DSC
DALTON STATE
C O L L E G E

OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

ANNUAL REPORT
2001-2002

HENRY M. CODJOE
DIRECTOR

September 2002

TABLE OF CONTENTS

Section A: Division/Department Profile & Productivity At-a-Glance

Number of Completed Projects and Assignments	30
Number of Ongoing Projects	17
Number of New Projects	14
Number of Consulting Service/Advice Provided to College Community	52
Number of Written ad-hoc Reports or Studies	26
Number of Surveys and Tests Administered	7
Number of Students Served by Surveys and Tests	215
Number of Faculty and Staff Served by Surveys	132
Number of External Data Requests and Reports Prepared for University System and External Agencies	27
Number of Internal Data Requests Provided or Answered to	28
Number of Full-Time Staff	1
Number of Part-Time Staff	0
Number of Professional Development Activities by Staff	2
Number of Community Activities	11
Percentage of Staff Serving on Committees	100%
Total Operating Expenditures (FY 2002)	$87,281.00
Operating Supplies & Expenses (FY 2002)	$9,943.00
Equipment Expenditures (FY 2002)	$-0-

Section B: Summary of Major Accomplishments

1. Provided support to 2003 Self-Study Reaffirmation Committees. Worked with Committee on Section III (Institutional Effectiveness) draft report.

2. Completed an Academic Program Review report for the Industrial Operations Management baccalaureate program as per University System of Georgia mandate.

3. Produced the first annual *Accountability Report Card* on the College's key performance indicators.

4. Produced an expanded and the first comprehensive *Fact & Figures* document for the College.

5. Assisted with student survey and focus group discussion to come up with strategies to address student retention and graduation issues.

6. Provided data and assistance to a Title III grant proposal, the AACSB and BSW Social Work application for accreditation for the Divisions of Business Administration and Social Sciences.

7. Worked with academic divisions and administrative departments to finalize production of student learning outcomes (Faculty Student Learning Outcomes Assessment Plans) and local administrative objectives (Performance Assessment Plan) to be used for institutional effectiveness.

8. Provided support to the Strategic Planning Committee in developing 2001-2002 implementation plans of the 2000-2003 Strategic Plan.

9. Assisted planning units with their 2001-2002 strategic plan evaluation/progress reports plan using plan builder.

10. The Institutional Research office continued to provide and complete internal/external information requests, as well as coordinate the IPEDS Completions reports for Dalton College. Information requests were completed for the following:

    *   AAUP Faculty Compensation Survey
    *   ACT Institutional Data Questionnaire
    *   Adjunct Faculty Pay Questionnaire (UTC)
    *   Annual Survey of Georgia's Postsecondary Schools
    *   Basic Right to Know Training (State of Georgia)
    *   Commission on Colleges "Questionnaire of Office Suite Usage"
    *   Evergreen College Questionnaire
    *   FMG Student Information Form Survey

- Georgia Student Finance Commission Survey
- Georgia Tech Internet Survey
- Graduate Salary Survey Data (USG)
- Higher Education Directory
- Minority Advisement Program (MAP) Annual Evaluation Report
- Peterson's Annual Survey of Undergraduate Institutions
- PIA Institutional Research Survey (USG)
- Room Utilization Data Report
- SACS "General Education Assessment"
- SACS Institutional Profile for General Information and Enrollment Data
- U.S. Department of Education Survey on Distance Education
- U.S. Department of Education "Remedial Education Questionnaire"
- USG Nursing Survey Data
- USG Research, Instruction, & Public Service Contracts and Grants
- Wintergreen/Orchard House DSC Survey

13. Continued to conduct surveys and reports of students, faculty, staff, alumni and employers to gather information to use in identifying strategic areas needing improvement with regard to College programs and services. The following surveys were conducted during the 2001-2002 planning period:

   - Alumni
   - Division of Nursing Graduates
   - Employers
   - Evaluation of the Strategic Planning Process (Strategic Planning Committee)
   - Faculty
   - Graduating Students
   - Staff

14. Assisted with the administration of ETS Business Test to Division of Business Administration students, CAAP tests to Nursing graduates (Critical Thinking) and to graduating students in Reading, Math, Science Reasoning, and Critical Thinking.

15. The Director served on the following committees during the 2001-2002 planning period:

   - Academic Council
   - Administrative Council
   - Budget and Planning
   - Retention Task Force
   - SACS Self-Study Steering Committee
   - Social Work Professional Advisory Board
   - Strategic Planning and subcommittees (Institutional Effectiveness, Academic Program Review & Institutional Research)

16. Continued to represent the College at the Administrative Council of Institutional Researchers of the University System of Georgia.

17. Continued to serve as faculty advisor for the College's International Students' Association.

18. Continued to instruct a one-credit hour Sociology course (SOCI 1000).

19. Produced the following major reports:

- 2000-2001 Office of Institutional Research & Planning Annual Report
- 2000-2001 Strategic Plan Progress Report
- 2001 Alumni Survey Results Summary Report
- 2001 Bachelor of Science (Industrial Operations Management) Graduates Survey Results Report
- 2001 Bachelor of Science (Management Information Systems) Graduates Survey Results Report
- 2001 Bachelor of Science (Technology Management) Graduates Survey Results Report
- 2001 Employer Satisfaction Survey Results Report
- 2001-2002 Division of Nursing Graduates Survey Results Report
- 2001-2002 Faculty Survey Results Summary Report
- 2001-2002 Graduating Student Survey Results Summary Report
- 2001-2002 Staff Survey Results Summary Report
- 2001-2002 Strategic Plan Implementation Goals
- Accountability Report Card, 2000-2001
- Dalton State College Academic Program Review – Industrial Operations Management
- Dalton State College Annual Report of Institutional Progress, 2000-2001
- Dalton State College Facts & Figures 2001
- Dalton State College Strategic Plan Progress Reports, 2001-2002
- Decision-Making Statistical Trend Report
- Fall 2001 Dalton State College Information Profile
- Grade Distribution Report: Math Courses offered by DSC
- Guidelines for Outcomes Assessment
- Performance Assessment Plans for Administrative Units and Departments
- Profile Reports for Divisions and Departments
- Student Retention Survey Results Report - Spring 2002
- Update: Major Changes and Continuous Improvements Arising From Strategic Planning & Institutional Effectiveness Processes (A "Closing The Loop" Summary Report")

COMMUNITY & SCHOLARLY ACTIVITIES

- Social Studies Lecture: Learning Tree Elementary School
- Lecture on African Cultures: Dalton Middle School
- Doctoral External Examiner: McGill University
- Candidate Referee: Loyola College, Queen's University
- Editorial Advisory Board Member: Collegiate Press (to evaluate the current edition of *A Turbulent Voyage: Readings in African American Studies*)
- Peer Review Journal Referee: *Race Ethnicity & Education*
- Published article in the refereed journal, *Race Ethnicity & Education* and contributed an essay in the edited volume, *Talking About Identity: Encounters in Race, Ethnicity, and Language.*

Section C: Annual Progress in Strategic Planning

See the following reproduced attachment from PlanBuilder.

Section D: Annual Progress in Assessing Institutional Effectiveness

Planning and Institutional Effectiveness

	Strongly Agree	Agree	Don't Know/ No Opinion	Disagree	Strongly Disagree
DSC engages in effective planning for its educational programs.	16 22.9%	39 55.7%	8 11.4%	5 7.1%	2 2.9%
DSC engages in effective planning for its administrative and educational support programs.	15 21.4%	31 44.3%	14 20.0%	8 11.4%	2 2.9%
DSC engages in effective evaluation for its educational programs.	15 21.4%	30 42.9%	14 20.0%	10 14.3%	1 1.4%
DSC engages in effective evaluation for its administrative and educational support programs.	11 15.7%	23 32.9%	21 30.0%	12 17.1%	3 4.3%
DSC evaluates student achievement through the use of key performance indicators such as state licensing exams, regents' testing program, and job placement rates.	28 40.0%	34 48.6%	7 10.0%	1 1.4%	0 0.0%
The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.	**27** **38.6%**	**29** **41.4%**	**10** **14.3%**	**4** **5.7%**	**0** **0.0%**
The preparation of the DSC annual budget is preceded by adequate educational planning.	13 18.6%	22 31.4%	29 41.4%	5 7.1%	1 1.4%

Source**:** *2001-2002 Faculty Survey; Survey Conducted March, 2002; Total Respondents 70 (88% of full-time faculty)*

General Satisfaction with College Services

Please indicate your level of satisfaction or dissatisfaction with the following college services:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
ACE Center	2 2.9%	2 2.9%	52 75.4%	13 18.8%
Academic vice-president's office	7 10.1%	11 15.9%	47 68.1%	4 5.8%
Bookstore	2 2.9%	3 4.3%	48 69.6%	16 23.2%
Business office	2 2.9%	3 4.3%	49 71.0%	15 21.7%
Campus security	2 2.9%	4 5.8%	51 73.9%	12 17.4%
College newspaper	3 4.3%	8 11.6%	53 76.8%	5 7.2%
Computer services (OCIS)	2 2.9%	8 11.6%	47 68.1%	12 17.4%
Foundation and Alumni	1 1.5%	1 1.5%	55 82.1%	10 14.9%
Handicap accessibility	0 0.0%	2 3.0%	56 83.6%	9 13.4%
Institutional research	**0** **0.0%**	**3** **4.5%**	**46** **68.7%**	**18** **26.9%**
Parking	6 8.6%	19 27.1%	40 57.1%	5 7.1%
Plant Operations/Maintenance	1 1.5%	3 4.4%	51 75.0%	13 19.1%
President's office	1 1.4%	2 2.9%	44 63.8%	22 31.9%
Public relations	1 1.4%	4 5.8%	48 69.6%	16 23.2%
Purchasing	1 1.5%	7 10.4%	48 71.6%	11 16.4%

Source**:** *2001-2002 Faculty Survey; Survey Conducted March, 2002; Total Respondents 70 (88% of full-time faculty)*

Planning and Institutional Effectiveness

	Strongly Agree	Agree	Don't Know/ No opinion	Disagree	Strongly Disagree
9. DSC engages in effective planning for its educational programs.	13 21.0%	37 59.7%	9 14.5%	3 4.8%	0 0.0%
10. DSC engages in effective planning for its administrative and educational support programs.	8 12.9%	39 62.9%	12 19.4%	3 4.8%	0 0.0%
11. DSC engages in effective evaluation for its educational programs.	8 12.9%	37 59.7%	12 19.4%	5 8.1%	0 0.0%
12. DSC engages in effective evaluation for its administrative and educational support programs.	6 9.7%	41 66.1%	15 24.2%	0 0.0%	0 0.0%
13. DSC evaluates student achievement through the use of key performance indicators such as state licensing exams, regents' testing program, and job placement rates.	15 24.2%	33 53.2%	13 21.0%	1 1.6%	0 0.0%
14. **The Office of Institutional Research at DSC is effective in collecting, analyzing, and disseminating information and data.**	**19** **30.6%**	**36** **58.1%**	**7** **11.3%**	**0** **0.0%**	**0** **0.0%**
15. The preparation of the DSC annual budget is preceded by adequate educational planning.	11 17.7%	25 40.3%	25 40.3%	1 1.6%	0 0.0%

Source**:** *2001-2002 Staff Survey; Survey Conducted March, 2002; Total Respondents 62 (41% of full-time staff)*

General Satisfaction with College Services

Please indicate your level of satisfaction or dissatisfaction with the following college services:

		Very Dissatisfied	*Dissatisfied*	*Satisfied*	*Very Satisfied*	*Don't know/ No opinion*	*No Response*
16.	Ace Center	0	2	41	16	0	3
		0.0%	3.2%	66.1%	25.8%	0.0%	4.8%
17.	Academic VP's office	0	6	44	8	0	4
		0.0%	9.7%	71.0%	12.9%	0.0%	6.4%
18.	Bookstore	0	3	43	14	0	2
		0.0%	4.8%	69.4%	22.6%	0.0%	3.2%
19.	Business office	0	2	39	18	0	3
		0.0%	3.2%	62.9%	29.0%	0.0%	4.8%
20.	Campus security	0	0	42	19	0	1
		0.0%	0.0%	67.7%	30.6%	0.0%	1.6%
21.	College newspaper	0	12	35	8	0	7
		0.0%	19.4%	56.5%	12.9%	0.0%	11.2%
22.	Computer services (OCIS)	0	5	38	16	0	3
		0.0%	8.1%	61.3%	25.8%	0.0%	4.8%
23.	**Institutional research**	**0**	**1**	**39**	**19**	**0**	**3**
		0.0%	**1.6%**	**62.9%**	**30.6%**	**0.0%**	**4.8%**
24.	Parking	6	19	32	4	0	1
		9.7%	30.6%	51.6%	6.5%	0.0%	1.6%
25.	Plant Operations/ Maintenance	1	2	42	16	0	1
		1.6%	3.2%	67.7%	25.8%	0.0%	1.6%
26.	President's office	0	0	38	22	0	2
		0.0%	0.0%	61.3%	35.5%	0.0%	3.2%
27.	Public relations	0	2	40	17	0	3
		0.0%	3.2%	64.5%	27.4%	0.0%	4.8%
28.	Purchasing	0	4	38	16	0	4
		0.0%	6.5%	61.3%	25.8%	0.0%	6.5%
29.	Recreation/athletic facilities	0	3	45	9	0	4
		0.0%	4.8%	72.6%	14.5%	0.0%	6.5%
30.	Student activities	0	3	46	10	0	3
		0.0%	4.8%	74.2%	16.1%	0.0%	4.8%
31.	Student center	0	3	49	7	0	3
		0.0%	4.8%	79.0%	11.6%	0.0%	4.8%
32.	Student government	0	5	48	3	0	6
		0.0%	8.1%	77.4%	4.8%	0.0%	9.6%

Source**:** *2001-2002 Staff Survey; Survey Conducted March, 2002; Total Respondents 62 (41% of full-time staff)*

Evaluation of the Strategic Plan and Planning Process

The following questions were asked about the strategic and annual planning process at Dalton State College. Members of the Strategic Planning Committee answered by checking "Yes," "No," or "Don't Know" about these aspects of the College's strategic planning process.

Strategic Planning Process Question	Yes	No	Don't Know
1. Is there a copy of the strategic plan (or a summary) in the hands of every full-time faculty and staff member?	10 41.7%	1 4.2%	13 54.2%
2. Do faculty and staff have opportunity to provide input to the strategic plan and planning process?	23 95.8%	0 0.0%	1 4.2%
3. When a major decision must be made, is the plan or the strategic planning committee consulted?	11 45.8%	3 12.5%	10 41.7%
4. Does the budget follow the plan, i.e., is there is a linkage between the College's budgeting process and its strategic planning process?	15 62.5%	1 4.2%	8 33.3%
5. Does the College administration provide sufficient financial and human resources to support the strategic planning process?	18 75.0%	2 8.3%	4 16.7%
6. Does the President, as chair of the Strategic Planning Committee provide effective leadership in the College's strategic planning process?	24 100%	0 0.0%	0 0.0%
7. Is the Office of Institutional Research & Planning effective and efficient in providing the necessary support to the strategic planning process?	**24 100%**	**0 0.0%**	**0 0.0%**
8. As a member of the Strategic Planning Committee, do you receive adequate information to prepare you for the committee's meetings and proceedings?	24 100%	0 0.0%	0 0.0%
9. Are the roles and responsibilities of the Strategic Planning Committee made clear and appropriate?	23 95.8%	0 0.0%	1 4.2%
10. Would you agree that DSC engages in effective strategic planning?	24 100%	0 0.0%	0 0.0%
11. Would you agree that the planning process at the College may be characterized as a participatory enterprise, which embeds strategic planning and institutional effectiveness into a single system of operation?	22 91.7%	0 0.0%	2 8.3%
12. On the whole, are you satisfied with the strategic plan and planning process at DSC?	24 100%	0 0.0%	0 0.0%

Source: *Evaluation of the Strategic Plan and Planning Process Survey Results Report, Strategic Planning Committee, Spring 2002; Total Respondents 24 (58% out of 44 Strategic Planning Committee Members).*

SUMMARY OF CHANGES UNDERTAKEN TO IMPROVE THE INSTITUTIONAL RESEARCH OFFICE AND THE COLLEGE'S EDUCATIONAL PROGRAMS, SERVICES, AND OPERATIONS.

In a 2001 User Satisfaction Survey of the Institutional Research office, respondents suggested the following as ways to improve the services provided by the office:

1. Office needs a full time secretary or administrative assistant. There is obviously an enormous amount of work that needs to be done in the office and seems that additional support is needed if the Director is to continue to stay on top of his responsibilities.

2. There needs to be a way to streamline the College's assessment procedures with respect to student learning outcomes. The classroom assessment procedure that calls for annual outcomes assessment is too cumbersome and repetitious. This is really unacceptable. The assessment forms need to be significantly reduced and a computer template or a simplified form need to be generated to cut down on the time required to complete these forms. It will also serve the College well if there is one central location on the campus computer system where faculty can enter assessment information and reports are automatically generated. This will be useful and economical to all parties.

3. The administration needs to inform the College community in some way how all the data that is generated by the Institutional Research office is used to make policy decisions or to make improvements in programs and services. It seems that there should be more of a purpose than just gathering facts. There is no awareness of what happens once the facts are gathered. Perhaps the office needs to keep record and disseminate information to the College community about how the data and analysis it generates are used to make decisions.

4. There is not enough information about the clubs and organizations on campus. Considering the diversity of DSC students, it would be interesting to know the number, ages and majors of participants in each organization. In this regard, there should be more questions on student and graduate surveys concerning student activities, clubs, trips, and activity period.

IRP Response and Action on Recommendations

The suggested comment on hiring staff for the office is beyond the authority of the office's director. Budget decisions for the office are made by the President and are influenced by budget considerations. The director has impressed on the President the need for an assistant, but it is up to the President to make the decision.

The second recommendation has been acted upon. To strengthen and streamline its ability to assess overall effectiveness in defining expected educational results or student learning outcome, the College has begun using an *Academic Outcomes Assessment Plan Summary Report* recommended by the office that establishes mission-related goals, intended student learning outcomes, means of assessment and criteria for success, assessment results, assessment strategies/implementation, use of assessment results, and description of strengths and weaknesses. This replaces an earlier template that asked faculty to complete several forms - with the same information appearing on different forms.

The third recommendation has to be acted upon from the President and senior administrators. However, the director makes it a point to remind unit heads who use survey information provided by the office to indicate how they use results of the surveys to make decisions. For example, in an email to the College community on October 12, 2000, the director, in disseminating results of the 2000 Graduating Students Survey, asked to "let me know if you use the results of this survey to make any decision. I need to keep a record of how the College community uses the survey results and other reports produced by the Institutional Research office."

And finally, in responding to the suggestion to provide information about clubs and organizations on campus, the office, in an expanded Fact & Figures (2001) document, began providing information on the "Top 10 Student Organizations With the Largest Participation." This will continue in subsequent editions of the Fact Book. As well, graduates are regularly asked in a survey "how involved were you in campus programs, activities, and organizations?" Results are of survey are disseminated to campus community and posted on the office's web site.

The following (next page) is an update of the other major changes and continuous improvement activities arising from the Institutional Research office's strategic planning and institutional effectiveness efforts.

DALTON STATE COLLEGE
MAJOR CHANGES AND CONTINUOUS IMPROVEMENTS ARISING FROM
STRATEGIC PLANNING & INSTITUTIONAL EFFECTIVENESS PROCESSES
(A "CLOSING THE LOOP" SUMMARY REPORT")

EDUCATIONAL SUPPORT & ADMINISTRATIVE ACTIVITIES

Institutional Research & Planning

1. There is a functioning Institutional Research office with a full-time director to coordinate all aspects of the College's planning, assessment and research functions.

2. An improved institutional planning process has been developed and implemented by the College. The *Dalton State College Strategic Plan* calls for a three-year period of planning and assessment; the most recent three-year cycle, 1997-2000, has just been successfully completed. The plan for the next cycle, 2000-2003, is underway.

3. The College has instituted a number of assessment activities and procedures as part of its institutional effectiveness program. These include COMPASS; CAAP; ETS Business; TOEFL; graduate, continuing student, employer, alumni, faculty and staff surveys; graduating seniors exit interviews.

4. Assessment results are routinely collected and used to improve/modify curricula and academic programs. These include transfer GPA, stakeholder surveys, Regents Testing Program (RTP), licensure examinations, job placement rates. Beginning with the 2001-2002 academic year, these will also include COMPASS, CAAP and ETS standardized tests.

5. The College has in place Key Performance Indicators to measure its institutional effectiveness as well as to measure the outcomes of the various phases in its strategic planning process.

6. An annual *Accountability Report Card,* beginning with 2000-2001 academic year has been developed to monitor the progress of the College's Key Performance Indicators.

7. An Institutional Effectiveness Subcommittee of the College's Strategic Planning Committee, made up of faculty, assists the Institutional Research and Planning office with the implementation and evaluation of the College's institutional effectiveness efforts.

8. DSC took part in the University System of Georgia's first Student Opinion Survey (1997) to gauge satisfaction with college programs and services.

9. Program specific student surveys to measure student satisfaction and program effectiveness have been developed for all programs in the Divisions of Business Administration, and Technical Education.

10. Implemented an academic program review process that began with the BS program in Industrial Operations Management.

11. Provided leadership to the successful completion of the SACS Substantive Change process that elevated the College from a Level I to a Level II institution

12. Provided appropriate leadership and support for the College's participation in the USG benchmarking project.

13. Produced the first comprehensive *Fact & Figures* document for the College that incorporated all separate pieces of information produced by the office into one accessible document.

Section E: Overall Divisional Health and Plans for the Upcoming Year

The office continues to make progress in filling in the gaps in data collection, accuracy of data, and analysis, especially in light of the new baccalaureate degree programs and legislative mandated accountability measures. The office is working toward greater utilization of data retrieval/mining software (e.g., Crystal/Oracle Reports) to obtain data from BANNER in order to align data collection, analysis, data accuracy, reporting, and user access processes. The goal is an online system that avails institutional core data to the President and other decision makers who can generate customized reports on a wide variety of information. This will also permit the conduct of longitudinal studies to establish accountability measures and benchmarks for performance in such areas as student retention and graduation rates, analysis of faculty resources and workloads, program and accreditation reviews, and other areas of concern.

At the same time, the increasing activities concerning the amount of work and responsibilities suggest that insufficient time and lack of a permanent research and/or an office assistant hamper's the office's ability to work efficiently and effectively in all areas of data collection, analysis and dissemination. Enormous time is spent on various "housekeeping" duties that not enough time is devoted to conducting research and preparing reports on important and pressing institutional issues. Recently, the College hired a Testing Coordinator in the Student Affairs division. Her duties include assisting the office in administering the CAAP and ETS Business standardized tests. This has been helpful as it has relieved the office from such duties. Still, with the increasing volume of work, especially in assessment, it will be prudent if the College administration would consider the employment of a full-time and permanent research or administrative assistant to assist the Director of Institutional Research. As well, it will serve the College well if the administration considers consolidating all assessment functions carried out elsewhere (e.g. standardized testing in Student Affairs, program assessment in the Technical Division) under the umbrella of the Office of Institutional Research & Planning. This will provide for efficient allocation of resources and duties related to planning and assessment on campus.

Below is a list of personal and professional goals approved by the President for the 2002-2003 planning year.

1.   Complete the Institutional Effectiveness Plan Comprehensive guide document (Handbook of Institutional Effectiveness).

2.   Assist with completion of the decennial self-study and production of the library of web site resources for the SACS visiting committee.

3.   Assist with the 2002-03 round of academic program reviews.

4.   Assist with developing responses to any recommendations that may result from the SACS Self-Study visit.

5. Reduce redundancy and duplication that may exist in the current divisional/departmental reporting.

6. Utilize Crystal Reports or Oracle Reports to greater effect in producing information for decision-making.

7. Conduct longitudinal studies to establish accountability measures and benchmarks for performance in such areas as student retention and graduation rates, and student, alumni and employer satisfaction rates.

8. Conduct a survey of students to determine the effectiveness of learning support programs and to use results to improve academic support services on campus.

9. Measure impact of extracurricular activities on student success.

10. Continue to attend, if and when appropriate, seminars and workshops on institutional effectiveness and computing technologies to enhance efficiency and effectiveness of IRP office.

11. Continue teaching sociology class and research/publishing in the areas of race and ethnic relations and multicultural education.

12. Continue as faculty advisor and involvement with the activities of the International Students' Association.

13. Continue to participate as member of the Executive of the USG Administrative Committee on Institutional Research and Planning.

APPENDIX

THE DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING
REVISED JOB DESCRIPTION (May 23, 2001)

The Director of Institutional Research and Planning reports directly to the President and works closely with senior level administrators (Vice Presidents) and division chairs. The Director is responsible for providing College-wide leadership and direction in the areas of strategic planning, institutional research, assessment and effectiveness. The Director provides the support for institutional planning and policy decision making by conducting research, providing analysis, and dissemination of data on students, academic programs, faculty and staff, finance, facilities, and other reports on an *ad hoc* basis.

The Director of Institutional Research and Planning:

1. Coordinates College-wide strategic planning process and monitor and assess implementation plan results.

2. Participates as a key member and assists in providing information for the activities of the Strategic Planning Committee, and serves as liaison between the administration and the Strategic Planning Committee.

3. Develops/Identifies and monitors the status of Key Performance Indicators, and using those indicators, measures progress toward achievement of institutional goals and strategic directions.

5. Oversees the continuous development and implementation of the Institutional Effectiveness Plan by which the College measures improvement and holds itself accountable to its constituents.

6. Develops and implements student learning outcomes assessment plan for the College's General Education program and other academic majors.

7. Assists academic and administrative units in the development of Outcomes Assessment Plans and monitor measures of progress towards academic goal attainment and administrative objectives.

8. Coordinates the general education (CAAP) and selected major field (ETS) testing programs.

9. Provides the College's overall coordination of the University System's benchmarking and peer institution comparative studies.

10. Develops and manages a College-wide data warehousing and institutional database that will support current and future assessment and self-studies, and enable the measurement of institutional progress over time.

11. Produces an Annual Accountability Report Card for identifying and reporting data on the assessment of institutional effectiveness.

12. Serves as a resource person for re-accreditation (SACS) self-studies, academic program reviews, committees, individual faculty, and others on an as-needed basis.

13. Develops, administers, and interprets a wide range of surveys, including students, faculty, staff, alumni, and employers of graduates to measure degree of satisfaction with College programs, goals, and services.

14. Produces the College's annual Quick Facts/Fact Book and provides institutional research data in support of the College's Annual Report of Institutional Progress.

15. Maintains a Web-based institutional data as a means of coordinating and/or responding to requests for information from internal and external sources.

16. Provides research and analytic consultation/assistance to College community.

17. Serves as a liaison between the College and the Office of Planning and Policy Analysis for the University System.

18. Monitors and ensures compliance with all state and federal reporting requirements such as IPEDS.

19. Works to develop supportive relationships with public and private sister institutions.

20. Perform other job-related duties essential to the successful functioning of the Institutional Research office.

PROJECT AND ACTIVITY LOG/CALENDAR

See attachment.