation and program reviews are well coordinated and effectively supported.

The Performance Funding expectations of CHE for data and supporting documentation are met efficiently and effectively.

Annual Assessment Reports are effective sources of information in the planning and budgeting processes of the College.

Annual Assessment Reports are effective in improving the programs and services provided by the budgeted operations of the College.

Annual Assessment Reports are effective in providing documentation of resource needs of the College for the budgeting process of the College.

Annual Plans are effective in moving the College toward addressing goals and objectives of the Strategic Plan.

The Fact Book and web site are effective sources of useful information for the various constituencies of the College.

All self-studies for program and accreditation reviews meet all expectations.

### **C. Assessment Methods/Tools**

Final reports are reviewed for appearance and content. Submission dates are compared with due dates. Satisfaction of recipients with materials produced and information provided is monitored.

Assessment instruments and reports are reviewed annually by users, and responses are used to modify these as needed.

CHE evaluates annually CHEMIS data, Institutional Effectiveness reports, and Performance Funding submission.

CHE evaluates all program review submissions.

### **D. Actual Results**

Major strides have been made in standardizing annual assessment reports to facilitate their use in budget/resource allocation decisions. The introduction of the Supplemental Matrix has further facilitated the link between annual assessment reports and the development of the budget.

The ABET reaffirmation process was well coordinated and resulted in the addressing of several equipment, curriculum, and personnel issues. Reaffirmation is expected.

The NCAA five-year review was well coordinated. A number of issues relative to minority recruiting and the relationship of the College and the Brigadier Foundation have been recognized and are being addressed.

With the dramatic decrease in state appropriation, Performance Funding is in a bit of a stall, but data has been provided and deadlines have been met.

The webpage and Factbook continue to be enhanced and serve as effective sources of information.

The Citadel Experience Survey completed by each graduating cadet was converted to an electronic format. The response rate was not reduced, but comments were more carefully worded and more abundant.

The School of Business and Departments of Biology, English, Mathematics and Computer Science, and Political Science and Criminal Justice used standardized tests as assessment tools.

#### **E. Actions Taken/Resources Needed**

Because of the success of the conversion to electronic format of the Citadel Experience Survey, the Social Climate Survey will be converted before it is administered in 2003-04.

Concerted efforts will also be made to convert the Student Evaluation of Instruction to an electronic format. Typing student comments overwhelms the entire office for several weeks each semester.

#### **F. Major Goals and Objectives for AY 2003-04**

1. Separate Institutional Research from the Office of the Associate Vice President for Academic Affairs. The operation will still report to the Associate Vice President for Academic Affairs, but will become a separately budgeted department.
2. Move the annual assessment reporting process to the Associate Vice President for Academic Affairs webpage. Reports and Supplemental Matrices will be available electronically to facilitate the sharing of information and results.