Troy University

Institutional Research, Planning, and Effectiveness

Procedures Manual

Revised June 2005

Troy University

Institutional Research, Planning, and Effectiveness (IRPE)

Procedures Manual

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Organization of
Institutional Research, Planning, and Effectiveness
Personnel for Troy University

Organization of IRPE Personnel for Troy University

Introduction: As independent campuses, Troy State University Dothan had a Coordinator for Institutional Research, Planning, and Effectiveness (IRPE); Troy State University Montgomery had a Coordinator for Institutional Research, Planning, and Effectiveness and an Assistant Coordinator for Institutional Research, Planning, and Effectiveness—both assisted by a Secretary; and Troy State University Troy had a Vice President for the Office of Institutional Research, Planning and Effectiveness (OIRPE), a Director for Institutional Research, and a Coordinator for Institutional Research and Effectiveness—all assisted by an Administrative Assistant who was directly responsible to the Vice President for OIRPE. While all personnel worked together as needed, each campus was independent in each of the three areas of research, planning, and effectiveness.

Reorganization: To reorganize three independent campuses, the full-time IRPE personnel of each campus began holding monthly meetings in September 2003 with a goal of developing plans—particularly policies and procedures—for functioning as Troy University so that all three campuses will be ready to pilot these plans by August 2004 and so that any changes will be made for full implementation of the plans by August 2005.

Because each campus needed to maintain local information for ad hoc reporting, the process of collecting information initially was that each campus provided the needed information to one person who was assigned the major responsibility for compiling information for that one area. For example, the Coordinator for Governmental and SACS-COC Reports compiled the governmental reports for Troy from information requested from and provided by the Montgomery and Dothan campuses. Likewise, the Coordinators for other areas requested needed information for their areas from IRPE personnel on the other campuses. While this process may be continued in some areas, to avoid duplications once the universities merge, there may be need to change the process so that the responsible person obtains (queries) the information for all campuses and breaks out individual campus information. The attached Organizational Chart will reflect the following responsibilities of full-time, professional personnel in IRPE:

Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness (Dr. Angela C. Roling): This position will be responsible for all Research, Planning, and Effectiveness activities in conjunction with the Coordinator for Governmental and SACS-COC Reports*, the Coordinator of Institutional Assessment*, the Coordinator of ACHE and Remedial Decree requirements*, the Coordinator of Non-Governmental Surveys*, and the Coordinator of Institutional Planning[1]. This responsibility will require this position to review each governmental report prior to its submission; review internal survey and test results; edit the survey and test results and the *Troy University Fact Book;* review reports of meetings (ACHE and HEIAG); review ACHE requests and, with the review and approval of the Provost's Office, provide Chancellor-signed cover letters for NISP and proposals; review Statewide Student Database reports; review Remedial Decree information; and review planning information. In addition, this position will serve as Chair of the Institutional Effectiveness Committee and liaison to SACS-COC, which requires, in coordination with the Provost's Office, communication with SACS-COC and review and submission of Substantive Change Prospectuses to SACS-COC. This position will report directly to the Vice Chancellor for Administration and will provide information to the Vice Chancellor from all areas of Institutional Research, Planning, and Effectiveness.

[1] Persons who occupy these positions * were on staff at TSU, TSUM, or TSUD prior to the merger.

TROY Coordinator for Governmental Reports, SACS-COC Reports, and Campus IRPE (Mrs. Kimberly D. Jones, Troy Campus): This position will be responsible for reports required by governmental agencies and SACS-COC. These reports will include but not be limited to IPEDS reports for the National Center for Educational Statistics (NCES), ACHE reports such as those for formula calculation in the *Unified Budget Recommendations* and those for the *ACHE Abstract*, and the *SACS-COC Institutional Profiles*. In addition, this position will provide ad hoc reports requested by personnel on the Troy, Phenix City, and University College campuses and be responsible for compiling a *Troy University Fact Book*. This position will report directly to the Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness who will review each governmental report prior to its submission.

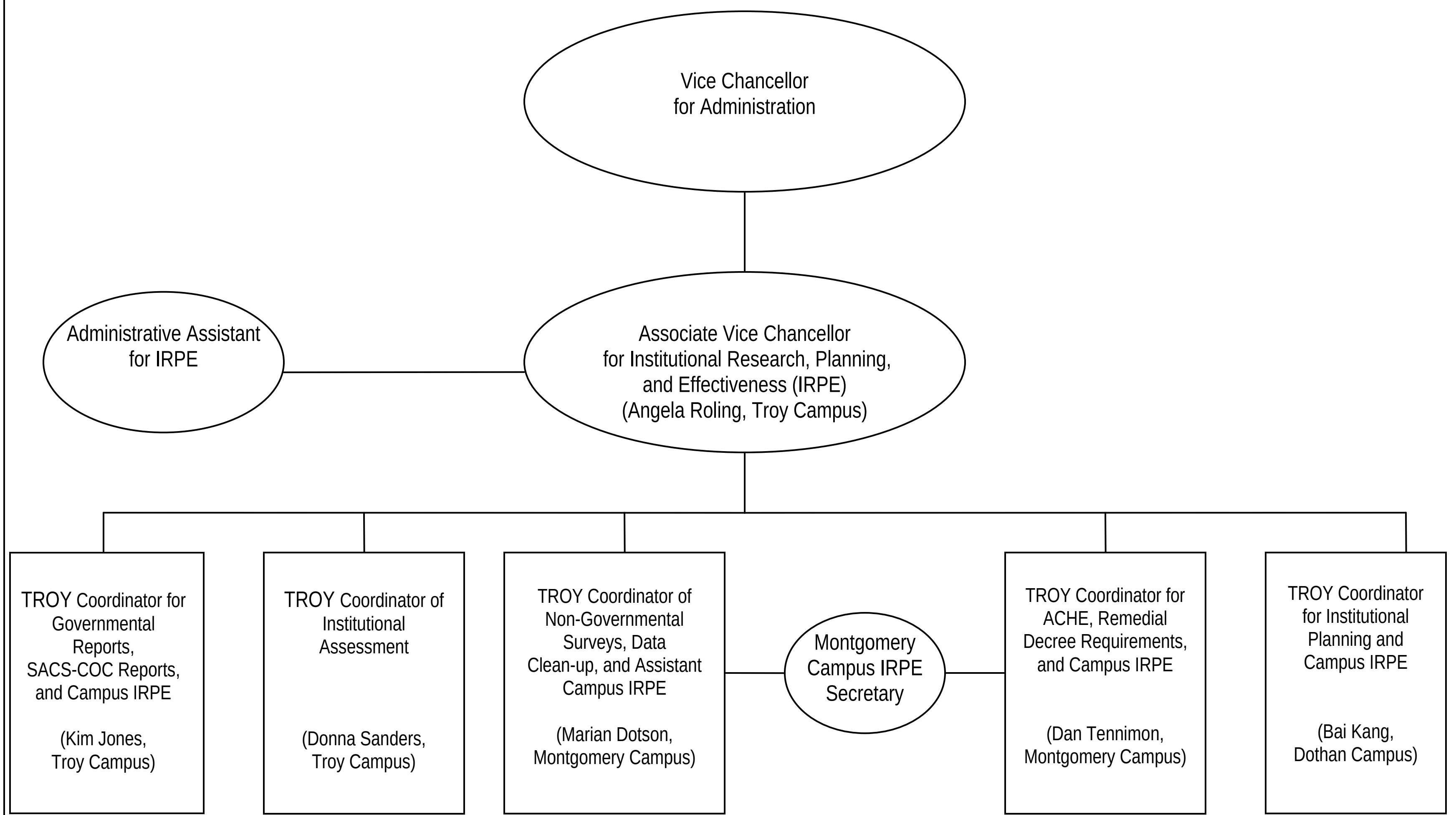
TROY Coordinator of Institutional Assessment (Mrs. Donna Sanders, Troy Campus): This position will be responsible for coordinating and implementing internal testing and surveying for Troy University to include surveys such as the Graduating Student Survey and tests such as the Major Field Tests. This position will assist the Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness (IRPE) with the Troy University Effectiveness Committee responsibilities, provide survey and test results for Troy University with special reports of survey and test results for academic programs and campuses/regions and see that results are published on the IRPE website. In addition, this position will assist the Coordinator for Governmental and SACS-COC Reports with compiling the *Troy University Fact Book*. This position will be directly responsible to the Associate Vice Chancellor for IRPE who will review survey and test results and edit the *Troy University Fact Book.*

TROY Coordinator for ACHE, Remedial Decree Requirements, and Campus IRPE (Mr. Dan Tennimon, Montgomery Campus): This position will be responsible for attending ACHE meetings including but not limited to Commission and HEIAG meetings, coordinating the processing of requests to ACHE for academic program needs, coordinating the tasks required for the Statewide Student Database and Faculty Database (should the Faculty Database be developed), and coordinating the requirements of the Remedial Decree. This position will ensure proper coordination and communication with the Provost Office and assist the Provost Office in monitoring ACHE timelines and reports that effect academic programming. In addition, this position will provide ad hoc reports requested by personnel on the Montgomery campus, work with the Troy University Coordinator of Governmental and SACS-COC Reports, by providing Montgomery campus data and information for governmental reports, as needed, work with the Troy University Coordinator for Institutional Assessment by coordinating assessment requirements of the Montgomery campus, and work with the Coordinator for Institutional Planning to coordinate planning requirements of the Montgomery campus. This position will assist with oversight of the online Institutional Planning and Effectiveness process, and will be directly responsible to the Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness who will review reports of meetings (ACHE and HEIAG); review ACHE requests and provide, with the review and approval of the Provost's Office, Chancellor-signed cover letters for NISP and proposals; review Statewide Student Database reports; review Remedial Decree information; review research-reporting information; review assessment information; and review planning information. The individual in this position will provide any data, reports, and/or materials that are being submitted for the Montgomery Campus to the Campus Vice Chancellor for review prior to releasing the information.

TROY Coordinator of Non-Governmental Surveys, Data Clean-up, and Assistant Campus IRPE (Mrs. Marian Dotson, Montgomery Campus): This position will be responsible for developing the Common Data Set for Troy University and completing surveys requested by external, non-governmental agencies such as *US News and World Reports* and *Petersons.* In addition, this position will scrub the Datatel data to clean-up unknown and incorrect information particularly for the Statewide Student Database and will assist the Montgomery Campus in requirements for ad hoc reports, Remedial Decree needs, ACHE needs, Troy University governmental reports, Troy University effectiveness needs, and Troy University planning needs. This position will be responsible to the Associate Vice Chancellor for IRPE for the Common Data Set, non-governmental surveys and data cleanup and to the Montgomery Campus Coordinator of IRPE for all other actions.

TROY Coordinator for Institutional Planning and Campus IRPE (Dr. Bai Kang, Dothan Campus): This position will be responsible for coordinating the planning processes including strategic (long-term) planning and short-term planning. In addition, this position will provide ad hoc reports requested by personnel on the Dothan campus, work with the Coordinator of Governmental and SACS-COC Reports by providing Dothan campus data and information for governmental reports, as needed, work with the Coordinator for Institutional Assessment by coordinating assessment requirements of the Dothan campus, and work with the Coordinator for ACHE and Remedial Decree Requirements by providing needed information for these areas from the Dothan campus. This position will assist with oversight of the online Institutional Planning and Effectiveness process and will be directly responsible to the Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness who will review plans and accomplishment of plans, review research-reporting information, review assessment information, and review information provided for ACHE and Remedial Decree requirements. The individual in this position will provide any data, reports, and/or materials that are being submitted for the Dothan Campus to the Campus Vice Chancellor for review prior to releasing the information.

Troy University Internal Reports such as daily headcounts for the beginning of each term will continue to be addressed on each campus as the campus administration requires; however some Internal Reports may become standard for the entire university and responsibilities for standard university-wide Internal Reports will be assigned.


Vice Chancellor
for Administration
Administrative Assistant
for IRPE
Associate Vice Chancellor
for Institutional Research, Planning,
and Effectiveness (IRPE)
(Angela Roling, Troy Campus)
TROY Coordinator for
Governmental
Reports,
SACS-COC Reports,
and Campus IRPE
(Kim Jones,
Troy Campus)
TROY Coordinator of
Institutional
Assessment
(Donna Sanders,
Troy Campus)
TROY Coordinator of
Non-Governmental
Surveys, Data
Clean-up, and Assistant
Campus IRPE
(Marian Dotson,
Montgomery Campus)
Montgomery
Campus IRPE
Secretary
TROY Coordinator for
ACHE, Remedial
Decree Requirements,
and Campus IRPE
(Dan Tennimon,
Montgomery Campus)
TROY Coordinator
for Institutional
Planning and
Campus IRPE
(Bai Kang,
Dothan Campus)

Southern Association of Colleges and Schools (SACS)
Commission on Colleges (COC) Coordination

Southern Association of Colleges and Schools (SACS)
Commission on Colleges (COC) Procedures

Liaison to SACS-COC Responsibilities

The Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness (IRPE) will serve as the communication and technical liaison to the Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC) for Troy University. The Chancellor in consultation with the Senior Vice Chancellors may assign various other senior personnel to act as SACS liaison for special projects. Liaison responsibilities will include but not be limited to the following:

1. Communication with SACS-COC
   a. Coordinating, preparing, and mailing correspondence to the SACS-COC for the Chancellor
   b. Sharing correspondence and e-mail communications from the SACS-COC with appropriate University personnel and in particular with the Provost Office
   c. Coordinating the up-dating of the list of Troy University personnel willing to serve as Evaluators for the SACS-COC
2. Coordinating efforts regarding substantive changes
   a. With the approval of the appropriate academic personnel and the Provost, preparing and mailing letters of intent to submit substantive change prospectuses or letters of notification that do not require substantive change prospectuses to SACS-COC from the Chancellor (These are required at least six months in advance of implementation of the substantive change)
   b. With the approval of the appropriate academic personnel and the Provost, reviewing, editing, and mailing substantive change prospectuses to the SACS-COC with cover letters from the Chancellor within the six months prior to implementation
   c. Logging letters of intent, internal substantive change prospectus reviews, and mailing date of substantive change prospectuses to the SACS-COC
   d. Assisting with coordinating visits of the SACS-COC evaluators of substantive changes should the SACS-COC require site visits
   e. Sharing reports of visiting SACS-COC evaluators with the Provost and appropriate personnel and coordinating responses to any recommendations from the SACS-COC visit
   f. Coordinating follow-up reports for substantive changes if needed
3. Coordinating efforts regarding reaffirmation of accreditation by SACS-COC
   a. In consultation with the Senior Vice Chancellors, coordinating selection of committees and committee chairs for reaffirmation—which include committees for a University self-study and development of a Quality Enhancement Plan
   b. In consultation with the Senior Vice Chancellors, coordinating kick-off for reaffirmation of accreditation
   c. Coordinating workshops to train reaffirmation committees and other key personnel
   d. Assisting with development of self-study and Quality Enhancement Plan
   e. Providing the Troy University Self-Study and Quality Enhancement Plan to SACS-COC
   f. Assisting with coordination of the SACS-COC off-site and on-site visits as needed

    g. Coordinating responses to recommendations made by the off-site and on-site evaluators of the University Self-Study and the Quality Enhancement Plan
    h. Sharing all the SACS-COC correspondence regarding reaffirmation of accreditation with appropriate University personnel and in particular the Provost Office
    i. Coordinating follow-up reports to the SACS-COC if requested
4. Maintaining reaffirmation of accreditation with the SACS-COC
    a. In coordination with the Senior Vice Chancellors, providing an annual Institutional Profile Report to the SACS-COC
    b. In coordination with the Senior Vice Chancellors, providing a Five-Year Interim Report to SACS-COC
    c. Maintaining Institutional Effectiveness (planning and evaluation) efforts to meet the requirements of the *Principles of Accreditation: Foundations for Quality Enhancement (SACS-COC)*
    d. Providing information to the University Community so that appropriate personnel are aware of the requirements of the *Principles of Accreditation: Foundations for Quality Enhancement (SACS-COC)* so that all requirements can be met
    e. Responding to questions and/or providing clarifications concerning the *Principles* and SACS policies and procedures

Attachment A - TROY UNIVERSITY
Routing Slip for Approval of all UC Academic Program Offerings

University College Site Submitting Request ____________________ __________________________

Degree Program Requested: ____

Instructions: Please select (x) the situation below that is applicable for this request.

Requirements:
Letter of Intent - A full substantive change prospectus and a routing slip with items 1-12 completed is required in the following situations:
___ 1. When UC offers an unapproved (new) program at an approved site
___ 2. When UC offers an approved program (a program currently offered within the region and previously reviewed/approved by SACS) at an unapproved (new) site
___ 3. When UC offers an unapproved (new) program at an unapproved (new) site
___ 4. When UC offers an approved program for the first time in a new region
___ 5. When UC offers an approved program for the first time in a new country

Letter of Notification – An abbreviated substantive change prospectus and a routing slip with items 1-4 completed is required in the following situation:
___ 1. When UC offers an approved program (a program currently offered within the region and previously reviewed/approved by SACS) at an approved site.

Chancellor/Provost Pre-Approval/Date: ____

1. The Regional Director requests that a Letter of Notification or Letter of Intent be prepared to send to SACS and provides a one to two page summary of the proposed program addition. Elements to be included in the two-page summary:
   1) Degree Offered, Program, Location, Start date; 2) Background information; 3) Faculty; 4) Library and Learning Resources; 5) Physical Resources; 6) Financial Support; 7) Evaluation and Assessment; 8) Appendices – (a) Roster of full-time and adjunct faculty, (b) current program SPIE

2. University College Academic Dean sends a Letter of Notification/Intent with accompanying program summary and routing slip to the appropriate college dean/chair for review, comment and/or approval (5 days).

3. Chair Approval/Date: ____________________________ Approve ☐ Disapprove ☐

   Dean Approval/Date: ____________________________ Approve ☐ Disapprove ☐

4. Upon receipt of item #3 approvals, the UC Academic Dean prepares a request to the IRPE Office. The IRPE Office prepares a formal letter for the Chancellor's signature, logs information, and mails the signed letter of intent or notification to SACS with copies being sent to the following: Regional Director, UC Academic Dean, IRPE Office, Provost, and College Dean.

5. The Regional Director prepares and sends the Prospectus to the UC Academic Dean.

6. The UC Academic Dean reviews the Prospectus, works with Instructional Support Services to edit the Prospectus, and sends the edited prospectus to the Regional Director for corrections as needed.

7. The UC Academic Dean sends Prospectus with routing slip, items #3 signed and approved, to the appropriate college dean for Committee review and approval.
8. College Dean/Date:_________________________ ___________________

   Approve ☐ Disapprove ☐

   Approved with Conditions ☐ (Attach conditions and specify if conditions must be met prior to request going to the IE Committee for review.)

9. The Substantive Change Prospectus with signed routing slip is submitted to the Institutional Effectiveness (IE) Committee for review and approval.

Signature of IE Chair/Date: ____________________ Approve ☐ Disapprove ☐ Approved with Conditions ☐

10. The Prospectus and signed routing slip is sent to the Academic or Graduate Council for review.

    Signature of Chair/Date: ______________________ Approve ☐ Disapprove ☐

11. The Prospectus and signed routing slip is sent to the Provost for approval.

    Provost/Date: ______________________ Approve ☐ Disapprove ☐

12. The Prospectus and signed routing slip is returned to UC Academic Dean for final changes and for production of multiple copies for SACS-COC. The UC Academic Dean forwards the appropriate number of copies to the IRPE Office who prepares a formal cover letter for the Chancellor's signature, logs information, and mails the Prospectus with the Chancellor's cover letter to SACS-COC with copies of the letter emailed to the following: Regional Director, UC Academic Dean, IRPE Office, Provost, and College Dean.

Cc: University College, Graduate Council

Procedures for Alabama Commission on Higher Education Reporting

Alabama Commission on Higher Education (ACHE) Procedures
Troy University ACHE Coordinator Responsibilities

The ACHE Coordinator will serve as the representative/liaison to ACHE for Troy University. Responsibilities for this position will include but not be limited to the following items.

1. The ACHE Coordinator will:

    1. Attend ACHE Commission and other meetings along with appropriate academic personnel and act as the Troy University communication representative.
    2. Ensure that key Troy University personnel know of the dates, times, and locations of meetings of the Commission
    3. Prepare summary reports of the ACHE meetings, highlight key issues from the meeting, and provide the reports to the Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness (IRPE) and other appropriate administrators
    4. Coordinate communication between Troy University and the ACHE to include assisting with development of letters from the Chancellor to the Executive Director and obtaining the Chancellor's signature on official letters to the Commission
    5. Require that a copy of any ACHE correspondence be sent to the ACHE Coordinator for information and record keeping purposes

2. The ACHE Coordinator will represent Troy University on the Higher Education Information Advisory Group (HEIAG)—an advisory committee to the ACHE to oversee statewide databases development and reporting. As the HEIAG representative of Troy University, the ACHE Coordinator will:

    a. Take issues, concerns, and ideas to the HEIAG on behalf of Troy University
    b. Ensure that key Troy University personnel are aware of the date, time, and location of meetings and elicit agenda items from Troy University personnel
    c. Provide a brief report on each HEIAG meeting to the Associate Vice Chancellor for IPRE and other appropriate personnel.
    d. Ensure coordination between all Troy University IRPE offices and Information Technology in regard to Statewide Student Database and other HEIAG issues
    e. Ensure coordination with the Provost's Office on matters that impact academic affairs
    f. Ensure that any follow-up actions are completed and coordinated before being returned to the ACHE staff
    g. Require that all HEIAG items are coordinated through the ACHE Coordinator (*i.e.* all HEIAG and Student Database items will be copied to the ACHE Coordinator)

3. After appropriate communication with the Provost's Office, the Coordinator will facilitate processing of all communication and requests to the ACHE. The communication and requests may include, but not be limited to, new academic programs, options, and name changes; extensions and alterations of existing programs; role matrix and program inventory modifications; proposals and reports for off-campus instruction; ACHE strategic planning involvement; post-implementation reports; program viability; and any other ACHE items requiring communication. To maintain efficient and timely communication with the Commission, the ACHE Coordinator:

a. Must be informed of any academic items being prepared for ACHE such as notification of intent to submit a proposal (NISP) and proposals for new programs. The Chair of the Institutional Effectiveness Committee will notify the ACHE Coordinator of items that are being processed via the Routing Slip for New Programs and Program Changes and the Routing Slip for Curriculum Revision, Expansion, or Modification.
b. Will ensure that all appropriate Troy University staff are notified of the ACHE meetings and deadlines so that any Troy University item to be submitted for discussion, decision, or information on the ACHE Commission meeting agenda will be sent to the ACHE staff at least six weeks in advance of the Commission meeting.
c. Will require that for any Troy University academic program item on the ACHE agenda, at least one representative from the program who can defend the item will work with the ACHE Coordinator in preparation for the meeting and will attend the Commission meeting and any committee meetings called by the ACHE relative to the academic program item.
d. Will be included in the routing process to be used for new programs and program changes (Attachment A) and for curriculum revision, expansion, or modification (Attachment B).

Attachment A - TROY UNIVERSITY
Routing Slip New Program or Program Changes

College:____

Program Proposal/Change:____

**Department Approval:____

1. Conceptual Approval by System Academic Coordinating Council:
   ___ Approved (Initial review) ___Disapproved Reason:
   ____

2. School/College Curriculum Committee Approval (Signature/Date): ______________________
   ____

3. Chair Approval (Signature/Date): ____

4. Dean of the College's Approval (Signature/Date): ______________________________

5. Institutional Effectiveness Committee Approval (Signature/Date):______________________
   (If the Points of Institutional Effectiveness have changed, this committee must review)
   Comments:____

6. Academic Council or Graduate Council Approval (Initial/Date):_______________________
   (All curriculum changes are to be approved by the appropriate committee.)
   Comments:____

7. Chief Academic Officer (Signature/Date): ______________________________________

8. System Academic Coordinating Council (Initial/ Date): ____________________________

9. Campus Vice Chancellor (Signature/Date): _____________________________________

10. ACHE Action Required: ☐Yes ☐ No

11. SACS Action Required: ☐ Yes ☐ No

12. Other Accreditation As Required:____

13. Chancellor (Signature/date):____

Return approved package to the office of the dean of the discipline.
Send signed copy to the Office of Institutional Effectiveness.

Attachment B -TROY UNIVERSITY SYSTEM
Routing Slip for Curriculum Revision, Expansion, or Modifications

College: ____
Program Proposal/Change: ____

**Department Approval:____

1. School/College Curriculum Committee Approval (Signature/Date): ____________________________
____

2. Chair Approval (Signature/Date): ____

3. Dean of the College's Approval (Signature/Date): ______________________________________

4. Conceptual Approval by System Academic Coordinating Council:
___ Approved (Initial review) ___Disapproved Reason:
____
____

5. Institutional Effectiveness Committee Approval (Signature/Date): ____________________________
(If the Points of Institutional Effectiveness have changed, this committee must review)
Comments:____

6. Academic Council or Graduate Council Approval (Initial/Date):______________________________
(All curriculum changes are to be approved by the appropriate committee.)
Comments:____

7. Chief Academic Officer (Signature/Date): ____

8. System Academic Coordinating Council (Initial/ Date): __________________________________

9. Campus Vice Chancellor (Signature/Date): ____

10. ACHE Action Required: ☐Yes ☐ No

11. SACS Action Required: ☐ Yes ☐ No

12. Other Accreditation As Required:____

13. Chancellor (Signature/date):____

Return approved package to the office of the Dean of the discipline.
Send signed copy to the Office of Institutional Effectiveness.

Procedures for Governmental, SACS-COC, Local and Other Reports/Documents

Institutional Research
Purpose Statement

The purpose of Institutional Research is to prepare analyses, reports, and surveys for the University, federal agencies, state agencies, and other agencies external to the University; to maintain an inventory of University facilities for the Troy Campus location; and to access databases of Datatel information for research purposes.

Institutional Research
Reporting Responsibilities for
Governmental and SACS-COC Reports

Most information and data gathered for the completion of reports and surveys are retrieved through queries written in the Datatel system by the Troy University TROY Coordinator for Governmental and SACS-COC Reports. Initially, information retrieved through the Datatel query process will be shared with the Assistant Director of Administrative Computing or her designee for verification. Because of the need for expertise in the area and for verification of data and information, some reports/surveys and portions of reports are distributed to personnel in appropriate Troy offices for completion, and then the information is compiled and submitted to the appropriate agencies by the Coordinator for Governmental and SACS-COC Reports. Troy University Institutional Research, Planning, and Effectiveness (Troy-IRPE) personnel located at the Dothan and Montgomery Campuses will also provide information to the Coordinator for Governmental and SACS-COC Reports for TROY reporting purposes. Query information and processes will be outlined in the *Datatel Queries and Programs* notebook in the Institutional Research Office on the Troy campus, and some queries will be provided in the Queries section of this document.

FEDERAL REPORTS

National Center for Education Statistics (NCES) – NCES is the primary federal entity for collecting and analyzing data that are related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Office of Educational Research and Improvement. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.

Integrated Postsecondary Education Data System (IPEDS) – IPEDS, established as the core postsecondary education data collection program for NCES, is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances. IPEDS reports are web-based and must be completed on-line.

General Procedures for Troy University IPEDS Completion—Assuming there will be only one key holder for Troy University IPEDS Surveys, once survey instruments become available on the NCES reporting website, blank copies of all surveys as well as due dates will be forwarded to each Campus-IRPE Coordinator located at the Dothan and Montgomery campuses for completion and return two weeks prior to the due date. Working with IRPE representatives from University College (UC) and Phenix City (PC) as needed, the Coordinator for Governmental and SACS-COC Reports will complete the survey for Troy campus, UC, and PC. When statistics such as headcount are required on the Troy University surveys/reports, unduplicated figures will be queried from the Datatel system by the Coordinator for Governmental and SACS-COC Reports, verified by IT administrative computing contacts, and submitted in the survey/report. Over time, the surveys/reports may be completed totally by the Coordinator for Governmental and SACS-COC Reports with verification by the campus IRPE Coordinators, but, initially, information will be collected from each campus as a means of data confirmation and so that each campus will have its own IPEDS information. Each survey will have a Verification Review Team to examine information before the survey is submitted. Following entry of each Troy survey into the IPEDS computer system, the survey will have a final review by the Associate Vice Chancellor (AVC) for IRPE and will be certified by the Troy Coordinator for Governmental and SACS-COC Reports before being locked. Once locked, the survey is reviewed by the State Coordinator at the Alabama Commission on Higher Education (ACHE) who provides the second lock which clears the report for acceptance by NCES. After each Troy University IPEDS survey has been reviewed and cleared for acceptance by NCES, copies will be forwarded to the Troy University IRPE Coordinators and Representatives for their records, and any discrepancies due to unduplicated counts will be reported to the respective campuses. These procedures will be implemented for the following IPEDS Surveys:

1. Institutional Characteristics Survey (Due Fall Semester of each academic year) – This survey contains institutional names and addresses; institutional telephone numbers; room and board charges; tuition and required fees; control or affiliation; calendar system; levels of degree awards offered; types of programs; and accreditation for all postsecondary education institutions with first-time, full-time degree/certificate-seeking undergraduate students. Survey information is displayed on the IPEDS College Opportunities On-Line (IPEDS COOL) website following acceptance by NCES. (Verification Review Team: AVC IRPE and Campus IRPE Coordinators)

2. Completions Survey (Due Fall Semester of each academic year) – This survey collects degree completions by level (associate's, bachelor's, master's, post-master's, doctoral, and first professional) and other formal awards by length of program, by race/ethnicity, by gender of recipient, and by 6-digit Classification of Instructional Program (CIP) code. Also collected is the number of completers of double majors by degree level, by race/ethnicity and gender of recipient, and by 6-digit CIP code. Prior to submission of the Completions Survey, the data will be compared to the ACHE Statewide Database completions information submitted via File Transfer Protocol (FTP) by the IT Department. (Verification Review Team: Troy Registrar, AVC IRPE and Campus-IRPE Coordinators)

3. Fall Enrollment Survey (Due Spring Semester of each academic year) – This survey collects annual data on full- and part-time enrollments by level (undergraduate, first-professional, and graduate) and by race/ethnicity and gender of student. Age distributions are collected in odd-numbered years by student level; data on state of residence of first-time freshmen (first-time first-year students) are collected in even-numbered years. Four-year institutions are also required to complete enrollment data by level, race/ethnicity and gender for 9 selected fields of study in even-numbered years for the Office of Civil Rights. In addition, the Enrollment Survey now collects the instructional activity and unduplicated headcount data, which are needed to compute a standardized, full-time equivalent (FTE) enrollment statistic for the entire academic year. FTE is useful for gauging the size of the educational enterprise at the institution. Also collected is the unduplicated headcount by level of students, and by race/ethnicity and gender of student as well as the total number of students in the entering class.

(Verification Review Team: Troy Dean Enrollment Management, AVC IRPE, and Campus-IRPE Coordinators)

4. Employees by Assigned Positions Survey (Due Spring Semester of each academic year) –This survey collects the total number of full-time and part-time employees for an institution. Information is listed by the employee's primary function and faculty status. (Verification Review Team: Troy Director Human Resources, AVC IRPE, and Campus-IRPE Coordinators)

5. Fall Staff Survey (Due Spring Semester of each academic year) – This survey collects the number of institutional staff by occupational activity, full- and part-time status, gender, and race/ethnicity. Beginning with 1993, this Survey replaced the EEO-6 survey conducted by the Equal Employment Opportunity Commission. (Verification Review Team: IT Contact, Troy Director Human Resources, AVC IRPE, and Campus-IRPE Coordinators)

6. Salaries Survey (Due Spring Semester of each academic year) – This survey collects the number of full-time instructional faculty by rank, gender, and length of contract; and total salary outlay and fringe benefits by length of contract. While the general procedures for completing this Survey will be followed, information needed for this survey will also be requested from the IT Department. (Verification Review Team: IT contact, Troy Director Human Resources, AVC IRPE, and Campus-IRPE Coordinators)

7. Graduation Rate Survey (Due Spring Semester of each academic year) – This survey collects the number of students (sorted by race/ethnicity and gender) who enter the institution as full-time, first-time degree-seeking freshmen students (cohort) in a particular year; collects the number of this cohort who graduate within 150% of normal time to program completion; and thus provides the graduation rate or percentage of the cohort group who actually graduate within 150% of normal time which is 6 years for 4-year institutions. The survey also collects the number of students in the cohort who transfer to other institutions and the number of students in the cohort who receive athletically-related student aid and complete the degree within 150% of normal time. This survey was developed to help institutions comply with requirements of Student Right-to-Know Act.

   To determine the initial cohort of full-time, first-time degree-seeking freshmen students for the Troy University IPEDS Graduation Rate Survey (GRS), an unduplicated headcount of first-time, full-time degree-seeking freshmen students from Fall and Summer semesters is saved each year to run against the Datatel database of graduates 6 years later by the Coordinator for Governmental and SACS-COC Reports. The GRS is verified by the IT Contact. Sections V and VI of the Graduation Rates Survey are forwarded to the Assistant Director of Athletics for completion. The file layout for the National Student Loan Clearinghouse Enrollment Search is submitted annually by the IT programming staff to the Clearinghouse via FTP at the end of each Summer Semester so that transfer-out information needed for the Graduation Rate Survey will be available. (Verification Review Team: Troy Registrar, Assistant Director for Athletics, AVC IRPE, and Campus-IRPE Coordinators)

8. Finance Survey (Due Spring Semester of each academic year) – This survey collects each institution's current fund revenues by source (e.g., tuition and fees, government, gifts); current fund expenditures by function (e.g. instruction, research); assets and indebtedness; and endowment investments. The Office of Accounting Services assists in the collection of this financial information. Beginning in 1997, financial data were collected in different formats based on the institution's

accounting standards (Financial Accounting Standards Board - FASB or Governmental Accounting Standards Board - GASB). Troy University now uses the GASB accounting standards. (Verification Review Team: VC Financial Affairs, AVC IRPE, and Campus-IRPE Coordinators)

9. Student Financial Aid (SFA) Survey (Due Spring Semester of each academic year) – Based on a cohort of full-time, first-time degree-seeking freshmen students of the previous academic year, this survey collects the number and percent of this cohort who receive student financial aid. The financial aid is sorted by type of aid, and the survey information is displayed on the IPEDS College Opportunities On-Line (IPEDS COOL) website. This survey is completed with the assistance of the Troy University Financial Aid Office.

   For the completion of the Troy University IPEDS Student Financial Aid Report, an unduplicated save list of full-time, first-time, degree-seeking freshmen students (cohort) for each fall semester and summer semester is queried from the Datatel database and verified by the IT contact. The Student Financial Aid (SFA) Survey and the cohort save list are forwarded to the System Director of Financial Aid. The System Director of Financial Aid completes and returns the SFA Survey to the Coordinator for Governmental and SACS-COC Reports who submits the report. (Verification Review Team: AVC for Financial Aid, AVC IRPE, and Campus-IRPE Coordinators)

STATE REPORTS

Alabama Commission on Higher Education (ACHE)

Mission of ACHE – The Alabama Commission on Higher Education (ACHE), a statewide 12-member lay board appointed by the Governor, Lieutenant Governor, and Speaker of the House and confirmed by the Senate, is the state agency responsible for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. The Commission seeks to provide reasonable access to quality collegiate and university education for the citizens of Alabama. In meeting this commitment, the Commission facilitates informed decision making and policy formulation regarding wise stewardship of resources in response to the needs of students and goals of institutions. The agency also provides a state-level framework for institutions to respond cooperatively and individually to the needs of the citizens of the State. (Adopted by the Commission on Higher Education on December 9, 1994)

Explanations of Funding Process for Higher Education: ACHE's recommendations for the funding of postsecondary education are based on several types of assessment:

1. A set of formulas which relate funding needs for the academic programs of the senior and junior institutions to student credit hours, faculty productivity, and faculty salaries.

2. Facilities Renewal Allowance which is an estimation of the amount of money needed to provide for the aging of all building elements in a given year.

3. Updated values for ongoing research and service activities and for other instructional activities, which are not susceptible to "formula" determination, derived from earlier funding levels.

4. Analysis of funding needs for new programs and major changes in existing programs based on estimated expenditures and revenues.

ACHE Academic Program Reports (Regional Standard Reports)

General Procedures for ACHE Academic Program Reports: Assuming that the Alabama Commission on Higher Education (ACHE) survey requests will be forwarded to the Troy University Coordinator for Governmental and SACS-COC Reports, once report requests are received from the Alabama Commission on Higher Education, copies of all requests as well as due dates will be forwarded to each Troy University IRPE Coordinator located at the Dothan and Montgomery campuses for completion and return to the Troy Coordinator for Governmental and SACS-COC Reports at least one week prior to the due date. The Troy Coordinator for Governmental and SACS-COC Reports will collect the information needed for the report for Troy, UC, and PC. Over time, the reports may be completed totally by the Troy Coordinator for Governmental and SACS-COC Reports with verification by IRPE Coordinators, but, initially, information will be collected from each campus as a means of data confirmation and so that each campus will have its own information. The completed report will include the information from each location and will be verified by the appropriate Verification Review Team. Each campus will receive a copy of each completed Report, and any discrepancies due to unduplicated counts will be reported to the respective campuses. These procedures will be implemented for the following ACHE Reports:

1. Sponsored Research Expenditure Report (Due Fall Semester of each academic year) –This is a report of funds expended during a fiscal year in the areas of research and sponsored programs. To complete the report, research and sponsored program account information is requested from the Office of Accounting Services, and the name of the sponsoring agency for the accounts is obtained from the Office of Sponsored Programs. (Verification Review Team: Director of Sponsored Programs, AVC IRPE, and Troy-IRPE Coordinators)

2. Credit Hour Productivity (CHP) Report (Due each semester of each academic year) – The ACHE CHP Report captures data regarding academic activity production accomplished by the various institutions of higher education in Alabama. Although the purpose of the CHP Report is not for use in funding decisions, it has potential funding implications. Credit Hour Productivity (CHP) information will be extracted from the Datatel system by using queries written by the IT programming staff. (Verification Review Team: AVC IRPE and Troy-IRPE Coordinators)

3. Tuition and Fee Schedule (Due Fall Semester of each academic year) – This is a report of tuition and fee charges as well as room and board charges per term for undergraduate and graduate students. The Troy Coordinator for Governmental and SACS-COC Reports will forward a copy of the Tuition and Fee Schedule to the Vice Chancellor of Financial Affairs (VCFA) for completion. The VCFA will return the completed report to the Troy Coordinator for Governmental and SACS-COC Reports who will forward it to the ACHE after review by the Verification Review Team. (Verification Review Team: AVC IRPE and Troy-IRPE Coordinators)

4. Space Data Report (Due Fall Semester of each academic year) – This report provides information regarding changes in the physical plant from July 1st – June 30th of each year. The report includes Education and General (E&G) gross square footage, auxiliary gross square footage, and other gross square footage as well as a list of additions/reductions in facilities that may have occurred during July

1st - June 30th of each year. Data will be collected from the various departments that oversee the facilities information (Physical Plant staff). (Verification Review Team: AVC IRPE and TROY-IRPE Coordinators)

5. Annual Utilities Cost & Consumption Report (Due Fall Semester of each academic year) -- This is a report of cost associated with utilities such as electricity, natural gas, water, sewage disposal, and solid waste disposal utilized from July 1st – June 30th of each year. The E&G space and Auxiliary space associated with each utility is also reported. In most cases the Office of Accounting Services will provide the information for this report. (Verification Review Team: AVC IRPE and Campus-IRPE Coordinators)

6. Utilities Generation/Distribution Expenditures Report (Due Fall Semester of each academic year) – The purpose of this report is to establish a higher degree of equity among institutions in the (formula) support of utilities by including expenditures of central generating plants and distribution systems along with expenditures for fuel and metered (purchased) utilities. The various departments that oversee the facilities information (Physical Plant staff) will assist in completing this report. (Verification Review Team: AVC IRPE and Campus IRPE Coordinators)

7. Retirement Survey (Due Fall Semester of each academic year) – This is a survey that contains the total amount of retirement paid into the Retirements Systems of Alabama for TROY personnel from July 1st – June 30th of each year. A copy of this survey will be sent to the Office of Financial Affairs with a request for information to complete the survey. One week prior to the due date, the information for the survey will be forwarded to the TROY Coordinator for Governmental and SACS-COC Reports who will complete the Troy University ACHE Retirement Survey and forward it to the ACHE after review of the survey by the Verification Review. (Verification Review Team: AVC IRPE and Campus IRPE Coordinators)

8. FICA Survey (Due Fall Semester of each academic year) –This is a survey that contains the total amount of FICA paid from July 1st – June 30th of each year. A copy of this survey will be sent to the Office of Financial Affairs with a request for information to complete the survey. One week prior to the due date, the information for the survey will be forwarded to the Troy Coordinator for Governmental and SACS-COC Reports who will complete the Troy University FICA Survey and forward it to the ACHE after review by the Verification Review Team (Verification Review Team: AVC IRPE and Campus IRPE Coordinators)

9. Preliminary Fall Enrollment Report (Due Fall Semester of each academic year) -- This is a report of the preliminary headcount enrollment as of September of each year. To complete the Troy University ACHE Preliminary Fall Enrollment Report, unduplicated headcount statistics will be queried from the Datatel system by the TROY Coordinator for Governmental and SACS-COC Reports, and the data will be verified by IT programming contacts. The queried unduplicated headcount data for Troy will be compared to the reports from Dothan and Montgomery, and the Report will be completed and forwarded to the ACHE after review by the Verification Review Team. (Verification Review Team: AVC IRPE and Campus IRPE Coordinators)

Other ACHE Reports

1. Facilities Master Plan (Due Fall Semester) -- Legislative ACT 96-539 requires that each institution annually provide a five-year master plan regarding facilities to the Commission. This act also requires each institution to identify its capital requests and to provide needs assessments for requested projects. Each year, the previous year's summary facilities plan is distributed to appropriate administrators for updating. After all inputs are received from administrators, Capital Requests are prioritized and approved by the Vice Chancellors. Once the report has been approved, it is submitted to the ACHE by the Associate Vice Chancellor for Institutional Research, Planning, and Effectiveness (AVC IRPE).

2. Facilities Inventory Report (Due biennially during the Fall Semester) - Certain data pertaining to each building and to the various uses of the space within each building are required in the Facilities Inventory Report. For each facility, the gross square footage, net square footage, and the net square footage by space category (i.e., classrooms, offices, residential housing, etc) are reported. The various departments that oversee the facilities information (Physical Plant officials) for each location will assist in completing this report. The TROY Coordinator for Governmental and SACS-COC Reports will collect the information needed for the report for TROY, UC, and PC. Two weeks prior to the due date, the completed Facilities Inventory Reports for each location will be forwarded to the TROY Coordinator for Governmental and SACS-COC Reports who will complete the Troy University ACHE Facilities Inventory Report. After review by the AVC IRPE and the Troy -IRPE Coordinators, the Inventory will be forwarded to the ACHE staff.

3. Statewide Student Database – In 1996, the Alabama legislature adopted a series of bills related to higher education, one of which became known as the "Student Database" law. ACT 96-509 became law and is recorded in Section 16-5-7 of the Commission's statute. The legislation requires ACHE to "design and establish a state university and college electronic student unit record system to provide comprehensive, meaningful, and timely information pertinent to the formulation of decisions and recommendations by the commission." The student database files are written and submitted via File Transfer Protocol (FTP) by Information Technology (IT) personnel. Some 51 data elements are submitted each term for each actively enrolled undergraduate student, and degree completions for the ACHE Graduate Database are submitted annually.

SACS-COC REPORTS

Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC)

For those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees, the Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America. The Commission on Colleges is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process. The College Delegate Assembly, which consists of one voting representative for each of approximately 800 member institutions, elects the 77-member Commission. The U.S. Secretary of Education recognizes accreditation by the Commission on Colleges in establishing eligibility of higher education institutions to participate in programs authorized under Title IV of the Higher Education Amendments and other federal programs.

1. Institutional Profile for General Information and Enrollment Data (Due Fall Semester of each academic year) – This Profile requires collection of general information for institutions as well as enrollment information including FTE and headcount. To complete the Troy University SACS Institutional Profile Report, unduplicated headcount statistics and credit hour information are queried from the Datatel system by the Troy Coordinator for Governmental and SACS-COC Reports, and the queried data are verified by the IT programming staff. The Coordinator for Governmental and SACS-COC Reports will compare the location reports (Troy, Dothan, Montgomery, Phenix City, and University College) with the queried Troy information to verify data. After the Institutional Profile for General Information and Enrollment Data has been completed and reviewed by the Associate Vice Chancellor of Institutional Research, Planning, & Effectiveness and the Troy-IRPE Coordinators, it will be signed by the SACS Accreditation Liaison and the Chancellor and forwarded to the Executive Director of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). Copies of the Profile will be provided to the Troy-OIRPE Coordinators.

2. Institutional Profile for Financial Information (Due Spring Semester of each academic year) -- This Profile requires collection of financial data and general information for the institution. The Troy University IRPE Coordinators for Dothan and Montgomery will work with the appropriate Accounting Services staff to complete the Profile for those locations. The TROY Coordinator for Governmental and SACS-COC Reports will collect the information needed for the report for Troy, UC, and PC. One week prior to the due date, the completed reports for all locations should be forwarded to the TROY Coordinator for Governmental and SACS-COC Reports who will complete the TROY University SACS-COC Institutional Profile for Financial Information. After this report has been completed and reviewed by the Associate Vice Chancellor for Institutional Research, Planning, & Effectiveness and the TROY-IRPE Coordinators, it will be signed by the SACS Accreditation Liaison and the Chancellor and mailed to the Executive Director of the SACS-COC. Copies of the Profile will be provided to the TROY-IRPE Coordinators.

Local Reports/Documents: These are reports designed and distributed by the Office of Institutional Research located at the Troy Campus to Troy University System administrators, faculty, and staff. Documents are also distributed externally upon request.

1. Troy University Official Headcount Enrollment Report – This report will be provided to the Associate Vice Chancellor of Institutional Research, Planning, & Effectiveness after Datatel system files have been archived each term by the IT Department. The AVC IRPE will share it with appropriate administrators.

2. Troy University Fact Book – This document is intended to be an authoritative reference with quantifiable data about students, faculty and staff, and financial and physical resources. It serves as a concise source of facts about Troy University and can be used by administrators, faculty, staff, alumni, and others who may need demographic information about Troy University. Each edition of the *Fact Book* represents a further refining of the collection and presentation of data about the University. The efforts of individuals in numerous areas throughout the University are reflected in each *Fact Book*, including, but not limited to Academic Affairs; Financial Affairs; Student Services; Institutional Advancement; Institutional Research, Planning, & Effectiveness; Executive Vice Chancellor; Senior Vice Chancellors; and the Chancellor's office. The *Fact Book* includes official data from fall term of each year and is published annually in early spring semester online and in hard copy.

3. Troy University Fast Facts Brochure – This brochure consists of quick facts for fall term from the *Troy University Fact Book*.

4. Ad Hoc Reports – Ad hoc reports provide general information requested by administrators, faculty, staff and external agencies. One of the key functions of the Office of Institutional Research is to provide information to administrators, faculty, and staff in an accurate and timely manner. The Coordinator for Governmental and SACS-COC Reports will be responsible for providing ad hoc reports requested by personnel at the Troy, Phenix City, and University College sites as well as for ad hoc requests from external agencies. The Montgomery Campus Coordinator of IRPE and the Dothan Campus coordinator of IRPE will be responsible for ad hoc reports on their respective campuses.

Other Responsibilities of the Coordinator for Governmental and SACS-COC Reports

1. Maintenance of CIP Codes Form/Format for Declaration of Majors by Undergraduate Students – in the late spring of each year, the CIP Codes Form/Format for Declaration of Majors will be updated to reflect changes that have occurred over the past year. The Form/Format is generally ready for the IMPACT sessions for students in the summer of each year.

2. Maintenance of Facilities Inventory --The TROY University Coordinator for Governmental and SACS-COC Reports will have the responsibility for maintaining the Facilities Inventory at the Troy campus. Maintenance of the Inventory involves entering building/room numbers and names as well as square footage and other pertinent information about buildings on the Troy campus. The Director of the Physical Plant will provide updated facility additions/deletions information to the Office of Institutional Research as they occur. Once received from the Physical Plant, updated information will be entered into the Datatel Facilities Profile module. This information will be used to aid in the completion of the ACHE Facilities Inventory Report for the Troy campus. The Dothan and Montgomery Coordinators of IRPE will be responsible for providing facilities information as needed.

3. Procedure for Processing Master Course Information Forms – All Master Course Information Forms for TROY University will be forwarded to the Institutional Research, Planning, and Effectiveness (IRPE) office on the Troy campus where the TROY Coordinator for Governmental and SACS-COC Reports will add the appropriate CIP Code and forward the Forms to the Records Office for entry into the Datatel Computer system. After all appropriate committees, councils, and administrators have approved the action concerning the course of study; the Master Course Information Form is processed via the following steps:

   1. The department proposing the course action initiates the form (which is located in the appropriate dean's office or the Office of Institutional Research) and enters the following information:

   - Name of Department Originating the Form
   - Contact Person
   - Name of Department Originating the Form
   - Location Telephone Number
   - Course Title
   - Action Needed

- Classification
- Course Level
- Department Designator (such as HIS for History, ENG for English, etc.)
- Hours Credit
- Lab Fee
- Bulletin Description of Course
- Council Which Approved Course Action
- Date Approved

2. The department forwards all copies of the form to the IRPE Coordinator located at each campus who will forward all copies to the Coordinator for Governmental and SACS-COC Reports who will enter the appropriate Classification of Instructional Programs (CIP) code on the form and forward all copies of the form to the Office of Academic Records.

3. The Office of Academic Records adds the course number and the abbreviated course title to the form, enters the information into the computer system, and distributes all copies of the Master Course Information Form to the appropriate offices.

Procedures for Internal Testing and Surveying
Institutional Effectiveness

Office of Institutional Assessment
Procedures for Internal Testing and Surveying
To Measure Effectiveness of Programs and Services of Troy University

Procedures for Internal Testing and Surveying will include three sections: (1) surveying the University's constituency, (2) testing with a General Education Competency Examination (GECE), and (3) testing with Major Field Tests (MFT).

1. Surveying the University's Constituency: Students, alumni, & employers are surveyed annually with University-wide results published online and with results (sorted by programs) provided to appropriate University Deans.

Alumni Survey

1. The Alumni Survey is administered during the Summer Semester – usually in June.
2. The Alumni Affairs office provides an electronic file for one and five-year-out alumni for Dothan, Montgomery, Phenix City, Troy, and University College.
3. The lists are sorted into alumni with e-mail addresses and alumni without e-mail addresses.
4. For alumni with e-mail addresses, the Alumni Survey is done totally online.
5. For alumni without e-mail addresses, printed copies of the Alumni Survey are sent along with a return envelope, and alumni are given two options:
    a. Option #1: to go to the website and complete the survey online or
    b. Option #2: to mark responses on the survey and return it in the envelope.
6. As printed surveys are received, the IRPE staff will manually enter all responses into the alumni survey website.
7. After the deadline for responses has passed, the survey results will be provided on the IRPE website for Troy University as a whole and the results will be sorted by majors and colleges for Troy Campus, Dothan Campus, Montgomery Campus, Phenix City Campus, and University College as a whole and by Regions.
8. Comments will be provided to the Vice Chancellors who may share them with personnel in their divisions as appropriate.

Employer Survey

1. The Employer Survey is administered during the summer semester.
2. A list of employers of Troy University graduates is received from the campuses of Troy, Dothan, Montgomery, Phenix City, and University College. A survey with instructions and a return envelope is mailed to each employer. The employer is given two options for responding:
    a. The employer may go to the Employer Survey website and complete the survey online, or
    b. (s)he may mark responses on the survey and return it in the envelope.
3. As responses are received, the responses returned on printed surveys will be entered into the website survey, after a set deadline, the results will be published on the IRPE website.
4. Comments will be provided to the Vice Chancellors who may share them with personnel in their divisions as appropriate.

Graduating Student Survey

1. In the Intent to Graduate packet in the Records Offices, each graduating student will be given a letter of instructions

to go to the Graduating Student Survey website, complete the survey, and return the printed submission slip to the Records Office to verify completion of the Graduating Student Survey.

2. Graduating Student Survey results will be run and posted on the IRPE website at the end of each academic year. If needed, revisions of the Survey will be completed during the Spring semester each year. The results will be available for Troy University as a whole and will also be sorted by college and major for Deans. Deans may provide results for majors to department chairs and others in the college.
3. Comments are compiled and sent to the Vice Chancellors, who may share the comments with division personnel as appropriate.

<u>New Student Survey</u>

1. The New Student Survey, administered Fall Semester, is scheduled for completion by November.
2. A listing of all new students with e-mail addresses for the Fall Semester is requested from the Director of Institutional Research.
3. When the list is received, an e-mail is sent to new students asking them to go to the new student survey website and complete the survey by a given deadline.
4. After the deadline for completing the survey has passed, the survey results are published for the University as a whole and for campuses of Dothan, Montgomery, Phenix City, Troy, and University College Regions on the IRPE website.
5. Comments are compiled and sent to Vice Chancellors who may share the comments with their division personnel as appropriate.

<u>Undergraduate/Graduate Survey</u>

1. The Undergraduate/Graduate Survey will be revised and administered to students. Beginning Spring 2006, this Survey will be administered online.
2. Results will be sorted by campus and by college and major. University-wide results will be published online, and survey results by campus and by majors will be provided to the appropriate Deans who may provide results of majors to department chairs and others in the particular college.
3. Comments will be provided to the Vice Chancellors who may share the comments with personnel in their divisions as appropriate.

2. Testing with the General Education Competency Examination (GECE): The TROY Coordinator for Institutional Assessment coordinates the General Education Competency Examination (GECE), and reports GECE results to appropriate personnel.

<u>Getting Started</u>

1. Rooms are reserved for the GECE based on the dates listed in the catalog. If additional testing dates are needed, the IRPE personnel determine dates, times, and places and reserve appropriate space for GECE testing. The Coordinator of Institutional Assessment will work with other locations to prepare for GECE testing.
2. To order tests, the IRPE Administrative Assistant prepares a purchase order requisition for the Academic Profile (GECE) for the entire academic year. Once the purchase order is ready, the test order form is completed. The purchase order number is placed on the form, and the order form along with the P.O. is faxed to Educational Testing Services (ETS). Note: After receipt of the test materials, the administrative assistant for IRPE will go into the Datatel system, receive the order, and authorize payment to ETS.

Media for the GECE

The following types of media are prepared and used to advertise the GECE for each semester:

1. Posters
2. Table Tents
3. Tropolitan articles and listings in the dates section

Administration of GECE Procedures for Each Semester

1. After the drop/add date, the list of students required to take the GECE (juniors between 60-89 hours and seniors (over 90 + hours) is run. The following list of programs (as of August 2005) are run on the Datatel System to capture the students required to take the test:
   a. KDB.JUNIOR.GECE.LIST.04SU.DWNLD
   b. KDB.SENIOR.GECE.LIST.04SU.DWNLD
2. Contact Debbie Davis, International Programs, for list of 1-2-1 Chinese students who need to take the GECE before returning home. Contact Gayle Layton for a list of Lockheed Martin personnel who are eligible to take the GECE. (Would this be necessary if we email all Juniors and Seniors?)
3. An notification letter informing students of dates, times, and places of test is sent to students through email one week after drop and add and then again two weeks prior to the last testing date.
4. Copies of the GECE memo for excused absences is printed and taken to the testing site.
5. The IRPE staff administers the GECE, along with a student worker as an assistant. As students enter the testing site, they sign in, so a table should be set up at the main entrance of the room.
6. At the end of each testing session, a list of students who took the test that day is created and a copy is taken to Tamara Jones and Donna Bragg in the Records Office
7. Once testing is complete for the semester, including any make-up tests or special tests, the procedures for returning the test materials are followed.

Procedures for Returning the Testing Materials

1. The following materials are assembled:
   a. Used Test Booklets
   b. Unused Test Booklets
   c. Used Answer Sheets
   d. Academic Profile Supervisor's Manual (provided by ETS)
   e. Academic Profile Transmittal Form (provided by ETS)
   f. Mailing Envelope (provided by ETS)
   g. Mailing label and/or tape (provided by ETS)
2. The used answer sheets are reviewed, the names of those students who completed the exam are checked off, and the list is put aside to be updated later.
3. At the end of each semester, all used answer sheets are returned to ETS for scoring along with a transmittal sheet. Only 100 answer sheets are placed in an envelope. The instructions for returning test materials are given in the

Supervisor’s Manual and should be followed carefully. Copies of all forms are kept for the files.

4. Once all test booklets have been used, they must be returned to ETS. Note: The instructions for returning tests and materials are located in the *Supervisor’s Manual* and should be followed carefully. Copies of forms are kept for the files.

Academic Profile End of Semester Reporting

1. Within a month the results of the Academic Profile test generally arrive from ETS. The semester report is developed and copies are sent to the Executive Vice Chancellor for Academics and Provost, Deans, Department Chairs, and Chair of the General Studies Council, after the Associate Vice Chancellor for IRPE has reviewed the report.

Note: By June 2006, the GECE should be available online, and these procedures will be modified.

3. Testing with Major Field Tests: The Troy Assessment Coordinator assists the following departments with administering Major Field Tests (MFT):

   a. Biology
   b. Business (ordered and administered by the College of Business)
   c. Criminal Justice
   d. English
   e. Environmental Science
   f. History
   g. Mathematics
   h. Psychology

This section describes the process for administering the Major Field Tests.

Getting Started with paper MFT

1. At the beginning of the semester, a list of students who have filed an *Intent to Graduate Form* is requested from Records Office. Once the list is received, it is mailed to all deans and department chairs along with a memorandum informing them of the testing date. The letter asks those departments who use the MFT to call or email the IRPE office and give the number and/or names of students who should be tested. The Criminal Justice department is contacted for the number of tests they will need because they test students in their Senior Seminar class. Need to prepare a schedule of dates, times, and places for testing.
2. To order tests, at the beginning of each Semester the IRPE administrative assistant prepares a purchase order through Datatel for the Major Field Test (MFT) for that semester. Once the purchase order (P.O.) generated tests can be ordered online. Note: After the test materials have been received, ETS sends an invoice to the IRPE office so that the bill can be paid.
3. Once all the information from the departments is received, the MFT letter to students is e-mailed to students and appropriate department chairs, deans, Provost and Executive Chancellor along with a schedule of test dates, times, and locations. Class schedules and addresses for MFT students are pulled from Datatel.

Proctors

1. The MFT is proctored by the Troy Coordinator for Institutional Assessment.

Administration of MFT

1. After each testing session, a list of students who took the exam is made, and department chairs are notified by email of those students who did not take the MFT test on the first testing date.
2. A list of students who will need to take the MFT on a make-up test is compiled. Students who missed the first test date are contacted via email with the available testing dates, times, and locations.
3. The completed answer sheets are filed in the MFT folder. Answer sheets can only be scored if there are at least five answer sheets within each major. Answer sheets are sorted and filed by major department. Answer sheets are returned to ETS once at least 5 answer sheets have been accumulated for a major.
4. After every test booklet has been used, the booklets must be returned to ETS. The instructions for returning test materials given in the *Supervisor's Manual* should be followed carefully. Copies of all forms should be kept for the files.

<u>Results</u>

1. Once the results have been received from ETS, copies are made and forwarded to the appropriate department chairs, Deans, and any other personnel who may need the MFT Results.

Note: Major Field Tests will be moved to online testing within the next year with Criminal Justice MFT testing beginning fall 2005.

Top of Form

TROY University Alumni Survey

Your completed survey will provide valuable information to help us improve our programs and services. Your responses will be kept strictly confidential, only group data will be reported.

1) When did you graduate?

(Click here for choices)

2) What is your gender?

- Male
- Female

3) What is your racial or ethnic identification?

- African American
- American Native/Indian
- Asian/ Pacific Islander
- Caucasian/White
- Hispanic
- Other

4) From which TROY University campus did you graduate?

(Click here for choices)

5) In which college did you study?

- Arts & Sciences
- Business
- Education
- Communication and Fine Arts
- Health and Human Services

6) What degree did you receive from TROY University?

- Associate
- Bachelor

- Master
- Education Specialist

7) What was your program major at TROY?

(Click here for choices)

8) If you could choose your program major over again, would you choose the same major?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

9) Since completing your program at TROY University, have you continued your formal education by attending another institution?

- Yes, I continued to go to graduate school
- Yes, I went to professional school
- Yes, I attended another undergraduate degree program
- Yes, I attended other program(s)
- No

10) If "Yes" in item 9, please enter the name of the institution you attended:

11) If "Yes" in item 9, rate how well TROY University prepared you for additional study?

- Excellent preparation
- Good preparation
- Fair preparation
- Poor preparation
- No preparation

12) What is your current employment status?

- Employed full-time
- Employed part-time

- Unemployed
- Other -Specify (Examples volunteer work, self-employed, etc.):

13) If employed, with what type of organization are you working?

(Click here for choices)

14) What is the approximate salary for your current job?

- <$30,000
- $30,000-$40,000
- $40,001-$50,000
- $50,001-$60,000
- $60,001-$70,000
- >$70,000

15) Rate how well TROY University prepared you for your employment?

- Excellent preparation
- Good preparation
- Fair preparation
- Poor preparation
- Not applicable

16) How closely is your employment related to your field of study?

- Directly related
- Somewhat related
- Not related at all

17) How much did your education at TROY University add to your knowledge, abilities, and skills in each of the following areas?

	Very Much	Quite a bit	Some	Very Little
Ability to obtain employment in your field				
Ability to work with others				
Leadership skills				
Ability to adjust to new job demands and situations				
Global cultural differences and diversity				

	Very Much	Quite a bit	Some	Very Little
Planning and project management	☐	☐	☐	☐
Oral Communications	☐	☐	☐	☐
Writing competency	☐	☐	☐	☐
Listening Skills	☐	☐	☐	☐
Multi-media presentation skills	☐	☐	☐	☐
Problem solving skills	☐	☐	☐	☐
Information technology	☐	☐	☐	☐
Mathematical Skills and Concepts	☐	☐	☐	☐
Understanding and appreciating the arts	☐	☐	☐	☐
Scientific principles and methods	☐	☐	☐	☐
Critical and creative thinking	☐	☐	☐	☐

18) Rate the following aspects of your TROY University experiences:

	Excellent	Good	Fair	Poor	Not Applicable
Academic/educational experiences	☐	☐	☐	☐	☐
Social experiences	☐	☐	☐	☐	☐
Quality of instruction	☐	☐	☐	☐	☐
Availability of classes	☐	☐	☐	☐	☐
Courses	☐	☐	☐	☐	☐
Professors (in class and outside of class)	☐	☐	☐	☐	☐
Class size	☐	☐	☐	☐	☐
Academic advising	☐	☐	☐	☐	☐
Grading procedures	☐	☐	☐	☐	☐
Library services	☐	☐	☐	☐	☐
Computer services (micro and/or mainframe)	☐	☐	☐	☐	☐
Instructional support services	☐	☐	☐	☐	☐
Career services	☐	☐	☐	☐	☐
Counseling services	☐	☐	☐	☐	☐

	Excellent	Good	Fair	Poor	Not Applicable
Recreational/Intramural activities	☐	☐	☐	☐	☐
Health services	☐	☐	☐	☐	☐
Financial Aid services	☐	☐	☐	☐	☐
On-Campus residence halls/apartments	☐	☐	☐	☐	☐
Dining facilities	☐	☐	☐	☐	☐
Business Office services	☐	☐	☐	☐	☐

19) Would you recommend TROY University to a potential student?

☐ Yes

☐ No

20) Would you be interested in joining a local TROY University Alumni Chapter?

☐ Yes

☐ No

21) Would you be interested in joining the TROY University National Alumni Association?

☐ Yes

☐ No

22) Which of the following activities would bring you back to TROY University? (choose all that apply)

☐ Attend non-credit courses

☐ Dramatic/Musical productions

☐ Educational sessions/lecture series

☐ Holiday/special events

☐ Homecoming

☐ Reunion Weekends

☐ Sports Events

☐ Take classes for more credits

☐ Visits to faculty/staff

☐ Visits to fellow students

☐ Other-Please specify: ____________

23) Have you ever received correspondence from TROY University since you graduated?

Yes

No

24) If “Yes" in item 23, what information do you enjoy receiving?

- TSU 2U (electronic newsletter)
- TROY University Magazine
- Merchandising catalogs
- Brochures
- Ticket information for sports, plays, music, events, etc.
- Alumni trip information
- Other-Please specify:

25) Would you like to be contacted by the Alumni Office?

Yes

No

26) If “Yes” in item 25, please provide your contact information

Name

Address

City, State, Zip

E-mail

27) Provide any additional comments about TROY University:

Submit Survey

Powered by SurveySolutions online survey software

TROY UNIVERSITY
EMPLOYER SURVEY
2005

Dear Employer of Troy University Graduates:

Completion of our *Employer Survey* will be greatly appreciated, and we offer you the following two options for completing the *Survey*:

Option #1: Go to website http:// complete the online *Employer Survey*, and submit it online.

.

Option #2: Mark your responses on the enclosed *Employer Survey* and return the *Survey* in the enclosed, pre-addressed, postage-paid envelope.

Thank you in advance for participating, and if you have questions, please call Dr. Angie Roling at (334) 670-3640 or e-mail to acroling@troy.edu.

Sincerely,

Angela C. Roling, Ph.D.
Associate Vice Chancellor
Institutional Research, Planning, and Effectiveness

Please check the primary campus/location from which you might employ Troy University graduates:

☐ Troy ☐ Dothan ☐ Montgomery ☐ Phenix City ☐ University College (UC)-Atlantic
☐ UC-Florida ☐UC-Pacific ☐ UC-International ☐ UC-Southeast ☐ UC-Western ☐ UC-DL

SECTION I: When you fill a position in your organization with someone who has a college degree, which of the following are essential, important, useful, or not useful?

	ESSENTIAL	IMPORTANT	USEFUL	NOT USEFUL	UNABLE TO JUDGE
1. Job Know-How (skills specific to the position)	☐	☐	☐	☐	☐
2. Reading Skills	☐	☐	☐	☐	☐
3. Writing Skills	☐	☐	☐	☐	☐
4. Communication Skills	☐	☐	☐	☐	☐
5. Mathematical Skills	☐	☐	☐	☐	☐
6. Research Skills	☐	☐	☐	☐	☐
7. Courses in the major(s) related to your organization	☐	☐	☐	☐	☐
8. Application of professional ethics in decision-making	☐	☐	☐	☐	☐

	ESSENTIAL	IMPORTANT	USEFUL	NOT USEFUL	UNABLE TO JUDGE
9. Ability to work with co-workers/supervisors	☐	☐	☐	☐	☐
10. Work Ethic (dependability, initiative, diligence)	☐	☐	☐	☐	☐
11. Knowledge of philosophy of your organization	☐	☐	☐	☐	☐
12. Knowledge of your operational functions	☐	☐	☐	☐	☐
13. Knowledge of your management principles	☐	☐	☐	☐	☐
14. Knowledge of legal aspects/governmental regulations	☐	☐	☐	☐	☐
15. An advanced degree such as the MBA, MSN, or M.Ed.	☐	☐	☐	☐	☐
16. Internship, co-op, or field experience	☐	☐	☐	☐	☐
17. Involvement in professional associations	☐	☐	☐	☐	☐
18. Technology skills	☐	☐	☐	☐	☐
19. High grade point average	☐	☐	☐	☐	☐
20. Travel – both domestic and foreign	☐	☐	☐	☐	☐
21. Life-long learning interest and capability	☐	☐	☐	☐	☐

22. Please list any other abilities, skills, competencies, and traits you expect in college graduates which you employ:

____

SECTION II: Please rate the skills, abilities, and educational preparation of the Troy University graduate(s) you have employed.

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
23. Job skills specific to the position	☐	☐	☐	☐	☐
24. Oral communication	☐	☐	☐	☐	☐
25. Reading skills	☐	☐	☐	☐	☐
26. Writing skills	☐	☐	☐	☐	☐
27. Listening skills	☐	☐	☐	☐	☐
28. Mathematical skills	☐	☐	☐	☐	☐
29. Problem solving skills	☐	☐	☐	☐	☐
30. Stress management skills	☐	☐	☐	☐	☐

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
31. Ability to work with co-workers/supervisors	☐	☐	☐	☐	☐
32. Work ethic (dependability, initiative, diligence)	☐	☐	☐	☐	☐
33. Technology skills	☐	☐	☐	☐	☐
34. Creative thinking ability	☐	☐	☐	☐	☐
35. Leadership abilities	☐	☐	☐	☐	☐
36. Adaptability to regular and new job requirements	☐	☐	☐	☐	☐
37. Motivation	☐	☐	☐	☐	☐
38. Professionalism	☐	☐	☐	☐	☐
39. Quality of work	☐	☐	☐	☐	☐
40. Work output compared to expectations	☐	☐	☐	☐	☐

41. In general, how does the educational preparation of your Troy University graduates compare with that of other employees?
    ☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ No Opinion

42. To what extent do your Troy University graduates possess the characteristics you expect from a college graduate?
    - ☐ Exceed my expectations
    - ☐ Meet my expectations
    - ☐ Do not meet my expectations
    - ☐ Meet some expectations but need improvements in some areas (Please list) ________________

43. Based on your observation of employees and your knowledge of Troy University, would you hire another TROY graduate if a position were available?
    ☐ Yes ☐ No (Please tell us why) ________________

44. Please provide any suggestions for improving abilities, skills, competencies, and other traits of Troy University graduates:
    ____

SECTION III: Please respond to items regarding Career Services of Troy University.

45. How did your organization identify the Troy University graduates you hired?
    - ☐ Career Services Office Referral/Job Posting, etc.
    - ☐ Referral from TROY Faculty
    - ☐ Referral from within or outside (other than Career Services) your organization
    - ☐ Classified ads/temporary services
    - ☐ Online/website job postings.
    - ☐ Other please specify: ________________

Please rate the Troy University Career Services which you have used.

	EXCELLENT	GOOD	FAIR	POOR	DID NOT USE
46. Credential/Candidate referral	☐	☐	☐	☐	☐
47. Job postings	☐	☐	☐	☐	☐
48. On-campus interviews	☐	☐	☐	☐	☐
49. Career fairs	☐	☐	☐	☐	☐

50. How often do you notify Career Services regarding the hiring of university/college students?
☐ Always ☐ Often ☐ Sometimes ☐ Never

Section IV: Please mark the school or college from which you employ most of your college graduates.

☐**College of Arts & Sciences** (Aerospace Studies—Air Force ROTC; Biological Sciences—Biology, Medical Technology, Environmental Science, Marine Biology; Chemistry; Classical and Modern Languages; Criminal Justice and Social Sciences—CJ, Social Science, Anthropology, Geography, Leadership, Sociology; English; History; Mathematics and Physics—Comprehensive Science, Computer Science, Geomatics, Mathematics; Military Science—Army ROTC; Political Science—American Politics, Comparative Politics, International Relations, Public Administration)

☐**College of Education** (Curriculum and Teaching—Elementary Education K-6, Collaborative Teacher Education K-6, Secondary Education 6-12, Interdisciplinary Education P-12; Psychology, Counseling & Foundations of Education)

☐**College of Communication and Fine Arts** (Art & Design—Art Studio, Art Major, Design/Technology & Industry; Hall School of Journalism—Broadcast Journalism, Print Journalism; John M. Long School of Music—Instrumental Music, Vocal/Choral Music; Speech and Theatre—Communication Arts, Dramatic Arts, Speech Communication)

☐**College of Health & Human Services** (Athletic Training; Human Services and Rehabilitation—Human Services, Rehabilitation & Social Work; Kinesiology and Health Promotion—Health & Physical Education, Sport & Fitness Management; School of Nursing—BSN, ASN, MSN)

☐**Sorrell College of Business** (Accounting and Finance—Accounting, Finance, Risk Management and Insurance; Information Systems; Marketing, Management, and Economics—Business Economics, General Business, International Business, General Management, Human Resource Management, Marketing)

Thank you for assisting Troy University in its ongoing efforts to improve the quality of education of its graduates.

Troy University Graduating Student Survey (Online)

Please complete this survey, submit it online, print out the Survey Submitted Verification Screen with your name included, and return the printout in your packet of "Intent to Graduate" materials. A part of your "Intent to Graduate" requirements is completed with verification that you have submitted this survey. We thank you in advance for your participation in this survey.

1. Semester/Term of Intended Graduation:

(Click here to choose)

2. Gender:

- Male
- Female

3. Ethnicity:

- Nonresident alien
- Black, non-Hispanic
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic
- White, non-Hispanic
- Race/ethnicity unknown

4. Age:

- 18-19
- 20-21
- 21-24
- 25-29
- 30-34
- 35-39
- 40-49
- 50-64
- 65 or over

5. Marital status:

- Single
- Married
- Divorced

- ☐ Widowed
- ☐ Other

6. Are you a US citizen?

- ☐ Yes
- ☐ No

7. If you answered “No” to Question 6, which country are you from?

Country (Click here to choose)

8. If you answered “Yes” to Question 6, which state is your permanent home state in the United States?

(Click here to choose)

9. From which Troy University campus will you graduate?

- ☐ Dothan
- ☐ Montgomery
- ☐ Phenix City
- ☐ Troy
- ☐ University College

10. If you chose “University College" in Question 9, from which site did you file your intent to graduate?

(Click here to choose)

11. What degree program are you currently completing at Troy University?

- ☐ Associate
- ☐ Bachelor’s
- ☐ Master’s
- ☐ Education Specialist
- ☐ Other

12. What is your major/concentration? (Select your major from the appropriate college you belong to.)

__12a. College of Arts & Sciences

(Click here to choose)

__12b. College of Business

(Click here to choose)

__12c. College of Communication and Fine Arts

(Click here to choose)

__12d. College of Education

(Click here to choose)

__12e. College of Health and Human Services

(Click here to choose)

13. When you first started at Troy University, you were a:

- Dually-admitted student
- First-time freshman
- Undergraduate transfer student
- Undergraduate transient student
- First-time graduate student
- Graduate transfer student
- Graduate transient student

14. How many credit hours did you transfer to Troy University from another college or university?

- 1-15 credit hours
- 16-30 credit hours
- More than 30 credit hours
- I did not transfer any credit hours

15. How long have you attended Troy University?

(Click here to choose)

16. What is your overall GPA?

- Less than 2.0
- 2.00-2.49
- 2.50-2.99
- 3.00-3.49
- 3.50-4.00

17. What do you plan to do after you graduate?

- To work in an area related to my major field of study
- To work in an area outside my major field of study
- To continue working in the job that I have had
- To continue my education
- Undecided

18. If you plan to continue your education, what is your ultimate goal?

- A Bachelor's degree
- A Master's degree
- An Education Specialist degree
- A professional degree
- A doctoral degree

19. Are/Were you employed while attending Troy University?

- Yes
- No

20. If you answered "Yes" to Question 19, how many hours do/did you usually work per week?

- 1 - 9 hours
- 10 - 19 hours
- 20 - 29 hours
- 30 - 39 hours
- 40 or more hours

21. What financial aid have you received at Troy University? (Choose as many as apply)

- Scholarship/fellowship
- Graduate assistantship
- Grants
- Loans
- Work study
- Tuition assistance
- Third party pay
- Other
- None

22. In regard to your education at Troy University, please rate your development in the following areas:

	Excellent	Good	Average	Fair	Poor
Writing skills	☐	☐	☐	☐	☐
Speaking/presentation skills	☐	☐	☐	☐	☐
Reading skills	☐	☐	☐	☐	☐
Critical thinking skills	☐	☐	☐	☐	☐
Problem solving skills	☐	☐	☐	☐	☐
Mathematical skills	☐	☐	☐	☐	☐
Computer skills	☐	☐	☐	☐	☐
Research skills	☐	☐	☐	☐	☐
Scientific principles and methods	☐	☐	☐	☐	☐
Understanding different philosophies and cultures	☐	☐	☐	☐	☐
Appreciation of the arts	☐	☐	☐	☐	☐
Leadership skills	☐	☐	☐	☐	☐
Management and organizational skills	☐	☐	☐	☐	☐
Time management	☐	☐	☐	☐	☐
Working cooperatively in group	☐	☐	☐	☐	☐
Planning and carrying out projects	☐	☐	☐	☐	☐
Citizenship skills	☐	☐	☐	☐	☐
Strategies for applying skills in my field	☐	☐	☐	☐	☐

23. Please rate the following areas related to the education and academic support services at Troy University:

	Excellent	Good	Average	Fair	Poor
Overall quality of your academic program	☐	☐	☐	☐	☐
Academic advisement	☐	☐	☐	☐	☐
Faculty accessibility	☐	☐	☐	☐	☐
Instruction in major courses	☐	☐	☐	☐	☐
Instruction in general education courses	☐	☐	☐	☐	☐
Faculty's understanding and use of technologies to enhance teaching	☐	☐	☐	☐	☐

	Excellent	Good	Average	Fair	Poor
Course availability in your major					
Commination between faculty and students					
Registration procedures					
IMPACT/New Student Orientation Program					
Library facilities					
Academic computer labs					
Laboratory/instructional equipment					
Writing Center					
Reading Center					
Natural Science Center					

24. On a scale from "1" to "5," with "1" as "Very Dissatisfied" and "5" as "Very Satisfied," please rate your satisfaction with the following offices and services at Troy University: (Select "Not Applicable" if the item does not apply to you.)

	Very Dissatisfied 1	Dissatisfied 2	Neutral 3	Satisfied 4	Very Satisfied 5	Not Applicable 0
Admissions Office						
Registrar/Record Office						
Financial Aid Services						
Business Office						
Information Technology (IT) Services						
Adaptive Needs Services						
Student Support Services (SSS)						
Student Affairs						
Career Planning Services						
Placement Services						
Personal Counseling Services						
Bookstore Services						
Food Services						

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable
	1	2	3	4	5	0
Buildings and Grounds	☐	☐	☐	☐	☐	☐
Residence Life Services	☐	☐	☐	☐	☐	☐
Student Health Services	☐	☐	☐	☐	☐	☐
Recreational and intramural facilities	☐	☐	☐	☐	☐	☐
Athletic facilities	☐	☐	☐	☐	☐	☐
Student organizations	☐	☐	☐	☐	☐	☐
Safety and Security Services	☐	☐	☐	☐	☐	☐
Parking facilities	☐	☐	☐	☐	☐	☐
University Media (website, newsletters, radio, TV, etc)	☐	☐	☐	☐	☐	☐

25. On a scale from “1” to "5," with “1” as “strongly Disagree” and “5” as “Strongly Agree," please provide your opinion regarding the following areas:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
The goals, objectives, and requirements for my academic program are clearly defined.	☐	☐	☐	☐	☐
My academic program is intellectually challenging and stimulating.	☐	☐	☐	☐	☐
Courses in my curriculum contribute to the skills and knowledge required in my major.	☐	☐	☐	☐	☐
Courses are offered frequently enough for timely completion of my degree program.	☐	☐	☐	☐	☐
The intellectual caliber of students in my academic program is high.	☐	☐	☐	☐	☐
The degree program in which I enrolled is valuable for me in my employment.	☐	☐	☐	☐	☐
Troy University faculty care about students as individuals.	☐	☐	☐	☐	☐
Troy University faculty are helpful with my career plan.	☐	☐	☐	☐	☐
Troy University has been responsive to the needs of its students.	☐	☐	☐	☐	☐
The tuition and fees I paid at Troy University are a worthwhile investment.	☐	☐	☐	☐	☐

26. Please provide your overall ratings of Troy University:

	Excellent	Good	Average	Fair	Poor
How would you rate Troy University's preparation of you for employment?	☐	☐	☐	☐	☐

	Excellent	Good	Average	Fair	Poor
How would you rate Troy University's preparation of you for further education?	☐	☐	☐	☐	☐
What is your overall rating of your college experiences at TROY?	☐	☐	☐	☐	☐

27. If you were starting over, would you enroll in the same program?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably not
- ☐ Definitely not

28. If you could start college over, would you attend Troy University again?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably not
- ☐ Definitely not

29. Would you recommend your academic program to other students?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably not
- ☐ Definitely not

30. Would you recommend Troy University to someone planning to go to college?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably not
- ☐ Definitely not

31. To which student organization did you belong while attending Troy? (Choose as many as apply)

- ☐ Departmental
- ☐ Professional
- ☐ Religious
- ☐ Leadership
- ☐ Services

☐ Honor society
☐ Publication
☐ Political
☐ Fraternity/Sorority
☐ Art/Music/Drama
☐ Sports
☐ None

32. Additional comments:

Submit Survey

Powered by SurveySolutions: Conduct your own internet survey

Troy University New Student Survey

Troy University is interested in your success as a student. Your feedback is needed to help evaluate the University's programs and services. Your thoughtful and honest responses to the survey questions are highly appreciated.

1. Gender:

- Male
- Female

2. Ethnicity:

- Nonresident alien
- Black, non-Hispanic
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic
- White, non-Hispanic
- Race/ethnicity unknown

3. Age:

- 18-19
- 20-21
- 21-24
- 25-29
- 30-34
- 35-39
- 40-49
- 50-64
- 65 or over

4. Enrollment Status:

- First-time Freshman
- First-time Graduate
- Undergraduate transfer student

- Graduate transfer student
- Undergraduate transient student
- Graduate transient student
- Other (Specify)

5. Campus where you are currently enrolled:

- Dothan
- Montgomery
- Phenix City
- Troy
- University College

6. If you selected University College in Question 5, please select the site from which you are taking classes now:

(Click here to choose)

7. College you are attending:

- Arts & Sciences
- Business
- Education
- Communication and Fine Arts
- Health and Human Services

8. When you applied for admission to college, Troy University was your:

- First choice
- Second choice
- Third choice
- Fourth choice

9. Please give 3 reasons why you have chosen to attend Troy University:

- Size of campus
- Location
- Cost
- Availability of scholarship/financial aid/tuition assistance
- Admissions standards
- Academic programs

- Academic reputation
- Flexibility of schedule
- Social atmosphere
- Athletics
- Performing arts (band, collegiate singers, drama, etc.)
- Recommendation of high school counselor
- Recommendation of college counselor
- Parents' recommendation
- Friends' recommendation
- Alumni's recommendation
- Diversity
- Other (specify)

10. Please rate your agreement with the following statements with regard to academic programs, student services, and administrative procedures at Troy University:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
	1	2	3	4	5	6
TROY personnel are knowledgeable and helpful.						
Faculty care about students as individuals.						
I feel I can talk to faculty about my academic concerns.						
Academic advising is adequate.						
Sufficient financial aid options are available.						
The tuition payment plan is beneficial for students.						
The online registration process is user-friendly.						
The on-site registration process is user-friendly.						
Students seldom get the "run around" when seeking information.						
The online Schedule of Classes is informative and easy to follow.						
The printed Schedule of Classes is informative and easy to follow.						
Class drop/add procedures are appropriate.						

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
	1	2	3	4	5	6
Classes are offered at convenient times.	☐	☐	☐	☐	☐	☐
The classes I attend are well organized and well taught.	☐	☐	☐	☐	☐	☐
The University offers a variety of majors at my location.	☐	☐	☐	☐	☐	☐
On-campus bookstore hours are convenient for students.	☐	☐	☐	☐	☐	☐
Purchasing textbooks through Troy Virtue Bookstore is convenient.	☐	☐	☐	☐	☐	☐
Student organizations are available for my participation.	☐	☐	☐	☐	☐	☐
The semester/term format at my location accommodates my learning.	☐	☐	☐	☐	☐	☐
TROY has a good reputation in my community.	☐	☐	☐	☐	☐	☐
I would recommend TROY to a friend who is planning to go to college.	☐	☐	☐	☐	☐	☐

11. How did you learn about TROY?

- ☐ Billboard
- ☐ Friends
- ☐ Internet
- ☐ Newspaper
- ☐ Radio
- ☐ Television
- ☐ Other (Specify) ____________

12. How did you learn about registration dates and times?

- ☐ Billboard
- ☐ Friends
- ☐ Internet
- ☐ Newspaper
- ☐ Radio
- ☐ Television
- ☐ Other (Specify) ____________

13. What is the best way to advertise to your friends?

- Billboard
- Friends
- Internet
- Newspaper
- Radio
- Television
- Other (Specify)

14. How would you describe TROY to a friend? (Choose all that apply)

- Caring
- Convenient
- Friendly
- Helpful
- Quality academics
- Student-centered
- Other (Specify)

15. Additional Comments:

Submit Survey

Powered by SurveySolutions: Conduct your own internet surveys

Procedures for
Datatel Data Maintenance

Institutional Research
Datatel Data Maintenance

TROY University currently utilizes Datatel as its administrative software for its computer system. Datatel Release 17 is currently being utilized with plan to migrate to Release 18 within the near future.

Data integrity is of vital importance because governmental, Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), non-governmental, and ad-hoc reports are generated from this data. These reports are submitted in the following formats: paper; email as an Excel or Word documents; internet collection sites that require log-in and data entry (*i.e.* National Center for Education Statistics-NCES); and File Transfer Protocol (FTP) (*i.e.* the FTP from Datatel to the Alabama Commission on Higher Education (ACHE).

Because of the importance of maintaining the integrity of data, procedures are being implemented to verify commonly-used data and see that discrepancies are corrected by the appropriate departments. Queries in Datatel have been written to identify missing or potentially problematic data for Montgomery. These queries are being modified for Troy University.

Procedures are established to verify data integrity through database cleaning. Cleanup procedures are listed in the paragraphs that follow.

Database Cleanup Prior to Census

It is important to check data prior to archiving this data on the census date. Performing the following procedures in the live account before the census date will reduce cleanup work required after the census date.

1. T01CJH.MORE.THAN.1.ACTIVE.PROG
   This query prompts for a term to be entered. When the term that is currently being registered is entered, a list of students with more than one active program is provided. The list includes the Datatel ID and the active academic programs. The Registrar's Office and the Admissions Office should review this list to verify that students actually have multiple active programs. This query should be after student records have been updated through the graduation process in Datatel; otherwise, students may have two active programs because they are graduating in one program (i.e. an associates program) and may have started work on a second degree (i.e. a bachelors program). In this example, after the graduation process has been completed; only one active program will remain and the student may be eliminated from the list. The Query T01CJH.MORE.THAN.1.ACTIVE.PROG.SYSWIDE will provide a list of students who have multiple programs throughout Troy University.

2. T01CJH.STU.WITH.DEFAULT.PROGRAM
   This query prompts for a term to be entered. When the term that is currently being registered is entered, a list of students with Datatel IDs, who have an undergraduate or graduate default program is provided. Default programs are automatically generated by Datatel when a program has not been activated for a student. This list should be forwarded to the Admissions Office where

the proper academic program can be activated for the student, and the default program can be made inactive.

3. T01CJH.ACHE.STU.SRC.SVY.CLEANUP
   This query prompts for a term to be entered, and one or more terms may be entered. After the term(s) that is (are) currently being registered is (are) entered, a blank should be entered to prompt the query to begin processing. A list of students with Datatel IDs and with blank fields or incorrect data in State, County, Ethnicity, and Gender will be provided. This list should be forwarded to the Admissions Office where the data can be entered and student records reviewed if necessary. Some of this information may remain blank if the student is deceased.

4. T01CJH.BAD.AGE.QRY
   This query prompts for a term to be entered, and one or more terms may be entered. After the term(s) that is (are) currently being registered is (are) entered a blank should be entered to prompt the query to begin processing. A list of students with Datatel IDs and with blank fields or incorrect data in Social Security Number, and Birthday as well as a list of those students whose birthdate results in an age under 17 or over 99 will be provided. This list should be forwarded to the Admissions Office where the data can be verified or input. This query is also useful in checking for Social Security Numbers, which are needed for Form 1098, which is used to report tuition paid by students.

5. T01CJH.TERM.TRANSIENT.STUDENTS
   This query prompts for a term to be entered. When the term that is currently being registered is entered, provides a list of students with Datatel IDs, who are transient students, internal or external, is provided. An internal transient is a student whose home location is one Troy Campus and who is taking a class at another Troy Campus. Included in the list are the Academic Level, Enroll Status, Active Program, Admit Status, Course Load, and Reg Status. This list should be forwarded to the Admissions Office where the information can be reviewed and where anything that may be incorrect can be corrected.

Long Term Database Cleanup

The procedures listed above have been implemented since 2002 at Troy University Montgomery Campus. In order to maintain consistency within Datatel queries # 2 – 4 above were set up to handle multiple terms, so that these queries may be run in previous semesters and quarters to clean-up Datatel. The Admissions Office works with the Institutional Research office to accomplish this clean-up.

6. T01CJH.DECEASED.STU.QRY
   This query provides a list of students who have a date listed in the deceased date field or a status of "D" denoting deceased. The Datatel ID, name, and current home location are provided and the list allows all campuses in TROY University to maintain deceased student data in the same manner.

Statewide Student Database Submission Cleanup

The Statewide Student Database is a file that is submitted to the Alabama Commission on Higher Education (ACHE), via File Transfer Protocol (FTP). This file contains information on students enrolled for a specified semester.

The Information Technology (IT) programmer provides a copy of the Statewide Student Database pre-submission file in an excel file format, approximately two weeks prior to the Statewide Student Database initial submission. This pre-submission should be checked prior to the initial submission. After the initial submission, the IT programmer provides a copy of the initial submission that should also be checked to verify that there are no unexpected problems or discrepancies. After checking the excel file, any discrepancies and/or problems should be noted and forwarded to the appropriate programmer. For TSUM, discrepancies are submitted to the Montgomery Computer Resources programmer, who makes changes in the archive database, via the editor. Potential problems that may require some reprogramming of the database submission file are addressed with the IT programmer. After the final resubmit, the IT programmer provides a copy of the final submission file.

Below is a list of some of the areas to check.

1. If submitted for a single institution, the FICE code should be the same for all entries. The FICE codes for the TSU System are as follow: TSU – 001047, TSUD – 001048, and TSUM – 001049.
2. Currently, student IDs are encrypted social security numbers, but this may change in the near future.
3. Birthdates should be in the format YYYYMMDD. Check to make sure there is a birth date for everyone and that the first two digits begin with a "19".
4. RPTYR and RPTTRM should be for the submission being submitted and should all be the same.
5. OTLNAME, OTFNAME, and OTMNAME should not contain an entire name.
6. INTTRM should not be TR, which would denote transfer credit.
7. INTYR AND INTTRM should be equal to or earlier than the term for which the submission is being made. It also should not be for a year and term that comes after the term for which the submission is being made.
8. MATRDT should not contain a TR. Also, it should not occur before the INTTRM. It also should not be for a year and term that comes after the term for which the submission is being made.
9. The GENDER field can be spot checked by sorting the FNAME field and looking at the GENDER field. Obvious discrepancies in GENDER (i.e. FNAME = Mark should not be denoted as a GENDER of 1, which is female) can be identified.
10. Spot-check RACE codes of "99" to verify that no one with a code of "Other" is being included. ACHE does provide a code of "07" for student's whose ethnicity is "Other". Code "99" denotes a race of "Unknown".
11. All entries with a Citizenship Status of "01" should also have a "Country of Citizenship" of "US".
12. Make sure that any fields dealing with gpa's and credit hours are in the correct format. Since decimal points are not entered, the last 2 digits in these fields represent those digits following the decimal point.
13. The major CIP should only include those CIPS ACHE has authorized for each individual campus.
14. Since TSUM has no institutional housing, Housing Status should only be "02".
15. In Datatel "WN" is utilized for Winter. For ACHE, "WI" is utilized for Winter. Wherever a term field is located, verify that the ACHE option is utilized for the Winter term.

After the final resubmission, if the ACHE encounters any errors or problems, a Student ID Change Record or a Student Database Clean-Up file are to be submitted. The formats for these are provided by the ACHE and can be obtained from the ACHE website.

Graduate Submission Cleanup

The Graduate Database is a file submitted to ACHE, via FTP. This file contains information on students who have graduated within a particular timeframe.

The IT programmer provides a copy of the Graduate pre-submission file, in an excel file format, approximately two weeks prior to the Graduate initial submission. This Graduation pre-submission file should be checked prior to the initial submission. After the initial submission, the IT programmer provides a copy of the initial submission, which should be checked again to verify that there are no discrepancies or unexpected problems. After checking the excel file, any discrepancies and/or problems should be noted and forwarded to the appropriate programmer. For TSUM, discrepancies are submitted to the Montgomery Computer Resources programmer. Potential problems that may require some reprogramming of the graduate submission files are to be addressed with the IT programmer. After the final resubmit, the IT programmer provides a copy of the final submission.

Below is a list of some of the areas to check.

1. If submitted for a single institution, the FICE code should be the same for all entries. The FICE codes for the TSU System are as follows: TSU – 001047, TSUD – 001048, and TSUM – 001049.
2. Currently, student IDs are encrypted social security numbers, but this may change in the near future.
3. Birthdates should be in the format YYYYMMDD. Check to make sure there is a birthdate for everyone and that the first two digits begin with a "19".
4. GRADYR and GRADTRM should fall within the submission year being submitted.
5. GRADTRM should be only SU, FA, or SP. Any other terms found will need to be corrected.
6. The DEGCIP should only include those CIPS ACHE has authorized for each individual campus.
7. The DEGDES should only include those degrees ACHE has authorized for each individual campus.

If someone being submitted in the Graduate submission file is not included in the Statewide Student Database file, then the ACHE rejects that individual in the graduate submission and a proxy record is requested to be submitted to ACHE prior to resubmission of the file for the university. The format for this is provided by the ACHE and can be obtained from the ACHE website.

If the ACHE finds any discrepancies between the ACHE Statewide Student Database data and the Graduate data being submitted, then this must be investigated. If the ACHE Statewide Student Database is incorrect, then a Student ID Change Record must be submitted to ACHE prior to resubmission of university data. If the Graduate data being submitted is incorrect, then the graduate data must be changed in Datatel prior to resubmission of university data.

Completions Verification Process for Graduate Database Submission & IPEDS Completion

To verify that all students completing a degree are graduated properly in the Datatel system, the following procedures should be followed.

1. Obtain from the undergraduate and graduate records offices the lists of students to have graduated between July 1 and June 30. This list is produced for each semester.
2. Run the query T01CJH.IPEDS.CMPL.2000.2001.TSUM.3, entering the dates for the time period desired.
3. Compare the Datatel and records office lists, denoting any discrepancies. Provide the list of discrepancies to the appropriate records office for necessary corrections to be made.
4. Once these corrections have been made, rerun the query denoted in #2 and compare the lists again to verify that the corrections have been made. Should there be additional discrepancies found, repeat the process until no discrepancies are found.
5. Run the query T01PEK.DOUBLE.MAJOR.GRADUATES, entering the dates for the time period desired.
6. Compare this list with the list provided by the undergraduate records office to ensure that all students graduating with two degrees are processed accordingly. Denote any discrepancies and provide the list of discrepancies to the undergraduate records office for necessary corrections to be made.
7. Once these corrections have been made, rerun the query denoted in #5 and compare the lists again to verify that the discrepancies have been corrected. Should there be additional discrepancies found, repeat the process until no discrepancies are found.
8. It may be beneficial to implement this process after the completion of the graduation process in Datatel at the end of each semester. This would aid in identifying errors sooner and speed up this process at the end of the year. This information is also needed because of the Performance Indicators on EBO Form #10. Reviewing it after each semester, would ensure that this information is being correctly submitted on the EBO Form.

Recommendations for Archiving of Troy University Student Database

In order to prevent future difficulties with the archived databases of Troy University Student data elements and move toward totally electronic processes, the Institutional Research, Planning, and Effectiveness (IRPE) office makes the following recommendations which require definition of the terms “Census Date,” “Archived Database,” and “Laying Down the Archived Database”:

Terms	Definition of Terms
Census Date	The Census Date is the date established by the Institutional Research, Planning, and Effectiveness (IRPE) staff for archiving (backing up) the Datatel student database each semester. This archived, back-up file provides the official database information—headcount, credit hour production, ACHE Statewide Student Database elements, etc.—for the given semester and ensures consistency in the information reported. Census dates are selected in July or August of each year for fall, spring, and summer semesters of the following academic year. The Census Date generally coincides with the last day of Drop and Add of the campus/site with the latest Drop and Add date.
Archived Database	An Archived Database is a back-up database saved to a tape on the census date selected by the IRPE staff. To ensure consistency of reported data and statistics, the Archived Database provides the official database information for Troy

	University, and after being loaded into the Datatel system, the Archived Database is used by the IRPE staff to generate information for internal and external reports and for FTP of Statewide Student Database elements to the ACHE for Troy University.
Laying Down the Archived Database	Laying Down the Archived Database means loading the archived database into the Datatel System from the back-up tape saved on the census date.

Recommendation 1: It is recommended that the archived database of Datatel elements for Troy University students be laid down (loaded) into the Datatel system within one week following the census date when the archived database is captured on the back-up tapes for spring and summer semesters, and because there are ACHE reports due within one week after the fall census date, it is recommended that the archived database for fall semester be laid down on the day after the census date. It is further recommended that the first draft of the Statewide Student Database (SSD) FTP files be created the day following the laying down of the archived database (See Table below). Timely loading of the archived database elements into the Datatel system and creation of the SSD FTP files will allow for prompt verification that the database is not corrupted, will provide time for making database corrections prior to submission of data elements to the Alabama Commission on Higher Education (ACHE), and will prevent delays in submission of data like those delays experienced for submission of summer 2004 data.

Semester	**Recommended Date for Laying Down Archived Account**	**Recommended Date for Creating SSD File from Archived Account**
Fall Semester	One day following the census date	The day after the archived account is laid down
Spring Semester	Within one week of census date	The day after the archived account is laid down
Summer Semester	Within one week of census date	The day after the archived account is laid down

Recommendation 2: While IRPE prefers that two full academic years plus a previous summer (seven semesters) of archived databases be maintained in the Datatel system, it is understood that Datatel capacity is not sufficient to maintain seven semesters of archived databases at this time; therefore, it is recommended that four semesters of archived databases including summer semester previous plus the academic year of fall semester, spring semester, and summer semester be maintained in the Datatel system. As the IRPE offices move toward total electronic reporting and warehousing, having this quantity of archived databases available will allow IRPE staff to provide consistency in reports for IPEDS and the ACHE Statewide Student Database by allowing querying of archived Datatel accounts rather than live Datatel accounts to ensure consistency in these reports. Furthermore, the procedure described in Recommendation 4-e will be followed in determining when an archived database of another semester can be loaded over an archived database maintained in Datatel from previous semesters. (1-31-2005)

Recommendation 3: It is recommended that two back-up (archived) databases be made for each archived database: the first back-up should be made on the census date established for archiving the student database, and the second should be made after all data cleanup has occurred in the archived and live databases. Having the original archived back-up database and the cleaned archived back-up database would allow for tracking corrective actions as well as provide documentation to support reported data from the Statewide Student Database should there be need for a retrospective review.

Recommendation 4: It is recommended that the IRPE staff members and the IT staff members who work with the IRPE staff adopt the following procedures:

a. Census dates for archiving the student database each semester for each academic year will be established in July or August of each year by the IRPE staff members, and once the census dates are established, these dates will be provided to the Troy IT Department for scheduling purposes. Submission dates for the ACHE Statewide Student Database FTP files will be provided to the Troy IT Department as soon as the dates are available from the ACHE staff.
b. The responsible IT staff members (Greg Price, Connie Tisdale, & John Bess) will lay down (load) the archived database into the Datatel system within one day of archiving the data for fall semester and within one week of archiving the data for spring and summer semesters, and the first draft Statewide Student Database FTP files will be created one day following the laying down (loading) of the archived database (See Recommendation 1 above).
c. The first draft FTP files for the Statewide Student Database (SSD) elements for all students (submitted each semester for the previous semester) and for the students who graduate (submitted once during fall semester for the previous year) will be forwarded to the Assistant Coordinator of Institutional Research of the Montgomery campus (Marian Dotson) immediately following creation of the draft FTP files. The Assistant Coordinator (Marian) will run the ACHE SSD Edit System, convert the files into Excel worksheets, and provide the Exception Reports, Summary Reports, and Excel spreadsheet files to the appropriate Institutional Research staff members (Kim Jones, Bai Kang, Marian Dotson) and the appropriate IT staff members (Charlie Hora, John Bess) at each of the Troy campuses for review and clean-up.
d. Each semester, the Director of Institutional Research at Troy (Kim Jones), the Coordinator of Institutional Research at Dothan (Bai Kang), and the Assistant Coordinator of Institutional Research at Montgomery (Marian Dotson) will make certain that the portions of the database for their locations are cleaned up in both the archived account and the live account.
e. The Assistant Coordinator of Institutional Research (IR) of the Montgomery Campus (Marian Dotson who is responsible for coordinating the database clean-up for Troy University) will work with the Institutional Research staff at Dothan and Troy to ensure that use of the archived databases from previous semesters is completed, that the databases have been cleaned, and that the cleaned databases are backed up before the responsible IT staff persons (Connie Tisdale and Greg Price) lay down (load) the archived database of another semester over any archived database from previous semesters. The IT staff person responsible for laying down (loading) the archived databases, therefore, should coordinate the loading of the archived databases with the Assistant Coordinator of IR of the Montgomery Campus (Marian Dotson) who will

notify all concerned when an archived database has been laid down (loaded) and where the current archived database is located.

f. Because the schedule of reports shown below requires that the archived database be laid down so soon after the census date and because all official reports must be queried from the archived accounts, space in the Datatel system is needed to accommodate at least four archived databases simultaneously. (See Recommendation 2 above.)

Term	**Census Day/Dates**	**Latest Archived Database Load Dates**	**Creation of 1st Draft of Statewide Student Database FTP Files**	**Statewide Student Database (SSD) Submission Dates**
Spring 2004	Monday, 3/22/04			Thursday, 7/15/04
Summer 2004	Friday, 7/9/04			Friday, 10/1/04
Fall 2004	Monday, 10/25/04	Monday, 11/1/04		Friday, 1/28/05
Spring 2005	Thursday, 3/17/05	Thursday, 3/24/05	Friday, 3/25/05	Friday, 7/15/05
Summer 2005	Friday, 7/8/05	Friday, 7/15/05	Saturday, 7/16/05 if possible, but at least by Monday 7/19/05	TBD

Procedures for Title VI
Annual Court Report and Consent Decree Monitoring Committee/Joint Monitoring Coordinating Committee Recorder

Title VI Annual Court Report and CDMC/JMCC Recorder Procedures

Background

The 1978 Desegregation Court Case and the subsequent 1990 Consent Decree between TSU and the Justice Department, which was incorporated into the 1991 Remedial Decree and further amended by the 1995 Remedial Decree, established a Consent Decree Monitoring Committee (CDMC) to monitor TSU's compliance with the provisions of the Consent Decree. Each school in the state was directed by the Federal Courts to prepare an annual Remedial/ Consent Decree report addressing compliance to the Decrees as verified by the CDMC. In March 1998, the Chancellor established new measures including creation of Campus Coordinators of Minority Recruitment (CCMR) on each campus. In April 2002, the Federal Judge required creation of new committees to oversee use of new state moneys. These committees were called Minority Coordinating Committees (MCC) and assumed functions of the CCMR.

Title VI Annual Court Report and CDMC Recorder Responsibilities

The Troy University Coordinator for Consent Decree Requirements serves as the Recorder for the Troy University Consent Decree Monitoring Committee (CDMC). In this capacity he arranges CDMC meetings, acts as recorder, prepares minutes, and handles all correspondence among CDMC members and between the CDMC and Troy University lawyer responsible for the Consent Decree. He also tasks, organizes, and prepares Troy University discovery and interrogatory requests to the Court. Finally, the Coordinator is also responsible for the tasking, organizing, and final preparation of the Annual Court Report. The Annual Court Report and CDMC/JMCC Recorder responsibilities and procedures include but are not limited to the following:

A. Annual Court Report

1. In February-March the Coordinator receives the tasking memorandum/letter from the President of the Alabama Council of Presidents. This letter provides guidance for the preparation of the Annual Court Report including guidance on format, content, and timelines.

2. The Coordinator prepares a tasking memorandum under the signature of the CDMC chair for those Troy University offices responsible for answering individual sections of the Annual Court Report. The memorandum includes a copy of the Council of Presidents tasking letter, summary of reporting responsibilities, previous year inputs from the offices, and reporting deadlines.

3. The Coordinator contacts the Troy University Director of Creative Services to coordinate the printing of the Annual Court Report. The Consent Decree Coordinator provides the Director the number of copies needed and how the reports are to be constructed and when the various copies are due.

4. After receiving the inputs for the Annual Court Report, the Coordinator organizes and proofs the report and takes the draft to Troy University Creative Services for the copying and tabbing of a small number of unbound copies.

5. After receiving the copies back from Creative Services, one of the copies is overnighted to the Troy University Consent Decree lawyer who reviews it before it goes before the CDMC.

6. The Coordinator organizes a meeting of the CDMC in which the Annual Court Report is reviewed and approved. Any comments from the Troy University lawyer are reviewed and incorporated if approved. This CDMC meeting is held in late April to allow for corrections to be made in the draft Annual Court Report in time to allow for final printing before the May 1st deadline.

7. After approval by the CDMC and making any corrections, the approved draft is returned to Troy University Creative Services to have five tabbed but unbound copies printed.

8. After completion, the Coordinator gets the five copies from Creative Services and does a final proofreading. Four unbound but tabbed copies plus the original are provided to the Alabama Commission on Higher Education (ACHE) by the May 1st deadline.

9. The Statewide Monitoring Committee (Council of Presidents) meets in June to approve the overall Statewide Remedial Decree Report. The Coordinator reviews the statewide draft report for the CDMC Chair and attends the June meeting.

10. Some time in the May-June time frame, a specified set number of the final copies of the Annual Court Report are produced by Creative Services in a bound and tabbed version.

11. After receiving these bound and tabbed copies from Creative Services, the Coordinator ensures copies are provided to the lawyers for the Public Alabama colleges and universities plus others designated by the Court by July 1. This service list is provided by the Court or ACHE.

12. Copies of the final bound report are provided to CDMC members, those who provided input, and other designated personnel at Troy University.

13. The Consent Decree Coordinator prepares a report for the CDMC Chair that summarizes the total cost for producing the Annual Court Report, including labor, postage, packaging and printing, and divides the amount three ways for each Troy University major site.

B. CDMC/JMCC Recorder Duties

1. The Consent Decree Monitoring Committee (CDMC) and Joint Minority Coordinating Committee (JMCC) each meet at least twice a year. The CDMC meets in April and October and the JMCC meets in March and October. The October meeting is normally a joint CDMC/JMCC meeting.

2. The Coordinator serves as recorder for both the CDMC and JMCC, answerable to the CDMC Chair.

3. The Recorder maintains rosters of both committees as well as the official minutes of all meetings. He also maintains copies of all Court orders, correspondence with lawyers, and interrogatory and discovery paperwork.

4. All normal Title VI Court related requests and correspondence should come through the Recorder. At the minimum, the Recorder should be provided copies of all such correspondence.

5. CDMC/JMCC Meetings.

   a. The Recorder, in collaboration with the CDMC chair, will establish meeting times and locations for the meetings. Notice of meetings will be prepared by the Recorder and go out under the CDMC chair's signature.

   b. The Recorder reserves a meeting site and prepares an agenda and supporting documentation including previous meeting minutes. The week prior to the meeting, the Recorder sends out an email notice to all participants.

   c. The day of the meeting, the Recorder arranges the room and materials, annotates the CDMC Chair's agenda and/or briefs the Chair on the agenda. The Recorder takes notes during the meeting and helps facilitates the meeting. In the absence of the CDMC Chair, the Recorder will chair the meeting.

   d. After the meeting, the Recorder will prepare the draft minutes of the meeting and send them to the members for review and correction. Any action items or correspondence arising from the meeting will be prepared by the Recorder, who will ensure follow-up.

6. The JMCC meeting in March is to help those who are preparing input for the Annual Court Report gather information and discuss their ideas and concerns. The CDMC meeting that takes place in April is for reviewing and approving the Annual Court Report. The Joint CDMC/JMCC meeting in October is a review of actions and progress to date. The minutes of the October meeting are joint minutes and the joint meeting has many of the same members serving on both committees.

7. When the Recorder receives Court actions through the Troy University Consent Decree lawyer, he determines actions to take and makes appropriate copies and distribution. If the action requires a response, the Recorder prepares a response for the CDMC Chair. If a discovery or interrogatory action is received, the Recorder coordinates and organizes the responses before they are submitted.

Procedures for Reporting Non-Governmental Survey/Reports to External Organizations/Agencies

Institutional Research
Reporting Responsibilities for
Non-Governmental Surveys/Reports to
External Organizations/Agencies

External organizations/agencies are defined as non-governmental entities requesting information regarding any campus within the Troy University system. Requests for information come in the following formats: written, email, or telephone requests. All surveys to be completed should be directed to Institutional Research, Planning, and Effectiveness (IRPE).

Not all surveys/reports forwarded to IRPE are completed. Criteria for selecting which surveys/reports to be completed for TROY University will need to be established. At this time, the criteria utilized for establishing which surveys/reports to be completed is time constraints, workload, and importance of survey.

Some information and data gathered for the completion of surveys and reports are retrieved through queries written in the Datatel system. Other information is obtained from various completed Federal and State reports. Because of the need for expertise within other areas and for verification of data and information, some reports and surveys or portions of reports are distributed to personnel in appropriate Troy offices for completion and subsequently returned to IRPE. The information is then compiled and submitted to the appropriate organizations/agencies by the Coordinator of Non-Governmental Surveys and Data Clean-up. A copy of each survey should be filed in a location to be determined.

One survey that contains the majority of questions included within other surveys/reports is the Common Data Set. This survey is distributed by The Princeton Review.

Some agencies have multiple surveys to be completed. Below is a list of the more prominent, recurring surveys/reports completed at Troy University, Montgomery Campus, and the agency which distributes them.

SURVEY/REPORT	ORGANIZATION/AGENCY
Institutional Data Questionnaire	ACT[1]
Faculty Compensation Survey	AAUP
Profiles of American Colleges	Barron’s
GCP Institutional Charts	Chronicle Guidance
GCP Majors	Chronicle Guidance
Annual Survey of Colleges	College Board
CUPA – HR	CUPA
Survey of Graduate Enrollment	CGS/GRE
Higher Education Directory	HEP[1]
Key Fact	Hobson[3]
Schedule of College/University Dates	NACS[2]
Annual Census of International Students	Institute of International Education[3]
Graduate Student Survey	NSF-NIH[1]
Higher Education Personnel	Peterson's
Undergraduate Financial Aid	Peterson's
Graduate and Professional Institutions	Peterson's

Undergraduate Institutions	Peterson's
Common Data Set	Princeton Review
Peer Assessment of Colleges & Universities - Master's (South)	US News & World Report
Best Colleges - Main	US News & World Report
IPEDS Finance (Report based on IPEDS Finance report)	US News & World Report
Financial Aid	US News & World Report
Graduate School Update	Wintergreen/Orchid House
College/University Update	Wintergreen/Orchid House

[1]Completed for Montgomery and Troy campuses but not Dothan in 2004

[2]Completed for Montgomery and Dothan but not Troy in 2004

[3]Completed for Montgomery but not for Dothan and Troy in 2004

Some agencies conduct national surveys/reports and publish their results. One such example is US News & World Report “Best Colleges”. In publications such as this, colleges and universities are nationally ranked. It is for this reason that it is imperative that the data submitted in the surveys/reports are accurate.

Each non-governmental survey/report will be completed as the requirements of the survey/report dictate. In general, however, the procedures for completing these survey/report requests follow: Once survey/report instruments become available, blank copies of the instruments and due dates will be forwarded to Coordinators located at the Dothan and Troy campuses for completion and return to the Coordinator for Non-Governmental Surveys of the Montgomery campus two weeks prior to the due date. Over time, the surveys may be completed totally by the Coordinator for Non-Governmental Surveys but, initially, information will be collected from each campus as a means of data confirmation and so that each campus will have its own information. Completed surveys/reports will be reviewed jointly by the Coordinator for IRPE at Dothan, the Coordinator for IRPE at Montgomery, and the Associate Vice Chancellor for IRPE who will be assisted by the Director of Institutional Research at Troy. Once approved by the IRPE staff, the Senior Vice Chancellors will be given an opportunity to review the surveys/reports (revised 11-14-2005). After each TROY University non-governmental survey/report has been reviewed and approved for submission, copies will be forwarded to the TROY University Campus IRPE Coordinators of each campus for their records.

Manual for
Institutional Planning and Effectiveness

Troy University Planning and Effectiveness Process

History and Evolution

In 1988, the Troy Committee on Institutional Effectiveness began its work. Thomas Souter, Dean of the Library, chaired the committee of twenty-five members, drawn from every division of the Institution. Recognizing the importance of institutional effectiveness, the Board of Trustees of Troy State University on March 17, 1989, issued two resolutions which established institutional effectiveness programs at Troy State University. By fall 1990, all faculty and staff had in hand the *Troy State University Institutional Effectiveness Plan 1990-91*. In August 1993 the *Manual for Developing Planning Documents* was completed to provide content, process, and procedural information in regard to developing the Six Points of Institutional Effectiveness (SPIE), the Self-Study, Planning Statements (short and long-range), and budgeting to implement the plan. In 1995, *Troy State University Challenge 2000: Strategic Plan to the Twenty-first Century* was completed and provided the Chancellor's and other administrators' visions, strategic directions, strategic goals, guiding principles, external and internal factors, and planning assumptions to direct and under gird the planning efforts of Troy State University to the year 2000. A new strategic plan to continue into the twenty-first century, *Over the Horizon: Strong Values-Clear Vision* was completed in 2001, and provided strategic guidance to 2005. In August 2005 the campuses of Troy State University in Dothan, Montgomery, and Troy will merge to become one university, Troy University, and by fall 2006, a strategic plan for the newly merged Troy University will be provided.

The institutional effectiveness system at Troy State University Dothan (TSUD) started in the 1980s with the initial establishment of the Title III funded Office of Planning, Management, and Evaluation (PME). The Office of PME maintained the annual planning and other evaluation functions and produced the University's first model for institutional effectiveness which was later replaced by the Strategic Planning process in 1995. In Spring 1998, the Office of Institutional Research and Effectiveness (IRE) was created and functioned under the direct supervision of the Executive Vice President of the University. In Fall 1998, the annual planning and assessment process was formally initialized and was continuously implemented through 2005. The process was a systematic, ongoing process of planning, evaluation, and improvement; was directly related to the University's Mission Statement, Goals, and Strategic Plan; and it involved wide participation throughout the University. The goal of the process was more effective educational programs and support services through a continuous quest for quality, and it also played a key role in ensuring institutional effectiveness and academic integrity through a variety of assessments and evaluations that measured the effectiveness of programs and services and that demonstrated the use of assessment results for improvement. This process was coordinated by the Coordinator of Institutional Research and Effectiveness (IRE).

The Troy State University Montgomery (TSUM) Institutional Effectiveness Program was officially initiated on September 1, 1987, and was based on a formal five-year implementation plan that was completed on August 31, 1992. The Institutional Effectiveness Manual designed to take the University through 2005 was revised in November 1998 and was further revised in 2002 to incorporate a new software package that allowed support unit leaders to update their Strategic Plan Objectives online. It also allowed support unit leaders to give a percentage completion for each objective and it allowed anyone to view the status of the objectives. In addition, a software management tool called "Dashboard" was implemented that allowed TSUM support unit leaders to view a screen that depicted the status of the Support Unit Strategic Plan Objectives in aggregate using bar, line and pie charts. Troy State University Montgomery's Strategic Plan, *Lighting the Way to a Brighter Future,* guided TSUM through 2005.

The *Troy University Planning and Effectiveness 2005* document draws upon the *Troy State University Manual for Annual Planning 2000*, the *Institutional Effectiveness Plan 1991*, the *Manual for Developing Planning Documents 1993*, the *Troy State University Manual for Planning and Institutional Effectiveness Plan 1995*, and institutional effectiveness and planning procedures of Troy State University Dothan and Troy State University Montgomery. The *Troy University Planning and Effectiveness 2005* document supersedes all previous planning documents and puts forth content, processes, and procedures for University planning and effectiveness for Troy University. The *Troy University Institutional Planning and Effectiveness 2005* document provides guidance for the institutional effectiveness process and Strategic and Annual Planning for programs and services of Troy University

Scope of *Troy University Planning and Effectiveness 2005*

The *Troy University Planning and Effectiveness 2005* document sets forth Troy University's procedures for institutional planning and effectiveness. As such, the document relies upon the Troy University Mission (purpose) Statement and the Troy University Strategic Plan to shape and control all programs and services. This document reports plans and procedures for engaging 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” (Core Requirement 2.5, *The Principles of Accreditation: Foundations for Quality Enhancement*, Commission on Colleges, Southern Association of Colleges and Schools, copyright 2004, page 15*)*. Furthermore, the process “identifies expected outcomes for its (the institution’s) 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” (Comprehensive Standard 3.3.1, *The Principles of Accreditation: Foundations for Quality Enhancement,* Commission on Colleges, Southern Association of Colleges and Schools, copyright 2004, page 22). Academic or educational programs aim for student outcome effectiveness while non-academic programs look to quality customer service enhancement.

It should be clearly understood that the *Troy University Planning and Effectiveness 2005* document does not infringe upon or negate the requirements of governmental agencies like the Alabama Commission on Higher Education (ACHE) or specialized accrediting bodies such as the National Council for the Accreditation of Teacher Education (NCATE) and the National League for Nursing Accrediting Commission (NLNAC). In fact, because it establishes an internal evaluation process, the *Troy University Planning and Effectiveness 2005* document should enhance, strengthen, and improve areas normally evaluated by such agencies. The *Troy University Planning and Effectiveness 2005* document utilizes the University’s organizational structure together with standing councils and committees including the Institutional Effectiveness Committee that oversees the planning and effectiveness efforts of Troy University.

Definitions of Terms

College	A College is one of the five academic areas of Troy University: (1) the College of Arts and Sciences, (2) the College of Communication and Fine Arts, (3) the College of Education, (4) the College of Health and Human Services, and (5) the Sorrell College of Business.
Division	A Division is one of the four administrative areas headed by a Senior or Executive Vice Chancellor for Troy University: (1) the Division of Academics headed by the Executive Vice Chancellor and Provost, (2) the Division of Administration headed by the Senior Vice Chancellor for Administration, (3) the Division of Student Services headed by the Senior Vice Chancellor for Student Services, and (4) the Division of Advancement and External Relations headed by the Senior Vice Chancellor for Advancement and External Relations.
Expected Outcomes	Expected outcomes are the student learning and service outcomes established for academic programs and non-academic programs.
Assessment	Using tests, surveys, focus groups, peer review teams/consultants, and other assessment methods, the expected outcomes are assessed and compared with established best practices, national benchmarks, or regional benchmarks.
Benchmarks	Benchmarks are reference points for measuring improvement of academic programs, services and non-academic services. Benchmarking allows universities to evaluate their achievements against the performance of comparable and aspirational peer groups. In this document, benchmarks will be used interchangeably with expected outcomes.
Program Effectiveness Report (PER)	The Program Effectiveness Report (PER) is documentation of the measurement of effectiveness of the University's academic programs and non-academic programs (See definition of program below). The PER includes the stated expected outcomes for academic and non-academic programs along with assessment and analyses of data gathered to measure expected outcomes. The data assessment and analyses are used to determine if Plans for Improvement (PFI) are needed. If PFI are needed, objectives are developed that will assist the program in accomplishing its expected outcomes.
Plans for Improvement (PFI)	Academic programs and non-academic programs that fail to meet the established expected outcomes create Plans for Improvement (PFI). Plans for Improvement are objectives developed to assist the program in accomplishing its expected outcomes. PFI may become part of the College or Division Plan.
Evidence of Improvement File	The Evidence of Improvement File includes planning objectives successfully achieved for Colleges from the College Plans, for Divisions from the Division Plans, and for Troy University for the Troy University Plans. The Evidence of Improvement File will be updated annually, will be available online, and will be petitioned into three areas—College Achievements, Division Achievements, and University Achievements.
Program	For the purposes of this document, a program is defined as an academic major, a student service area, or an administrative service component of Troy University.

TROY UNIVERSITY PLANNING AND EFFECTIVENESS PROCESS

The Troy University planning and effectiveness process includes five major components: (1) the *Troy University Mission Statement*; (2) Strategic Planning; (3) *Program Effectiveness Reports*; (4) Annual Planning Process for College, Division, and Troy University Plans, and (5) *Annual Achievement Reports for Colleges and Divisions* and the TROY Strategic Plan Progress Report documented in the *Evidence of Improvement File*.

Troy University Mission Statement

The mission statement of Troy University is reviewed periodically through a structural process that allows for input or involvement by the different constituencies of the University. This process results in a recommendation to the Chancellor who reviews the mission statement and makes a recommendation to the Board of Trustees. This body provides final approval of the university mission statement. The current *Troy University Mission Statement* follows:

> Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, and emerging electronic formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life long success through effective teaching, service, creative partnerships, scholarship and research.

Strategic Planning

Every five years the University develops a strategic plan. Institutional strategic planning is led by a steering committee and augmented through various constituent group sub-committees. These committees are appointed by the Chancellor and represent the various constituencies of the University. Strategic planning takes an approach to planning different from annual planning. Strategic planning requires the University to research external and internal factors that impact on the University. Based upon this process, the University formulates assumptions, reviews its mission statement, and establishes a vision. From this information, strategic initiatives and strategic objectives that guide the ongoing, long-range development of the University are established. The elements of the strategic plan will be one of the major considerations in determining the objectives of the annual plan for colleges and divisions.

Each November the Associate Vice Chancellor for Institutional Research, Planning and Effectiveness (IRPE), in coordination with the University's strategic planning consultant, will review the College and Division plans, the *Program Effectiveness Reports*, and *Achievement Reports* of the colleges and divisions from the Evidence of Improvements File and glean the necessary documentation to complete the *Annual Strategic Plan Progress Report*. This *Report* will be presented to the Chancellor's Cabinet, and based on dialog and recommendations from the Chancellor's Cabinet, the University Strategic Plan will be amended as necessary.

Annual Planning Process

To meet the institutional effectiveness requirements of Troy University (the one university resulting from the merger of the Troy, Dothan, and Montgomery campuses) and of SACS-COC and to ensure a process of continuous improvement for the University, the Troy University Annual Planning and Effectiveness Model shown below was developed. Implementing the Annual Planning and Effectiveness Model requires that the various colleges and divisions of the University follow a rigid calendar of planning and assessment activities. The timeline and requirements for these activities follow:

<u>Step 1: March and April (of each year, beginning in 2006)</u>

Using the online "College/Division Annual Plan" format which looks like IE Form #1" (Attachment A), colleges and divisions develop their annual plans for the next academic year (beginning August 1 and ending July 31). The planning objectives that are developed by each college and division will be the result of reviewing (1) the Program Effectiveness Reports* (with a focus on the Plans for Improvement), (2) the previous year's plans* with special attention given to objectives not achieved, (3) requirements of regional and specialized accrediting agencies that have not been met, (4) expectations of other affiliated agencies or partners, (5) input from internal constituencies, and (6) the institution's strategic plan with specific attention to any long-term objectives that may require action on the part of the college or division.

*Note: Initially in February 2006 because some programs may not have sufficient program effectiveness data and may not have information on the success of plans, college and division planners should use the best available data.

Step 2: March and April (each year, beginning in 2006)

Fine tuning and integration of college and division annual plans occur during this time through discussions between department heads and deans, between deans and the executive vice chancellor, and between unit heads and senior vice chancellors. These discussions should lead to the integration and merging of ideas and objectives, elimination of duplication, and revision of the online "College/Division Annual Plan" as needed.

Step 3: May (each year, beginning in 2006)

As a result of dialog, discussion, and review of plans at the University's annual Leadership Retreat (to be held in May of each year), college and division plans are finalized, recommended to the Chancellor's Cabinet for approval, and moved online to the "Troy University Annual Plan" which looks like IE Form # 2 (Attachment B). This list of planning objectives becomes the Troy University Annual Plan, and senior vice chancellors report on the progress toward meeting these objectives monthly at the Chancellor's Cabinet meeting.

Step 4: May – July (each year, beginning in 2006)

In May of each year the Vice Chancellor for Financial Affairs issues directions and guidance for the budgeting process. Based on the college and division annual plans and on the continuation of the current effective and essential programs, departments develop budget requests and make budgeting recommendations to deans, directors, vice chancellors, and senior vice chancellors. These budget requests and recommendations are made in accordance with the budget calendar outlined by the Vice Chancellor for Financial Affairs. Budget priorities for competing needs are determined at each level as the budget is developed.

Step 5: No later than September (each year, beginning in 2006)

The Board of Trustees approves the annual operating budget based on the Troy University Annual Plan and the recommendations of the Chancellor.

Step 6: August 2006 – July 2007 (and each academic year thereafter)

The Troy University Annual Plan is implemented and progress reports are made monthly through a computerized reporting system. Training on functioning and use of this reporting system will be provided by the Institutional Research, Planning, and Effectiveness (IRPE) Office and other units and persons as warranted.

Step 7: September – October (each year, beginning in 2006)

Colleges and divisions assess their achievement of objectives from the previous year's plan (the objectives for the year that ended July 31). The results of the assessment of the previous year's plan are recorded online in the "College/Division Annual Plan" in columns # 6 and # 7. The information in columns # 6 and # 7 becomes the Achievement Report for the college or division, and those objectives that are successfully completed are documented in the online Evidence of Improvement File that is maintained by the IRPE Office. Those objectives that have not been successfully completed are identified and become a factor in establishing objectives for the following year's college or division plan. At this same point in time (September – October each year), the effectiveness data from the previous year's program assessments is updated as needed in preparation for the triennial Program Effectiveness Report (See below).

In February 2007 (and each February thereafter), University planners return to Step 1 in the annual planning process and the annual planning cycle begins again.

Program Effectiveness Reports (Part of Step 7)

Each program of the University (academic programs/majors and non-academic service programs such as financial aid, student financial services, etc.) must be evaluated once every three years to assess the extent to which it is effective. The Institutional Research, Planning, and Effectiveness (IRPE) Office, in coordination with the Executive Vice Chancellor and the Senior Vice Chancellors, determines the list of programs which are subject to evaluation and identifies one third of the programs that will be evaluated in any given year.

Program directors, department chairs, and unit heads, in coordination with faculty and other appropriate professionals, must establish expected outcomes based on benchmarks for each program during January 2006 by completing column 1 of the online "Program Effectiveness Report" (PER) that looks similar to IE Form #3" (Attachment C). These benchmarked expected outcomes must be referenced to national or regional standards, performance by peer institutions, specialized accreditation standards, or to standards that can be documented as acceptable by peer professionals. Expected outcomes based on benchmarks do not routinely change and stand constant as desirable performance targets.

Once expected outcomes are established for programs, the programs are evaluated by the Institutional Effectiveness Committee on a three-year rotating basis to determine the progress toward the benchmarked outcomes; however, in September and October of each year, data and information should be updated and collected to support the progress toward expected benchmarked outcomes. For those programs slated for evaluation review, program evaluations will occur by completing the online Program Effectiveness Report (PER) which looks like IE Form # 3 (Attachment C) in November for the academic year ending the previous July. Department chairs, directors, and unit managers should use multiple measures and/or indicators to measure their progress toward the benchmarked expected outcomes. Such measures include:

- Trend Data
- Survey Data
- Student Satisfaction Indices
- National Norms on Student Learning Outcomes
- Major Field Test Scores
- Licensure/Certification Results
- Program Accreditation Results
- Program Accreditation Results
- Program Peer Review Results
- Focus Group Findings
- Peer Review Teams/Consultants

Programs that are not meeting expected outcomes will be required to develop Plans for Improvement (PFI) as a part of the Program Effectiveness Report. These PFI will also include the resource requirements and any plans the department or unit has to acquire external resources. All PFI will be reviewed by college deans and division senior vice chancellors to determine which specific Plans for Improvement will become objectives in the college or division plans. After the Program Effectiveness Report (PER) is completed online, expected outcomes that are achieved will become part of the Evidence of Improvement File and hence part of the Achievement Reports for Colleges and Divisions.

Annual Achievement Reports for Colleges and Divisions and the TROY Strategic Plan Progress Report

In November and December of each year, Achievement Reports for Colleges and Divisions will be available in the Evidence of Improvement File. These Reports will be generated from entries in Columns 1, 6, and 7 of the online

"College/Division Annual Plan" that looks similar to IE Form #1 and from entries in Columns 1, 2, and 3 of the "Program Effectiveness Report" (PER) that looks like IE Form #3. For each College and Division, Achievement Reports will include annual planning objectives achieved along with expected outcomes achieved for the one third programs evaluated each year. In addition, the TROY Strategic Plan Progress Report will be available in the Evidence of Improvement File. The Strategic Plan Progress Report will be generated from strategic objectives noted in the Troy Annual Plan (which looks like IE Form #2) as being 100% achieved by November of each year. Achieved objectives will be organized by Colleges and Divisions and sorted by Strategic Initiatives to show the progress of the strategic plan.

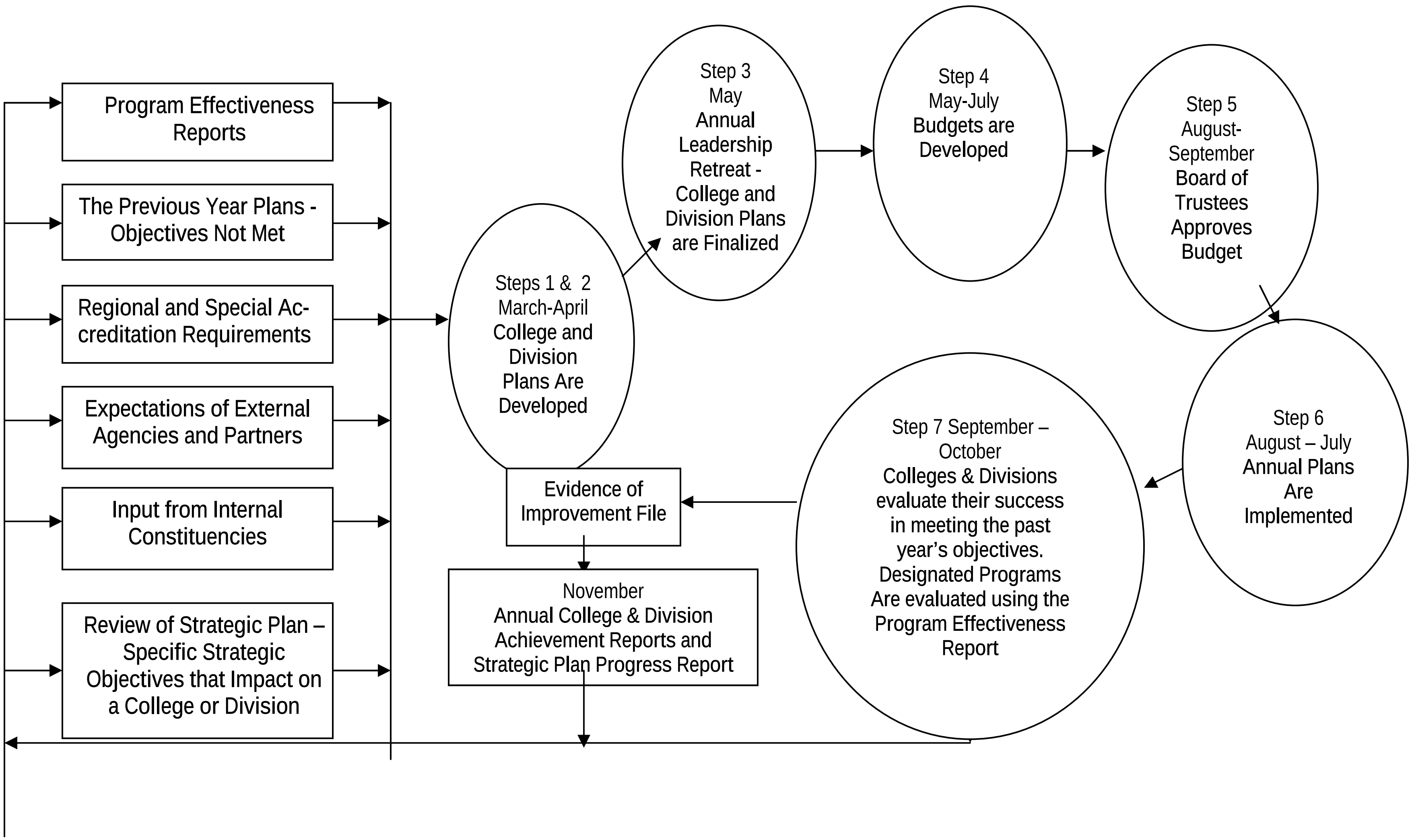
IRPE Support

To aid in implementing the annual institutional planning and effectiveness process, Institutional Research, Planning, and Effectiveness (IRPE) personnel provide oversight. IRPE personnel will also provide an annual *Fact Book* and survey and test results which will be available online. These documents assist programs and services in evaluating their success in meeting established benchmarks.

Review of New and Revised Programs

This *Troy University Institutional Planning and Effectiveness* document is designed to guide each academic department, school, college, and division and each non-academic unit and division through the institutional planning and effectiveness processes. All programs must have approved outcomes; therefore, new or revised programs must submit proposed outcomes as a part of the University's approval process. This process includes approval by the Institutional Effectiveness Committee along with appropriate approval bodies such as the Academic and Graduate Councils. The process guidelines and approval forms are developed by the Institutional Research, Planning, and Effectiveness (IRPE) Office and are provided in Part II of this *Institutional Planning and Effectiveness Handbook..*

TROY UNIVERSITY
ANNUAL PLANNING & EFFECTIVENESS MODEL



Attachment A
College/Division Annual Plan – IE Form #1

College or Division Name____________________ Person Submitting Plan ______________________Title______________ Date___________

Brief Introductory Narrative ____
____
____

(1) Objectives	(2) Strategic Initiative Number Supported (if Pertinent)	(3) Projected Completion Dates	(4) Additional Cost	(5) Individual/Position Responsible	(6) Objective Completed Yes/No	(7) Notes/Explanation regarding completion or continuation of the objectives

[1] If the objective crosses division or college lines of authority a lead individual should be designated followed by a coordinating individual (in parenthesis) from another college or division who will assist in directing the successful completion of the objective.

Attachment B
Troy University Annual Plan – IE Form #2

Objectives	Supports Strategic Initiative # (If Pertinent)	Reporting		Notes
		% Complete	Date	
I. Academic Division				
II. Student Services Division				
III. Advancement Division				
IV. Administrative Division				

Attachment C

Program Effectiveness Report (PER) – IE Form #3

Program/Unit____Location__________________ __________Date________________

Division ____________________________________Person Completing Report _________________________Title_____________

Mission and Relation to University Mission: ____

____

____

(1) Expected Outcomes (Use validated norms, benchmarks, or performance indicators to support Expected Outcomes)	(2) Assessment of Expected Outcomes	(3) Outcome Achieved Yes/No	(4) If No, Plans for Improvement (PFI) Objectives (If outcomes were not met)	(5) Projected Cost to Implement PFI