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We Welcome Your Feedback!

If you would like to recommend a topic or submit an article for **MOMENTUM**, please contact us by phone at 782-8144, or e-mail oira@jsu.edu.

MOMENTUM

News from the JSU Office of Institutional Research and Assessment

The small department with big vision

Before we can even answer the phone in 203 Bibb Graves Hall, we have to take a deep breath.

"Thank you for calling the Office of Institutional Research and Assessment. How may we help you?"

Yes, it's a long moniker for a small staff, but rest assured that in JSU's little department with the big name, there is never a shortage of vision. Even though much of what we accomplish is in the background, OIRA is always there, doing our part to support the University's mission and goals.

So what do we do in OIRA, and how exactly do we research and assess at JSU?

Institutional research begins with reporting, and lots of it. We furnish data to many agencies and publications. On a typical day, we might furnish one of at least 20 annual reports to the Alabama Commission on Higher Education (ACHE) or one

• Please See OIRA, page 2



The OIRA staff is made up of Tienhan Ma and Omer Minhas (in chair), and (standing, from left) Dr. Alicia Simmons, Krystin Mitchell, and Angie Finley. (Mary Cheatwood photo)

Office of Institutional Research and Assessment

Mission Statement

In its mission to provide accurate, reliable, and systematic departmental and institutional support in research and assessment, OIRA employs cutting-edge technology and a collection of high quality, proven tools and resources that support continuous improvement through meaningful planning, analysis, reporting, and informed decision-making.

Vision Statement

Within five years OIRA will advance the use of technology in its operations by implementing electronic student assessment measures; developing a data warehouse supported by data mining and advanced prediction tools; implementing a dynamic web-based Fact Book; and expanding centralized planning, quality assurance, and tracking databases that respond to SACs accreditation requirements and meet JSU's expectations for an environment of continuous improvement. OIRA will promote a culture of assessment that involves faculty and administrators at all levels and will be an identifiable source of support throughout the JSU community.

WELCOME!

We are happy to present the first issue of **MOMENTUM**. This newsletter is a product of JSU's Office of Institutional Research and Assessment (OIRA) for the purpose of disseminating information, and creating a venue for sharing ideas about assessing, planning, reporting, and in general, supporting an environment of continuous improvement across the JSU campus. This first issue introduces you to OIRA, since many are not aware of what we do and who we are. We also have some articles about assessment, recent survey findings, planning and program review. **MOMENTUM** will be published twice a year, in the fall and spring. We invite your ideas and input as to how this newsletter can be helpful to you. Contact us at oira@jsu.edu or for additional information please see the OIRA website www.jsu.edu/depart/oira.

Assessment survey findings will fuel strategies

JSU's Assessment Subcommittee recently surveyed JSU faculty, staff, and administrators about their involvement with assessment on campus. With 164 responding, the assessment survey also asked respondents which activities they thought would best support assessment efforts at JSU. The top five suggestions

presented by respondents were:

1. Provide information about what other institutions are doing
2. Provide information about what other departments across campus are doing
3. Provide opportunities to discuss assessment with colleagues

4. Provide assessment workshops

5. Provide support for faculty to attend assessment conferences

The subcommittee is in the process of developing strategies that respond to these suggestions. See the Spring edition of *Momentum* and the OIRA website for information on new initiatives.

OIRA

• From page 1

of 10 IPEDS reports to the U.S. Department of Education. We might supply institutional data to one of many publications that rank colleges and universities, such as *U.S. News and World Reports*, or respond to a newspaper reporter requesting information about JSU. We also prepare reports and analyses for Dr. Meehan and other decision-makers on campus, including credit hour and head count reports for each semester. OIRA staff also responds to ad hoc data requests from JSU colleges and departments, particularly as they prepare for accreditation.

We also publish the JSU Fact Book, Quick Facts, and this newsletter, train and work with units conducting their program reviews, and coordinate the administration of common assessment measures like CBASE, MFT and the National Survey on Student Engagement (NSSE). We also disseminate the results of institution-wide assessment efforts and will soon have a new assessment calendar that will inform colleges and departments as to when assessment reports will be available for their use.

Another major function of OIRA is facilitating planning at JSU. Currently, our office supports the Strategic Planning committee's formation of JSU's Strategic Plan, which will be presented to the Trustees and the JSU community soon for review.

That brings us to PRISM, JSU's information management system for planning, budget requests and reporting. PRISM stores and reports unit-level goals, objectives, strategies, methods of assessment/evaluation, and use of results. Both operational and learning goals, objectives and results are entered into this on-line

system. Annual reports with significant accomplishments included in PRISM provide summary data that is reported to the President. PRISM provides decision-makers with relevant reports, making JSU's comprehensive system of continuous improvement visible, viable, and meaningful.

In all of our work, the Institutional Effectiveness committee, chaired by Lisa Williams, guides and supports our work.

Who's Who in OIRA

Dr. Alicia Simmons, director, holds a B.S. degree from JSU with a major in sociology and minors in social work and gerontology. She earned her master's in social work at the University of Michigan with concentrations in administration, research, and evaluation. She completed her Ph.D. in social work from the University of Georgia this summer.

Dr. Simmons served as a consultant to several federal agencies, including the U.S. Department of Health and Human Services, where she directed the grant review system for child and family service agencies for more than eight years. She also supervised national conferences for the Environmental Protection Agency, Food and Drug Administration, National Institutes of Health, and other federal clients.

Dr. Simmons also served on national research projects focused on the quality of Head Start, managed child abuse prevention programs, facilitated strategic planning initiatives for a training and technical assistance firm, and most recently completed secondary analysis of grandparent foster caregivers using a national sample.

Dr. Simmons taught graduate and undergraduate courses at the University of Michigan and the University of Georgia.

Angie Finley, departmental secretary, has served in several capacities since coming to work in the continuing education department at JSU seven years ago. A veteran journalist, photographer and graphic designer, she came to JSU from the Jacksonville News, where she won numerous awards from the Alabama Press Association and served as a judge for several state press association contests. While in JSU continuing educa-

tion, she was responsible for public relations for the department, coordinated professional development courses, and organized summer youth camps in 2001. She left the department in August 2001 and spent the next four years as the acquisitions assistant in the Houston Cole Library. In addition to her regular duties there, she helped with library publications and the lobby displays. A Jacksonville native, Ms. Finley has two daughters: Candace, a JSU student; and Kayla, a Jacksonville High School senior. She continues to freelance as a photographer and writer, is an avid fan of Gamecock sports and the JSU and JHS bands, and was selected as the JSU Employee of the Month last March.

Tienhan Ma, a research assistant since July 2004, has a BA degree from Suchow University and a MA degree from the University of Mississippi.

Ms. Ma, a native of Taiwan, moved to Jacksonville with husband, Stan and son, Andrew in May 1990, and came to work in the Office of Assessment at JSU in September 1998.

An active member of St. Luke's Episcopal Church in town, she has interests in many areas; music, bike riding and jogging, just to name a few.

Omer Minhas, research assistant, was raised in Yemen, but attended school in the United States at Jacksonville State University, obtaining a Masters in Computer Systems and Software Design in 2005. Before joining OIRA, Omer worked as a Graduate Teaching Assistant in the Department of Mathematical Computing and Information Sciences as well as the Learning Services Department at JSU. His hobbies include traveling, jogging and playing pool.

Made up of 27 faculty, students and administrators, this committee represents the university community and works very hard on behalf of the mission, values and goals of the university.

As you can see from the OIRA vision and mission statements, we are a small office with big ideas and we look forward to expanding services and supports that improve quality and make excellence visible at JSU.

Institutional Effectiveness Committee prepares JSU for re-accreditation

The Institutional Effectiveness Committee holds an important place in Jacksonville State University's efforts for ongoing excellence and continuous improvement. The Institutional Effectiveness Committee will begin the new academic year under the leadership of Ms. Lisa Williams, chair, with support from Dr. Alicia Simmons and the Office of Institutional Research and Assessment staff. With a membership of twenty five, the committee reflects all facets of the university, with student, faculty, staff, and administrative representation.

Over the last decade, the IE Committee has been instrumental in preparing for SACS accreditation, in creating the program review process, in producing numerous University reports, and in enhancing assessment procedures. This year, President Meehan has charged the committee with continued support and analysis of the program review process, review of current practices in assessment of student learning and University services, examination of NSSE results and their use in assessment, review of the PRISM system of budgeting and reporting, and creation of a timeline and development of strategies to assist the University in preparation for the next SACS re-accreditation.

The IE Committee will address these tasks through its subcommittees: Program Review, chaired by Dr. Louise Clark; Reporting, chaired by Mr. Bill Hubbard; Assessment, chaired by Dr. Jean Pugliese; PRISM, chaired by Dr. Frank King, and Continuous Improvement, chaired by Dr. Joe Delap.

Ms. Lisa Williams, Chair, Institutional Effectiveness Committee

Institutional Effectiveness Committee

Ms. Lisa Williams, Chair
 Dr. Alicia Simmons, Ex-Officio
 Mr. Alan Wallace
 Mr. Bill Hubbard
 Dr. Brent Cunningham
 Dr. Cynthia Harper
 Dr. David Dempsey
 Mr. Earl Warren
 Dr. Frank King
 Dr. Jean Pugliese
 Dr. Joe Delap
 Dr. John Hammett
 Dr. John Sneed
 Ms. Judy Harrison
 Mr. Kenneth Catoe
 Mr. Kevin Hoult
 Dr. Kingsley Harbor
 Dr. LaJoyce Debro
 Dr. Louise Clark
 Dr. Maureen Newton
 Ms. Misty Cassell
 Dr. Phyllis Waits
 Dr. Sarah Latham
 Ms. Shavon Prather
 Ms. Susan Sellers
 Mr. Terry Marbut
 Mr. Todd Prater

Assessment Subcommittee takes the lead

Thus grew the tale of Wonderland:

Thus slowly, one by one,

Its quaint events were hammered out----

And now the tale is done,

And home we steer, a merry crew,

Beneath the setting sun (Carroll, 1865, p.3)

Does this sound like an academic community that just completed its Quality Enhancement Plan (QEP) including a comprehensive system of assessment that measures student learning? As Alice in Wonderland embarked on her journey, the staff, faculty, students, and administration will develop a comprehensive, workable plan to assess student learning at JSU. Why would we want to take this journey? First, it is a requirement of The Southern Association of Colleges and Schools (SACS), our accrediting agency. More importantly, it is an opportunity for constituents from across the campus to come together and participate in the development of a method to assess student learning. Another beneficial outcome is that faculty and students will have available to them quantitative and qualitative measures that will serve as indicators, early on and throughout a student's program, of progress and needed improvements.

Approximately one year ago, the Assessment Sub-Committee, an outgrowth of the Institutional Effectiveness Committee, was

established. Dr. Jean Pugliese was asked to serve as chairperson, and is privileged to work with Dr. LaJoyce Debro, Dr. Brent Cunningham, Dr. John Hammett, Dr. Phyllis Waits, and a member from the SGA.

Dr. Meehan charged the sub-committee with identifying all instruments, currently used at JSU, to measure student learning. Thus far, the committee has received copies of university-wide measures, and is in the process of identifying all other measures used by specific departments. Future plans include: the development and dissemination of a survey of faculty to obtain additional insight from this group, the procurement of additional data from students, and possibly a university-wide assessment conference whereby JSU units could showcase their assessment efforts.

New members of the subcommittee for 2006-2007 include Dr. Jean Pugliese, Dr. LaJoyce Debro, Dr. John Hammett, Mr. Terry Marbut, Mr. Todd Prater, Ms. Shavon Prather, Ms. Susan Sellers, Dr. John Sneed and Dr. Phyllis Waits.

Please remember, this is an opportunity for everyone to take a journey together and develop our own system for assessing student learning. We look forward to speaking with you.

*Dr. Jean M. Pugliese, Chair
 Assessment Subcommittee of the
 Institutional Effectiveness Committee*

Assessment scary? Not in the least!

One of my esteemed colleagues, a faculty member at JSU, recently suggested to me that we should call assessment something that sounds less scary. "Assessment, scary?" I scoffed. Let's see, the American Association of Higher Education defines assessment as "a systematic process of looking at student achievement within and across courses by gathering, interpreting and using information about student learning for educational improvement." Hmm, maybe my colleague has a point...

Is there a way to make assessment sound less scary? Here's an attempt.

What is Assessment?

Simply put, show me how your students are meeting your defined student learning objectives and you've engaged in assessment. You have student learning objectives for your courses (they're probably in your course syllabi). Your department has student learning objectives. The university has student learning objectives. Each of these should have a process of measurement that

indicates whether students are learning what you think they should learn. If they are, how can you help them learn even better? If they aren't, how can you adjust your teaching methods, course content, or amount of time spent on instruction of certain concepts to ensure

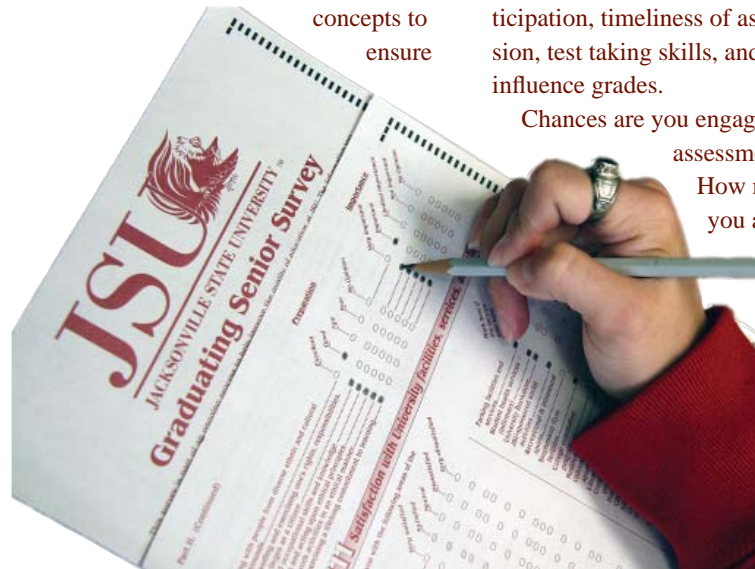
they are learning what you intend for them to learn? Now is that so scary??

Notice that these questions differentiate assessment from grading since you're focusing solely on student learning. Grading usually includes other factors such as participation, timeliness of assignment submission, test taking skills, and other factors that influence grades.

Chances are you engage in informal assessment all the time.

How many times have you asked yourself,

"How do I teach this concept to students who are so different without boring some and losing others?" That's a great assessment question!



New updates to PRISM

Ever submit budget requests through PRISM and felt like your request fell into a black hole? In fact, budget requests go through a series of reviews, recommendations and serious considerations. Up until now, however, PRISM has not had a way of informing units about the progress of their budget request reviews. This year, the process will be much more visible to units.

PRISM plans and budget requests will be due December 15, 2006. In January, college deans will review academic unit plans and budget requests. Deans will have the opportunity to fund requests, forward the requests to a vice president for consideration or deny the request for funds. Once the decision is made, the dean can notify the unit through PRISM. PRISM will send an e-mail to the contact person for that unit that prompts the user to go to PRISM and check the status of the request. For each objective's budget request, a table will indicate who reviewed the request and the status of the request. If it was funded, the amount funded will be displayed. A similar process will occur for requests reviewed by Vice Presidents. Prior to the finalization of the new fiscal year's budget, some requests will go forward to the expenditures subcommittee for consideration.

To help prepare for this upgrade, OIRA will contact each unit to ensure the e-mail address for each unit is up to date in PRISM.

PRISM Basics Training

For those responsible for and new to PRISM, or those who need a refresher course, plan to attend PRISM Basics Training on Thursday, October 12th at 2pm. Call 8144 to reserve a seat.

Jacksonville State University Planning and Reporting Timeline

Planning 2007-2008	
September 15, 2006 - December 15, 2006	All units revise/develop and enter into PRISM their 2007-2008 annual plan. Administrative goals, objectives, evaluation measures and expansion (new funding request for 2007-2008 budgeting year)
December 15, 2006 - January 30, 2007	Deans/director review, revise and approve unit plan (budgeting year 2007-2008)
February 1, 2007 - March 1, 2007	Plans reviewed and approved/disapproved by Vice Presidents (budgeting year 2007-2008)
Reporting 2006-2007	
May 1, 2007 - August 1, 2007	All units submit their 2006-2007 Significant Accomplishments Part II (500-600 word summary), the Annual Report for the Annual Report
May 1, 2007 - September 1, 2007	All units update their PRISM plan for budgeting year 2006-2007, by completing the Results of Evaluation/Assessment, Use of Results and Status boxes, plus Section II of the Annual Report
September 1, 2007 - September 15, 2007	Deans/directors review all units' 2006-2007 annual reports
September 15, 2007 - October 1, 2007	Vice Presidents and Division Heads review their unit's 2006-2007 annual reports
October 15, 2007	Annual Report of Significant Accomplishments provided to the President and Vice Presidents for 2006-2007

Assessment Qs and As

What areas are currently being looked at?

Across JSU, assessment of student learning is conducted all the time. It's the way that faculty, departments, and the administration are able to show that students learn content, skills, and have a conducive learning environment. Assessment goes beyond testing and grading individual students in the classroom by introducing assessment measures that are designed to determine if established learning goals and standards are being met by a group of students (i.e., within a classroom, department or university-wide).

The Office of Institutional Research and Assessment (OIRA) is responsible for gathering, analyzing and disseminating reports that directly and indirectly assess student learning at an institution level. Direct measures include College Base Academic Subjects Exam (C-BASE), a measure of general education (i.e., English, mathematics, science, social studies, and critical thinking) that every undergraduate student is required to complete before graduation. Other direct measures are subject-based and are used by specific departments (i.e., biology, music, etc.), such as the Major Field Test (MFT) and the Area Concentration Achievement Test (ACAT). JSU has an assessment committee that will look at the possibility of including complementary direct measures in the future.

OIRA also implements indirect measures that examine student behaviors and attitudes that are known to correlate with student success. The National Survey of Student Engagement

(NSSE) is an example of an indirect measure that JSU initiated in Spring 2006. NSSE focuses on student experiences inside and outside the classroom and provides benchmarks from other universities to evaluate findings. Other indirect measures that provide useful information are the New Student Survey, the Graduating Senior Survey, and the Graduate Student Exit Survey. Applied measures that are used intermittently include the Alumni Survey and an Employer Survey. In addition to the institution level assessment plan, each college and department establish and implement assessment plans, ensuring a comprehensive approach that benefits all.

What will happen as a result?

The purpose of conducting assessment is to find out if curricula, teaching strategies, and student services are providing the intended results so that if they aren't, adjustments can be made to improve student learning and the learning environment. Adjustments can be as minor as changing a syllabus to expand the amount of time that's spent on a subject or as expansive as redesigning a department's curriculum. Assessment measure reports are shared with decision-makers so they can make adjustments as needed and document changes. This continuous improvement process is an important indicator of JSU's quality, and stakeholders across the university are dedicated to making JSU's quality visible.

Why is this process good for our students?

The assessment process is good for our students for several reasons. First, it gives them an opportunity to demonstrate to decision-makers their needs, interests and perceptions about life at JSU. Their input leads directly to positive changes.

Second, when students demonstrate their knowledge and skills on direct measures, they are helping the university identify strengths and weaknesses in the learning environment, which allows for improvements in curricula, teaching, and general education.

Third, students who are proud of JSU and their education have an opportunity to have their combined successes documented and shared with others to improve the perception of a JSU education by employers, peer institutions, and potential students. Everyone benefits as a result.

**Do you need assistance
in incorporating assessment
measures into your PRISM planning?
Contact OIRA for support!
ext. 8144 or oira@jsu.edu**

Teamwork makes departmental planning a cinch

There are times when you, as a department or other unit, need to start planning from scratch.

Last year 75% of the staff members in the Office of Institutional Research and Assessment were new to the office. This gave us an opportunity to develop our departmental plan from scratch and to build our team in the process. Just like everyone else, we really didn't have time to get together for group planning. However, we remembered back to Stephen Covey's book, *The Seven Habits of Highly Effective People* and his description of the four quadrants in his time management matrix. Using a matrix of important, not important, urgent and not urgent activities, Quadrant II represents the activities in our work that are important, but not urgent. For us, planning fell into Quadrant II. In fact, before each meeting, when we had a hard time pulling ourselves away from our phone calls, e-mails, and work that was falling behind, we would shout "Quadrant II, people" and get ourselves to the much less distracting

Time Management Matrix

	URGENT	NOT URGENT
IMPORTANT	Quadrant I (Manage)	Quadrant II (Focus)
NOT IMPORTANT	Quadrant III (Avoid)	Quadrant IV (Avoid)

OIRA sends seven to San Antonio workshop

On July 31-August 2, 2006, OIRA sponsored seven JSU employees' attendance at the 16th annual Institutional Effectiveness Intensive Workshop Series in San Antonio, Texas. Those attending were LaJoyce Debroy, Maureen Newton, Terry Marbut, Kingsley Harbor, Mendy Wright, Tienhan Ma, and Christie Shelton.

NOTE: Keep reading MOMENTUM to learn how you can take advantage of OIRA-sponsored conference opportunities.

5 Meetings Toward a Departmental Plan

Meeting 1

- What does our department do? (What are the student learning objectives for our courses? How do we support student retention/graduation with our services?)

Meeting 2

- Envisioning our future- What do we want to look like in 5 years?
- Draft a vision statement

Meeting 3

- Finalize/review our Vision Statement
- SWOT Analysis (What are our Strengths, Weaknesses, Opportunities and Threats?)
- Goal development (Based on the purpose, vision and SWOT analyses)

Meeting 4

- Develop goals, objectives, strategies for assessment (include e-goals/e-objectives based on 3 to 4 student learning objectives from the course syllabi)

Meeting 5

- What is our mission?

conference room to start planning.

Since we were in a sense, starting from scratch, we decided to complete a fairly thorough planning agenda, but we needed to be very stingy with how much time we spent in meetings. So, we scheduled 5 one and a half hour meetings across a month (our PRISM plan was due in a month). We followed the agenda above, and by doing just a little homework between meetings, we developed a new vision statement, mission statement, goals, objectives and measures/strategies for measuring success (www.jsu.edu/depart/oira). In addition to having real

products to show for our meeting time, we also created a sense of team, clarity of vision, and buy-in from each individual on the team since each member of the team participated in developing the plan. It took less than 8 hours to set the foundation for the next five years.

You are welcome to use the agenda (guiding questions) that we used. Also, if you'd like someone to guide your planning team through this or a similar agenda, please contact us at 8144 or oir@jsu.edu. We'll be glad to help you get started. *Quadrant II, people!*

Five attend assessment conference in Phoenix

On June 15-19, 2006, three OIRA-sponsored attendees joined Lisa Williams and Jean Pugliese at the "Assessment, Accountability, and Retention in the Learning College" conference in Phoenix, AZ. Those attending on OIRA sponsorship were Alicia Simmons, Judy Harrison, and Sarah Latham.

Program Review is healthy for departmental growth

The pain will be worth the gain.

This is the consensus of several departments on campus who, this summer, had the distinction of being participants in the University's first cycle of Program Review.

Five departments held on-site peer reviews in July, including the Department of Learning Services, the Office of Human Resources, Counseling and Career Services, and Disability Support Services. The University Police Department simultaneously convened their on-site accreditation review and their JSU Program Review in early August.

The purpose of JSU's Program Review is to support quality improvement through systematic review. It involves two stages: self-study and on-site peer review.

According to Dr. William Meehan, JSU President, "One of the intrinsic values of Program Review is not to see how great a particular program is but rather to understand the progress made and overall contribution to the University by the program."

Dan Miller, head of Disability Support Services, hosted his team of two external reviewers and one on-campus reviewer on July 28-29. Although there was a lot of foundation work in the months leading up to the site visit, including the preparation of the unit self-study, Miller says Program

Review was a "healthy procedure" for his department.

"Being in the first year of the new Program Review cycle has been a learning experience. It's certainly been helpful for staff and director to reflect back on not only those areas that need to be strengthened but those areas of great pride," he said.

"As DSS prepares for its 25th year, it is most appropriate that we revisit our vision and mission statement. The end result of the process will certainly mean better services for students and greater clarity of staff duties. The pain will be worth the gain."

Judy Harrison, assistant director of the Office of Human Resources, has extensive experience with Program Review, both as a member of the Program Review subcommittee and a first-year participant. She recognized program review as a valuable means by which typically unaccredited non-academic units could be assessed.

"The process (of Program Review) gave the Office of Human Resources the opportunity to validate its functions and benchmark against industry standards and

long term performance. Outside reviewers were valuable in accessing activities, and we welcomed their comments which endorsed our processes and recommended changes to improve procedures. The process moved quickly and was not as time consuming as initially anticipated," she said.

Rickey Naugher, director of Counseling and Career Services, admits that he had concerns going into Program Review, since his department was among the first to be reviewed and he did not know what to expect. Now that the process is behind him, he sees that it has been very helpful.

"The immediate benefit was that Dr. Rebecca Turner, who was on the summation of our program review, indicated that her office would

acquire access to two computers that we were in need of. We have since received those computers and they were placed in our Career Resource Room," he said.

For other departments preparing for their first review, Naugher recommends "to not panic, to keep documentation of all services, programs, etc. that they provide and students they serve."

"The thing I did like most about the review was allowing an external group of professional people come into our department and give us an outsider's perspective about our program. All of our feedback was positive but we did get some good suggestions on ways to improve getting the word out about the counseling department, and our services and programs," he added.

During June 2006, 10 departments at JSU submitted self-studies following JSU's new Program Review Self-Study requirements. The self-studies covered the mission and purpose of the unit, quality indicators, demand for the unit's resources, the resources available to the unit, and any additional information that the unit wanted to provide. These self-studies were then sent to the three reviewers (both JSU inter

The purpose of JSU's Program Review is to support quality improvement through systematic review. It involves two stages: self-study and on-site peer review.



Bonnie Martin and Sarah Latham (facing camera), peer reviewers for Disability Support Services meet with staff to discuss departmental strengths and areas for improvement. (Angie Finley photo)

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Program Review

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nal reviewers and external reviewers) for study before the on-site visits were scheduled.

Of those 10 units that included the above mentioned units, the College of Nursing, the Department of Art, and the Department of Social Work received exemptions from the on-site review since they are accredited and recently participated in an on-site peer review. The Department of Math and Computer Science is accredited for their Computer Science division.

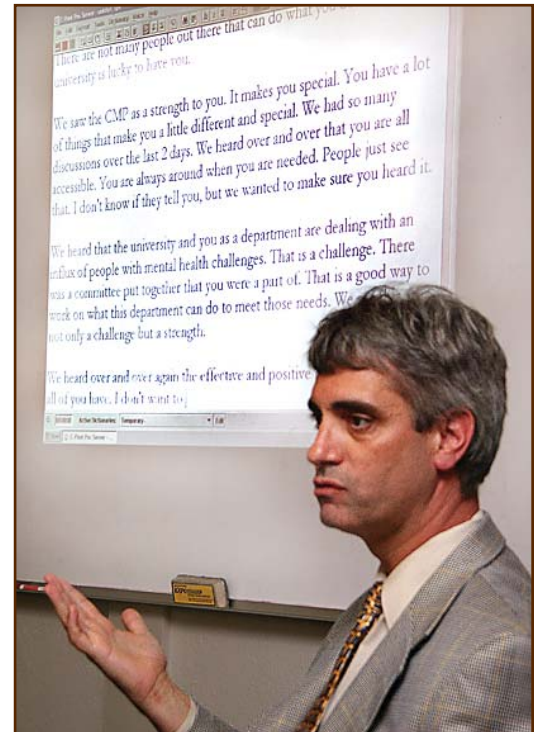
The Math division held their on-site peer review in September.

After self-studies and on-site reviews are completed and units respond to the reviewers' report, reports and recommendations will be forwarded to the appropriate Dean, Vice President and the President. Departments will also use these findings to develop goals and objectives to be documented in PRISM.

A complete program review schedule can be accessed on the OIRA website at the following link: <http://www.jsu.edu/depart/oira/Program%20Review/program%20review%20schedule%20JSU.htm>.

Members of the Program Review subcommittee who assist in guiding the process are: Dr. Louise Clark, College of Commerce and Business Administration; Judy Harrison, Office of Human Resources; Dr. Cynthia Harper, College of Education and Professional Services; Dr. Sarah Latham, College of Nursing; Dr. Maureen Newton, Department of Sociology and Social Work. Ex-officio members are Lisa Williams, College of Arts and Sciences, who is chair of the Institutional Effectiveness Committee; and Dr. Alicia Simmons, Office of Institutional Research and Assessment.

Cycle 2 participants begin their self-studies this fall. Units scheduled for review include OIRA, Drama, and 13 units in the College of Education and Professional Studies.



John Mascia, peer reviewer for Disability Support Services, offers his thoughts while they are displayed onscreen for the DSS staff. (Angie Finley photo)