In keeping with the vision of the Office of Institutional Research and Assessment, we have recently rolled out our new interactive web site. You may access it at http://www.jsu.edu/oira/index.html or by clicking on “Departments and Offices” on the JSU home page and then “Institutional Research and Assessment,” which is located halfway down the page on the right.

When you arrive, you will be able to click on links on the left sidebar that take you to several years of Fact Books, Quick Facts, Momentum newsletters and Assessment Quick Facts. You will also find PRISM and Program Review login links. The Strategic Plan link includes recent updates of the University Strategic Plan and recent publications. The College Portrait and College Cost Calculators can be found under the VSA (Voluntary System of Accountability) link and the Common Data Set is linked as well.

Another feature on the left-hand sidebar is access to Tableau. On this page you will find interactive worksheets viewable with Tableau Reader that allow you to filter enrollment data gathered on the semester’s census date. There’s a link for downloading Tableau Reader free of charge.

There’s also a link to Tableau Server that houses more sensitive data, requiring a user name and password. A schedule for data published on the Tableau Server University Assessment System is on the back of this newsletter.

Central to OIRA’s new web site are several quick links to information that can help you with your planning and reporting. You’ll also find current semester facts on the right-hand sidebar.

Please visit our new web site and find the information that will help your department continuously improve. If you have any questions or need assistance call 782-8144.

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.
Students Win Big with IDEA

Many JSU students who had the great IDEA to participate in the end of Semester IDEA survey in the Fall received some great incentives! Three students received iPod Touches, five students won iPod Shuffles, five students won $100 bookstore vouchers and 100 students won JSU flash drives. Congratulations to all of the Fall 2008 incentive recipients!

Left: Kimberly Megill shows off her iPod Touch.
Right: Students show off their prizes, an iPod Shuffle and a flash drive.

Members of JSU’s Student Government Association prepare to draw for the Spring semester 2009 IDEA incentives, including: five iPod Shuffles, five $100 book vouchers to the JSU Campus Bookstore, and 100 JSU flash drives. Student Government Association members shown are: (From left) Chief Justice Anthony Hall, President Bryant Whaley and Vice President of Organizational Affairs Timothy K. Long.

Collegiate Learning Assessment Beginning Fall 2009

The Collegiate Learning Assessment (CLA) is coming to JSU in fall 2009. The CLA measures the institution’s contribution to student competencies and skill development. Using a cross-sectional design, 100 freshmen will be randomly selected to participate in the CLA in the fall. In Spring 2010, one hundred seniors will be randomly selected to take the CLA in place of the C-BASE as a graduation requirement. Focused on skills, such as problem-solving and critical thinking, the CLA has no multiple-choice items on the 90-minute exam. Instead, students are prompted to critique an argument or make an argument in open-ended responses.

Each task requires that students integrate critical thinking, analytic reasoning, problem solving and written communication skills. A combination of computer and human scoring is used to measure student responses on eleven dimensions, including mechanics of writing, ability to draw conclusions, and analysis and synthesis of evidence.

Reports include the percentile ranking and performance level for freshmen, seniors and the institution’s value-added estimate on the entire CLA for four areas: performance task, analytic writing task, make an argument, and critique an argument. Expected outcomes take into account the academic abilities of students in the sample.

The Collegiate Learning Assessment, added to C-BASE, IDEA and the National Survey of Student Engagement (NSSE) will combine to provide meaningful insights as to how Jacksonville State University can continuously improve the student learning environment and opportunities for student success.

For more information on the Collegiate Learning Assessment, go to: www.collegiatelearningassessment.org.
23rd Annual ALAIR Conference

On Monday, March 30th and Tuesday, March 31st, the Office of Institutional Research and Assessment planned and co-hosted along with Auburn University, the 23rd Annual ALAIR Conference held at the Auburn/Opelika Marriott at Grand National.

The Keynote Speaker was Jane Wellman, Executive Director of the Delta Cost Project on Postsecondary Costs, Productivity and Accountability. The Delta Cost Project is a research and policy organization based in Washington D.C. Mrs. Wellman’s timely message, in this era of budget cuts to higher education, suggests how to improve productivity in higher education through more effective management of resources without compromising student access or quality.

Also during the conference, there were many sessions of interest to participants, including a Tableau Forum and Marketing Data Across Campus, which were presented by members of JSU’s Office of Institutional Research and Assessment.

Dr. Pamela Arrington Director of the Alabama Commission on Higher Education (ACHE) spoke during the business meeting regarding the preliminary findings of the long range planning process and to encourage constituents to engage in the work of the Statewide Planning Advisory Council.

Simmons and Rosier Named to ALAIR Executive Committee

Dr. Alicia Simmons, Director of Institutional Research and Assessment, was recently named President of the Alabama Association for Institutional Research (ALAIR) for the 2009-2010 term. She served as Vice President during the 2008-2009 term where, among other things, she was responsible for planning and co-hosting the 23rd Annual Statewide ALAIR Conference. In April 2007 she and the OIRA staff hosted the 2007 ALAIR Conference at JSU.

Dr. Simmons also served on the Statewide Planning Advisory Council facilitated by the Alabama Commission on Higher Education (ACHE). The Council developed a strategic plan focusing on the needs of higher education. Dr. Simmons chaired the subcommittee for Increasing Student Preparedness for College and Careers.

In addition, Dr. Simmons serves on the The Higher Education Information Advisory Group (HEIAG) Steering Committee, an advisory body to ACHE focused on Alabama’s statewide student database.

Mr. John Rosier, Coordinator of Institutional Research and Assessment will serve on the ALAIR Executive Committee as a Member-at-Large. In his first year as an ALAIR member, Mr. Rosier presented twice at the ALAIR 2009 conference, first demonstrating Tableau software with Ms. Tienhan Ma and second, participating in the “Marketing Data on a University Campus” presentation with Ms. Kim Presson, Ms. Tienhan Ma and Dr. Alicia Simmons. At JSU, Mr. Rosier serves as the Chair for the Computer Advisory Committee.

A transition meeting installing the new ALAIR Executive Committee officers took place May 15, 2009, at JSU’s Houston Cole Library.

Shown below are members of the new ALAIR Executive Committee. From left to right: John Rosier-Jacksonville State University, Member at Large; Alicia Simmons-Jacksonville State University, President; Tara George-Jefferson State Community College, Vice President; Gordon Mills-University of South Alabama, Nominating Committee; Aundrea Wheeler-Bishop State Community College, Member at Large; and Diane Sherman-Alabama Commission on Higher Education, Past President. Not pictured are Patricia Pratt-University of West Alabama, Secretary; and John McIntosh-Northwest Shoals Community College, Treasurer.
Program Review Update

As the summer approaches, many of JSU’s academic programs and administrative offices in the 4th Cycle of Program Review will be finishing up their self studies and getting ready for their peer review visits.

The following units are currently participating in the Cycle 4 Program Review process: Biology, Business Administration, Center for Economic Development, Communication, Continuing Education, Accounting, Economics and Finance, Financial Aid, Management and Marketing, Music, Institutional Research and Assessment and Tutoring Services.

Cycle 3 has just recently concluded and the participants will be recognized at the Board of Trustees Meeting in July.

Cycle 5 participants will begin their training sessions in September. These units are: Admissions Office, Controller’s Office, Purchasing Office, Division of Information Technology, Houston Coyle Library, the English Department, the Department of Political Science and Public Administration, Sociology, the Department of Psychology and the English Language Institute.

Members of the Program Review subcommittee who help guide the process are Dr. Louise Clark, College of Commerce and Business; Ms. Judy Harrison, Department of Human Resources; Dr. Jean Pugliese, College of Graduate Studies; Dr. Sarah Latham, College of Nursing; Dr. Maureen Newton, Department of Sociology and Social Work; and Ms. Lisa Williams, College of Arts and Sciences.

Program Review Timeline

May
- President issues call to participate letter to units.

September
- OIRA and Program Review subcommittee members provide training to units.

November
- Accredited units request on-site review waiver from Dean and Vice President.

Oct - March
- Each unit under review conducts self-study and completes the online Program Review Self Study report.
- Accredited programs submit accreditation report and response to accreditation report.
- Program Review Committee and Technical Support Team provide assistance as needed to units.

April 1
- Program Review Self Study complete. OIRA will forward copies to immediate supervisor and Dean/AVP/VP.

April - October
- Non-accredited units complete on-site peer reviews, coordinate with immediate supervisor and respond to reviewers’ recommendations.

November-Jan
- Vice Presidents develop recommendations to the President.

February
- OIRA submits summarized reports to the President for review.

July
- Units are recognized at the Trustee’s Meeting.

September
- Units incorporate recommendations in PRISM planning.

PRISM Planning and Reporting Timeline

<table>
<thead>
<tr>
<th>Reporting 2009-2010</th>
<th>Planning 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15, 2010</td>
<td>December 15, 2009</td>
</tr>
<tr>
<td>All units complete 2009-2010 reporting by completing:</td>
<td>All units revise/develop and enter into PRISM their 2010-2011 plans with goals, objectives, evaluation strategies and new funding requests for 2009-2010.</td>
</tr>
<tr>
<td>• Results of Evaluation/Assessment</td>
<td></td>
</tr>
<tr>
<td>• Use of Results</td>
<td></td>
</tr>
<tr>
<td>• Status boxes for each objective</td>
<td></td>
</tr>
<tr>
<td>• Significant Accomplishments</td>
<td></td>
</tr>
<tr>
<td>October 15, 2009</td>
<td>February 1, 1010</td>
</tr>
<tr>
<td>Annual Report of Significant Accomplishments provided to the President and Vice Presidents for 2009-2010.</td>
<td>Deans/AVPs review, revise and approve unit plan and requests.</td>
</tr>
<tr>
<td></td>
<td>March 1, 2010</td>
</tr>
<tr>
<td></td>
<td>Vice Presidents review and approve/disapprove unit plans and budget requests.</td>
</tr>
</tbody>
</table>

University Goals

1. Educate students to be productive, responsible citizens and effective leaders.
2. Advance student learning through academic excellence.
3. Increase student and faculty participation in research and service activities.
4. Create a diverse learning community that facilitates academic and professional excellence.
5. Effectively use technology to support learning, research, information management and evidence-based decision-making.
6. Continuously improve administrative processes and services.
7. Enhance revenue growth and financial planning to ensure adequate fiscal resources for the university.
All academic and non-academic units at Jacksonville State University are responsible for the planning and reporting that lead to increased student success and an improved learning environment. Goals, objectives, strategies, budget justifications, results, use of results, and significant accomplishments are documented in PRISM, JSU’s web-based system for planning and reporting. Every unit develops operational goals and objectives in PRISM for administrative functions, professional development, strategic planning, and other functions. Unlike operational goals and objectives, each unit is also responsible for developing e-goals and e-objectives that focus on student outcomes.

Below are guidelines for PRISM planning and reporting. Units should review the guidelines every year before finalizing PRISM planning due on December 15th and reporting due on September 15th.

**PRISM Planning** (Due December 15th)

**Mission**

1. The unit’s mission is clearly stated.
2. The unit’s mission is consistent with the purpose of the unit.
3. The unit’s mission clearly supports the University mission statement.

**Goals**

4. The unit’s goals are clearly stated.
5. The unit’s goals clearly support the unit’s mission.
6. The unit’s goals are linked to the University’s goals.
7. The unit’s e-goals are focused on student outcomes.

**Objectives**

8. The unit’s objectives are clearly stated.
9. The unit’s objectives are measurable.
10. The unit’s objectives are meaningful in supporting continuous improvement.
11. The unit’s e-objectives are focused on student outcomes.
12. Academic units have at least 3 e-objectives related to student learning outcomes OR non-academic units have at least 1 e-objective related to student outcomes.

**Strategy/Assessment/Success Criteria**

13. Strategies or criteria are documented for each objective.
14. Strategies or criteria are appropriate for the objectives.
15. The strategies or criteria are realistic.
16. The assessment methods or tools are appropriate for the objectives being evaluated.
17. Multiple methods of assessment are used where appropriate.
18. Baseline or comparison data are provided.
19. The methods of evaluation are consistent with best practices.

**Budget Justification**

20. The budget requests are realistic.
21. The budget request types are completed accurately.
22. The budget justifications are clear.
23. The budget justifications appropriately use data to support requests.

**PRISM Reporting** (Due September 15th)

**Results**

24. Results, including data where appropriate, are clearly reported for all objectives.
25. Results, including data where appropriate, are clearly reported for all methods of assessment.
26. Well thought-out analyses of all objectives are presented.

**Use of Results**

27. Actions prompted by the results are clearly described.
28. Responses indicate thoughtful use of data for improvement.

**Significant Accomplishments**

29. Significant accomplishments are clearly reported.

**Improvement Across Years**

30. A review of PRISM plans & results across 3 years clearly demonstrates progress toward improvement of the unit.

Ver1: 10/5/07
The sample assessment plan below demonstrates four levels of measurement for a graduate program ensuring students have the best opportunities to be successful. Level 1 refers to indirect measures of student learning that reflect student reaction or satisfaction. IDEA course evaluation items, like “Overall, this is an excellent course,” are examples of indirect measures. Level 2 is direct measurement of student knowledge, concepts or skills learned. Departments using C-BASE, or MFAT are measuring at level 2. Soon, we’ll have the Collegiate Learning Assessment as a Level 2 measure. Also, if you’re using a rubric to rate demonstration of concepts or skills learned, you are measuring at level 2. Level 3 refers to application of what was learned. We often use alumni or employer surveys for level 3. Level 3 must focus on changes in behavior or actions as a result of learning. Level 4 focuses on impact in the program or organization as a result of learning. Also known as business impact measures, your department may focus on student retention, graduation rates, or professional certifications awarded. The first two examples focus on JSU or your department as the point of impact related to student success, while the last example focuses on the profession or perhaps statewide impact of more certified professionals. Take a look at your assessment plan and identify the levels of measurement. Also, make sure they’re identified under your e-objectives in PRISM. Contact OIRA at 8144 if you have any questions.

### Sample Graduate Program Assessment Plan

<table>
<thead>
<tr>
<th>Level</th>
<th>E-Objectives</th>
<th>Measures</th>
<th>Data Collection Method</th>
<th>Data Sources</th>
<th>Timing</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indirect</td>
<td>New students’ average rating on all items measuring satisfaction will be at least 3.5 out of 4.</td>
<td>Average ratings on satisfaction items</td>
<td>New Graduate Student Survey</td>
<td>Students</td>
<td>Beginning of first semester</td>
<td>Program Director</td>
</tr>
<tr>
<td></td>
<td>Students will indicate satisfaction with courses by rating course excellence as at least 4 out of 5.</td>
<td>Item on IDEA Course Evaluation System</td>
<td>IDEA Course Evaluation</td>
<td>Students</td>
<td>Every semester</td>
<td>Faculty</td>
</tr>
<tr>
<td></td>
<td>Graduating students’ average rating on all items measuring satisfaction will be at least 3.5 out of 4.</td>
<td>Average ratings on satisfaction items</td>
<td>Graduate Student Exit Survey</td>
<td>Students</td>
<td>During application for graduation</td>
<td>Office of Graduate Studies</td>
</tr>
<tr>
<td>2. Direct</td>
<td>Group comparisons will indicate statistically significant differences between pre- and post-tests for graduating students.</td>
<td>Accuracy on pre- and post-tests.</td>
<td>Pre-test and Post-test</td>
<td>Students</td>
<td>End of course work</td>
<td>Program Director</td>
</tr>
<tr>
<td></td>
<td>Student responses to questions asked during Comprehensive Orals will average to at least 4 out of 5</td>
<td>Average ratings on course knowledge discussion items</td>
<td>5-point rubric</td>
<td>Faculty on Orals committee</td>
<td>End of course work</td>
<td>Faculty Chair for Orals</td>
</tr>
<tr>
<td>3. Applied</td>
<td>Graduates will indicate that they use or plan to use at least 85% of the knowledge and skills that they learned from the program in their work.</td>
<td>Report of use of knowledge and skills</td>
<td>Alumni Survey</td>
<td>Graduates</td>
<td>1-3 years after graduation</td>
<td>Program Director</td>
</tr>
<tr>
<td></td>
<td>Employers will indicate that graduates use or plan to use at least 80% of the knowledge and skills taught in the program.</td>
<td>Report of use of knowledge and skills</td>
<td>Employer Survey</td>
<td>Employers</td>
<td>3 months after alumni survey</td>
<td>Program Director</td>
</tr>
<tr>
<td>4. Impact</td>
<td>At least 85% of students will be retained in the program each academic year.</td>
<td>Monitored retention of students through program</td>
<td>Retention data each semester</td>
<td>Institutional Research &amp; Assessment</td>
<td>Annually</td>
<td>Faculty Member</td>
</tr>
<tr>
<td></td>
<td>At least 80% of students will make satisfactory academic progress each academic year.</td>
<td>Monitored student progress to graduation</td>
<td>Student progress reports</td>
<td>Faculty Advisor Records</td>
<td>Annually</td>
<td>Faculty Member</td>
</tr>
</tbody>
</table>
IDEA Update

Jacksonville State University participated in the online IDEA Student Ratings System for the first time during the fall 2008 semester. Ms. Tienhan Ma, Coordinator of Assessment, then became responsible for administering the assessment tool online, and coordinating with the IDEA staff and with liaisons from each JSU college.

Special thanks go to the college liaisons who assist with administering IDEA for their colleges: Ms. Valene Singleton, College of Arts & Sciences; Ms. Amy Hall, College of Commerce & Business Administration; Ms. Rosemary Harper, College of Education & Professional Studies; and Ms. Carla Willingham and Ms. Peggy Prichard, College of Nursing & Health Sciences.

In fall 2008 a total of 1,522 classes used this method of course evaluation. The overall student response rate was 41.8%. Students had almost one month to complete their evaluations. The faculty information form was completed by 95.2% of the faculty. The reports containing the results from IDEA were distributed to each dean’s office at the end of the semester and from there were distributed to departments and faculty.

In spring 2009 a total of 1,080 classes participated in IDEA with a student response rate of 37%. The College of Arts and Sciences had a response rate of 36%, the College of Commerce and Business Administration 35%; the College of Education and Professional Studies, 40%; and the College of Nursing 60%.

Initial findings from the spring results indicate that institution-wide, JSU students who responded rated their courses and faculty higher than students responding nation-wide. Using raw scores, 74% of the classes were rated at or above the ratings from the IDEA database on ‘progress on relevant objectives.’ A percentage that exceeds 60% infers that the overall; instructional effectiveness was unusually high. JSU students participating rated 69% of course faculty at or above the average. JSU students rated 73% of their courses as “excellent.” Overall, the average percentage of classes with ratings at or above the IDEA average was 74%.

Clearly, the results provided by this system can be meaningful and useful to faculty and departments. Dr. Rebecca Turner, Vice President for Academic and Student Affairs encourages faculty and departments to find ways to increase student response rates. To support this effort, Dr. Joe Delap, Associate Vice President for Academic Affairs, will convene an ad hoc committee of faculty from each college to develop ideas for helping faculty increase response rates in their classrooms. It’s a great idea!

Cost Calculator Now Available on JSU Web Site

Jacksonville State University wants students and their families to have all the information they need to make their decision to come to JSU. Now just one click away from JSU’s home web page, future students and families will find JSU’s College Portrait and College Cost Calculator. In collaboration with the Office of Financial Aid, OIRA collected and published data using a template provided by the Voluntary System of Accountability (VSA).

The College Cost Calculator allows users to enter facts about their family income, dependents and other factors that determine cost of attendance and financial aid available. The College Portrait provides information on the characteristics of institutions and students, student engagement with the learning process, and core educational outcomes.


C-BASE: Making it Meaningful

For almost 20 years Jacksonville State University has required seniors to take the C-BASE exam prior to graduation. The exam was chosen as a measure of general education knowledge because it was believed to best represent the content taught at JSU in core courses related to: English, history, mathematics, science and the social sciences. However, C-BASE has widely been viewed as irrelevant at JSU. Students had no incentive to complete the test except to graduate; while most colleges and departments did not view the results as useful in their planning and assessment of curriculum. That’s all about to change!

Thanks to the vision of Dean Earl Wade and Associate Dean Lisa Williams, the College of Arts and Sciences is working with the Office of Institutional Research and Assessment to make C-BASE meaningful. Dean Wade first chose 14 courses in English, math, history, science and social sciences that would serve as the core courses for this study. Next, faculty who teach those courses reviewed the latest C-BASE instrument and selected the items that reflect what they teach. The rest is up to the Office of Institutional Research and Assessment.

Tienhan Ma, Coordinator of Assessment, will pull the data from the last two years for students who have taken all of the core courses. Next, Falynn Cartmill, a graduate assistant completing her Master’s in Mathematics, will analyze the data from this sample of students using only the items identified by the faculty. Outcomes will then serve as a more meaningful measure of content knowledge learned in these courses. Department heads and faculty will then use these outcomes to adjust curriculum and syllabi to ensure students are learning all they can in their courses.

Thanks to all participating in this study. This is a GREAT example of making assessment meaningful. Thanks also to the Institutional Effectiveness Committee’s Assessment Subcommittee that evaluated C-BASE, made recommendations and implemented them over the last few years. Special thanks to Mr. Todd Prater, proctor for C-BASE in the Department of Counseling Services. He now requires students to complete one section of the exam at a time, resulting in students spending more time on the exam, which has led to more reliable data and higher scores.
# University Assessment System Schedule

Find and filter assessment data at www.jsu.edu/oira/tableau. Contact OIRA, 8144, for user name and password.

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Filters</th>
<th>Source</th>
<th>Date Published</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master Schedule Workbook</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Section Enrollment</td>
<td>College &amp; Department</td>
<td>Master Schedule</td>
<td>Each semester and annually</td>
<td>VPASA, VPABA, Deans, Dept Heads</td>
</tr>
<tr>
<td>Faculty Loads</td>
<td>College Department, Faculty Member</td>
<td>Master Schedule</td>
<td>Each semester and annually</td>
<td>VPASA, Deans, Dept Heads</td>
</tr>
<tr>
<td><strong>Direct Assessment Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-BASE</td>
<td></td>
<td></td>
<td>August 1</td>
<td>VPASA, Deans, Dept Heads</td>
</tr>
<tr>
<td><strong>Indirect Assessment Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Student Survey</td>
<td>College and Department</td>
<td>First-Time Freshmen and First-Time Transfer Students</td>
<td>August 1</td>
<td>VPASA, VPABA, VPIT, VPIA, AVPs, Deans, Directors, Dept Heads</td>
</tr>
<tr>
<td>Graduating Senior Survey</td>
<td>College and Department</td>
<td>Seniors semester of graduation</td>
<td>August 1</td>
<td></td>
</tr>
<tr>
<td>Graduate Exit Survey</td>
<td>College and Major</td>
<td>Graduate students semester of graduation</td>
<td>August 1</td>
<td></td>
</tr>
<tr>
<td>Sports and Recreation Interest</td>
<td>College</td>
<td>Prospective students and new students</td>
<td>September 10</td>
<td></td>
</tr>
<tr>
<td>NSSE</td>
<td>College</td>
<td>Freshmen and Seniors (random sample)</td>
<td>September 1 (even years)</td>
<td></td>
</tr>
<tr>
<td><strong>Applied Assessment Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JSU Alumni Survey</td>
<td>Major</td>
<td>Alumni Affairs survey</td>
<td>August 1 (every 4 yrs)</td>
<td>VPASA, VPABA, VPIT, VPIA, AVPs, Deans, Directors, Dept Heads</td>
</tr>
<tr>
<td>Dept Alumni Survey</td>
<td>Department</td>
<td>per Department</td>
<td>per Department</td>
<td>per Department</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Department</td>
<td>per Department</td>
<td>per Department</td>
<td>per Department</td>
</tr>
</tbody>
</table>