



AVE MARIA
UNIVERSITY™

Institutional Effectiveness Handbook

2026 Edition

*“I have made you an assayer and tester among my people, that you may know and assay their ways.”
(Jer. 6:27)*

Table of Contents

Introduction and Purpose	3
Institutional Effectiveness Definition	3
Institutional Effectiveness Overview	3
Purpose of the Handbook.....	3
SACSCOC Accreditation.....	4
Standard 7.1	4
Standard 7.2	4
Standard 7.3	4
Standard 8.1	4
Standard 8.2	4
Standard 13.2c.....	5
Substantive Change Policy Statement.....	5
Strategic Planning	6
Planning Process	6
Goals at a Glance	6
Integration with Institutional Effectiveness	7
Student Achievement Goals and Outcomes	8
AMU Student Achievement Goals and Thresholds of Acceptability.....	8
Operational and Student Learning Assessment Process.....	11
Assessment Timeline	11
Operational Plan and Budget (OPB) Overview	11
Operational Assessment Report (OAR).....	13
Student Learning Assessment Report (SLAR).....	16
Core Curriculum Assessment.....	19
QEP	21
Roles and Responsibilities	26
Administrative Oversight.....	26
Department Chairs, Program Coordinators, Faculty, and Unit Leadership	26
Resources and Support.....	28
Tools for Assessment	28
Links to Resources, Training, and Workshops for Faculty and Staff.....	30

Introduction and Purpose

Institutional Effectiveness Definition

Institutional effectiveness (IE) is the systematic, integrated, and institution-wide process of assessing and improving the extent to which a university is achieving its mission, goals, and intended outcomes. At a small private university, this process involves the continuous collection, analysis, and use of data to inform decision-making, enhance academic and administrative functions, and ensure student learning and success. Ultimately, the result of this process is the closing of learning and service delivery gaps.

Institutional Effectiveness Overview

Grounded in the principles outlined by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), institutional effectiveness generally includes:

- **Strategic Planning Alignment:** Ensuring that planning, resource allocation, and assessment efforts support the university's mission and strategic priorities.
- **Academic Program Assessment:** Establishing clear student learning outcomes and using assessment results to improve teaching and curriculum.
- **Administrative and Support Unit Assessment:** Measuring the effectiveness of non-academic units in fulfilling institutional goals and improving services.
- **Continuous Improvement:** Documenting and using assessment findings to implement meaningful changes that enhance institutional quality.
- **Compliance and Accountability:** Demonstrating through evidence that the institution meets SACSCOC standards and federal expectations for quality assurance and institutional performance.

Institutional effectiveness is a shared responsibility across all units of an institution and serves as a foundation for promoting accountability, transparency, and a culture of evidence-based improvement.

Purpose of the Handbook

The AMU Institutional Effectiveness Handbook is a practical guide designed to support faculty and staff in understanding and engaging with the University's ongoing processes of assessment, planning, and continuous improvement. This handbook serves as a centralized resource that outlines the principles, expectations, and procedures for institutional effectiveness in alignment with the University Mission and the requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

SACSCOC Accreditation

Standards directly relevant to institutional effectiveness include:

Standard 7.1

7.1: The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (*Institutional planning*) [Core Requirement]

AMU demonstrates compliance with 7.1 through its ongoing [Strategic Planning](#).

Standard 7.2

7.2: The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (*Quality Enhancement Plan*)

AMU demonstrates compliance with 7.2 through its [Quality Enhancement Plan](#) (QEP), which is assessed annually in the [QEP Assessment Report](#).

Standard 7.3

7.3: The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*)

AMU demonstrates compliance with 7.3 through its [Operational Assessment Reports](#) for administrative support services.

Standard 8.1

8.1: The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) [Core Requirement]

AMU demonstrates compliance with 8.1 through its [Student Achievement Goals and Outcomes](#).

Standard 8.2

8.2: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs. (*Student outcomes: educational programs*)
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)
- c. Academic and student services that support student success. (*Student outcomes: academic and student services*)

AMU demonstrates compliance with 8.2 through its [Student Learning Assessment Reports](#) [SLAR] (a), [Core Curriculum Assessment](#) (b), and [Operational Assessment Reports](#) [OAR] (c).

Standard 13.2c

13.2c: an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. (*Financial documents*) [Core Requirement]

AMU demonstrates compliance with sound planning and fiscal procedures (13.2c) through its [Operational Assessment Process](#), including [Operational Plan and Budgets](#) [OPB] and [Operational Assessment Reports](#) [OAR].

Substantive Change Policy Statement

Ave Maria University maintains compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Substantive Change Policy and Procedures through appropriate and timely reporting of qualifying changes. The institution's SACSCOC liaison is responsible for informing and educating the campus community about substantive change reporting requirements and leading efforts to monitor high risk activities to proactively detect potential substantive changes. All questions determining whether a change is substantive should be directed to the institution's SACSCOC liaison or designee. It is expected that all substantive changes, including those requiring SACSCOC notification and/or approval prior to implementation, will also secure all other required approvals as necessitated by AMU, the Board of Trustees, or other regulatory body policy, regulation, or law.

Current [SACSCOC Substantive Change Policy and Procedures](#) may be found on their website.

Strategic Planning

Planning Process

The AMU 2025-2030 Strategic Plan, “*Verso il Cielo: Toward the Heavens*”, was developed through a structured, collaborative process designed to ensure broad stakeholder engagement and alignment with institutional mission and priorities. Initial alumni input was solicited during the March 2025 Alumni Reunion Board Meeting, where participants provided perspectives on institutional strengths, areas for improvement, and core elements central to the Institution’s identity. This feedback informed strategic priorities and long-term planning considerations. Community engagement was achieved through an AMU town hall on April 14, 2025, attended by approximately 130 Ave Maria town residents. The President and Cabinet responded to questions and gathered community feedback and experiential data relevant to the AMU’s role and impact. Student input was collected during a student town hall hosted by the Student Government Association on April 15, 2025, during which the President and Cabinet engaged directly with students and documented feedback related to student experience and institutional effectiveness. Additional structured input sessions were conducted with key constituencies, including two joint faculty and staff sessions, two alumni sessions, one faculty-only session, and two student sessions. All feedback was documented, reviewed in its entirety, and discussed by the Cabinet to identify themes and inform refinements to institutional goals and strategic initiatives. The President reviewed the draft strategic plan with the Board of Trustees at the August 2025 Board Retreat and Meeting and requested feedback within three weeks of the meeting. Board feedback was reviewed and incorporated into the final plan which was approved on December 16, 2025.

This inclusive and systematic process supports shared governance, integrates multiple sources of qualitative input, and demonstrates the institution’s commitment to continuous improvement and ongoing evaluation in support of mission fulfillment.

Goals at a Glance

Pillar I. Academic and Program Excellence

The faculty reveal the heart of any university, and at Ave Maria University the recruitment and retention of professors who excel in their disciplines while enthusiastically embracing their Catholic faith are among the most important ways our mission is safeguarded and advanced.

Pillar II. Student Recruitment

Continue to develop Ave Maria University’s recruitment strategy to attract driven and faith-filled students who are well-matched with the University’s distinguished faculty, Catholic liberal arts curriculum, dynamic majors, and vibrant campus life, which is permeated by the Catholic faith and enlivened by our Marian charism.

Pillar III. Integrated Student Experience and World-Class Professional Development

Integrate rigorous academics, human formation, and professional development throughout the student experience. By uniting our curricular and complementary programs under our shared vision of excellence and virtue in Catholic higher education, we will ensure that every student graduates prepared not only for their future profession, but especially for a life of faithful service and leadership in the Church and the world.

Pillar IV. Fiscal Stewardship, Communications, and Campus Maintenance

Ensure a stable and flourishing future for Ave Maria University by stewarding resources wisely, communicating our mission clearly, ensuring campus safety, growing our endowment, and investing strategically in staff, programs, facilities, and partnerships that advance student success and secure long-term sustainability.

Integration with Institutional Effectiveness

The strategic plan is organized by pillars, each of which includes defined goals and associated key performance indicators (KPIs). To support systematic monitoring and evaluation, the Office of Institutional Effectiveness maintains a Strategic Plan Dashboard that documents, for each KPI, established baselines, targets, target dates, thresholds of acceptability, responsible owners, and collaborating units.

KPI owners are required to review and update the status of their assigned measures each semester of the strategic plan cycle. Updates include progress status and qualitative narrative notes that document outcomes, challenges, and planned actions. This process ensures ongoing assessment of institutional effectiveness and supports data-informed decision-making.

Each semester, the Office of Institutional Effectiveness compiles a Strategic Plan Current Status Summary and Scorecard based on dashboard data. These reports are shared with the Cabinet and the Board of Trustees to facilitate institutional oversight, accountability, and strategic alignment.

In addition to the Strategic Plan Dashboard, each unit is encouraged to integrate strategic planning targets relevant to that unit into its Operational Plan and Budgets and Operational Assessment Reports (see the [Operational and Student Learning Assessment Process](#) below).

This structured monitoring and reporting process demonstrates compliance with SACSCOC Standard 7.1, as it provides for the systematic evaluation of institutional goals and outcomes, supports continuous improvement, and ensures that assessment results are used in planning, decision-making, and resource allocation.

Student Achievement Goals and Outcomes

According to the SACSCOC policy statement on institutional obligations for public disclosure, an accredited SACSCOC institution “is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient...[including] statements of its goals for student achievement and the success of students in achieving those goals. Information on student success may include reliable information in retention, graduation, course completion, licensure examinations, and job placement rates and other measures of student success appropriate to institutional mission.”

In addition, SACSCOC Core Requirement 8.1 (*Student achievement*) requires an accredited institution to identify, evaluate, and publish goals and outcomes for student achievement appropriate to an institution’s mission, nature of students it serves, and the kinds of programs offered. Institutions use multiple measures to document student success. Further, institutions are expected to indicate the criteria and threshold of acceptability used to determine that success. These criteria are the items to be measured (and published) while thresholds of acceptability are the minimal expectations set by the institution to define its own acceptable level of achievement (i.e., a minimum target).

Current Student Achievement Goals and Outcomes, along with the most recent results from the past three years, are found in the In-Depth Factbook on the AMU website (<https://www.avemaria.edu/in-depth-factbook>).

AMU Student Achievement Goals and Thresholds of Acceptability

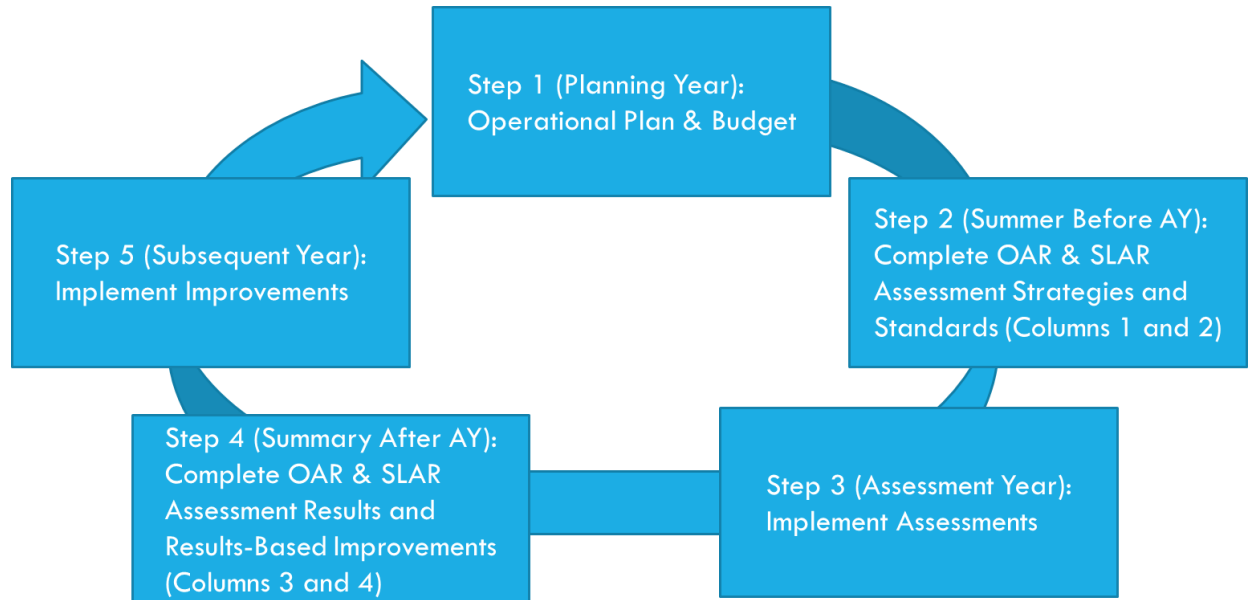
Goals		Rationale	Achievement Goal	Threshold of Acceptability
Goal 1: Retention, Completion, and Graduation	Goal 1a: Retention Rate: first-time, full-time freshmen are tracked	The majority of students are first-time, full-time students. Freshman retention has had a profound influence on four-year and six-year graduation rates.	80%	60%
	Goal 1b: Graduation Rate: 150% graduation rates; first-time, full-time freshmen are tracked for six-year graduation rate; all incoming MA, MBA, and MEd students are tracked for a three-year graduation rate; all incoming PhD students are tracked for a six-year graduation rate	Most students are first-time, full-time undergraduate students so the institution tracks its six-year (150%) graduation rates. The institution also tracks the graduation rates for all incoming graduate students.	70%	50%

	Goal 1c: Completion Rate: all students will be incorporated	Credit completion is tracked on the individual level to determine Satisfactory Academic Progress (SAP); credit completion data is also tracked and analyzed for the entire student body to identify any problematic areas quickly.	95%	90%
Goal 2: Job and Graduate School Placement	Goal 2: Job and Graduate School Placement: Determined for graduates of the previous year (December and May) immediately before May graduation.	This criterion reflects the student’s academic and/or professional preparation and represents for most the purpose of beginning studies at AMU.	60%	Within 5.0% of the rates given in the comparison institutions on the College Senior Survey (CSS)
	Goal 2a: Job Placement Rate		50%	
	Goal 2b: Graduate or Professional School Placement Rate		Match the rates given in the comparison institutions on the CSS	10%
Goal 3: Licensure and Programmatic Student Achievement Data	Goal 3a: Licensure Performance for B.A. Elementary Education: The Elementary Education program’s most recent FTCE Exam pass rate for all first-time test-takers during the same 12-month period. The measurement period is calendar year.	These high-stakes evaluations are completed by all students in the Elementary Education program. As these are standardized and scored outside of AMU, they provide an important validation for Elementary Education students’ professional preparation.	Surpass the Florida Pass Rates by 5.0%	Match the Florida Pass Rates
	Goal 3b: Licensure Performance for BSN: The BSN program’s most recent annual NCLEX pass rate for all first-time test-takers during the same 12-month period and the program’s most recent annual NCLEX pass rate for all first-time test-takers and repeaters during the same 12-	These high-stakes evaluations are completed by all students in the Nursing program. As these are standardized and scored outside of AMU, they provide an important validation for Nursing students’ professional preparation.	The higher of the Florida or US Pass Rate	Meet required Pass Rate for ACEN and Florida Board of Nursing

	month period. The measurement period is calendar year.			
	<p>Goal 3c: Student Completion for Students Admitted into BSN Program</p> <p>The BSN program's on-time completion rate from the first nursing course through completion of the courses required for the degree.</p>	<p>Students' completion of the nursing program is student achievement data that must be published and consistent with ACEN Accreditation Standard 5 Outcomes.</p>	85%	80%
	<p>Goal 3d: Job Placement Rate for BSN Program Graduates</p>		90%	--

Operational and Student Learning Assessment Process

Assessment Timeline



Operational Plan and Budget (OPB) Overview

In January of the planning year, each department or operational unit chair/head is required to submit an Operational Plan and Budget (OPB) form detailing the department/unit mission statement, resources, resources to projected enrollment (if applicable), SWOT analysis, alignment to/with strategic plan, operational goals, and requested budget.

Department / Unit / Program Mission Statement

A mission statement is a brief statement of the general values and principles which guide the program or department / unit goals. It sets a tone and a philosophical position from which objectives are developed, communicates the overall purpose, distinguishes the program or department / unit from similar areas, and aligns clearly with the mission of Ave Maria University as a whole.

A mission statement should contain:

- Program or department / unit purpose
- Description of primary functions
- Description of clients / stakeholders:
 - Faculty, staff, students, alumni, donors, etc.
- Values (optional)

Some characteristics of a well written mission statement is that it is unique to your program/department/unit, clarifies your distinctive purpose, identifies signature features, is short and

concise, is easy to understand and remember, promotes alignment with the institutional / departmental mission, has longevity, and is publicly available.

Creating a Mission Statement

There are four essential questions your mission statement must answer:

1. **Who** are we?
 - State the name of your program or department / unit (i.e., “The mission of the Office of Enrollment is _____”)
2. **What** do we do?
 - Includes the primary functions or activities of the department / unit.
 - Illustrates the most important functions, operations, outcomes and/or offerings of the program or department / unit.
3. **Why** do we do it?
 - State the purpose of the program or department / unit.
 - Should include the primary reasons why you perform your major activities or operations.
4. **For whom** do we do it?
 - These are the stakeholders (e.g., students) of your program or department / unit.

Structure of a Mission Statement

The mission of <the name or your program or department / unit> is to <your primary purpose(s)> by providing <your primary functions or activities> to <your stakeholder(s)>.

(Any additional clarifying statements.)

Department / Unit Resources (Current and Projections)

Description of the department’s / unit’s resources for the current year as well as projections for the next year. Personnel should be listed including full-time, part-time, and adjunct. Please identify any potential savings generated from reductions in personnel or programming or operational efficiencies.

Department / Unit Resources to Projected Enrollment (if applicable)

A relation of the department’s / unit’s resources to the projected enrollments for next year, if applicable. This is particularly applicable to academic programs / departments. This section should reflect additions and/or reductions in staffing.

SWOT Analysis

A brief narrative summary of the department’s / unit’s strengths, weaknesses, opportunities, and threats (SWOT analysis). This might also be embedded into the presentation of the goals and outcomes.

Department / Unit Alignment to Strategic Plan

A brief description of the relation of the department / unit to the relevant sections and metrics of the [Strategic Plan](#).

Department / Unit Operational Goals

Note: This section includes what will become a first draft of the first two columns of the Operational Assessment Report (OAR). When there are changes in leadership, we encourage the new leader to look at the most recent OPB to see what goals, outcomes, and assessments were planned and (hopefully) executed prior to their onboarding.

See [Developing Department / Unit Goals and Measurable Outcomes](#) below.

Department / Unit Requested Budget

Each department/unit provides a requested budget to achieve its annual operational goals and tasks including all requests for additional positions and/or expenditures with specific supporting rationale.

Note: The actual budget request should be completed and submitted in Adaptive by the unit director or the supervising vice president. Use this link to access Adaptive (<https://login.adaptiveinsights.com/app>). Please contact the Controller's Office if you need access to Adaptive as a budget director.

Operational Assessment Report (OAR)

Each department / unit completes an Operational Assessment Report. The first two columns of the Operational Assessment Report (OAR) are due on July 1 prior to the academic year being assessed. This gives each department / unit an opportunity to adjust goals, outcomes, and assessment strategies and standards based on the previous year's assessment.

These assessments are implemented during the academic year. After the academic year has ended, the assessment results and how results are used for AMU improvement are recorded on the OAR and submitted to the Office of Institutional Effectiveness by June 1.

Over the summer, members of the Institutional Effectiveness Committee review OARs, complete an OAR checklist, and submit feedback for the department / unit leaders in order to improve their assessments going forward.

Department / Unit Mission Statement

See [Department / Unit / Program Mission Statement](#) above.

Comments (Optional)

Each department / unit has an opportunity to include comments. If there was a major change during the assessment year to your department / unit, particularly in staffing, leadership, or operational priorities, this is an opportunity to communicate those changes.

Developing Department / Unit Goals and Measurable Outcomes

Department / unit goals are broad statements that describe the overarching long-range intended outcomes of an administrative or academic unit. They are ways of parsing the language of the mission statement. Each major purpose of the department / unit should, ideally, have a goal associated with it.

Department / unit outcomes are more tangible and demonstrate your efforts. Outcomes are specific, measurable statements that reflect the broader goals. They will primarily describe what the department /unit is going to do and what its impact will be on students and other key stakeholders.

Within the OAR, you will include Operational Outcomes. Most administrative units measure Operational Outcomes which describe the level of performance of an operational aspect of a department / unit (e.g. number of services provided, timeliness of a process). Most academic departments measure Operational Outcomes which describe the level of performance of an operational aspect of the academic department (e.g. number of overloads per faculty, departmental event participation or satisfaction).

Remember, goals and outcomes should be **prospective** – you decide on them before the year being assessed!

Tips for Writing Outcomes

Goals are broad statements, while outcomes are precise, specific, and clear statements about the intended accomplishments of a department / unit.

Specificity and clarity of these statements will help you develop effective assessments to measure whether you have achieved your mission and goals.

Typically, 1-3 outcomes per goal are sufficient.

Outcomes Should be S.M.A.R.T.

- **Specific**

The outcome is associated with key processes and services provided to students, faculty, staff, etc. The outcomes should be distinctive to the unit that is conducting assessment.

- **Measurable**

The intended outcome should be one for which it is feasible to collect accurate and reliable data.

- **Achievable**

The outcome should be something you can actually do. The following is a collection of questions that might help you to formulate and define aggressive but achievable outcomes for your department / unit:

- What types of things are you striving for?
- What types of directions do you want to move in?
- What would you like to accomplish over the next ___ year(s) and why?

- **Relevant**

The outcome should address the goal that it supports.

- **Time-Bound**

Explicitly or implicitly, the outcome should indicate the timeframe in which the result will occur.

Assessment Strategies and Standards

Each outcome must be evaluated using at least one assessment strategy.

Column 1 includes a description of the assessment strategies to be used: i.e. what will be measured to assess your department's / unit's success regarding this outcome.

Column 2 includes the assessment standards: the standards desired to be reached for success in this outcome.

Remember, assessment strategies and standards should be **prospective** – you decide on them before the year being assessed!

Direct Assessment Measures

Direct assessment measures provide data that directly correlates with the achievement of the expected outcomes. A direct measure explains the specific activity that will demonstrate the extent

to which an outcome has been achieved and provides information that may be used to make improvement related decisions in future years.

Indirect Assessment Measures

Indirect assessment measures gather opinions or perceptions about an outcome. These measures are useful when paired with direct assessment measures.

Establishing Standards for Success

The assessment standard should be clear and measurable. State the standard in terms of percentages, percentiles, averages, or other quantitative measures. The standard should have a specific target number that indicates the level of accomplishment. In some cases, it may be useful to include the raw number so that the percentages have a context.

Depending on the nature of the outcome, using absolutes such as 100% or “All” may be necessary. In most cases, however, targeting absolutes is unrealistic. Instead, standards should be based on baseline/benchmark data, national or peer-group norms, or other rationale. Include your rationale in your OAR.

Assessment Results, Interpreting the Findings, and Implementing Improvements

Under column 3 you will include assessment results. Ideally you will start this column with the clear statement: “Standard met” or “Standard not met” followed by the particular, quantifiable results of your assessment and what it showed about your department / unit. This is documented on the OAR after the end of the year being assessed, though you may begin tracking results internally as they come in during the assessment year.

Under column 4 you will include how the results are used for your department / unit improvement. If the standard was met, how does this improve the department’s / unit’s goals? If not, what are you going to do about it? Some questions to consider while completing column 4:

- How was the standard met or why was it not met?
- Are there any repeating or common patterns in the data?
- Could the results be improved? How?
- Are the objectives and/or measures useful? What impact do these completed OARs results have on the department / unit? How can this information be used to improve the department / unit?

Who Reviews and Uses OARs

OARs are primarily for your department / unit use in order to document planning and assessing your department’s / unit’s yearly operations and decisions. Outside of your department / unit, other key constituents will have access to your annual OAR.

- SACSCOC Fifth-Year Interim Report Team
- SACSCOC Reaffirmation Team
- Supervisors and members of your department/unit.
- Institutional Effectiveness Committee (IEC)

OAR Checklist

The Institutional Effectiveness Committee (IEC) will review all OARs submitted by the deadline and give you feedback using an OAR Checklist (collected from the IEC via Qualtrics). The OAR Checklist includes the following:

1. Assessment Year Associated with Review
2. Department / Unit Name
3. Are the mission, goals, and operational outcomes clearly stated?
4. Are the mission, goals, and operational outcomes aligned with one another?
5. Each outcome is assessed by at least one evaluation strategy (column 1).
6. Each evaluation strategy has a clear, desired standard to be reached (column 2).
7. Each evaluation strategy has been implemented to some degree (column 3).
8. The results of each evaluation strategy have been noted and adequately described (column 3).
9. The results are linked with improvements in the department / unit (column 4).

IEC members give comments on any portion marked “No” and have an opportunity to share any final overall comments or thoughts to help improve the OAR.

Student Learning Assessment Report (SLAR)

Each academic program completes a Student Learning Assessment Report (SLAR). SLARs are due at the same time as OARs. The first two columns of the SLAR are due on July 1 prior to the year being assessed. This gives each program an opportunity to adjust goals, outcomes, and assessment strategies and standards based on the previous year’s assessment. Note: goals and outcomes should match the Academic Catalog. Changes in programmatic student learning goals and outcomes should be approved first by the department and then by the Academic Affairs Committee. Once approved, they will be adjusted in the next published Academic Catalog.

The chosen assessments are implemented during the academic year. After the academic year has ended, the assessment results and how results impact the program are recorded on the SLAR and submitted to the Office of Institutional Effectiveness by June 1.

Over the summer, members of the Institutional Effectiveness Committee review SLARs, complete a SLAR checklist, and submit feedback for the department chair and/or program coordinator in order to improve their assessments going forward.

Program Mission Statements

See [Department / Unit / Program Mission Statement](#) above.

Comments

Each program has an opportunity to include comments. If there was a major change to your program, particularly in staffing, leadership, or student learning goals and outcomes, this is an opportunity to communicate those changes.

Developing a Program Learning Outcome Assessment Plan

Program learning outcomes describe what students should learn. It is generally a good idea to identify between three and five outcomes for a degree program. These outcomes can be general as well as discipline-specific to the department or program itself.

Write learning outcomes as specific student performance and behaviors that demonstrate student learning and skill development of the outcome. Before drafting or revising outcomes, it is helpful to consider the following questions:

- For each of the stated program outcomes, what are the specific behaviors, skills, or abilities that would prove this outcome is being achieved?
- Ideally and briefly, what would a skeptic need (evidence, behavior, etc.), in order to see that students are achieving the program outcomes set out for them?
- From past experience, what evidence shows when students have met these outcomes?

Program student learning goals and outcomes should be accepted and supported by faculty of the program. Developing appropriate and useful outcomes is an iterative process. It is not unusual to go back a number of times to refine outcomes. In many cases, it is only when trying to develop assessment strategies for student learning outcomes that the need for refining those outcomes becomes apparent.

Assessment Strategies and Standards

Each outcome must be assessed by at least one assessment strategy. Under column 1 you will include the assessment strategies: what you will be measuring to assess this learning outcome and when (typically you want to link assessment strategies with specific courses in order to ensure the assessments are completed).

Under column 2 you will include the assessment standards: the standards desired to be reached for success in this outcome.

Remember, assessment strategies and standards should be **prospective** – you decide on them before the year being assessed!

Choosing Assessment Strategies

The goal is to assess all outcomes using methods that provide truly meaningful data for analysis and decision making, yet without overextending program resources. Here are some considerations for choosing methods:

- **Pre-developed, field-approved testing instruments may be available, but at a cost.** For some programs, in fact, students are already asked to take licensure and certification exams. When portions of these exams can be aligned with specific learning outcomes, the exams provide suitable direct assessments.
- **Coursework can be evaluated for direct assessment, albeit with special requirements.** “Course embedded” data—including papers, presentations, exam questions, or other substantive demonstrations of learning—may be evaluated by qualified raters. However, course grades, assignment grades, or any scoring wherein the evaluation is not directly correlated to a specific program learning outcome, do not qualify as direct assessment (see more below).
- **Portfolio methods give students a greater role in data collection but require guidance.** For some programs, it may be entirely appropriate for students to select which of their past coursework is ideal for representing their own learning—artifacts that can then be evaluated by qualified raters. However, students need guidance in making these selections. Such guidance can be provided in a capstone course or by a student advisor. With the right protocols, student-developed portfolios can be used for direct assessments of all a program’s outcomes.
- **Student surveys provide indirect assessments when aligned with outcomes.** By asking students to rate themselves on various outcomes-related competencies, program administrators can learn much about how self-assessment aligns with direct measures. These self-assessments are generally easy and inexpensive to implement and analyze and may be worth doing even though they do not provide a direct assessment of learning outcomes.

- **Student success rates, grades, and course evaluations do not typically assess learning outcomes directly.** When a specific course is directly aligned with an outcome, then these forms of data can serve as indirect measures. Otherwise, these data points are generally considered ancillary to a program’s assessment of learning outcomes, since they may reflect other factors affecting the final course evaluation (attendance, participation, etc.).

Establishing Assessment Standards

The assessment standard should be clear and measurable. State the standard in terms of percentages, percentiles, averages, or other quantitative measures. The standard should have a specific target number that indicates the level of accomplishment. In some cases, it may be useful to include the raw number so that the percentages have a context.

Assessment Results and Action Plan / Improvements Achieved

Under column 3 you will include assessment results. Ideally you will start this column with the clear statement: “Standard met” or “Standard not met” followed by the particular, quantifiable results of your assessment and what it showed about your program. This is documented after the end of the year being assessed.

Under column 4 you will include how the results impact the program. Are the assessments and/or measures useful? How can this information be used to improve the program? If the standard is not achieved, an action plan to improve the program and facilitate the achievement of the outcome should be developed and included here. In the following year, you should “close-the-loop”, i.e., implement the identified action plan from column 4.

Who Reviews and Uses SLARs

SLARs are primarily for your program and department faculty. Outside of your department, other key constituents will have access to your annual SLAR.

- SACSCOC Fifth-Year Interim Report Team
- SACSCOC Reaffirmation Team
- Supervisors and members of your department.
- Institutional Effectiveness Committee (IEC)

SLAR Checklist

The Institutional Effectiveness Committee will review all SLARs submitted by the deadline and give you feedback using a SLAR Checklist (collected from the IEC via Qualtrics). The SLAR Checklist includes the following:

1. Assessment Year Associated with Review
2. Academic Program Name
3. Are the mission, goals, and student learning outcomes clearly stated (These should match what is in the Academic Catalog for the year being assessed)?
4. Are the mission, goals, and outcomes aligned with one another?
5. Each outcome is assessed by at least one evaluation strategy (column 1).
6. Each evaluation strategy has a clear, desired standard to be reached (column 2).
7. Each evaluation strategy has been implemented to some degree (column 3).
8. The results of each evaluation strategy have been noted and adequately described (column 3).
9. The results are linked with improvements in the program (column 4).

10. SLAR identified specific courses in which desired knowledge is acquired.
11. SLAR specified both direct and indirect assessments.
12. SLAR specifies both internal and external assessments.
13. SLAR includes assessment data for the Core Outcomes related to this major.

IEC members give comments on any portion marked “No” and also have an opportunity to share any final overall comments or thoughts to help improve the SLAR.

Core Curriculum Assessment

Assessment of Goals 1 and 2 of the Core Curriculum is done through the various relevant majors, is first reported on the individual program SLARs, and then compiled into the Core Curriculum SLAR. Goal 3 is assessed through the College Senior Survey. The programs responsible for each Core Outcome under Goals 1 and 2 are as follows:

Core Outcome 1: Theology – BA

Assessment Strategy: Core Curriculum Diagnostic Exam administered at the conclusion of THEO 205 (Sacred Doctrine – fall term)

Assessment Standard: The overall average score of the students taking the exam will be 75% or above.

Core Outcome 2: Philosophy – BA

Assessment Strategy: Representative essays assigned in PHIL 205 (Nature and Person). Essay on Aristotle or Aquinas. Evaluated by the professor.

Assessment Standard: The students will achieve at least 3 on a 5-point scale measuring how well they understood the author’s views.

Core Outcome 3: History

Assessment Strategy: Exams administered at points during the HIST 101/102 sequence.

Assessment Standard: At least 75% of students will earn a 3 or better on a 5-point scale.

Core Outcome 4: Politics

Assessment Strategy: ISI Civic Literacy Test administered in POLT 203 (American Civilization).

Assessment Standard: Students from all sections of American Civilization will average 60% on the ISI Civic Literacy Test.

Core Outcome 5: Classics / Communications – BA

Assessment Strategy 1: Students in the first year Latin sequence will be able to translate basic passages in Latin and will be able to analyze basic Latin sentences and demonstrate sound knowledge of traditional grammatical principles.

Assessment Standard 1: Scores will average 70% on an adapted version of the National Latin Exam (Level 1). This external exam was adapted internally to focus on grammar and reading (questions pertaining to culture and mythology were removed) and is assessed internally.

Assessment Strategy 2: Students in the first-year Spanish sequence will be evaluated by an oral exam and a written Spanish Language examination consisting of five sections: grammar, reading, listening, writing and speaking.

Assessment Standard 2: More than 50% of students will score at the lower intermediate level (55.5 points) or better.

Core Outcome 6: Theology – BA / Philosophy – BA / History / Politics

Assessment Strategy: Analysis of representative final argumentative essays from the Writing across the Curriculum in core sequence in the disciplines of Theology, Philosophy, History and Politics. Analysis conducted according to a rubric focusing on the areas of (1) Invention, (2) Organization and (3) Style.

Assessment Standard: Students will average above 3.5 on a 5-point scale in the areas of (1) Invention, (2) Organization and (3) Style.

Core Outcome 7: ALL UNDERGRADUATE MAJORS

Assessment Strategy: Oral presentations required as part of the coursework in major programs.

Assessment Standard: 75% of the participating students will average 3.5 or better on a 5 point rubric measuring Organization, Content, Speaking, Visual Aids, Presence, and Overall Performance.

Core Outcome 8: Mathematics

Assessment Strategy 1: Math placement protocol. Students scoring 19 – 25 points in the MPT are placed in MATH 151 (Calculus 1); those scoring 14 – 18 points are placed in MATH 150 (Functions).

Assessment Standard 1: At least 75% of students who place into MATH 150 or 151 based upon the placement protocol will earn a grade of “C” or better.

Assessment Strategy 2: Item Analysis for embedded questions in MATH 110 (College Algebra) final exam.

Assessment Standard 2: Students will average at least 3 on a 5-point scale in each of area of item analysis.

Assessment Strategy 3: Item Analysis for embedded questions in MATH 150 (Functions) final exam.

Assessment Standard 3: Students will average at least 3 on a 5-point scale in each of area of item analysis.

Core Outcome 9: Biology – BA/BS

Assessment Strategy: On tests and final exam of the BIOL 202 class, students answer questions based on the observations and data provided.

Assessment Standard: 75% of the participating students will be able to: Identify an experimental hypothesis, Identify appropriate independent variables, Identify appropriate dependent variables, Identify appropriate controls, Identify a conclusion justified by the data, Identify a satisfactory experiment following up on results.

QEP

The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.

AMU's current QEP is *Gaudium in Veritate: Strengthening the First-Year Experience for Student Success*.

The *Gaudium in Veritate* ('Joy in the Truth') Quality Enhancement Plan is a strategic initiative designed to improve student success through a revised First-Year Experience (FYE) program. Rooted in the University's Catholic liberal arts mission, the QEP strengthens student engagement in academics, community, and faculty relationships to foster a deeper sense of belonging, improve retention, and support long-term persistence.

The QEP was developed through a comprehensive planning and evaluation process that incorporated institutional research, student surveys, and faculty input. Findings highlighted key challenges first-year students face, including social isolation, academic disengagement, and difficulty adjusting to the rigor and expectations of college life. Many students, despite strong academic backgrounds, struggle with the transition, particularly in forming meaningful relationships and developing effective study habits. By addressing these areas, the QEP seeks to integrate students into the university community better and equip them with the skills necessary to succeed academically and personally.

The redesigned First-Year Experience program includes four-week, faculty-led seminars, structured participation in campus events, department-sponsored social activities, and an academic advising presentation. These components work together to create an integrated and supportive student experience, reinforcing faculty mentorship, academic preparedness, and engagement in campus life. The faculty-led seminars introduce students to key aspects of college success, such as time management, academic and professional skills, and the university's mission and curriculum. Requiring students to attend various campus events ensures they engage with peers and faculty outside the classroom, helping them establish a stronger connection to the university. Department-sponsored social activities encourage first-year students to build relationships with faculty and upperclassmen within their intended fields of study, while the academic advising presentation provides students with the tools needed for course planning and long-term academic success.

A comprehensive assessment plan ensures that the QEP remains effective and adaptable. This plan includes student surveys, retention data analysis, and evaluation by participating faculty, allowing for continuous refinement of the program. The assessment process ensures that interventions remain aligned with student needs and institutional goals. Through this structured approach, the *Gaudium in Veritate* QEP reflects the university's commitment to holistic student formation, fostering intellectual, social, and spiritual growth. By creating a stronger foundation for first-year students, the initiative prepares them for long-term success, equipping them with the knowledge, relationships, and skills necessary to thrive throughout their academic journey and beyond.

QEP Assessment

QEP annual assessment follows the same timeline as SLAR assessment and is submitted by the QEP director to the Office of Institutional Effectiveness each June 1. At the end of the QEP, a *QEP Impact*

Report will be submitted to SACSCOC. This report will utilize the data reported in the annual QEP Assessment Reports.

The *QEP Impact Report* includes a copy of the *Executive Summary of the QEP* submitted to the Commission following the University’s most recent reaffirmation. The Report itself should address the following elements:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP’s impact on student learning and/or student success, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned as a result of the QEP experience.

The report should not exceed ten pages, excluding the Executive Summary but including the narrative, all appendices, and/or any other supporting documentation.

The annual QEP Assessment Report will include data for the following assessment strategies and standards.

Outcome 1: Students will exhibit a greater sense of belonging in the campus community.

Assessment Strategies	Assessment Standard
FYE Survey, Q1: <i>I have formed meaningful connections with my peers at AMU.</i>	4.5/5
FYE Survey, Q2: <i>I feel supported by the AMU community (faculty, staff, peers).</i>	4.5/5
FYE Survey, Q3: <i>The FYE course helped me acclimate to Ave Maria University.</i>	4.5/5
Non-Retained Student Exit Interviews	Campus Life and Mental Health areas have combined average exit significance score below 2.6

Outcome 2: Students will practice greater engagement in the rich communal life of the university.

Assessment Strategies	Assessment Standard
FYE Survey Q5: <i>Have you participated in at least one student club, intramural sport, household, or social group at AMU?</i>	80% of respondents report ‘Yes’

Assessment Strategies	Assessment Standard
FYE Survey Q6: <i>Have you participated in at least one event sponsored by an academic department at AMU?</i>	80% of respondents report ‘Yes’

Outcome 3: Students will practice social, academic, and professional skills vital to their flourishing in their vocation as students.

Assessment Strategies	Assessment Standard
Canvas Attendance Reports	Reported first-year student course attendance is 98% during the fall semester
Fall Census	97% of FYE participants enrolled in the following fall semester have a declared major
FYE Survey Q8: <i>I feel confident to succeed academically at AMU.</i>	4.5/5
FYE Survey Q9: <i>I feel I have developed effective study habits and time management skills to succeed in college.</i>	4.5/5
FYE Survey Q10: <i>I understand AMU’s degree requirements and the importance of planning my course schedule.</i>	4.5/5
FYE Survey Q11: <i>I feel prepared to make decisions about my major and career path.</i>	4.5/5

Combined Outcomes

Assessment Strategies	Assessment Standard
Fall Census	First-year fall-to-fall retention rate is 80%
Fall Census	Future Standards: Ongoing 4-year graduation rate increase with each successive

Assessment Strategies	Assessment Standard
	<p>first-year cohort that has gone through the QEP.</p> <p>Fall 2025 Cohort: 60% in Spring 2029</p> <p>Fall 2026 Cohort: 61% in Spring 2030</p> <p>Fall 2027 Cohort: 62% in Spring 2031</p> <p>Fall 2028 Cohort: 63% in Spring 2032</p> <p>Fall 2029 Cohort: 64% in Spring 2033</p>
Fall Census	<p>Ongoing retention increases with each successive first-year cohort that has gone through the QEP:</p> <p><i>Fall 2025 Cohort:</i> 79% retention in Fall 2026</p> <p>Future Standards:</p> <p><i>Fall 2025 Cohort:</i> 72% retention in Fall 2027</p> <p><i>Fall 2026 Cohort:</i> 80% retention in Fall 2027 81% retention in Fall 2028</p> <p><i>Fall 2027 Cohort:</i> 81% retention in Fall 2028 74% retention in Fall 2029</p> <p><i>Fall 2028 Cohort:</i> 82% retention in Fall 2029 75% retention in Fall 2030</p> <p><i>Fall 2029 Cohort:</i> 83% retention in Fall 2030 76% retention in Fall 2031</p>

Roles and Responsibilities

Administrative Oversight

Office of Institutional Effectiveness

The Office of Institutional Effectiveness (OIE) advances the Ave Maria University mission by providing leadership and support in the areas of accreditation, campus assessment and institutional research. OIE collaboratively collects and provides data and information about the University to internal and external stakeholders through primary and secondary research and coordinates outcomes assessment for the University.

Contacts

Daniel Hubert, Ph.D.

Associate Provost for Institutional Effectiveness
SACSCOC Accreditation Liaison
Dan.Hubert@avemaria.edu

Grace De Salvo, M.A.

Assistant Director for Institutional Effectiveness
grace.desalvo@avemaria.edu

Institutional Effectiveness Committee

The Institutional Effectiveness Committee provides direction and support of University-wide and academic program effectiveness through the review of academic programs, other programmatic, curricular, and student learning outcomes, operational outcomes, assessment, and evaluation strategies in connection with the University's mission and planning process.

Department Chairs, Program Coordinators, Faculty, and Unit Leadership

At Ave Maria University, institutional effectiveness is defined as a shared responsibility across all units, serving as the foundation for accountability and a culture of evidence-based improvement. The roles of department chairs, program coordinators, faculty, and unit leadership are central to this systematic process of assessment and planning.

Unit Leadership and Department Heads

The leadership of each administrative and academic unit is primarily responsible for the planning and operational assessment of their respective areas. Their roles include:

Operational Planning and Budget (OPB): Every January, the head of each department or operational unit must submit an OPB. This document includes the unit's mission statement, a SWOT analysis, and a requested budget with supporting rationale for new positions or expenditures.

Strategic Plan Alignment: Unit leaders act as KPI owners, responsible for reviewing and updating the status of assigned Key Performance Indicators (KPIs) each semester. They are encouraged to integrate relevant strategic planning targets into their operational reports.

Operational Assessment Reports (OAR): Leadership ensures the completion of the OAR, which tracks whether departmental goals and measurable outcomes were met. This involves adjusting goals every July and submitting final results by June 1 of the following year.

Leadership Transitions: When leadership changes occur, new leaders are expected to review previous OPBs to understand the goals and assessments planned by their predecessors.

Department Chairs and Program Coordinators

Department chairs and program coordinators have specific oversight regarding the academic quality and assessment of their programs:

Student Learning Assessment Reports (SLAR): Along with program coordinators, chairs receive feedback from the Institutional Effectiveness Committee (IEC) to improve program assessments.

Curriculum Approval: Changes to programmatic student learning goals and outcomes must be approved by the department before moving to the Academic Affairs Committee.

Program Oversight: Chairs and program coordinators are responsible for identifying between three and five learning outcomes for their degree programs and ensuring they are assessed using meaningful data.

Faculty

Faculty members are the primary drivers of academic assessment and student experience. Their responsibilities include:

Implementing Assessments: Faculty carry out the assessment strategies outlined in the SLAR, which often involves evaluating coursework such as papers, presentations, or exams. They are also the primary users of SLAR data to improve their programs.

Core Curriculum Assessment: Faculty within relevant majors are responsible for assessing and reporting on specific Core Curriculum goals.

Quality Enhancement Plan (QEP) Participation: Faculty play a vital role in the QEP, “Gaudium in Veritate,” by leading four-week seminars for first-year students and participating in department-sponsored social activities to foster student belonging and success.

Collaboration and Review

Department chairs, program coordinators, and unit leaders interact with the Institutional Effectiveness Committee (IEC), which reviews all OARs and SLARs to provide feedback via standardized checklists. This collaborative process ensures that all units are aligned with the university's mission and the standards set by SACSCOC.

Resources and Support

Tools for Assessment

There is not one right way to measure and track outcomes. Ultimately, you will have to find something that works for your department / program / unit.

Assessment Tool	Pros	Cons
<i>Multiple Choice Exam</i>	<ul style="list-style-type: none"> - easy to Grade - objective 	<ul style="list-style-type: none"> - reduces assessment to multiple choice answers
<i>Licensing Exams</i>	<ul style="list-style-type: none"> - easy to score and compare 	<ul style="list-style-type: none"> - no authentic testing, may outdate
<i>Standardized Cognitive Tests</i>	<ul style="list-style-type: none"> - comparable between students 	<ul style="list-style-type: none"> - heavily dependent to exposure to topics on the test
<i>Checklists</i>	<ul style="list-style-type: none"> - very useful for skills or performances - students know exactly what is missing 	<ul style="list-style-type: none"> - can minimize large picture and interrelatedness - evaluation feedback is basically a yes/no without detail
<i>Essay</i>	<ul style="list-style-type: none"> - displays analytical and synthetic thinking well 	<ul style="list-style-type: none"> - time consuming to grade, can be subjective
<i>Case Study</i>	<ul style="list-style-type: none"> - displays analytical and synthetic thinking well - connects other knowledge to topic 	<ul style="list-style-type: none"> - creating the case is time consuming, depending on student knowledge from multiple areas
<i>Problem Solving</i>	<ul style="list-style-type: none"> - displays analytical and synthetic thinking well - authentic if real world situations 	<ul style="list-style-type: none"> - difficult to grade due to multiple methods and potential multiple solutions
<i>Oral Speech</i>	<ul style="list-style-type: none"> - easily graded with rubric allows other students to see and learn what each student learned - connects core curriculum goals with discipline-specific courses 	<ul style="list-style-type: none"> - difficult for ESL students - stressful for students - takes course time - must fairly grade course content beyond delivery
<i>Debate</i>	<ul style="list-style-type: none"> - provides immediate feedback to the student - reveals thinking and ability to respond based on background knowledge and critical thinking skills 	<ul style="list-style-type: none"> - requires good rubric - more than one evaluator is helpful - difficult for ESL students - stressful for students - takes course time
<i>Product Creation and Special Reports</i>	<ul style="list-style-type: none"> - students can display skills, knowledge, and abilities in a way that is suited to them 	<ul style="list-style-type: none"> - must have clearly defined criteria and evaluative measures - the “look” cannot over-ride the content

<i>Flowchart or Diagram</i>	<ul style="list-style-type: none"> - displays original synthetic thinking on the part of the student - perhaps the best way to display overall high level thinking and articulation abilities 	<ul style="list-style-type: none"> - more difficult to grade, requiring a checklist or rubric for a variety of different answers - difficult for some students to do on the spot
<i>Portfolios</i>	<ul style="list-style-type: none"> - provides the students with a clear record of their work and growth - best evidence of growth and change over time - students can display skills, knowledge, and abilities in a way that is suited to them 	<ul style="list-style-type: none"> - time consuming to grade - different content in portfolio makes evaluating difficult and may require training - bulky to manage depending on size
<i>Exit Surveys</i>	<ul style="list-style-type: none"> - provides good summative data - easy to manage data if Likert scaled responses are used 	<ul style="list-style-type: none"> - Likert scales limit feedback, open-ended responses are bulky to manage
<i>Performance</i>	<ul style="list-style-type: none"> - provides best display of skills and abilities - provides excellent opportunity for peer review - students can display skills, knowledge, and abilities in a way that is suited for them 	<ul style="list-style-type: none"> - stressful for students - may take course time - evaluative statements must be carefully framed
<i>Capstone Project or Course</i>	<ul style="list-style-type: none"> - best method to measure growth over time with regards to a course or program – cumulative 	<ul style="list-style-type: none"> - focus and breadth of assessment are important - understanding all the variables to produce assessments results are important - may result in additional course requirements - requires coordination and agreement on standards
<i>Team Project</i>	<ul style="list-style-type: none"> - connects core curriculum goals with discipline-specific courses 	<ul style="list-style-type: none"> - must fairly grade individuals as well as team - grading is slightly more complicated - student interaction may be a challenge
<i>Reflective Self-Assessment Essay</i>	<ul style="list-style-type: none"> - provides invaluable ability to evaluate affective growth in students 	<ul style="list-style-type: none"> - must use evidence to support conclusions, not just self-opinionated assessment
<i>Satisfaction and Perception Surveys</i>	<ul style="list-style-type: none"> - provides good indirect data - can be compared longitudinally - can be used to determine outcomes over a long period of time 	<ul style="list-style-type: none"> - respondents may be influenced by factors other than those being considered - validity and reliability must be closely watched

Craftonhill.edu, 2017, included in 2025 Ranger College's IE Handbook

Links to Resources, Training, and Workshops for Faculty and Staff

Below are key resources, trainings, and workshops available to support faculty and staff in advancing institutional effectiveness and continuous improvement. Some links direct to firewalled materials and will require institutional login credentials for access.

SACSCOC Resources

- [2024 SACSCOC Principles of Accreditation](#)
- [2024 SACSCOC POA Resource Manual](#)
- [Current SACSCOC Substantive Change Information](#)

AMU Student Achievement Documents

- [Student Achievement Goals and Outcomes \(public\)](#)

Templates, Submission Forms, Checklists

- [OPB Form](#)
- [OAR Template](#)
- [SLAR Template](#)
- [OAR/SLAR Submission Form](#)
- [OAR Qualtrics Checklist](#)
- [SLAR Qualtrics Checklist](#)

Trainings and Workshops

- [Institutional Effectiveness Handout 2018](#)
- [OAR Workshop 2021](#)
- [Adaptive Quick User Guide](#)