TROY UNIVERSITY

2018 Institutional Effectiveness Handbook

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The Institutional Effectiveness Handbook is utilized by Troy University administration, faculty and staff to guide and to evaluate the operations of the University. This handbook is maintained and edited by the Office of Institutional Research, Planning & Effectiveness (IRPE). First drafted in 2007, this IE Handbook was revised in 2010, 2013, and 2016 based on input from SACSCOC Annual Meetings. IRPE staff conducted training in October 2017 to prepare faculty and staff for deployment of an updated Academic Program Action (APA) form in the University's web-based electronic signature application, which led to this 2018 update. This evolution is an example of cycles of improvement in institutional effectiveness processes at Troy University.

Questions about the handbook and its contents may be directed to Wendy Huckabee Broyles, Director of Assessment & Compliance; (334) 670-3873, office; whuckabee@troy.edu, e-mail. Electronic copies of the handbook are available from IRPE staff. The contents of the handbook are posted online at https://www.troy.edu/irpe/forms.html.

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1 Introduction to Institutional Effectiveness

Troy University's emphasis on institutional effectiveness is guided by an Institutional Effectiveness Committee (IEC), with representatives from across the University, and supported by the Office of Institutional Research, Planning & Effectiveness (IRPE). The IEC has adopted the Plan-Do-Study-Act model, derived from Dr. W. Edwards Deming, as the basis of institutional effectiveness. This model presents a continuous cycle of planning, implementation, study (assessment), and actions to improve processes. HOMER is Troy University's mechanism for reporting the results of the institutional effectiveness process.

Mission

In 2005, Troy State University Dothan, Troy State University Montgomery and Troy State University (with University College and its branch campus in Phenix City), three separately accredited universities, were merged to become Troy University. At that time a subcommittee of administrators representing each campus worked to develop one common mission statement. Faculty, students, and alumni were solicited for comments before the mission statement draft was reviewed by the Chancellor's Cabinet. The Chancellor recommended the mission statement to the Board of Trustees, who approved it at the April 2004 meeting. The mission statement is published in the *Undergraduate Academic Catalog*, the *Graduate Academic Catalog*, and the *Faculty Handbook*, and is posted on the University web page. The mission statement is subject to review and modification by the Board of Trustees every five years, in conjunction with the University's strategic planning process.

Mission Statement

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 lifelong success through effective teaching, service, creative partnerships, scholarship and research.

ePolicy Statements

ePolicy 205, regarding Institutional Effectiveness: Planning and Assessment. The University shall have a strategic planning process that maintains a current strategic plan in which institutional priorities are defined and through which the institution's mission is carried out in accordance with the strategic directions and guiding principles established by the Board. The faculty and staff shall be involved in developing the plan and shall be included in the structure by which the plan is implemented. In addition, there shall be a formal process by which systematic assessment of the progress and effectiveness of the plan is conducted. Assessment processes shall also assess general education, degree programs, academic and student support programs, administrative programs, research initiatives, and community service activities. The faculty and staff shall be involved in developing assessment processes and included

in the structure by which those processes are implemented and used for improvement.

ePolicy 206, regarding Comprehensive Academic Program Review. The institution shall conduct an academic program review every two years, consistent with efforts in institutional effectiveness and strategic planning. For each academic program, the institution shall develop program level objectives and student learning outcomes that address the quality, viability, and productivity of efforts in teaching, learning, and scholarship. Each program review will provide evidence of the establishment of student learning outcomes, information regarding how each outcome is assessed, evidence that data have been gathered for the purpose of assessment, evidence that the full-time faculty in the program have engaged in assessment of the program, and evidence of the development of plans for further improvement. The review of academic programs shall involve analysis of direct and indirect measures of student learning and will demonstrate that the University makes judgments about the future of academic programs within a culture of evidence.

Strategic Planning

Every five years, strategic planning is led by a steering committee augmented through various constituent groups. A comprehensive study of external and internal factors impacting the University is developed. Based upon the data collected, the University formulates assumptions, reviews its mission statement, and establishes a vision for the next five year strategic planning cycle. It is Troy University's culture to set bold strategic objectives. Partial completion of a bold goal often results in greater progress than full completion of modest goals. Troy University has been actively engaged in strategic planning for the past 25 years. The strategic planning process has been used to effectively implement the merger of three separately accredited universities into the current Troy University. In December 2004, Chancellor Jack Hawkins Jr. authorized the development of a strategic planning process that would cover the period 2005-2010. The planning for *Troy University: Vision 2010* was begun in January 2005 with the final plan approved by the Board of Trustees on March 10, 2006.

Fulfilling the Promise: The Strategic Plan for 2010-2015 was approved by the University's Board of Trustees in 2010, and updated by the Board in December 2012. The plan consisted of four broad strategies supported by 34 specific action items. Each action item was led by a team leader and supported by team members from across the University community. Significant efforts were made in the 2010-2015 strategic planning cycle to introduce new academic programs and to increase the online availability of academic programs. A significant capital campaign drew to a close in 2015. The 2010-2015 time frame saw expanded study abroad opportunities for students and a steady increase in faculty grants and contracts.

An environmental scan was conducted in preparation for the University's 2015-2020 strategic plan. The University seeks to be proactive in identifying educational needs to support regional economic development trends. The Montgomery Campus is developing a focus on academic programs that will serve the center of state government. The Dothan Campus has focused on increasing programs to support the health care industry and has established an early childhood education center. The Phenix City Campus continues to develop its role and the Center for Water Resource Economics while transforming the physical campus. Significant unmet educational needs persist in the State of Alabama in fields such as advanced manufacturing technology, biomedical sciences, and health care where Troy University has an opportunity to expand its academic program offerings, along with an ongoing need to prepare people for numerous professions already supported by the University.

With this environmental scan in mind, the most recent ***Strategic Plan for 2015-2020*** was approved by the University's Board of Trustees in July 2015, with a vision that the University will be recognized across Alabama and throughout the region as Alabama's premier international university that provides affordable access to high quality

education for traditional, adult and military students around the world. The 2015-2020 strategic plan set out the following institutional goals:

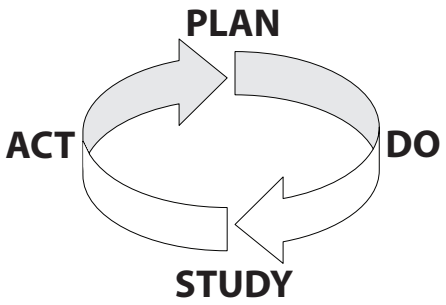
- Lead the higher education community in ***growing enrollments*** to provide access to academic programs through innovative educational technology and a culture of caring.
- Provide an exceptional ***college experience*** for all TROY students that results in meaningful careers and lives for our graduates.
- Ensure through effective stewardship that TROY students have an ***affordable*** academic experience.
- Provide an ***international*** perspective for domestic students and an American experience for international students.
- Proactively reach out and ***serve those who serve***, and have served, our country in the armed forces and their families as part of the TROY family.
- Improve the diversity within the University's administration and staff and provide TROY students with the ***values*** of diversity, servant leadership, professionalism and democratic principles so they will serve as good citizens and leaders in their communities.
- Address educational needs that will promote the ***economic*** and social ***growth*** of Alabama and the southeastern United States.

Systematic monitoring of the implementation of the strategic plan occurs throughout the year when senior vice chancellors brief the Chancellor's Cabinet on the status of their divisions' plans. There is an annual update each summer at the Senior Leadership Conference and the Board of Trustees is apprised of the progress within the stated plan at each of its meetings.

The Deming Cycle

The Deming cycle, or PDSA cycle, is a continuous quality improvement model consisting of a logical sequence of four repetitive steps for continuous improvement and learning: Plan, Do, Study, and Act. This cycle is also known as the Deming Wheel or as the Continuous Improvement Spiral. It originated in the 1920s with the eminent statistics expert W. A. Shewart, who introduced the concept of PLAN, DO and SEE (Shewart). W. Edwards Deming modified the Shewart cycle as: PLAN, DO, STUDY, and ACT (Walton, 1986).

Along with the other well-known American quality guru, Joseph M. Juran, Deming went to Japan as a part of the occupation forces of the allies after World War II. Deming taught Quality Improvement methods to the Japanese, including the usage of statistics and the Plan-Do-Study-Act cycle (Walton, 1986).



The parts of the Deming cycle can be broken down and defined as follows:

- **PLAN** - plan ahead for change; analyze and predict the results.
- **DO** - execute the plan, taking small steps in controlled circumstances.
- **STUDY** - study the results.
- **ACT** - take action to standardize or improve the process.

Joseph M. Juran (1964) pointed out that quality improvement primarily occurs when people are organized to make it happen – project by project. The key to high quality is to rapidly and continuously engage all parts of the University in quality improvement projects using a systematic Plan-Do-Study-Act model (Juran, 1964).

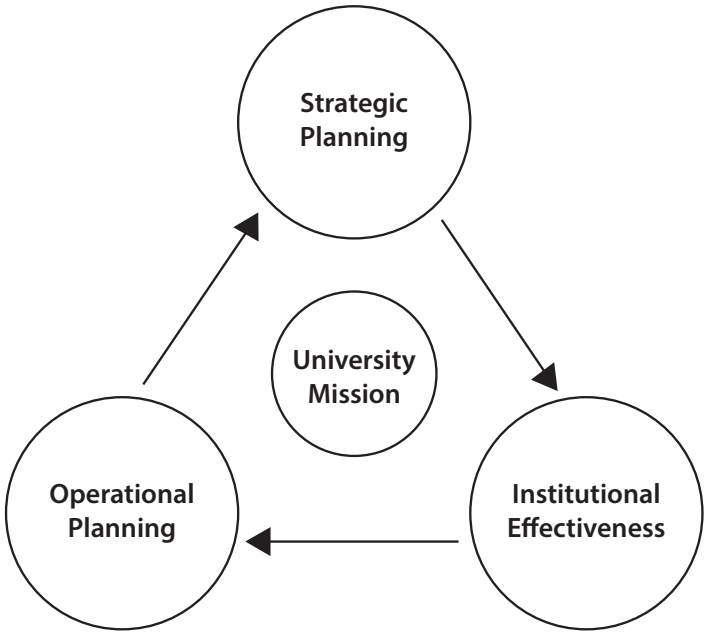
Program Level Assessment

Troy University routinely assesses its academic programs, administrative programs, education support programs, research activities, and community support activities on a two-year cycle. The University uses assessment information to promote organizational learning and to drive continuous improvement.

Expected outcomes in educational support programs, administrative areas, and community and public support activities include two types of expected outcomes. Most expected outcomes will relate to the extent a unit is meeting its key operational objectives. Other expected outcomes will be related to data from annual surveys conducted by the Office of Institutional Research, Planning, and Effectiveness (IRPE), and/or from surveys that the support organization or administrative unit administers on its own. These surveys provide a perspective as to how stakeholders or users of these processes perceive the quality of performance. Overall results from these surveys are provided through the IRPE web site, such as the most recent annual Graduating Student Survey, Alumni Survey, and New Student Survey. While internally developed surveys provide a rich source of stakeholder information, the University also uses national surveys, including the National Survey of Student Engagement (NSSE) and the Noel-Levitz Student Priorities and Satisfaction Survey, to provide comparative data regarding stakeholder perceptions on a broad range of issues. This comparative data supports the University's efforts to be a role model in providing accountability and access to affordable quality education.

Program or unit effectiveness and reporting of assessment data is the responsibility of identified program coordinators who provide information in the HOMER system. The HOMER system is accessible to University users and authorized reviewers within a password-protected online system called Compliance Assist (a Campus Labs software solution). Assessment results may identify an opportunity for improvement (OFI) in an academic or administrative program. The responsible manager may opt to wait for an additional round of data to be sure that the results are not due to special causes of variation. In some cases, the responsible manager may conclude that the expected outcomes were unrealistic and may make adjustments. In other cases, the responsible manager will prepare Plans for Further Improvement (PFI) which will be identified in the HOMER system.

Each year, the heads of each college, educational, and administrative support group prepare Chancellor's Briefings that summarize accomplishments in terms of the University's strategic plan, internal operational plans, and institutional effectiveness information. The HOMER system includes a web site which makes program-level assessment results across all units of the University available; this allows institutional effectiveness and program effectiveness to be updated as needed.



As the most measurable portion of Troy University's institutional effectiveness efforts, program level assessment is informed by the University's strategic plan and in turn, the assessment process informs operational planning. All University decisions are made in consultation with the mission statement, and the cycle continues, as demonstrated by the diagram above.

Assessment of Student Learning Outcomes

In defining academic programs, Troy University adheres to the definition of instructional programs adopted by the Alabama Commission on Higher Education. A program of instruction is "an organized set of courses and related activities for which, upon satisfactory completion, some degree, diploma, or certificate is awarded. This does not include areas of specialization or concentration within a program."

Writing in 1976, Paul Dressel noted that assessment of student learning in academic programs developed in the 1960s with early conversations regarding the needs and problems of evaluation in higher education (Dressel, 1976). By 1989, James Nichols was able to state that the assessment of student learning outcomes was "already a significant movement in higher education" (Nichols, 1989). This movement was stimulated by the work of leaders in quality improvement, such as W. Edwards Deming, who championed the concept of continuous quality improvement in all sectors (Harris, 1992). In 1989, the Higher Learning Commission of the North Central Association introduced a formal assessment initiative by issuing its first *Statement on Assessment and Student Academic Achievement*, noting that "assessing student achievement is a critical component of evaluating overall institutional effectiveness" (Lopez, 2004).

Contemporary writers have done much to define the assessment methodologies that are relevant to Troy University. The National Research Council has clearly established the need for the use of multiple measures to effectively assess student learning. It states:

> "No single test score can be considered a definitive measure of a student's competence. Multiple measures enhance the validity and fairness of the inferences drawn by giving students various ways and opportunities to demonstrate their competence" (National Research Council, 2001).

Assessment experts in higher education, such as Barbara Walvoord, have likewise advised researchers to "build an array of assessment measures" in order to more fully understand student learning outcomes (Walvoord, 2004).

Writers on assessment of student learning typically divide assessment of student learning into two broad categories. *Formative* assessment studies "learning along the progression of students' studies," while *summative* assessment studies the "progress toward and achievement of institution – and program-level learning" (Maki, 2004). Formative assessment, according to Thomas Angelo, often focuses more on *how* students are learning rather than *what* they have learned (Angelo, 1993).

Assessment methods are likewise divided into two categories. *Direct measures* are those that "prompt students to represent or demonstrate their learning or produce work so that observers can assess how well students' texts or responses fit institutional or program-level expectations." *Indirect measures* "capture students' perceptions of their learning and the educational environment that supports that learning, such as access to and the quality of services, programs, or educational offerings that support their learning" (Maki, 2004).

Maki noted that "historically, standardized instruments, such as objective tests, have served as the primary direct method to assess student learning. Content or disciplinary experts identify the standard content, knowledge, and tasks that students should know and be able to perform" (Maki, 2004).

Walvoord observed that "a national standardized exam is a direct measure that places the goals, performance, criteria, and evaluation with an external source, not the instructor." According to Walvoord, "the advantage is that you have a national standard against which to measure your own students" (Walvoord, 2004).

Troy University uses national standardized exams to assess the outcomes of its general studies program and to assess student learning in many education programs, including business, education, nursing, and criminal justice.

In addition to the national standardized exams, Troy University uses what Walvoord describes as "course-embedded assignments and tests" that individual faculty develop and implement in their specific courses as an additional approach to direct measurement of student learning (Walvoord, 2004).

Indirect measures, such as data from the National Survey of Student Engagement (NSSE), are used to capture students' perceptions regarding their learning activities.

The full time faculty in each college are responsible for the assessment of each academic program offered by their college and conduct these reviews through their Discipline Committees. Assessment results are posted on the HOMER system.

Specialized and Regional Accreditation

Troy University provides latitude to enable the colleges to simultaneously meet the requirements of both specialized and regional accreditation.

At a minimum, all academic programs must meet the assessment requirements for regional accreditation for each location where the regional accreditor has given approval for the program to be offered and for any distance delivery of a program.

- If 25% or more of an academic program is offered at a location, regional accreditation approval is required.
- Assessment data for each program must be disaggregated for all locations where the program is approved by the regional accreditor.
- When a program is offered at more than one location, the assessment report must address comparability of student learning at all locations.
- If a program is offered through distance learning (primarily online), assessment information must be provided for each distance delivery methodology and must address comparability with student learning in the face-to-face delivery mode, unless the program is offered exclusively through distance learning methods.

Continuous Improvement

Most higher educational institutions improve due to peer review processes and new perspectives brought into the campus as administrators and faculty join institutions. Troy University focuses on: 1) being systematic in identifying opportunities for improvement, 2) being aggressive in implementation of improvements, and 3) constantly learning from its experiences. The University recognizes that the institution which rapidly identifies and implements the greatest number of improvements will excel in accomplishing its mission and delighting its stakeholders. Improvement is driven by internal assessment, competitive benchmarking, peer review processes, and a willingness to embrace new thinking and new technology.

Troy University embraces the peer review process led by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), as well as peer reviews from specialized accrediting bodies, to identify opportunities for improvement. The university is committed to the SACSCOC model for a Quality Enhancement Plan (QEP) as another vehicle for continuous improvement. The QEP at Troy University focuses on Creating a Culture of Reading. It is centered around: 1) The Common Reading Initiative, 2) The College Reading Initiative, and 3) faculty development supported by the Quality Enhancement Institute (established in 2009 to promote faculty development in teaching).

The University also utilizes the evaluation process used in the Alabama Quality Award Program, a flow-down of the Malcolm Baldrige National Quality Award. Troy University has received the Bronze and the Silver Level Recognitions from the Alabama Quality Award process and is using the feedback from this process to initiate

further improvements. Evaluation with the Alabama Quality Award process enables the University to critically reflect on its leadership, strategic planning, stakeholder focus, use of measurement and assessment processes, workforce development, process improvement, as well as results.

Comparative analysis in ranking programs, such as *U.S. News and World Report* and *Forbes Magazine,* also provides useful comparative data. Troy University has been repeatedly ranked as one of the top public universities in Alabama by *Forbes Magazine*.

Troy University Descriptive Statement

In an effort to confirm that Troy University describes itself consistently to all accrediting bodies, a description of the University was disseminated to all specialized accreditors by letter in February 2015. This descriptive statement included a brief history of the University and its operations, an overview of the University mission statement, fall 2014 enrollment statistics, references to University admission policies and degree programs, and the University's regional accreditation statement.

The University issued this statement in February 2015 as a demonstration of compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.13.1, which states that the institution complies with the policies of the Commission on Colleges, and in particular response to the Commission's policy regarding accrediting decisions of other agencies.

An updated University descriptive statement will be maintained online at https://www.troy.edu/irpe/forms.html

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2 Troy University's Five-Year Strategic Planning Cycle and Annual Planning Cycle

Troy University's Five-Year Strategic Planning Cycle

2000 – 2005 One Great University (OGU)

- Merged three separately accredited institutions and four separate strategic plans.
- Major planning retreat at Lake Eufaula.
- Dozens of committees and working groups.
- Substantive Change Review by SACSCOC.

2005 – 2010 Vision 2010

- Developed in 2005, approved by the Board of Trustees in March 2006.
- Launched at Senior Leadership Conference – May 2006.
- Six Key Strategic Initiatives:
  1. *Student Centeredness*
  2. *Quality Academic Programs*
  3. *Internationalization*
  4. *Faculty and Staff Development*
  5. *Cost Effectiveness and Strengthening the Infrastructure*
  6. *Telling the Troy University Story*
- Mid-Plan Review in 2008
- Completion on July 31, 2010

2010 – 2015 Fulfilling the Promise

- Campus input – October/November 2009.
- SVC input – November 2009.
- Draft Plan Review – January 2010.
- Joint Board Review – March 2010.
- Board Approval – May 2010.
- Implementation Planning at Senior Leadership Retreat – May/June 2010.
- Effective Date: October 1, 2010.
- Expanded based on 2012 review.
- Board Approval of expanded plan – December 2012.

2015 – 2020

- Board Approval – July 2015.
- Implementation Planning Presentations at Senior Leadership Retreat – September 2015.
- Effective Date: October 1, 2015.

Troy University's Annual Planning and Assessment Cycle

Senior Vice Chancellors (SVC) meet throughout the year to review progress on the strategic plan. Strategic Planning may be reviewed at any Cabinet meeting.

December: Senior Vice Chancellors Retreat - formal review of progress on the strategic plan.

January: Preparation of Chancellor's Briefings by Colleges and all administrative units.

February: Chancellor's Briefings update progress on the strategic plan, operational performance and propose annual initiatives.

March: Joint Foundation and Trustees Board Retreat - reviews strategic and operational issues.

April: HOMER executive summaries due to the Institutional Effectiveness Committee (IEC) for HOMER reports submitted the previous November.

June/July: Senior Leadership Conference

Quality Assurance Audits conducted at international teaching locations.

August/September: College and Campus Level meetings to discuss progress on program-level performance.

College Curriculum Committees and administrative units assess program-level effectiveness outcomes.

November: Assessment of the previous strategic planning year by the Senior Vice Chancellors.

Annual and biennial updates of HOMER program-level information, at least every two years.

3 Change Management

The Institutional Effectiveness Handbook provides guidance for a wide variety of changes to academic programs. It is essential for all Troy University personnel to abide by these change management guidelines in order to ensure the University's full compliance to the requirements of the Alabama Commission on Higher Education (ACHE) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). ACHE and SACSCOC policies and templates are best accessed via online resources that can be kept current. Up-to-date web links and forms are available online at https://www.troy.edu/irpe/forms.html

This section provides an extensive list of definitions for change management purposes, a static copy of the University's Academic Program Actions (APA) form, its corresponding procedures, and the related Conceptual Approval form available only in the offices of the offices of the Associate Provost/Dean of the Graduate School and the Associate Provost/Dean of Undergraduate and First Year Studies. These materials, as well as a time line for academic program implementation and other referenced materials, are also provided partially in the appendices of this handbook and are accessible in full online at https://www.troy.edu/irpe/forms.html

Definitions Related to Reporting and Notification of Changes Concerning Academic Programs and Off-Campus Sites

Term	*Definition*	*Source*
4-1-4 Plan	The 4-1-4 calendar is composed of four courses taken for four months, one course taken for one month, and four courses taken for four months. There may be an additional summer session.	ACHE
Academic Awards	Associate's Degree, Bachelor's Degree, Certificate, Degree, Diploma, Doctoral Degree, Educational Specialist's Degree, First-Professional Degree, and Master's Degree	ACHE
Academic Calendar	Academic Year, Quarter, Semester, Trimester, 4-1-4 Plan	ACHE
Academic Program	Academic courses that work specific to the awarding of a degree by Troy University	
Academic Year	The period of an institution's regular session, generally extending from September to June, usually divided as semesters, trimesters, quarters or the 4-1-4 plan. These designations are sometimes referred to as "terms."	ACHE
ACHE	Alabama Commission on Higher Education. Members appointed by the Governor and others. Has oversight of Troy University program offerings.	
Active Program	A program listed in the Commission's inventory that has admitted students	ACHE
Associate's Degree	An undergraduate award granted on completion of an educational program that is lower than the baccalaureate and that requires at least two but less than four academic years of full-time equivalent college work.	ACHE
Bachelor's Degree	An undergraduate award that normally requires the completion of at least four but not more than five academic years of full-time equivalent college work. Also includes accelerated bachelor's degrees which are completed in three calendar years.	ACHE
Branch	A degree-granting division of an institution located in a geographical setting separate from the sponsoring institution's main campus or central administration and authorized for a stated purpose in relation to the sponsoring institution and the area served. The branch offers all requirements for completing degree programs in two or more fields of study as classified by the CIP taxonomy at the six-digit level. A branch provides the necessary administrative services, student services, financial resources, library, and physical facilities to provide adequate support for degree programs offered.	ACHE
Branch Campus	A branch campus is an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, diploma, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.	SACSCOC
Branch Campus	The physical boundaries of the location of an institutional branch.	ACHE
Campus	The grounds and buildings of an institution of higher education.	ACHE
Center	A place, area, or concentration of resources marked significantly by an indicated activity, pursuit or interest. A center may involve instruction, research or service or some combination of the three. It may or may not offer courses or other activities for academic credit.	ACHE
Certificate	A formal academic award certifying the satisfactory completion of a prescribed program of study. The certificate is less than a degree, and its curriculum in many instances is related to the student's employment or professional advancement.	ACHE

Definitions, *continued*

Term	*Definition*	*Source*
Change of Address	Relocating a site that is within the same geographic area only requires a letter of notification to SACSCOC and the US Department of Education. A memo must be sent from the Associate Vice Chancellor for Enrollment Management to IRPE that includes the following: Site name; Old Address; New Address; and Implementation Date.	
Classification of Instructional Programs (CIP)	A National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs (IPEDS).	
Collaborative Academic Arrangements	Collaborative academic arrangements are agreements by institutions accredited by SACSCOC and accredited or non-accredited degree-granting institutions of higher education throughout the world for purposes of awarding academic credits and/or educational program completion credentials, e.g., certificates, diplomas, degrees or transcripts. Institutions describe collaborative academic arrangements in many different ways, most commonly identifying them as dual or joint educational programs, affiliations, partnerships, and consortial agreements. [See Commission policy "Collaborative Academic Arrangements: Policy and Procedures," available at www.sacscoc.org.]	SACSCOC
College	An instructional unit within a university that usually includes several academic divisions and/or departments and is usually administered by a dean. Often, though not always, a college is a more prominent or inclusive unit than a school. As used here, the term "college" does not pertain to separate institutions known as colleges, such as junior college, community college, or technical college.	ACHE
Concentration/ Track/Option/ Emphasis/ Specialization	"An option generally would require fewer hours than a minor except in cases where the major is greater than 34 semester hours" (ACHE: Guidelines for the Review of Extension and Alterations of Existing Programs).	ACHE
Consortial Relationship	A consortial relationship typically is one in which two or more institutions share in the responsibility of developing and delivering courses and programs that meet mutually agreed upon standards of academic quality.	SACSCOC
Contact Hours	A unit of measure that represents a minimum of 50 minutes of scheduled instruction given to students. Also referred to as clock hour.	ACHE
Contractual Agreement	A contractual agreement typically is one in which an institution enters an agreement with another institution or service provider for receipt or delivery of courses/programs or portions of courses or programs delivered by another institution or service provider.	SACSCOC
Cooperative Program of Instruction	A program which is under the sponsorship of a single institution (identified as the primary institution) but which contains elements of resource sharing agreed upon by one or more other institutions (the secondary institution(s)). The administrative control of such a program and commitment for maintaining the resources necessary to support it are the responsibility of the primary institution. The degree is granted under the seal of the primary institution and the program will be identified in the Commission's Academic Program Inventory for that institution only. The program is so structured that should the elements contributed by the secondary institution(s) be discontinued, the basic strength of the program will not be damaged seriously and the institution administering the program will be able to continue to do so with few or no additional resources.	ACHE

Definitions, *continued*

Term	*Definition*	*Source*
Correspondence Education	A formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self paced.	SACSCOC
Credit	Recognition of attendance and performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.	ACHE
Credit Hours	A unit of measure representing the time and activity required for one hour of credit. Usually, this involves the equivalent of 50 minutes of instruction each week for a semester, trimester, or quarter.	ACHE
Credit Hours	For the purpose of accreditation and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates (1) not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. [Further information on the definition of credit hour is available in Commission policy "Credit Hours" at www.sacscoc.org.]	SACSCOC
Degree	An award conferred by a college, university or other higher/postsecondary education institution as official recognition for the successful completion of a prescribed program of studies.	ACHE
Degree Completion Program	A program typically designed for a non-traditional undergraduate population such as working adults who have completed some college-level course work but have not achieved a baccalaureate degree. Students in such programs may transfer in credit from courses taken previously and may receive credit for experiential learning. Courses in degree completion programs are often offered in an accelerated format or meet during evening and weekend hours, or may be offered via distance learning technologies.	SACSCOC
Degree Level	See "Level."	SACSCOC
Degree Program	See "Educational Program."	SACSCOC
Department	An instructional unit encompassing a discrete branch of study; usually located within a division and/or a school or college. The department is usually a less inclusive unit than a division, although this is not always the case.	ACHE
Diploma	A formal award certifying the successful completion of a prescribed postsecondary education program. In Alabama, the diploma, which ranges from 48 to 90 quarter hours, is only awarded by the community and technical colleges.	ACHE

Definitions, *continued*

Term	*Definition*	*Source*
Distance Education	A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.	SACSCOC
Division	An instructional unit that usually includes two or more academic departments representing allied fields of study. (For example, a Division of Natural Sciences might include departments of biology, chemistry, physics and geology). Usually, but not always, a division is a more prominent entity than a department. (Some institutions identify the department as the more inclusive unit. In such cases, the department might include several divisions.	ACHE
Doctoral Degree	An earned graduate level academic award carrying the title of doctor, such as the Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), Doctor of Science (Sc.D.) and Doctor of Public Health (D.P.H.). Does not include first professional degrees such as M.D., D.M.D., or J.D. or "honorary" degrees such as the LL.D., D.H.L., D.D., or Litt.D.	ACHE
Dual Degree	Separate program completion credentials each of which bears only the name, seal, and signature of the institution awarding the degree to the student.	SACSCOC
Dual Educational Program	A dual educational program is one whereby students study at two or more institutions, and each institution awards a separate program completion credential bearing only its own name, seal and signature (SACSCOC Policy "Collaborative Academic Arrangements: Policy and Procedures").	SACSCOC
Educational Program	A coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution.	SACSCOC
Educational Specialist's Degree (Ed.S.)	A graduate level award that requires completion of an organized program of study consisting of the full-time equivalent of one academic year of work beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.	ACHE
Faculty Credentials	When an institution defines faculty qualifications using faculty credentials, institutions should use the Commission's credential guidelines. (See Commission guidelines "Faculty Credentials" at www.sacscoc.org.)	SACSCOC
First-Professional Degree	An award that requires completion of a program that meets all the following criteria: completion of the academic requirements to begin practice in the profession; at least two years of college work prior to entering the program; and a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. First-professional degrees may be awarded in the following 10 fields: Chiropractic (D.C. or D.C.M.); Pharmacy (Pharm.D.); Dentistry (D.D.S. or D.M.D.); Podiatry (D.P.M., D.P., Pod.D.); Medicine (M.D.); Veterinary Medicine (D.V.M.); Optometry (O.D.); Law (L.L.B., J.D.); Osteopathic Medicine (D.O.): Theology (M.Div., M.H.L., B.D., or Ordination).	ACHE
Full Prospectus	See "Substantive Change."	

Definitions, *continued*

Term	*Definition*	*Source*
Full-Time Faculty Coverage	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. (includes the number of full-time faculty, disaggregation by academic program and mode of delivery, and location of full-time faculty)	SACSCOC
General Education	Courses in general education introduce students to the basic content and methodology of the principal areas of knowledge – humanities and the fine arts, the social and behavioral sciences, and the natural sciences and mathematics.	SACSCOC
Geographically Separate	An instructional site or branch campus that is located physically apart from the main campus of the institution.	SACSCOC
IEC	Institutional Effectiveness Committee, a standing committee at Troy University	
Inactive Program	A program listed in the Commission's inventory that is no longer admitting students. Institutions must inform the Commission when they place a program on inactive status. This status will be so noted in the Commission's inventory. To be placed on inactive status, a program must be viable (meet the productivity standards set in the viability legislation). The institution may reinstate a program to active status within five years after the program has been placed on inactive status without submitting a program proposal for approval. However, the institution must inform the Commission on program reinstatement by information item. The information item must provide evidence of adequate resources and student demand to reactivate the program.	ACHE
Inactive Status	Inactive means a program is not currently being offered and is being considered for deletion from the University's inventory. This term does not apply to suspended cohort programs waiting for a population to rebuild, nor does this term apply to a program waiting to hire faculty to support the program before admitting students.	
Institute	An association of persons or organizations that collectively constitute a technical or professional authority in a field of work, study, research, or service. An institute may or may not offer courses or other activities for academic credit. Sometimes the term is used interchangeably with a center or an entire special purpose institution.	ACHE
Institutional Effectiveness	Institutional Effectiveness is the systematic, explicit, and documented process for measuring performance against mission in all aspects of an institution.	SACSCOC
IRPE	Office of Institutional Research, Planning & Effectiveness at Troy University	
Joint Degree	A single program completion credential bearing the names, seals, and signatures of each of the two or more institutions awarding the degree to the student.	SACSCOC
Joint Educational Program	A joint educational program is one whereby students study at two or more institutions and are awarded a single program completion credential bearing the names, seals and signatures of each of the participating institutions (SACSCOC Policy "Collaborative Academic Arrangements: Policy and Procedures").	SACSCOC

Definitions, *continued*

Term	*Definition*	*Source*
Joint Program	A program which is mutually sponsored by two or more institutions leading to a single degree which is conferred by both or all participating institutions. A joint degree program is unique and distinguishable from any program offered independently at any one of the institutions. A joint degree program exhibits the following specific characteristics: 1. The program is planned, implemented, and monitored by a joint committee comprised of representatives from all participating institutions and is managed by an academic administrator or by co-academic administrators jointly appointed by and responsible to both or all participating institutions. 2. The program has a common faculty who hold joint appointments at all participating institutions. 3. The program has common entrance requirements, curriculum, and degree requirements agreed upon by all participating institutions. 4. For joint graduate programs, common qualifying examinations should be given and jointly graded by the participating institutions. 5. The program is based on carefully prescribed and explicitly stated procedures for sharing resources at participating institutions. 6. The program leads to a single degree granted under the seals of all participating institutions. If a joint program is to be offered by two or more institutions that are within the same system but are under a single executive head, explicit procedures must be developed and stated that will assure equal administrative oversight of the program. 7. The joint program is so designed that its viability is dependent upon the shared resources of the participating institutions. In the event one or more of the participating institutions cannot meet its commitments and responsibilities, the program would be terminated.	ACHE
Letter of Notification	A letter from the Chancellor to the President of SACSCOC that notifies SACSCOC of a change that does not require a review by SACSCOC, but for which SACSCOC requires a notification.	
Level	Classified by the Commission on Colleges according to the highest degree offered, member institutions are designated as operating at one of the following six levels: Level I Associate Level II Baccalaureate Level III Master Level IV Educational Specialist Level V Doctorate (3 or fewer) Level VI Doctorate (4 or more)	SACSCOC
Location	One of the four campuses in Alabama, or one of the support sites or recruiting sites outside of Alabama. With the exception of recruiting sites, all Troy University locations are SACSCOC-approved teaching locations.	

Definitions, *continued*

Term	*Definition*	*Source*
Main Campus	The physical boundaries of the campus where the institution's principal administrative offices are located.	ACHE
Main Campus	An institution's main campus is the campus with the central administrative unit.	SACSCOC
Major	"That component of the undergraduate curriculum consisting of a set of courses selected and sequenced to provide students with the opportunity for extensive and in-depth study of a discipline or interdisciplinary field of study. Requirements for the major may also include integrating elements or experiences, such as a senior thesis or capstone course. The major usually constitutes 25 to 35% of the required credits for the baccalaureate degree."	
Major	That part of a degree program which consists of a specified group of courses in a particular discipline or field. While practices vary among institutions, a baccalaureate program major usually consists of 28 semester hours or more.	ACHE
Master's Degree	A graduate level award that requires the completion of a program of study at least the full-time equivalent of one but usually not more than two academic years of work beyond the bachelor's degree. In professional fields, it is sometimes an advanced professional degree earned after the first-professional degree.	ACHE
Minor	"At the undergraduate level, a prescribed grouping of courses in a department or interdisciplinary program, more than half of which are usually in upper division courses. A minor typically constitutes roughly 15% of the required credits for the bachelor's degree. At the graduate level, see entry for 'specialization'."	
Minor	"A minor is 18 semester hours generally" (ACHE: Guidelines for the Review of Extension and Alterations of Existing Programs).	
Minor	That part of a degree program which consists of a specified group of courses in a particular discipline or field usually constituting a minimum of 18 semester hours.	ACHE
Mission Statement	The mission statement is a comprehensive statement addressing all aspects of institutional function. It is important that the institutional mission statement be formally adopted, published, implemented, and made available to all the constituencies of the institution and to the general public. Because the statement describes what the institution does, it is the foundation for planning and assessment processes. These processes validate that the institution does what it claims and evaluates how well it fulfills its mission statement. The mission statement thus provides the basis and context for evaluating institutional effectiveness. The Commission uses the term "mission" throughout its standards to be consistent in representing other terminology which may mean the same, such as purpose.	SACSCOC
Modified Prospectus	A prospectus submitted in lieu of a full prospectus for certain designated substantive changes. When a modified prospectus is acceptable, the Commission specifies requested information from the institution.	SACSCOC

Definitions, *continued*

Term	*Definition*	*Source*
Multi-Campus Institution	A single institution which operates on two or more administratively equal campuses.	ACHE
Multi-Campus Institution	A multi-campus institution is accredited as one unit with all campuses included in that accreditation. Such campuses are permanent and usually have a core faculty and substantive administrative and academic support systems. A multi-campus institution may have a central administrative unit—a unit that administers the entire institution—with all instruction taking place on the individual campuses.	SACSCOC
National Accrediting Agencies	National accrediting agencies (such as the Rabbinical and Talmudic Schools Accreditation Commission and the Accrediting Bureau of Health Education Schools) focus on specific types of institutions wherever they are located. Normally, there are single purpose institutions, e.g. career education, religious education. [See Part I of the Handbook for Institutions Seeking Reaffirmation of Accreditation.]	SACSCOC
NISP	Notification of Intent to Submit a Proposal [see http://www.ache.state.al.us/Content/Departments/Instruction/Instruction.aspx]	ACHE
Off-Campus Course	A course provided to any group of students for academic credit at a particular off-campus site in an organized classroom setting, regardless of the instructional delivery system.	ACHE
Off-Campus Facility	The actual physical plant in which instruction is conducted at an off-campus site.	ACHE
Off-Campus Instructional Site	An off-campus instructional site is a teaching site located geographically apart from the main campus. A site at which an institution provides electronic delivery and where students go to access the support services needed is also considered an off-campus instructional site. The site is not independent of the institution's main campus.	SACSCOC
Off-Campus Program	A program of instruction offered in its entirety at an off-campus site.	ACHE
Off-Campus Site	The specific location where one or more courses are offered for academic credit away from the sponsoring institution's main campus.	ACHE
Program Extension Request	Taking an existing approved program at an existing approved campus/site.	
Program of Instruction	An organized set of courses and related activities for which, upon satisfactory completion, some degree, diploma, or certificate is awarded. This does not include areas of specialization or concentration within a program. If an institution wishes to give such options discrete program identity, they must first be reviewed and approved by the Commission. Options within programs will not be separately identified in the Commission's Academic Program Inventory, and the institution may not identify such options as degree programs in its catalog or other publications. 1. Existing Program of Instruction: A program which is currently identified in the Commission's Academic Program Inventory. 2. New Program of Instruction: A program which has not been approved by the Commission and added to its Academic Program Inventory.	ACHE

Definitions, *continued*

Term	*Definition*	*Source*
Program Pending Implementation	A program listed in the Commission's inventory that has been approved by the Commission but has not yet begun enrolling students. The program will be designated in the inventory with the approval date. It is the institution's responsibility to notify the Commission in writing when the program has been implemented and is admitting students.	ACHE
Programmatic Accrediting Agencies	Programmatic Accrediting Agencies (such as those for dentistry and for dance) are also called Specialized Accrediting Agencies. They focus on discipline-specific educational programs and are geographically nonrestricted.	SACSCOC
Quality Enhancement Plan (QEP)	Required of all Member institutions undergoing Reaffirmation of Accreditation, the Quality Enhancement Plan is a carefully designed and focused course of action that addresses a well-defined issue directly related to enhancing student learning. Applicant and Candidate institutions do not prepare a Quality Enhancement Plan during the process for Initial Accreditation. [See Part IV of the Handbook for Institutions Seeking Reaffirmation of Accreditation.]	SACSCOC
Quarter	The quarter calendar consists of three quarters of about 10-12 weeks each. There may be an additional summer quarter.	ACHE
Reasonable Extensions or Alterations of a Unit or Program of Instruction	Modification of an existing unit or program of instruction which does not change its essential character, integrity, or objectives. Such modifications do not create new units or programs of instruction. Program changes may include reasonable extensions such as the addition of a new area of specialization (concentration, option, emphasis, focus, track), or reasonable alterations such as a change in degree nomenclature at the same degree level (except doctoral), or a change in program title or CIP code, within the Commission guidelines. Provisions for reasonable extensions or alterations of units or programs of instruction do not relate to the addition of off-campus sites or adding any new unit or program. Extensions and alterations are defined as nonsubstantive (require Commission notification by information) and substantive (require Commission approval). Refer to the Guidelines for Review of Extensions/ Alterations of Existing Units or Programs of Instructions for details.	ACHE
Recruiting Site	A recruiting site is a site that exists only to recruit students. No programs or courses are offered at the site; it is not a SACSCOC-approved teaching location.	
Regional Accrediting Agencies	The seven regional accrediting agencies within the six geographic regions of the U.S. review the entire organization, not just the education programs, for institutions within their geographic service area. [See Part I of the Handbook for Institutions Seeking Reaffirmation of Accreditation.]	SACSCOC
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	One of two separately incorporated entities of the Southern Association of Colleges and Schools, the Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting institutions of higher education in the eleven Southern states – Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia; SACSCOC also accredits international institutions of higher education.	SACSCOC

Definitions, *continued*

Term	*Definition*	*Source*
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges. Provides regional accreditation to Troy University. The U.S. Department of Education requires regional accreditation for Troy University to be authorized to provide federally funded student financial aid.	
Sampling	There is a clear expectation that an institution is required to be able to demonstrate institutional effectiveness for all its educational programs. This includes certificate and degree programs. To this end, an institution may provide a sampling of the effectiveness of its programs at the time of its comprehensive review. Sampling, for the purpose of accreditation, includes the following three elements: (1) a representation of the institution's mission, (2) a valid cross-section of programs from every school or division, and (3) a compelling case as to why the sampling and assessment findings are an appropriate representation of the institution's educational programs. Sampling does not preclude the institution from having effectiveness data/analysis available on all programs. It is the prerogative of a SACSCOC committee member to conduct a more in-depth review of an institution's data/findings/analysis on the effectiveness of all its educational programs.	SACSCOC
School	An instructional unit within an institution of higher education which usually encompasses a professional discipline such as medicine, engineering, education, etc. and which often includes several academic divisions and/or departments. A school is usually under the administration of a dean or director. Often, though not always, a school is less inclusive than a college.	ACHE
Semester	The semester calendar consists of two semesters of about 16-18 weeks each. There may be an additional summer session.	ACHE
Shared Program	A program of instruction that is mutually sponsored by two or more institutions and leads to a single degree or other award of completion which is jointly conferred by all participating institutions. A shared program is very similar to a joint program. However, the withdrawal of one or more participating institutions from a shared program does not automatically preclude the continuation of the program by the remaining participants or the reversion to independent program status by institutions which offered independent programs prior to entering the shared program agreement. The purpose of a shared program is to allow institutions to pool their resources in order to offer a collaborative program of greater depth, breadth, academic quality, productivity, and economy than would generally be possible through independent single programs. It is also expected that shared programs will help reduce program duplication. Guidelines for shared programs are listed below. 1. An institution may participate in a shared program only at a degree level currently recognized within it's Commission-approved Instructional Role Matrix. 2. At least one of the participating institutions must have an independent program in the same area and at the same level in operation at the time the shared program is proposed. 3. No institution may offer a separate independent program in the same area and at the same level while participating in a shared program.	ACHE

Definitions, *continued*

Term	*Definition*	*Source*
Shared Program, *continued*	4. Should one or more participating institutions withdraw from the shared program, it may be continued if at least two institutions remain. This would constitute an alteration of an existing program and would require Commission approval as such. 5. Should the shared program be discontinued, participating institutions which previously had independent programs may revert back to independent program status subject to program alteration approval by the Commission. 6. The shared program is treated as a single program for viability purposes. 7. Proposals for shared programs must include documentation that necessary approval has been received from all relevant accrediting agencies. Similar documentation must be presented if the program is altered in any way or when an institution wishes to revert to independent program status. 8. The program is planned, implemented, and monitored by a joint committee comprised of representatives from all participating institutions and is managed by an academic administrator or by co-academic administrators jointly appointed by and responsible to all participating institutions. 9. The program has a common faculty who hold joint appointments at all participating institutions. 10. The program has common entrance requirements, curriculum, and degree requirements agreed upon by all participating institutions. 11. For shared graduate programs, common qualifying examinations should be given and jointly graded by the participating institutions. 12. The program is based on carefully prescribed and explicitly stated procedures for sharing resources at participating institutions. 13. The program leads to a single degree granted under the seals of all participating institutions. If a shared program is to be offered by two or more institutions which are within the same system but are under a single executive head, explicit procedures must be developed and stated that will assure equal administrative oversight of the program.	ACHE
Significant Departure	A program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question. To determine whether a new program is a "significant departure," it is helpful to consider the following questions: • What previously approved programs does the institution offer that are closely related to the new program and how are they related? • Will significant additional equipment or facilities be needed? • Will significant additional financial resources be needed? • Will a significant number of new courses will be required? • Will a significant number of new faculty members will be required? • Will significant additional library/learning resources be needed?	SACSCOC
Site	A new off-campus site is an address that has not been previously approved by SACSCOC. (A new off-campus site includes additional classroom space for an existing approved site with a different address.)	

Definitions, *continued*

Term	*Definition*	*Source*
Southern Association of Colleges and Schools (SACS)	A private, nonprofit, voluntary organization, the Southern Association of Colleges and Schools is comprised of the Commission on Colleges, which accredits higher education degree-granting institutions, and the Council on Accreditation and School Improvement, which accredits elementary, middle, and secondary schools.	SACSCOC
Specialization	"An integrated, coherent set of courses that define a limited topic or field of study, used most often at the graduate level as part of an academic degree program. Specializations may be prescribed by a department/program or constructed by students in consultation with an advisor. Credit hour requirements vary."	
Specialization/ Concentration/ Option/Focus/ Track/Emphasis	Synonymous terms that represent a specified group of courses within a program of instruction.	ACHE
Substantive Change	Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes institutional activities such as (1) changing the established institutional mission or objectives, (2) changing the institution's legal status, form of control, or ownership, (3) adding courses/programs that represent a significant departure in content or in method of delivery, (4) adding courses/programs at a degree or credential level above the institution's current accreditation, (5) changing from clock hours to credit hours, (6) substantially increasing the number of clock or credit hours for completion of a program, (6) adding an off-campus location at which the institution offers at least 50 percent of an educational program, or (7) establishing a branch campus. [Information about reporting and approval procedures for substantive change can be found in Commission policy "Substantive Change for Accredited Institutions of the Commission on Colleges," available at www.sacscoc.org.]	SACSCOC
Substantive Change Prospectus (SCP)	Documentation required by SACSCOC for review prior to offering a new degree program or starting to offer a program in a new physical location.	
Support Location	An approved Troy University teaching location that provides face-to-face courses (25-49%) in support of online programs.	
Teach-Out Agreement	A written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides fifty percent or more of at least one program offered, ceases to operate before all enrolled students have completed their program of study. Such a teach-out agreement requires SACSCOC approval in advance of implementation.	SACSCOC
Teach-Out Plan	A written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACSCOC in advance of implementation.	SACSCOC

Definitions, *continued*

Term	*Definition*	*Source*
Terminal Degree Faculty Coverage	At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree, usually the earned doctorate, or the equivalent of the terminal degree. When calculating data in support of compliance, an institution may use course hours or courses. In addition, the institution should take into consideration course hours in each major offered at off-campus instructional sites; disaggregated by location/by delivery. When providing data, the institution should use two consecutive semesters or the equivalent. Do not include general education and pre-requisites. What percentage of courses/course hours required for each major are taught by faculty holding a terminal degree?	SACSCOC
Trimester	The trimester calendar is composed of three terms of about 15 weeks each.	ACHE
Unit of Instruction	An organizational structure which offers instructional courses or other activities for academic credit. This definition pertains to institutions, branches, and campuses as well as colleges, schools, divisions, departments, institutes, and centers within institutions which offer courses or other activities for academic credit. 1. Existing Unit of Instruction: A unit of instruction in place prior to August 19, 1994. Official documentation must be available to support the existence of a unit of instruction. 2. Proposed New Unit of Instruction: A unit of instruction not in place prior to August 19, 1994. Several new units which offer academic credit are subject to Commission approval, including a new institution (including one formed by consolidation), branch, campus, school, college, division, or institute.	ACHE
USDE	United States Department of Education	

Procedures for Academic Program Actions (APA)

Procedures contained herein are intended for use with the Academic Program Action (APA) form developed in September 2013 by the Office of Institutional Research, Planning & Effectiveness (IRPE). With its adaptation for EchoSign use in April 2016, IRPE split the process into two parts. The October 2017 revision simplified the process to a single EchoSign form, with a required Conceptual Approval process detailed below.

To acquire Conceptual Approval, an initiator of an academic change must prepare a memo to the appropriate Graduate or Undergraduate Associate Provost and through the College Dean. This memo will provide an explanation of the proposed change, and the Dean's signature on this memo will serve as the college-level conceptual approval. Once the Dean's signature has been secured, the initiator will schedule a meeting with the Associate Provost to discuss the proposed change. The Associate Provosts represent an institutional perspective regarding change management; therefore, conceptual discussion with the appropriate Associate Provost may include the development of a tentative timeline for implementation, particularly when external approvals will be required.

At the time of discussion with the Associate Provost for conceptual approval, the Associate Provost will have the power to prescribe "Required Attachments" that must accompany the APA form in EchoSign prior to acquisition of "Required Approvals" for internal approval as well as "Additional Documents" that may be necessary after internal approval and prior to implementation of the proposal. The Associate Provost will be empowered to indicate on the Conceptual Approval form whether the proposal requires "Full Review" or can receive "Expedited Review", and whether external action involving the Alabama Commission on Higher Education (ACHE) or Southern Association of College and Schools Commission on Colleges (SACSCOC) is required, or that the proposal will require internal action only.

> ***Full Review*** *Suggests that additional fiscal, physical, or human resources may be necessary for implementation of the proposal, so will require conceptual approval by the Senior Vice Chancellor for Academic Affairs.*
>
> ***Expedited Review*** *Suggests that no additional fiscal, physical, or human resources are necessary for implementation of the proposal. Because the "Expedited Review" process typically involves catalog changes only, "Expedited Review" suggests that internal approval can end with the approval of the appropriate Academic Council (Graduate or Undergraduate Academic Council) and use of only a catalog change form in EchoSign may be allowed. If no more than the first two items under the heading "Required Attachments" are checked – suggesting changes to academic catalog copy only – the Associate Provost may mark the proposal for "Expedited Review." Some special circumstances may allow "Expedited Review" beyond the first two "Required Attachments," but please make sure to consult IRPE and consider all published Troy University policies in these situations.*

Some items listed under the heading "Additional Documents" include parenthetical options indicated on the Conceptual Approval form by italicized words in dark blue. If one of these items is checked for inclusion, the Associate Provost should mark at least one italicized blue option for clarification. An example follows here. For ACHE, three Forms for Submission of Alterations to Existing Programs exist: Form A is for alteration of CIP (Classification of Instructional Programs) Code, Program Title, or Degree Nomenclature; Form B is for Description of Curriculum Changes; and Form C is for the Addition of an Option, Track, Specialization, or Concentration, etc. It is possible that more than one of these ACHE forms will be necessary for implementation of a proposed change. If SACSCOC requires a Substantive Change Prospectus (SCP), IRPE should be consulted to determine whether a full prospectus will be necessary or a modified prospectus will be sufficient and coordinate communication with SACSCOC. A completed

SCP must be sent to SACSCOC by January 1 for July 1-December 31 implementation and by July 1 for January 1-June 30 implementation. IRPE coordinates all institutional communications with SACSCOC, in consultation with TROY's SACSCOC liaison.

After meeting with the Associate Provost and upon completion of the APA Conceptual Approval, the initiater should then proceed to prepare the APA form in EchoSign. Items indicated as "Required Attachments" on the Conceptual Approval form must be attached in EchoSign before the initiator signs the form to send to the required signers. Internal "Required Approvals" include the Department Chair or School Director, College Curriculum Committee, College Dean, Institutional Effectiveness Committee (IEC), Graduate or Undergraduate Academic Council, and the Senior Vice Chancellor for Academic Affairs. EchoSign will facilitate distribution of completed APA form.

The APA process has been developed to include all information necessary for an ACHE Notification of Intent to Submit a Proposal (NISP). When all internal "Required Approvals" have been acquired, the initiator should consult the appropriate Associate Provost to format information for the ACHE template. The Associate Provost for Graduate or Undergraduate studies will serve as the point of contact for the ACHE notification and approval process. IRPE will serve as the point of contact for the SACSCOC notification and approval process. IRPE will draw information from the documentation submitted with the completed APA form and from relevant ACHE documentation to submit documentation for SACSCOC. Any documents sent to or received from SACSCOC are scanned and attached to an email that is then sent to the initiator, appropriate College Dean, appropriate Associate Provost, Senior Vice Chancellor for Academic Affairs, and other required University staff.

The APA form and other corresponding forms are located at https://www.troy.edu/irpe/forms.html

Document History

Created: August 2014

Revised: February 2016

Revised: May 2016

Revised: September 2017

Academic Program Action (APA) Form

The APA form is an active form in EchoSign. A static sample is provided here for reference:

TROY UNIVERSITY

ACADEMIC PROGRAM ACTION FORM APA

INSTRUCTIONS: *Complete this form as thoroughly as possible. Information provided in this form will be used to advise external approvals as needed. For more detailed instructions, please reference the APA Procedures document.*
http://trojan.troy.edu/employees/irpe/assets/documents/Procedures_for_Academic_Program_Action.pdf

College: _____

Department (if applicable): _____

☐ Undergraduate ☐ Graduate

Please note that it may take up to two years prior to program implementation to process requests for new academic programs, depending on the complexity of the proposal. Please reference the Optimal Timeline at *http://trojan.troy.edu/employees/irpe/forms.html* for more information.

TYPE OF ACTION (Select the appropriate action(s) from the drop down lists below.)

New Program/Major New Program/Major

**Inactivation* is a temporary status. Additional guidance must be sought from the appropriate Associate Provost and/or IRPE regarding inactive academic offerings.*

PROGRAM DELIVERY INFORMATION

Degree/Certificate Program Name _____

Major/Minor/Concentration Name *(if different from above)* _____

Degree Level _____ # of Credit Hours _____

IMPORTANT! Specify the rationale for this proposed program change as it relates to programmatic assessment results and/or process:

If this change involves an existing related program/major, please indicate relevant previous information:

SAMPLE

PROGRAM DELIVERY INFORMATION

Proposed Location(s) of Program:

Platform: ☐ In Class ☐ Online ☐ Blended

Comments:

PROPOSED EFFECTIVE SEMESTER/TERM (Pending any external action)

Year: _____ ☐ *Fall* ☐ *Spring* ☐ *Summer* ☐ *T1* ☐ *T2* ☐ *T3* ☐ *T4* ☐ *T5*

CONTACT INFORMATION

Contact Person:
(Initiator)

Signature _____ *Title* _____

Email Address _____ *Phone* _____

TROY UNIVERSITY

ACADEMIC PROGRAM ACTION FORM APA

Attach the required documents and any other documents as required by the completed Conceptual Approval.

Note: Total file size may not exceed 100 pages or 10 MB.

Completed APA Conceptual Approval

Possible additional attachments:

Catalog Change Form (CCH)

Catalog Change Form (CCH)

Catalog Change Form (CCH)

Catalog Change Form (CCH)

Catalog Change Form (CCH)

Catalog Change Form (CCH)

Catalog Change Form (CCH)

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Catalog Change Form (CCH)

Catalog Change Form (CCH)

Catalog Change Form (CCH)

Catalog Change Form (CCH)

Catalog Change Form (CCH)

SAMPLE

All required attachments as indicated by the attached Conceptual Approval have been attached to this form.

Signature _____ *Date* _____

REQUIRED APPROVALS

Department Chair/School Director

Signature _____ *Date* _____

Comments:

College Curriculum Committee Representative

Signature _____ *Date* _____

Comments:

Academic College Dean

Signature _____ *Date* _____

Comments:

Institutional Effectiveness Committee Representative

Signature _____ *Date* _____

Comments:

SAMPLE

Associate Provost

Signature _____ *Date* _____

Comments:

Academic Council Chair

Signature _____ *Date* _____

Comments:

☐ *Graduate Academic Council* ☐ *Undergraduate Academic Council*

_____

Date of Faculty Governance Approval

Senior Vice Chancellor for Academic Affairs

Signature _____ *Date* _____

Comments:

APA Conceptual Approval Form

The APA Conceptual Approval form is only available in the Graduate and Undergraduate Associate Provosts' offices.

TROY UNIVERSITY

Conceptual Approval APA

PROGRAM NAME: _____

This form to be completed in a formal meeting with the Undergraduate or Graduate Associate Provost.

REQUIRED ATTACHMENTS (Indicated documents MUST BE attached to acquire APA required approvals)

- ☐ "Before" and "After" catalog description on two-column Catalog Change Form (CCH)
- ☐ List of program-related courses which are being newly proposed, or existing courses being changed *(Note: A Master Course Information Form must be completed for each course addition, deletion, or modification.)*
- ☐ Draft Program Assessment Plan form (required for all new programs)
- ☐ Program Closure and Teach-Out form (or Program Revision form)

ADDITIONAL DOCUMENTS (These items will be required after internal approval to complete implementation)

- ☐ ACHE Notification of Intent to Submit a Proposal (NISP)
- ☐ ACHE Proposal for a New Degree Program (*Baccalaureate* / *Graduate*)
- ☐ ACHE Form for Submission of Alterations to Existing Programs (*Form A* / *Form B* / *Form C*)
- ☐ SACSCOC Letter of Notification (if IRPE suggests no SCP will be required)
- ☐ SACSCOC Substantive Change Prospectus (SCP): (*Full Prospectus* / *Modified Prospectus*)
- ☐ SACSCOC Faculty Roster form
- ☐ Justification form for Collaborative Academic Arrangements - (*dual* / *joint*) degree program _____

The above section to be completed by UG/Grad Associate Provost (with IRPE consultation, as needed)

Preliminary Review Completed by Appropriate Associate Provost _____ *Date* _____

☐ **Full Review** ☐ **Expedited Review** | ☐ *ACHE Action* ☐ *SACSCOC Action* ☐ *Internal Action Only*

Associate Provost: Please attach this page to the conceptual memo routed through the College Dean. If marked for Full Review, please forward to the Senior Vice Chancellor for Academic Affairs. Expedited Review does NOT require conceptual approval of the Senior Vice Chancellor for Academic Affairs.

(Required for Full Review)
Conceptual Approval of Senior Vice Chancellor for Academic Affairs _____ *Date* _____

SAMPLE

COMMENTS:

ANTICIPATED Catalog Year: _____

UG/Grad Assoc. Provost initials _____

☐ **Associate Provost permission is granted to utilize *Non-Academic Catalog Change Form* for non-substantive catalog change or grammatical correction**
(Note: Allowable only with items marked for Expedited Review)

Initiator: Please complete an Academic Program Action (APA) form via *Adobe Sign* (also known as *EchoSign*) based on the required attachments indicated above. *Adobe Sign* will provide a record for all signers involved in the approval process.

Troy University | APA Conceptual Approval | Nov 2017 v2

4 The Role of the Institutional Effectiveness Committee (IEC)

The Institutional Effectiveness Committee (IEC) is a University standing committee responsible for designing, reviewing, and improving the University's institutional effectiveness systems, with the support of the Office of Institutional Research, Planning & Effectiveness (IRPE).

The IEC consists of faculty representatives and assessment professionals from each academic college, one dean, one department chair, along with representatives from the Graduate School, International Affairs, University Libraries, Financial Affairs, and Advancement. IRPE staff members are also members of the IEC. This committee is chaired by the administrative head of IRPE. Other members may be invited as the committee chair sees fit.

Specific functions of the IEC include:

- overall design of institutional effectiveness systems for the University.
- review of college and unit assessment processes.
- review of evaluations and critiques of the institutional effectiveness systems by SACSCOC or other entities.
- identification of best practices that can be used to improve the University's institutional effectiveness processes.
- review of proposed changes in academic programs to ensure that appropriate assessment methods are designed into changes and new academic program offerings.

The committee meets several times during the academic year and documents meetings with minutes, which are published on a public web page: http://trojan.troy.edu/employees/standingcommittees/iec.html

The IEC evaluates academic programs, educational support programs, and administrative support programs at the University in terms of their approach, their actual deployment, how well institutional learning is being achieved within the program, and the effectiveness of Plans for Further Improvement. Each institutional effectiveness criteria in a program is evaluated using the ADLI rubric in terms of program maturity ranging from "No Systematic Approach" to a "Mature" approach (see rubric on following page).

ADLI Rubric for Evaluating
Institutional Effectiveness Practices

Level of Maturity	Approach	Deployment	Learning	Integration
MATURE Fully deployed, thorough approaches that result in learning and plans for further improvement	Program Outcomes / SLOs are in place and have been improved over time	Over two years of assessment and evaluation have been completed for all locations	Over two years of documented meetings for evaluating assessment information	Plans for Further Improvement have been implemented and assessed; new Plans for Further Improvement are developed annually
ADVANCED Aligned approaches, deployment, and learning	Program Outcomes / SLOs are in place for all programs / activities	Two cycles of assessment have been completed for all expected outcomes at all locations	Documented meetings for at least two years to show evaluation	Some Plans for Further Improvement are implemented, and new Plans for Further Improvement are developed annually
BASIC Early systematic approach	Program Outcomes / SLOs are in place for most programs	Assessment data is being collected but may not be fully in place at all locations	An official committee / meeting is identified for evaluating assessment data	Plans for Further Improvement are identified and being implemented
NO SYSTEMATIC APPROACH	Reacts to problems; no systematic approach to assessing program / student learning outcomes	No systematic collection of assessment data	No clearly defined committee / meeting to evaluate assessment data	No Plans for Further Improvement

5 HOMER - Telling the Story of TROY

The HOMER system is Troy University's web-based reporting system that documents the effectiveness of program-level activities at the University.

Since the merger of three separately accredited institutions in 2005 into one great university, Troy University has explored new ways to communicate its planning, assessment, and improvement activities.

The HOMER system is organized according to SACSCOC assessment areas: educational programs, administrative support services, and academic and student support services.

Much of the information in the HOMER system is organized by the institutional assessment areas defined in the current SACSCOC *Principles of Accreditation*, under the headings of academic departments, administrative activities, and educational support programs.

Troy University is a complex organization; it should be expected that new information will be frequently added to the HOMER system. All areas will be updated on a two-year assessment cycle, allowing the institution to make the fullest use of survey data and faculty assessment of student learning outcomes.

Each academic program is expected to provide the following in the HOMER system:

- A statement of program level outcomes. This may include information regarding enrollment, student satisfaction with the academic program, faculty, and support resources, and information on satisfaction of employers in hiring graduates.
- A statement of expected student learning outcomes for the program.
- A statement of the methods of direct and indirect measurement that will be employed to assess whether student learning meets, exceeds, or fails to meet expectations.
- A rubric (sometimes referred to as a curriculum map) that documents the connection between the expected student learning outcomes and the measurements being employed to assess student learning.
- Documentation of the data from direct and indirect measures that has been collected that will be used to assess the program's effectiveness.
- Evidence that documents involvement by the full time faculty in the program in reviewing the measurement data and in making professional judgments regarding the extent to which expected student learning outcomes are met, along with the extent to which overall program outcomes are being met.
- Evidence that documents the improvements that have been made to the program based on prior decisions and actions by the full time faculty.
- A Plan for Further Improvement for the program to be implemented over the next assessment cycle.

Each administrative or educational support service unit is expected to provide the following in the HOMER system:

- A statement of the program's or unit's purpose.
- Program-level expected outcomes.
- A summary of improvements made in the recent past as part of the Plan-Do-Study-Act cycle.

- Assessment data and results.
- Plans for Further Improvement based on assessment data.

The HOMER system is maintained within a password-protected portion of the University's website.

6 Responsibilities in the Review Process for HOMER Reporting

HOMER Responsibilities

Each program of the University at every location (academic programs/majors and non-academic programs such as financial aid, student financial services, etc.) must be evaluated to assess the extent to which it is effective.

Discipline Committees:

- Establish/analyze/verify/modify expected student learning and program outcomes.
- Establish/verify/modify appropriate assessment tools for each expected outcome.
- Define how assessment data will be collected and designate persons of responsibility at each program/unit location.
- Analyze assessment data.
- Integrate assessment data with other sources of information to propose a plan for further improvement as needed.
- Evaluate and document effectiveness of implemented plans for evidence of improved outcomes based upon assessment.
- Record the review of assessment data, and reactions in meeting minutes.
- Submit assessment outcomes, achievements, and plans to Department Chair/Program Director.

Department Chairs/Program Directors:

- Ensures collection of assessment information and development of Plans for Further Improvement.
- Provides information in HOMER for their department and ensures faculty assess their programs.

College Deans:

- Designates full-time faculty within their college to prepare HOMER reports for every program by location and to update the information each fall for the previous academic year.
- Reviews the information in HOMER for their college.
- Submits HOMER information to IRPE.
- Uses the information from HOMER to prepare for Chancellor's Briefings every February.

Managers for Educational Support Programs:

- Establish expected outcomes with assessment measures to measure the effectiveness of each area.
- Prepares a PowerPoint for HOMER that describes the purpose of that area, its relationship to the mission, recent improvements, expected outcomes, assessment data, and plans for further improvement.
- Updates the information each fall for the previous academic year.
- Uses the information in HOMER to develop the annual Chancellor's Briefings held in February.

Managers for Administrative Support Programs:

- Establish expected outcomes with assessment measures to measure the effectiveness of each area.
- Prepares a PowerPoint for HOMER that describes the purpose of that area, its relationship to the mission, recent improvements, expected outcomes, assessment data, and plans for further improvement.
- Updates the information each fall for the previous academic year.
- Uses the information in HOMER to develop the annual Chancellor's Briefings held in February.

7 Institutional Effectiveness for Research Activities

The following roles and responsibilities are assigned to ensure effectiveness of the University's research activities.

College Deans:

- Appoint and hold elections for faculty representation on the Research Council.
- Submit Report on Internally Hosted Conference or Workshops to Associate Provost by established deadline.
- Submit Report on Journals/ publications Published with University funds to Associate Provost by established deadline.
- Submit Annual Faculty Research/Scholarly Achievement Reports to Associate Provost by established deadline.
- Submit Report on Student Opportunities for Research to Associate Provost by established deadline
- Submit Achievement Report on College program's Research related SLOs by established deadline.

Director of Sponsored Programs:

- Submit Report on Externally-funded Competitive Research Grants to Associate Provost Office by established deadline.
- Submit OSP Report on Sponsored Workshops and Development Activities to Associate Provost Office by established deadline.
- Submit Report on Student Research Grants to the Associate Provost Office by established deadline.
- Submit Report on Number of Student Research Assistants funded by external grants by established deadline.

Chair of Faculty Development Committee:

- Submit Faculty Development Committee Report to Associate Provost Office by established deadline.

Chair of Institutional Review Board:

- Submit IRB Report to Associate Provost by established deadline.

Directors of University Centers & Institutes with a Research Mission:

- Establishes expected outcomes for each location.
- Identify assessment instrument for unit effectiveness at each location.
- Establish procedures/ timeline/ and personnel involved in the collection of data at each location.
- Collect and organize assessment outcomes, achievements, and plans from each location.
- Prepare HOMER report for the unit.
- Submit HOMER report to Associate Provost.
- Submit HOMER report to IRPE for posting on web site.

Research Council:

- Review, organize and archive research assessment data collected by Associate Provost.
- Analyze and integrate research assessment outcomes with input of stakeholders to propose plans for further improvements.
- Evaluate and document effectiveness of implemented plans as evidence of improved outcomes based upon assessment.
- Recommend new or refine University research objectives / assessment instruments as necessary.

- Prepare an Annual Assessment Report on Research Outcomes for Chancellor and distribution to Research units.
- Post Research Council minutes to Standing Committee web page.
- Prepare HOMER report on Research.
- Submit HOMER report to Associate Provost/Dean of Graduate School/ Dean of Undergraduate Studies.
- Submit HOMER report to IRPE for posting on web site.

Associate Provosts / Dean of Graduate School / Dean of Undergraduate Studies:

- Query each September the number of sections and headcounts in Research courses for previous academic year.
- Query each September the number of sections and number of completed Theses for the previous academic year.
- Collect reports submitted from Deans, Office of Sponsored Programs, Faculty Development Committee, Institutional Review Board.
- Provide collected research reports to Research Council.
- Use HOMER report prepared by Research Council in preparation in Chancellor's Briefings.

8 2018 Staff in the Office of Institutional Research, Planning & Effectiveness

John R. Dew, Ed.D.
Senior Vice Chancellor for Student Services & Administration

216 Adams Administration Building
Troy University
Troy, Alabama 36082
Office: (334) 670-3201
Fax: (334) 670-3815
jrdew@troy.edu

Kimberly Brinkley-Jones
Director of Research

231 Adams Administration Building
Troy University
Troy, Alabama 36082
Office: (334) 670-3113
Fax: (334) 670-3815
kbrink@troy.edu

Wendy Huckabee Broyles
Director of Assessment & Compliance

231 Adams Administration Building
Troy University
Troy, Alabama 36082
Office: (334) 670-3873
Fax: (334) 670-3815
whuckabee@troy.edu

Marian Dotson
Montgomery Campus Assistant Coordinator & Troy University Coordinator of Non-Governmental Surveys and Data Integrity

Office: (757) 357-0537
mbdotson@troy.edu

Somer Givens
Director for Institutional Surveys

Office: (205) 485-1086
smgivens@troy.edu
surveys@troy.edu

Cece Lotierzo
Administrative Secretary

231 Adams Administration Building
Troy University
Troy, Alabama 36082
Office: (334) 670-3803
Fax: (334) 670-3815
clotierzo@troy.edu

Emily Brewer Maddox
Director of IRPE for TROY Online and Support Sites

A110 University Park
Troy University
Troy, Alabama 36082
Office: (334) 670-3314
Fax: (334) 670-3770
ebrewer@troy.edu

Carrie Taylor Manning
Coordinator for Compliance Records

231 Adams Administration Building
Troy University
Troy, Alabama 36082
Office: (334) 670-5916
Fax: (334) 670-3815
cvtmanning@troy.edu

Dan Tennimon
Montgomery Campus IRPE Coordinator
& TROY for Troops Center Director

338 Whitley Hall
P.O. Drawer 4419
Troy University
Montgomery, Alabama 36103
Office: (334) 241-9536
Fax: (334) 241-8619
dtennimon@troy.edu

Andrew Williamson
Coordinator of Institutional Effectiveness

231 Adams Administration Building
Troy University
Troy, Alabama 36082
Office: (334) 670-6351
Testing Lab: (334) 808-6597
Fax: (334) 670-3815
aewilliamson@troy.edu

https://www.troy.edu/irpe/staff.html

9 Appendices

The Institutional Effectiveness Handbook was converted to a web page in 2013 and is accessible via the following public web address: https://www.troy.edu/irpe/forms.html

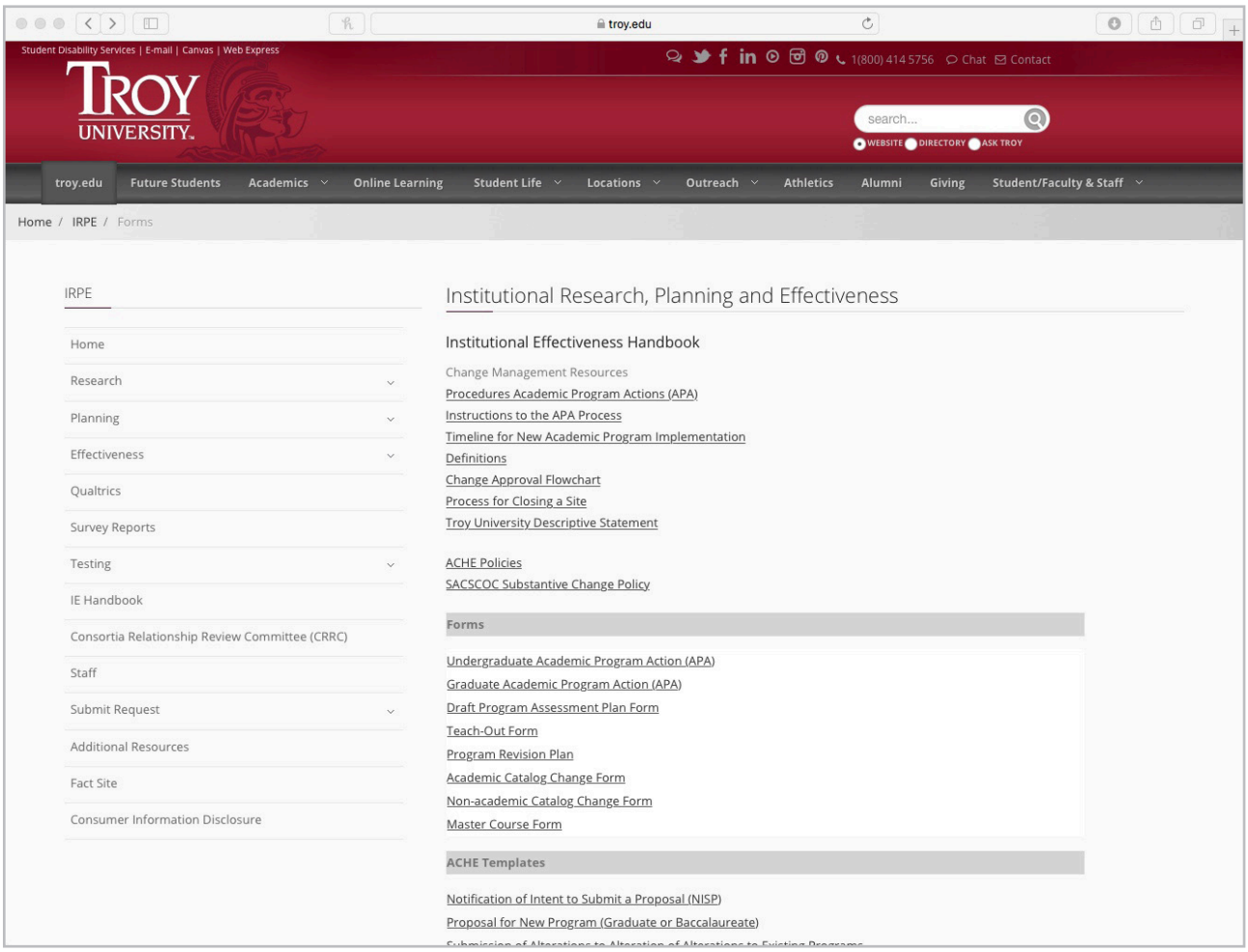
This section provides a sampling of the internal documentation that is posted at the above referenced web page.

Screenshot of the IE Handbook webpage 40
Optimal Timeline for New Academic Program Implementation . 41
Teach-Out Form 42
Academic Catalog Change Form 43
Non-Academic Catalog Change Form 44
Draft Program Assessment Plan Form 45

These and other documents are maintained in a more timely manner as links on the live web page.

Screenshot of the IE Handbook Web Page

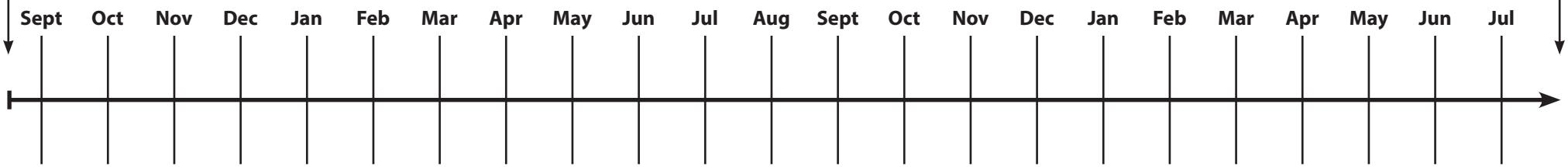
The IE Handbook was converted to a web page in 2013, accessible at https://www.troy.edu/irpe/forms.html.



Optimal Timeline for New Academic Program Implementation

August discussion with department faculty, chair or director. Update the Academic Steering Committee.

August start date: Fall/Term 1



Meet with Graduate or Undergraduate Associate Provost to acquire APA Conceptual Approval for program proposal:

- ***APA Conceptual Approval must go through Associate Provost and may require approval* of the Senior Vice Chancellor for Academic Affairs***

*See "Full Review" description in APA Procedures document

Prepare Program Justification and Needs Assessment

Receive APA Conceptual Approval by **November** to prepare the full program proposal for attachment to the APA form in the EchoSign system to be approved internally:

- Department Chair/School Director
- College Curriculum Committee
- College Dean
- Institutional Effectiveness Committee
- *On agenda for Graduate/ Undergraduate Academic Council*

DECISION *by March for the following academic year*

After **March** Graduate/ Undergraduate Academic Council approval, send for external approval

- **NISP to ACHE in late March**
- **Proposal to ACHE in June**

September ACHE Meeting is optimal time for decision; graduate proposals require more review time, so **December** is an appropriate ACHE decision time for new graduate programs

After ACHE approval, begin correspondence with SACSCOC regarding new program implementation

- **Letter of Notification or**
- **Substantive Change Prospectus six (6) months prior***

SACSCOC deadlines for SCP review:

- **January 1 for 7/1 - 12/31 implementation**
- **July 1 for 1/1 - 6/30 implementation**

******minimum time before implementation*

NOTE: IRPE assists with management of all TROY correspondence with SACSCOC

While awaiting SACSCOC approval, begin advertising development.

July expect/ receive SACSCOC approval; add new program to ***Admission Program Grid & Application***

Important ACHE Agenda Deadlines:

Meeting Date	*Deadline for Certificate, Associate & Baccalaureate Proposals*	*Deadline for Graduate Proposals*
March	**December**	**November**
June	**March**	**February**
September	**June**	**May**
December	**September**	**August**

Created: 2013
Updated: Sept 2017
Revised: June 2018

Teach-Out Form

The Teach-Out Form is a fillable PDF document that is accessible on the IE Handbook web page.

TEACH-OUT FORM

1. **What is closing?**

2. **What is the date of the closure? (*Provide the teach-out schedule.*)**

3. **How will affected parties (students, faculty, staff) be informed of the impending closure?**

4. **How will students be helped to complete their programs of study with minimal disruption or additional expense?**

5. **Will there be a teach-out agreement with other institutions? If yes, please attach copies of the signed teach-out agreements with other institutions.**

6. **How will faculty and staff be redeployed or helped to find a new employment?**

7. **If closing an institution, what are the arrangements for the storing of student records, disposition of final financial resources and other assets?**

SAMPLE

Academic Catalog Change Form

This EchoSign form is meant to be downloaded and attached to an APA form after completion by the initiator.

CATALOG CHANGE FORM

CCH

INSTRUCTIONS: *This form is normally used to accompany a program or course action form. If the requested change is minor, non-substantive, or editorial, this form may be used alone without other forms. Please insert or attach the proposed language changes exactly as they are to appear in the Catalog. A two-column format showing both the old wording (left column) and the new wording (right column) is required.*

Date: _____ **Campus:** _____

College/School: _____

Department (if applicable): _____

Degree Program (if applicable): _____

Proposed Effective Term - Change to database/catalog effective no sooner than:

Year: _____ ☐ Fall ☐ Spring ☐ Summer ☐ Term 1 ☐ Term 2 ☐ Term 3 ☐ Term 4 ☐ Term 5

Catalog Version: ☐ **Graduate** ☐ **Undergraduate** **Catalog Section (if applicable):** _____

Internet or web link to Catalog Entry: _____

CURRENT CATALOG LANGUAGE (text to be deleted in new version show as ~~strikethrough~~) *Please note that text should be formatted in Word to show strikethrough.*	**NEW LANGUAGE OR PROPOSED CHANGE TO CATALOG** (new text shown as underlined)

SAMPLE

CONTACT INFORMATION

Contact Person:

_____ *Print name* _____ *Title*

_____ *Email Address* _____ *Phone Number*

_____ *Signature* _____ *Date*

NOTE: After completing this form, save and attach to APA form.

Troy University / Associate Provost Office / Catalog Change Form 2016

Non-Academic Catalog Change Form

This EchoSign form can proceed through the system for approval separate from an APA process.

CATALOG CHANGE FORM CCH

INSTRUCTIONS: *This form is normally used to accompany a program or course action form. If the requested change is minor, non-substantive, or editorial, this form may be used alone without other forms. Please insert or attach the proposed language changes exactly as they are to appear in the Catalog. A two-column format showing both the old wording (left column) and the new wording (right column) is required.*

Date: _____ **Campus:** Troy Campus

College/School: _____

Department (if applicable): _____

Degree Program (if applicable): _____

Proposed Effective Term - Change to database/catalog effective no sooner than:

Year: _____ ☐ Fall ☐ Spring ☐ Summer ☐ Term 1 ☐ Term 2 ☐ Term 3 ☐ Term 4 ☐ Term 5

Catalog Version: ☐ **Graduate** ☐ **Undergraduate** **Catalog Section (if applicable):** _____

Internet or web link to Catalog Entry: _____

CURRENT CATALOG LANGUAGE (text to be deleted in new version show as ~~strikethrough~~)	NEW LANGUAGE OR PROPOSED CHANGE TO CATALOG (new text shown as underlined)
Please note that text should be formatted in Word to show strikethrough.	

SAMPLE

CONTACT INFORMATION

Contact Person:

_____ *Print name* _____ *Title*

_____ *Email Address* _____ *Phone Number*

_____ *Signature* _____ *Date*

REQUIRED APPROVALS *(for Catalog Changes not associated with an academic program or curriculum)*

Office with Authority for Catalog Section:

_____ *Print name* _____ *Signature* _____ *Date*

_____ *Email Address* _____ *Phone Number*

Troy University / Associate Provost Office / Catalog Change Form 2016

Draft Assessment Plan Form

The draft assessment plan form, on this and the following page, is a fillable PDF on the IE Handbook web page.

Draft Program Assessment Plan Form
(For Academic HOMER Reports)

Program Identification. Identify the relevant academic program (degree or non-degree) by providing the following information: college, academic department within the college, program name (please indicate degree type if relevant), program/department chair/coordinator responsible for curriculum oversight, and the name of the individual who will be responsible for completing upcoming HOMER reports for this academic program. Please also indicate whether this is an undergraduate or a graduate offering by marking the appropriate level below.

College: _____
Department: _____ Program Chair: _____
Program: _____ Responsible Person: _____
☐ Undergraduate ☐ Graduate

Program Overview. Please provide a general description of the program, including the program mission or purpose statement. A program mission describes the primary purpose, values, and philosophy of the educational program. It should be clear, concise, and meaningful, and it should include the purpose of the program, the students to be served, the academic environment, the curriculum's primary focus, and expected contributions to the community. A program mission should align with the University mission and goals and/or the mission and goals of the college. In addition to the program's general description and mission or purpose statement, a brief history of the program may be appropriate.

SAMPLE

Program Goals and Student Learning Outcomes (SLOs):

Please state the program goal(s), educational objectives (optional), and student learning outcomes, as well as the measures and criteria that will be used to assess each student learning outcome.

Note: Each program should identify four to eight program-level student learning outcomes which students should achieve upon completion of the program. Each SLO should have at least two measures, and at least one of these measures must be a direct measure.

Program Goal(s): (also indicate which SLOs are related to each goal)

1. _____
2. _____
3. _____

Program Student Learning Outcomes: (*Add or delete rows as needed to cover all your SLOs and measures to be used)*

Program Student Learning Outcome	Measures	Assessment Criteria
SLO 1	Measure 1	
	Measure 2	
SLO 2	Measure 1	
	Measure 2	
SLO 3	Measure 1	
	Measure 2	

SLO 4	Measure 1	
	Measure 2	
SLO 5	Measure 1	
	Measure 2	
SLO 6	Measure 1	
	Measure 2	
SLO 7	Measure 1	
	Measure 2	
SLO 8	Measure 1	
	Measure 2	

SAMPLE

Curriculum Map:
Please list in the left column any courses that will be used to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters "I" "D" or "M" is appropriate to indicate the level of the student learning outcome. (See the legend below the table.)

Note: List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

Course	**Program Student Learning Outcome (SLO)**								
	SLO 1	**SLO 2**	**SLO 3**	**SLO 4**	**SLO 5**	**SLO 6**	**SLO 7**	**SLO 8**	

Note: Add rows if needed.

I=Basic or Introductory Level
D=Developing Level
M=Advanced Level (show mastery)