

Assessment Handbook

Harding University

Searcy, Arkansas



University Assessment Committee

Harding University Assessment Statement

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Harding University
Expanded Statement of Institutional Purpose
Developed October 23, 2001

1. The University's general education curriculum, taught from a Christian perspective, assists students in acquiring knowledge, skills, and dispositions essential in a diverse world.
2. The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.
3. The University provides adequate resources, a supportive environment, and effective management to support the University's instructional and extracurricular programs.
4. The University provides academic support services sufficient for the effective and efficient preparation of her students.
5. The University recruits students to form a diverse student body with potential for academic success and Christian service.
6. The University benefits its constituencies and community by providing opportunities for lifelong learning.
7. The University provides and supports experiences that foster lasting relationships among students, faculty, and staff.

Outcomes Assessment Terminology

AES Units: Administrative and educational support units.

Academic Units: Units that offer degrees.

“Closing the Loop”: a critical component of the assessment cycle by which the results are connected to strategic planning. Also known as “using the results to improve.”

ESIP’s: Expanded statement of institutional purposes derived from the mission statement.

HLC-HCA: The Higher Learning Commission of the North Central Association of Colleges and Schools.

Institutional Effectiveness: the extent to which the University achieves its mission and goals.

Outcomes Assessment: the systematic process by which faculty and staff identify the appropriate outcomes for specific programs, determine the extent to which those outcomes are achieved, and use the results to make changes that will improve learning and services. Outcomes assessment supports informed decision-making, self-improvement, and accountability.

Unit Assessment Plan: the three components are:

(1) **Intended Outcomes:** seeks to answer the question, “What are we trying to do?”

a. **Academic Units:** The knowledge, skills, and dispositions that students will demonstrate upon completion of a degree program.

b. **AES Units:** What the unit intends to accomplish.

(2) **Means of Assessment:** how will the outcome be measured? Seeks to answer the question, “How well are we doing?”

(3) **Criteria for Success:** expresses in specific, measurable terms what is the acceptable performance of a specific program or unit.

Unit Assessment Report: an annual report of the actual results obtained, the identified areas for improvement, and the specific changes that will be made for continuous improvement.

www.harding.edu/assessment: source for materials of the University Assessment via Internet.

Harding University – Academic Assessment Units

Administrator: Larry Long

College of Bible and Religion..... Bruce McLarty

College of Business Administration..... Bryan Burks

College of Education..... Tony Finley

College of Pharmacy..... Julie Hixson-Wallace

College of Arts and Humanities..... Warren Casey

Department of Art and Design – John Keller

Department of Communication – Jack Shock

Department of English Language and Literature – John Williams

Department of Foreign Languages and International Studies – Ava Conley

Department of History and Social Science – Kevin Klein

Department of Music – Kelly Neil

Department of Communication Disorders and Sciences – Beckie Weaver

College of Nursing..... Cathie Shultz

College of Sciences..... Travis Thompson

Department of Behavioral Sciences – Terry Smith

■ Psychology – Cathy Howard

■ Criminal Justice – B.J. Houston

■ Social Work -

Department of Biology – John Moon

Department of Computer Science– Tim Baird

Department of Engineering and Physics -- Zane Gastineau

Department of Family and Consumer Sciences – Beth Wilson

Department of Kinesiology – Stephen Burks

Department of Mathematics – Steve Smith

Department of Physical Science – David Cole

Physician Assistant Program - Michael Murphy

Harding University – Administrative and Educational Support Assessment Units (AES)

ADMINISTRATOR: Jim Carr

Admissions Services Glenn Dillard

Advancement Mike Williams

Athletic Department Greg Harnden

Career Center Deb Bashaw

College of Lifelong Learning Bob Reely

School of Lifelong Learning

American Studies Institute

Health Center Lynn McCarty

Institutional Testing Tina Gould

International Student Services Program Nicky Boyd

Minority Student Services Program Butch Gardner

Public Relations David Crouch

Student Financial Services Jon Roberts

Student Publications Katie Ramirez

Student Life David Collins

Campus Life

Residence Life

Harding University – Administrative and Educational Support Assessment Units (AES)

Administrator: Mel Sansom

Accounting Donna Hutchison

ARAMARK Judy Hart

Bookstore William Bridges

Business Office Molly Douglas

Harding Press Danny Wood

Heritage Inn Vickie Walton

Human Resources David Ross

Payroll Lynette Brooker

Physical Resources Danny DeRamus

Front Office-Katherine Boone

Special Projects – David Kelly

Grounds – Johnny Ferguson

Stockroom – Phyllis Wright

Building Services/Service Master – Elijah Jones

Post Office Randy Smith

Federal Post Office – Billie Gibbins

Mailing Center – Nathan McCoy

Campus Mail – Linda Landis

Purchasing Colby Homes

Public Safety Craig Russell

Harding University
Interdepartmental Programs: Academic Units

Academic Resources Center: Tutor Program	Dee Bost
ADVANCE Program.	Chris Pruitt
Liberal Arts Program.	Dennis Organ
General Studies Major.	Harold Alexander
Honors College/ Minor in Leadership Studies.	Jeff Hopper
International Programs.	Jeff Hopper
Trio - Student Support Services.	Jim Johnston
McNair Program.	Linda Thompson

Harding University – Interface Units

Academic Advising Center **Jake Brownfield**

Information Technology Department **Keith Cronk**

IS&T – Classroom Tech and IT Labs – Nathan Venable

IS&T – E-Learning Development and Support – Paula Kirby

IS&T – Brackett Library – Ann Dixon

IS&T – Client Support and Consulting – Jim Baird

IS&T – Database and System Administration – Jon Wrye

IS&T – Application Development and Enhancement – Shawn Spearman

IS&T – Media Center – Beverly Rose

IS&T – Network Services – John Nunnally

IS&T – Student Support and Communications – Lora Fleener

Registrar’s Office **Janice Hurd**

University Counseling Center **Lew Moore**

Mitchell Center **Andrew Baker**

Harding University Graduate School of Religion Memphis, TN

Administrator: Everett Huffard

Academic Units

M.A. **Phil McMillion**

M.A. in Christian Ministry. **Rick Oster**

M.A. in Counseling **Ed Gray**

M. Div. **Allen Black**

D. Min. **Dave Bland**

Administrative and Educational Support Assessment Units (AES)

Admissions **Mark Parker**

Advancement **Larry Arick**

Business Office, Bookstore/Post Office **Brenda David**

Library **Don Meredith**

Maintenance/Security. **Cecil Tomlinson**

Registrar's Office. **Steve McLeod**

Student Services **Mark Parker**

Office of Outcomes Assessment

1. The Office of Outcomes Assessment was established in 1992 with Dr. Flavil Yeakley as director. The Harding University Assessment Plan was formulated, the University's mission statement was studied and revised, and expanded statements of institutional purpose (ESIPs) were drafted.
2. Individual academic departments began developing assessment plans.
3. University-wide assessment has gone on for more than a decade at Harding University. Results of this assessment have produced convincing evidence that the institution is fulfilling its mission and achieving its goals.
4. The University-wide assessment measures have been administered Dr. Yeakley from 1993 to 2004. Since 2004, Dr. Marty Spears has administered these measures, which include:
 - a. In-class student evaluations focus on individual teachers and specific courses. They are administered each year to all new faculty for their first four years and on a three-year rotation for other faculty. Some divisions, such as the College of Education, and faculty being considered for awards or for promotion, are evaluated more frequently.
 - b. Assessment of the liberal arts core curriculum involves a test published by ACT. The Collegiate Assessment of Academic Proficiency (CAAP) provides a direct measure of skills in:
 - § College-level science
 - § College-level writing
 - § Critical thinking; and
 - § Mathematics
 - c. Three versions of a Bible Knowledge Test have been developed. Each has 75 questions on factual information about the Bible (arrangement and content of Bible books, the time line of Bible history, Bible geography, etc.). The questions are similar to those used in Bible Bowl competition or the Bible Trivia game. This kind of factual knowledge is not regarded as having the same level of importance as faith development, spiritual growth, etc. However, this kind of factual knowledge provides the cognitive framework needed for students to understand and remember all the other things they learn in their study of the Bible.
 - d. After the re-accreditation review in 1984, Harding University developed a questionnaire concerning attitudes, beliefs, values, and behavior. In 2003, the Liberal Arts Assessment Committee decided to try a different approach. Instead of using a pre-test/post-test design, they decided to try a post-test only design. The last six items in the Senior Exit Questionnaire now take the place of the Religious Views Questionnaire used earlier.
 - e. The Senior Exit Questionnaire is given to every graduating class and attempts to assess how well the University is accomplishing its mission as stated in the mission statement and in the Expanded Statements of Institutional Purpose. It also attempts to assess several Administrative and Educational Support units and the "Global Literacy" part of the Liberal Arts Curriculum. The first 16 items on the Senior Exit Questionnaire come directly from the University's Mission Statement and its Expanded Statement of Institutional Purpose.

University Assessment Committee (UAC)

History:

The University Assessment Committee (UAC) was formed by Dr. Dean Priest and held its first meeting September 19, 2001. Dr. Beth Wilson and Dr. George Oliver were chairpersons from the inception of the committee until 2005-06. Charter members of the committee included: faculty/staff members Deb Bashaw, Nicky Boyd, David Code, Steve McLeod, Jack Shock, Marty Spears, Sheila Sullivan, Linda Thornton and Flavil Yeakley, and student members Rachel Campbell and Aaron Henderson.

During the fall 2001 semester, all Academic Units and Administrative and Educational Support Units prepared 3-column assessment plans following the Nichols model. This was done under the direction and involvement of the UAC and with the encouragement and support of the University's top academic administrators. The UAC reviewed each unit's assessment plan, made suggestions for improvement and returned them for revision. All units had approved assessment plans filed and in place by January, 2002.

Dr. Cecilia Lopez visited Harding University in the spring of 2003 as a consultant in preparation for the HLC site visit in the fall of 2004.

Dee Bost, Allen Figley, Gail Fry and Ken Turley joined the committee in the fall of 2003.

In November of 2004 the self study report for Harding University was approved by the Higher Learning Commission of the North Central Association of Colleges and Schools. During that visit one noted strength was our assessment tools, materials, and documentation. The UAC will strive to build on this accomplishment in the coming years. The next onsite visit by the HLC is in the Fall of 2014.

Dr. Long appointed Dr. Sheila Sullivan to serve as the new chairperson in 2006-07. New committee members include Monte Cox, Mark Davis, Allen Henderson, Donny Lee, Kristin Prince and Forrest Smith.

Mission:

The mission of the Harding University Assessment Committee is to promote a cohesive, structured, dynamic assessment program consistent with the mission of the University, the criteria of the Higher Learning Commission of the North Central Association, and programmatic accreditation associations.

The Purposes Of The UAC Are:

1. To develop and sustain logistics for effective, efficient assessment.
2. To maintain quality assurance in assessment throughout the University.
3. To recommend assessment policies.
4. To promote a culture of assessment among all constituencies.

5. To ensure that the process of assessment results in improvement of student learning through a well defined feedback loop that links to and informs mission, programs, data collection and analysis, strategic planning and budgeting.

**Rotation of Members
of the University Assessment Committee
Approved by UAC, 12-10-03**

The University Assessment Committee formed in 2001 for the purpose of overseeing university-wide assessment activities, with twelve faculty/staff members on the committee. In December of 2003, the committee members agreed to remain on the committee until after the site visit by the Higher Learning Commission in November, 2004, after which a rotation plan was put in place for replacing faculty/staff committee members.

FACULTY /STAFF: In 2005-06, a rotation plan was implemented to replace 4 randomly selected charter faculty members each year with new members from the same assessment units. After 3 years, all charter members will have been replaced, and the rotation plan is to replace the 4 faculty members who have served on the committee the longest with new members from their assessment units. If a member volunteers to continue service on the committee, the chair can choose to skip them in the rotation plan. A member who cannot complete their term of service will be replaced by a new member from their assessment unit.

STUDENTS: Student membership is to be maintained between 2-4 members. Student members will be appointed by the Vice President for Academic Affairs.

CHAIRPERSONS: The chairperson is appointed to a 3 year term by the Vice President for Academic Affairs.