

Gettysburg College

Self-Study

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**Prepared for:
Commission on Higher Education
Middle States Association of
Colleges and Universities**

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MISSION STATEMENT

Gettysburg College, a national, residential, undergraduate college committed to a liberal education, prepares students to be active leaders and participants in a changing world.

This statement is grounded in the core values of the institution:

- The **worth and dignity of all people** and the limitless value of their intellectual potential;
- The **power of a liberal arts education** to help students develop critical thinking skills, broad vision, effective communications, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective, all necessary to enable students to realize their full potential for responsible citizenship;
- The **enrichment of the traditional liberal arts and sciences** curriculum with the most promising intellectual developments of the age;
- The **free and open marketplace of ideas** and the **exploration of the ethical and spiritual dimensions** of those ideas, both indispensable to helping students learn to determine which have lasting value;
- The **value of a lifelong commitment to service**, and the role of the College in both providing an example of public service for students and fostering a commitment to service among our young people; and
- A belief that a **residential college** is the most effective means of promoting the personal interaction between student and professor and student and student, which develops the community that is the heart of a liberal arts education.

(APPROVED as REVISED by the Faculty Council on October 30, 2002)

(Adopted by Board of Trustees, January 2003)

PREFACE

In 1995 Gordon A. Haaland, President of Gettysburg College wrote *Preparing Students for a Changing World*, in which he described Strategic Thinking at Gettysburg College.

*For the past few years, the various constituencies of the Gettysburg College have been engaged in a rigorous strategic planning effort designed to help us determine **how we may best prepare students for a rapidly changing world.***

This document is a compilation of the most promising ideas generated by those discussions. It should not however, be thought of as a finished product. We are resisting the temptation to develop a plan that will be set in stone. To emphasize that our planning effort is ongoing and that we will respond to ever-changing conditions and new opportunities, we have described our planning process as “strategic thinking.” Indeed, this document is open to continuous revision, and we welcome suggestions, questions, and comments, both now and in the months to come.

Our primary aspiration is to provide an excellent liberal arts education for our students, one that gives them an appreciation of the intrinsic value of all learning, an incisive intellect to deal with the complexity of our changing world, and a sensitive heart to respond to social problems and those in need.

*Gordon A. Haaland
President*

The College’s planning effort described in this Self-Study is a work in progress, it is ongoing and responsive to changing conditions and new opportunities.

ACKNOWLEDGEMENTS

Members of the Committee would like to thank Dr. Gordon A. Haaland, President, and members of President's Council for their support throughout the Self-Study.

We also wish to express our appreciation to everyone who served on Subcommittees and Work Groups for their diligence, thoughtful consideration of the issues, and completeness of their responses; and to Catherine Staneck for her assistance throughout the self-study.

Finally, we express our gratitude to Dr. Kathleen M. Cain and Dr. Timothy J. Shannon, Steering Committee Co-Chairs, for their leadership and focus provided throughout the process.

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Chapter I

INTRODUCTION

Gettysburg College is an four-year, undergraduate, mid-size, residential, liberal arts college located in historic Gettysburg in south central Pennsylvania, about ninety miles from Washington, D.C. and Baltimore, Md. It is a charter member of the Middle States Association Commission on Higher Education, having been accredited without interruption since 1921. The College's accreditation was most recently reaffirmed in 1999.

Gettysburg College was founded in 1832. A chief founder, Thaddeus Stevens, characterized the College, by stating that it is attended "by a large number of young men from different portions of this State, and elsewhere, and promises to exert a salutary influence in advancing the cause of liberal education ...in the learned languages, the arts, sciences and useful literature."

The College's Mission Statement of today continues to reflect the original purpose of its founding: "Gettysburg College, a national, residential, undergraduate college committed to a liberal education, prepares students to be active leaders and participants in a changing world." We continue to promote the liberal arts as the best form of education.

The College has seen many successes since its last accreditation review. The student body has grown from approximately 2,000 students to the current level of just under 2,500. Some neighboring properties have been acquired, and four buildings have been built for use as student residences. In fall 2002 a new state-of-the-art science building was completed. The number of students seeking admission is at its highest level in the history of the College, the yield of accepted students has increased, student retention has improved, entering students have stronger academic credentials and are more diverse than their predecessors, the discount rate has slightly decreased, the student/faculty ratio has improved, information technology and computing are state-of-the-art, and the average class size has decreased. These achievements and many others have been recognized by independent organizations such as *U.S. News & World Report*, Yahoo's Most Wired (colleges) and Moody's Investors Services.

When Dr. Gordon A. Haaland, became the 12th president of Gettysburg College in 1990, he instituted a planning process called "strategic thinking." This process includes traditional elements—such as documented budget planning, a campus master plan, departmental reviews, strategic enrollment and financial aid planning, curriculum review, faculty governance review—and emphasizes a continuous process of dialogue and analysis of those issues important to the strategic direction of the College. Central to the successes reported above was this strategic thinking and planning process.

Building on this strategic thinking process, President Haaland wrote in 1995, and the Board of Trustees then endorsed, *Preparing Students for a Changing World: Strategic Thinking at Gettysburg College*. This document was based on ideas generated by six

faculty task forces that met over several months. The Board of Trustees' endorsement set in motion a process that was to bring together over 350 distinguished and talented students, faculty, administrators, alumni, and friends of the College to develop a vision for the College and its role in the 21st century. Their report to the Board of Trustees, "Final Report of the Commission on the Future" in 1998, further contributed to the College's strategic planning process, which culminated the Strategic Action Plan of 1999.

Central to the College's Strategic Action Plan is the principle of "active learning." As is stated in that document:

Gettysburg College has moved to enhance its learning environment in order to offer an innovative liberal arts education attuned to the needs of students preparing for the twenty-first century. At the core of our efforts has been a commitment to the principle of *active learning*. Gettysburg College students, whether through student-faculty interaction or collaboration among themselves, enact their education through dynamic projects within the classroom, across the campus, and in the community.

Implementation of the Strategic Action Plan led to several major accomplishments—fostering of small work-study groups and collaborative learning initiatives, leadership training programs, service-learning projects, founding the Center for Public Service, the integration of new technology into the liberal arts curriculum, and promoting the development of students in and beyond the classroom.

As Gettysburg College moves forward, assessment of outcomes will become more important to its success. To ensure the quality of our programs, we need to develop new and improved ways to measure our success, both in fiscal matters and in student learning.

Gettysburg's concern with assessment is in keeping with the national trend in higher education. At the federal level, for example, congressional debates and revised standards for accreditation point to the growing national concern about assessment outcomes in education. As was stated in *Characteristics of Excellence in Higher Education 2002*, "Higher education is changing, and many institutions are in a state of important transition. ... Complex challenges include federal and state regulation, performance-based funding, issues of intellectual property, and an increased call for definition and review of student learning and for other types of public accountability."

Likewise, the final *Report of the Study Group on the Conditions of Excellence in American Higher Education* contends that "the quality of undergraduate education could be significantly improved if Americas colleges and universities would apply existing knowledge about three critical conditions of excellence: (1) student involvement, (2) high expectations, and (3) assessment and feedback" (1984, p. 17).

Gettysburg College has been responsive to this national call for assessment outcomes. An inventory of documents prepared for the *Periodic Review Report* of May 1999 and others more recently collected for this decennial review clearly shows that Gettysburg College is in compliance with the requirements set forth in the new *Characteristics of Excellence in*

Higher Education 2002. (The Eligibility Certification Statement is attached as APPENDIX A.)

Because of our interest in assessment outcomes, the Self-Study Steering Committee and President Haaland identified the **Selected Topics** model as the best choice for our Self-Study. We chose to focus on **Standard 7: Institutional Assessment, and Standard 14: Assessment of Student Learning.** (APPENDIX B AND APPENDIX C) We decided on the **Selected Topics Option 1: Review During the Chair’s Preliminary Visit—for the document review to establish compliance to standards not included in the Self-Study.** In this way we intended to improve the College’s assessment practices by formalizing noteworthy existing assessment methods, developing other assessments of student learning suited to a liberal arts environment, and coordinating the various separate and individual planning initiatives into one comprehensive plan.

Chapter II

THE SELF-STUDY PROCESS

Following their appointment by President Haaland in January 2002, members of the Self-Study Steering Committee immediately began their work. Committee members were:

Dr. Kathleen M. Cain, Co-Chair	Associate Professor of Psychology
Dr. Timothy J. Shannon, Co-Chair	Associate Professor of History
Dr. Salvatore Ciolino	Director for Institutional Analysis
Dr. Daniel R. DeNicola	Provost
Ms. Barbara B. Fritze	VP of Enrollment and Educational Services
Dr. Christopher R. Fee	Associate Professor of English
Ms. Jean Kirchhoff	Trustee
Dr. Derrick K. Gondwe	Professor of Economics
Ms. Cheryl L. Miller	Exe Assistant to the President (2002-03)
Ms. Rhonda Good	Exe Assistant to the President (2003-04)
Dean Julie L. Ramsey	VP for College Life and Dean of Students
Mr. Mark K. Warwick	Chair, Visual Arts Department

In pursuing a Self-Study for our decennial review, the Steering Committee set as a major goal the review of the College's Mission Statement for congruence with the current curricular and cocurricular programs.

In addition, the Committee focused its Self-Study on Standards 7 and 14 in the following manner:

Standard 7: Institutional Effectiveness

- ? Develop a Comprehensive Assessment Plan through an analysis of current practices at the College.
- ? Identify the strengths and weaknesses of our current planning processes, assessment activities, and renewal efforts.
- ? Prioritize specific recommendations for action and incorporate them into the Comprehensive Assessment Plan.

Standard 14: Assessment of Student Learning

- ? Develop a Student Learning Assessment Plan through a review at the department and course level.
- ? Identify exemplary practices and promote their use and other notable assessment methods.
- ? Promote student-learning assessment and engage members of the College community in a dialogue on this topic.
- ? Prioritize specific recommendations for action and incorporate them into the Student Learning Assessment portion of the Comprehensive Assessment Plan.

The Self-Study Steering Committee designed the Self-Study, coordinated its implementation, and appointed subcommittees and work groups. Where applicable, individuals, existing organizations, and standing committees known to be current or future stakeholders were appointed to appropriate work groups. These included individuals or organizations likely to have ultimate responsibility for implementing portions of the comprehensive assessment plan to be developed.

The Steering Committee through the Provost's Office and the Office of Institutional Analysis provided an inventory of resources for use by subcommittees and work groups.

In addition, Dr. Alexander "Sandy" Astin, a distinguished scholar on assessment, was brought to the campus to discuss student learning assessment, learning outside the classroom, and other related issues. Dr. Astin, a graduate of Gettysburg College made two presentations, convened two workshops, and facilitated two discussions. (APPENDIX D)

Four subcommittees of the Steering Committee were created three of which worked with Standards 7 and 14. These three were the Subcommittee on Institutional Effectiveness, Subcommittee on Academic Program Assessment [SAPA], and the Subcommittee on Learning Outside the Classroom. A fourth Subcommittee worked on Standards not Addressed by the Self Study. Subcommittee members served as liaisons to their respective work groups facilitating effective interaction and providing focus throughout the process. Each subcommittee coordinated the activities of Work Groups that reported to them. (Specific details regarding membership, charges, and organization are located in Appendices E through I.)

Each subcommittee working on the Selected Topics Standards 7 and 14 developed a set of questions for their respective work groups and presented them for approval to the Steering Committee. These questions were incorporated into the specific charge to each work group and became the focal point for discussion.

Additionally, each work group was provided an overview of the self-study process and reaccreditation process (APPENDIX J), the College Mission Statement, appropriate sections of Characteristics of Excellence in Higher Education (specifically Standards 7 and 14), a statement of expectations, due date, supporting Internet links, and other reference materials. The work groups were asked to frame their discussion and responses within the context of the College's Mission Statement.

In August 2002, the Subcommittee on Academic Program Assessment made a presentation on student learning assessment at the annual retreat for department and program chairs. That was quickly followed in early September by a faculty meeting devoted to introducing the self-study process and the work of SAPA to the faculty. At the same meeting a workshop was conducted to stimulate discussion among the participants.

In early fall 2002 and late spring 2003, subcommittee members reported to the Academic Affairs Committee of the Board of Trustees on the Middle States reaccreditation process.

Three members of the Self-Study Steering Committee, Dr. Timothy Shannon, Dr. Kathleen Cain, and Provost Daniel DeNicola moderated these presentations and workshops.

In the Spring 2003, SAPA members met with the Academic Policy and Program Committee to discuss its charge to report on assessment in the general education curriculum.

The Subcommittee on Learning Beyond the Classroom held a two-day retreat that included workshops for work groups on student learning outside the classroom. An external facilitator with expertise in assessment led the two-day session. In addition, through the Vice President for College Life, individuals in key College Life positions, as a “team,” attended a three-day Assessment Seminar/Conference at which notables such as Trudy Banta, Lee Upcraft, Leila Moore, Pat Terenzini, and Fred Volkwein presented and led interactive workshops. The seminar included a research-based approach to assessment with both a general framework and ideas on how to conduct specific programmatic reviews.

The Subcommittee on Standards not Addressed in the Self-Study formed seven Work Groups with representation from each department of the College. Work Groups conducted an audit of all documents, and after a thorough review each Group identified those documents to forward to their parent Subcommittee. The Subcommittee selected and categorized over 750 evidentiary documents that satisfied “standards not addressed in the self-study”. (See the Evidence Roadmap of Standards Not Addressed in the Self-Study, APPENDIX K.)

The document identification and collection served the Steering Committee in two ways. First, they were used as evidence to illustrate the College’s compliance with the standards not addressed in the self-study. Second, the documents served a vital role in the review of current planning processes and assessment methods, the focus of the Self Study, Standard 7 and Standard 14.

These documents and roadmap were carefully reviewed during the Preliminary Evaluation Visit in October 2003. The Generalist Evaluator certified that Gettysburg College has satisfied the standards not addressed by the self-study. (The Summary Certification Report prepared by the Generalist Evaluator is in APPENDIX L.)

Having received reports from each of the remaining Subcommittees, the Self-Study Steering Committee, with the assistance of the President and President’s Council analyzed those reports (See Chapter III) and developed the Comprehensive Assessment Plan (See Chapter IV). (The complete reports of the three Subcommittees appear in Appendices M through O.)

Chapter III

REVIEW OF CURRENT PRACTICES

Institutional Effectiveness

The effectiveness of an institution is measured by its success in implementing its mission, goals, and objectives. For Gettysburg College, the quality and effectiveness of the institution has been directly related to the substantial strategic efforts of the past decade and the attendant changes implemented as a consequence of this strategic thinking.

Gettysburg College has had a strong commitment to incorporating assessment and planning into the culture of the College. Assessment activities are currently tied to our strategic objectives with a focus on: college-wide planning, divisional planning, enrollment planning, and budgeting.

However, as the report of the Subcommittee on Institutional Effectiveness notes, the College needs a broader and more systematic view in the area of assessment. The majority of our assessment and data collection is completed within each division and is decentralized. The College would gain by providing a more centralized approach to planning and assessment. The purpose of selecting a focus on assessment for this study is to achieve a balance, going forward, between measuring inputs and the consequences of our actions and decisions. This plan anticipates the regular and systematic assessment of new initiatives, programs, and processes.

In order to examine the effectiveness of the institution in achieving its goals to develop as a top quality liberal arts college while providing the best possible environment to promote student learning, the subcommittee first reviewed current practices of assessment in four areas: Leadership and Governance, Integrity, Planning, Resource Allocation, and Institutional Renewal, Educational Offerings, and Student Learning.

Many of the plans and procedures noted in this chapter are described in APPENDIX K, Evidence Roadmap of Standards not Addressed in the Self-Study.

Leadership and Governance

Sound leadership and governance are required for an institution to accomplish change through strategic initiatives. The following sections identify the documents, processes, and actions taken to strengthen the governance of the institution. It is important to analyze the impact of these changes on the College.

The Board of Trustees has been deliberately recruited from a pool of many talented individuals based on their commitment to the College and their ability to contribute to its strategic objectives. There is only one trustee currently serving on the Board who was

here in 1990. This Board has revised the rules of its procedures, purposefully diversified itself according to race, gender and age, organized and responded to a substantial external review of strategic ideas (Report of the Commission on the Future of Gettysburg College, APPENDIX P), supported the development of a Strategic Action Plan (APPENDIX Q), required regular reports on implementation of strategic objectives, and been active participants and leaders in a major fund-raising campaign.

Executive leadership has been stable for most of this past decade and has been committed to the planning process and the attendant goals for the College. Annually, the vice president of each division shares the specific goals for that division, consistent with the Strategic Action Plan, with the President and other vice presidents.

As noted, faculty governance has changed in recent years. The most important aspect of this change is that it was motivated by a belief among faculty and administration that we could work together more effectively if we changed the way we worked. These changes, while still evolving, have enhanced the ability of faculty to communicate with the president and provost and have provided opportunities to share meaningful conversations on college-wide issues. This is a very positive outcome.

Governing Documents Gettysburg College is governed by a Charter and Bylaws that are reviewed and updated by the Board of Trustees. These Bylaws conform to the requirements stipulated for not-for-profit corporations in the Commonwealth of Pennsylvania. Recent changes have included the adoption of the Modern Rules of Order to govern meetings, and moving to three meetings per year instead of four. We observed a marked improvement in attendance associated with the reduction in the number of meetings per year. Given modern communication methods and the dependence on “mailings” in the Bylaws, we recommend a thorough review of the Bylaws.

Governing Board The Bylaws provide for a maximum of 39 Trustees including the President of the College who is a voting member of the Board. Trustees are elected to six-year terms and may serve no more than two consecutive terms, thus assuring routine transition and turnover of membership. The standing committees of the Board mirror the administrative divisions of the College. Most contain faculty and student representation. The Board of Trustees has clearly stated assessment plans and engages in regular self-evaluation and self-renewal. The Trustee Statement of Responsibilities, developed by the Trustee Subcommittee of the Executive Committee of the Board, was adopted in 2001. It serves as a benchmark by which the Subcommittee evaluates trustees on such issues as attendance and service. The Subcommittee also monitors board composition to assure representation of different points of view, areas of expertise, and various characteristics of race, age, gender, and affiliation. The subcommittee also conducts periodic surveys to allow individual trustees to assess their own performance.

Executive Leadership Gettysburg College has developed an explicit process to evaluate the executive leadership of the College. An integral part of this process requires the President and the senior administrative leadership to set annual and medium range (3-5 year) strategic goals and evaluate whether those goals are met. This goal setting process is tied directly to elements of the Strategic Action Plan. The President is evaluated

annually by a subcommittee of the Executive Committee of the Board of Trustees according to goals established annually for performance.

President's Council "retreats" each summer to review the annual goals of each division and to evaluate progress on the Strategic Action Plan. Appropriate committees of faculty and students also have the opportunity to provide input and feedback on annual goals set by senior administrators.

The Executive Committee of the Board of Trustees and the Board committee associated with each division also review their respective division's annual goals. This information is shared with the Faculty as a whole at the beginning of the academic year, and once each semester administrators and support staff are encouraged to attend a campus-wide meeting at which current issues are discussed.

Gettysburg College is also intentional about the implementation of interdepartmental teams to accomplish key strategic and tactical goals. Recently, new cross-functional teams have been established to deal with safety concerns, budget and financial objectives, and enrollment management.

Faculty Governance A special Faculty Governance Commission was created in 2000-2001 to review faculty governance more broadly than had been its task in the past and to consider the role of governance in the professional life of faculty members. This commission brought forward a series of proposals designed to produce a more efficient, effective, broadly participatory, and professionally satisfying governance system. After much deliberation, the faculty adopted a sweeping restructuring of the faculty governance system in 2001-2002.

In this new system, the Governance Committee, a standing committee that manages the election and appointment of faculty and others to committees, conducts regular assessment of faculty governance and constantly monitors the need for change. The system passed an unusually difficult test: a revision of general education requirements – a comprehensive set of eleven motions – was successfully considered and adopted by the faculty during the spring 2003 term.

The Faculty Governance system is made up of committees whose regular task is the assessment of programs and policies in many areas that contribute to institutional effectiveness including the curriculum, faculty personnel matters, professional development, admissions, student life, etc. The Faculty Council, which coordinates faculty business and consults regularly with the Provost and the President, and the Governance Committee together ensure the effectiveness of the system.

Student Participation in Governance Students are an integral part of the governance process at Gettysburg College and are involved in the decisions and policies which most directly impact them. The Student Senate is the duly constituted voice of the students. Students also serve on faculty committees, such as the Academic Policy and Program Committee and the Student Life Committee. There are student representatives on all of

the standing committees of the Board of Trustees except the Executive Committee and the Fiscal and Personnel Management Committee.

Student participation in the governance process is assessed by regular discussions with student groups, including Student Senate and the Student Life Committee, and also by informal discussions between students and those with whom they serve on committees. The Student Life Committee is responsible for studying matters pertaining to student life and for recommending policies, rules, and regulations. This committee of faculty, administrators, and students works in conjunction with the Student Senate College Advisory Committee to provide more in-depth student input on student life matters. These groups, along with the Student Conduct Review Board, conduct reflective discussions with members, asking them to assess the value of the work of the group during the year and to give suggestions for improvements for the future. The level of student participation in the decision-making process is also one of the questions asked on student surveys; Gettysburg has improved in recent years in the percentage of students reporting satisfaction with the level of student input in decision-making.

Alumni Leadership in Support of the College The College benefits from the strong support of an Alumni Association first organized in 1835. The purpose of the Alumni Board is to “stimulate and vitalize interest in the welfare of Gettysburg College and to foster a lifetime of learning and community among its alumni and friends.” When it was determined that the Board of Directors, which included a representative of each graduating class, had grown ineffective, the association reorganized itself in 1998. It now operates under the direction of twenty-four Directors who have a clear understanding of the expectations of the College for their engagement and support. They have played important roles in the current fund-raising campaign and the President of the association serves on the Board of Trustees. In addition to the President of the Alumni Board, five additional trustees, nominated by the Alumni Association, serve on the Board of Trustees.

Integrity

Institutional Integrity By examining the issue of integrity we ask the question, “How well do we do what we say we do?” Central to the Mission of the College is the determination to provide a “*free and open marketplace of ideas and the exploration of the ethical and spiritual dimensions of those ideas, both indispensable to helping students learn to determine which have lasting value.*” Policies that support the free exchange of ideas in an atmosphere of trust are delineated for all members of the institution. The Student, Faculty, Administrative, and Support Staff Handbooks provide guidelines that clearly state the policies for joining, participating, and leaving the college community. The Bylaws of the College address these issues as they relate to the Governing Board. The Faculty Handbook is reviewed and updated on an annual basis by the Assistant Provost. Recommended changes that are approved by the faculty are incorporated. A recent review of the Administrative and Support Staff Handbooks concluded that they could be combined into a single Employee Handbook. We recommend that this set of guidelines also be subjected to a review, possibly on an biannual basis.

Academic Integrity Gettysburg College subscribes to the Statement on Professional Ethics of the AAUP, and follows the general guidelines of the AAUP in its practices for all faculty appointments and evaluations, including those for tenure and promotion. These practices are reflected in the *Faculty Handbook* and in the “Standard Operating Procedures” of the Faculty Personnel Committee (FPC). The FPC reviews operating procedures on an annual basis. Recommended changes are then taken before the faculty for approval.

Faculty reviews often involve the external review of scholarship. The Faculty Personnel Committee has promulgated a procedure for selecting and engaging such reviewers; it is designed to ensure the integrity of the review by providing independent, objective, and informed judgments by scholars who are expert in the area of scholarship. (A parallel procedure is used in the selection of the external reviewers for academic departments and programs.)

Academic programs and policies are described in the Gettysburg College Catalogue, an annual publication, and on the web. Catalogue copy is reviewed and edited each year by appropriate department chairs and program coordinators, the Provost’s Office and other relevant offices, and by the Public Relations Office. Proposals for new courses are reviewed and approved by the Academic Program and Policy Committee. Courses not offered within a three-year period – the years of, before, and after, the catalogue’s issuance, are normally purged from the publication. Grading practices of individual instructors are monitored by the Registrar and the Provost. There is a formal grade appeal process, described in the handbooks for both faculty and students.

The Office of the Provost is responsible for institutional compliance with federal and state policies pertaining to academic matters. The College has an appropriately constituted Institutional Review Board (IRB) for human-subjects research and for research with animals, as required under federal policy. Similarly, the College, through the office of the Provost, monitors compliance with federal policy regarding research integrity. Federal and state policies regarding academic employment are monitored by the Vice Provost, College Counsel, and by the Office of Human Resources.

Human Resources Integrity is of paramount importance in Gettysburg College’s interactions with its various employee groups – faculty, staff, and student employees. Continual assessment of policy, positions, employees, compensation and benefits, and conditions in the work place is conducted using the concepts of academic freedom, reasonableness and rationality, and current best practices. The Faculty Handbook and the Administrator and Support Staff Handbooks and the Human Resources web page provide a summary of these policies. The web page is updated weekly. Each year, an orientation for new employees is conducted by the Human Resources Office. This two-day program also provides input to the office on current employment issues.

The Human Resources staff works with supervisors and employees to determine job descriptions for all positions to ensure that duties and responsibilities are correctly stated. These serve as the foundation for compensation decisions that are in compliance with the Fair Labor Standards Act, related to benefits, unemployment claims, promotions,

transfers, voluntary demotions, and annual or biennial performance appraisal processes. The Human Resources Office operates under the assumption of progressive discipline and consideration of extenuating and mitigating circumstances when working with employees and supervisors on issues of termination. Exit surveys are conducted to assess these procedures on an individual basis.

The College has long recognized the challenge of bringing together a diverse community of learning. Four years ago, the position of Employment Equity and Diversity Officer was created. That administrator conducted two campus-wide surveys. Employee attitudes about issues of cultural difference and equity were examined by an outside consultant, and an internal survey of student attitudes was conducted in 2002. Workshops to make the campus a more comfortable workplace for people from diverse backgrounds were held. This administrator worked with the President's Commission on Diversity, a group of faculty, staff, and students appointed by the President, to develop The Gettysburg College Five-Year Plan for Campus Diversity. When this administrator left the College, the decision was made to broaden the responsibility for its implementation. The Office of the Provost and the Human Resources Office are working on methods for its implementation.

A recent random survey of employees conducted by the Great Place to Work Institute concluded that Gettysburg College was one of the 100 best places to work in Pennsylvania. This appears to indicate general agreement with the methods and policies utilized in hiring, promotion, and benefit management. The specific results of the survey will also be used to review policies for possible improvement.

Students and Integrity Issues With regard to students, there is one broad concept of integrity that we find particularly powerful: Helping students learn how to take actions that are consistent with their espoused values and the values of the institution. The Department of Judicial Affairs and Community Development takes primary leadership in educating students regarding the Student Code of Conduct to help students understand the Code of Conduct as an expression of the fundamental values of the College. The Student Conduct Review Board, made up of students, faculty, and administrators, hears the most serious cases of alleged violations of College policies and thus serves a major role in identifying and assessing institutional values in a dynamic environment. In the spring of each year, students are selected to serve on the Board from a diverse applicant pool. Most recently, more than three times as many applications were received than there were slots to be filled, indicating strong support among the students for actions of the Board.

The Honor Code at Gettysburg College places student responsibility at the heart of the institution's commitment to academic integrity. Students must demonstrate an understanding of its expectations to join the community. Students, on the Honor Commission make judgments regarding adherence to its standards and set penalties for failure to conform to its provisions. It requires self- or peer-reporting of violations. It is not designed as a system to monitor cheating and plagiarism, but it has sometimes been used in that capacity. The fact that there are regular appeals by students and complaints by faculty members has led us to believe that a comprehensive review of the Honor Code should be conducted under the direction of the Provost's Office. Interest in this review on

campus is high. We recommend that the review of the Honor Code be initiated quickly and accomplished in a timely manner.

Many of the programs within the Division of College Life challenge student leaders to examine institutional and personal values. Student Senate takes a particular interest in challenging students to learn how to take actions that are consistent with their values and the values of the institution through retreats, training, ongoing discussions with advisors, etc. Part of each program's assessment process then becomes a review of how effective the program has been in helping students develop this sense of integrity.

Much of the assessment related to student integrity has consisted of reflection by the students themselves with regard to their values or evaluation of programming by the students to assess their satisfaction with the programming. Examining the influence of the Gettysburg College experience on the development of a strong sense of integrity among our students has not been routinely accomplished. Several surveys that are routinely administered offer us the opportunity to do that. The CIRP Survey, administered annually to all First-Year students, includes a number of questions on values-based issues which would allow us to develop a baseline for assessing student development during their time at Gettysburg. By comparing information on these values-based issues to data collected on the Senior Survey and to one administered five years after graduation, we could assess whether their four years at Gettysburg has caused students to clarify or change their values and whether they perceive their actions to be consistent with those values. We recommend that such a study be undertaken. The alumni survey also provides an opportunity to examine alumni assessment of the contribution of their undergraduate experience to their current level of satisfaction and to compare the responses of Gettysburg alumni to those of other institutions.

Admissions It is important to ask the question, "Does the description the College provides of itself to outside constituencies match who we are?" College literature, especially all literature supporting our admissions marketing and enrollment efforts, is developed by the admissions staff with the assistance of outside consultants and the Office of Communications and Public Relations, after extensive focus-group meetings with students, faculty, and staff. Comments and questions by prospective students during on-campus visits, especially on Get-Acquainted Day, enables us to evaluate and monitor the success (and ultimately) the integrity of these publications. We also administer an enrolling/non-enrolling survey to all admitted students to further this evaluation. The First-Year Student Survey, Withdrawal Questionnaire, and exit interviews with students who choose to transfer from Gettysburg help identify misconceptions that they may have brought to campus. The Senior Survey also offers the opportunity to evaluate and validate the literature we use in attracting students to Gettysburg.

Communications and Public Relations The Office of Communications and Public Relations (OCPR) works closely with all divisions as well as outside consultants to insure that printed materials, web resources, and communications accurately represent the College. A standing marketing committee, which has evolved into the Brand Identity Committee, composed of alumni in the field as well as campus representatives, provides on-going counsel to the College on all aspects of its marketing, communications, and public relations. Special alumni boards evaluate *Gettysburg*, the College's quarterly

alumni magazine, and *Our Legacy*, the planned giving newsletter. Cognitive Marketing, of Rochester, New York, is on retainer to advise the College in its brand development. A consulting firm worked with trustees, alumni, and staff in the development of communications and fund-raising materials for *The Unfinished Work... Campaign for Gettysburg College* to be sure the goals of the campaign accurately reflected campus plans and aspirations. After determining that greater consistency on the College website was critical, the office developed web guidelines and a campus-wide liaison program was set up.

Volunteers and Fundraising The College Relations Committee of the Board of Trustees oversees all fund-raising, alumni relations, and communications and public relations of the College. Activities in these areas are reviewed at each meeting of the Board of Trustees. All fund-raising for the College must be approved by the Vice President for College Relations. Volunteer committees, composed of alumni leaders, meet regularly to advise on annual giving, planned giving, and fund-raising for athletic programs. Fund-raising programs are guided by the Gettysburg College Gift Policy, approved by the Fiscal and Personnel Management and College Relations committees of the Board of Trustees in December 1994. Accounting personnel and legal counsel review the College's gift agreements. Instruments governing income retained gifts—charitable gift annuities, charitable trusts, and pooled income funds—are developed by College Relations officers and the College's legal counsel working with donors' advisors. The College has retained the services of State Street Global Advisors (SSGA), Boston, to manage the investment and administration of income-retained gifts in accordance with all applicable laws.

In recognizing gifts, the College clearly distinguishes among outright and deferred gifts, unconditional and conditional commitments, irrevocable gifts and revocable commitments. The College Relations division ascribes to the Donor's Bill of Rights developed by The Council for the Advancement and Support of Education (CASE) and other professional organizations.

The Charter of the College formally states its purpose "to serve the cause of liberal education in changing times, by providing a community of learning committed to the discovery, exploration, and evaluation of the ideas and actions of man, and to the creative extension of that developing heritage." The Board, through its oversight role, monitors adherence to that mission by regularly examining the various policies of the institution and evaluating the need for change.

Planning, Resource Allocation, and Institutional Renewal

Gettysburg College has engaged in a decade of strategic analysis, planning, and implementation in order to realize the aspiration to be one of the very strong undergraduate colleges in the nation. This process was started in the early 90's because our assessment of the national educational climate and of the College suggested that the opportunity was there for growth and strengthening. We also recognized it would not happen without a deliberate and formal effort. The most important activity for the

College, involving trustees, faculty and administration, and alumni and friends, was to identify and agree on strategic options that would distinguish the College and position it effectively in a competitive world. These initiatives would then need a clear and definitive implementation plan and schedule. Much of our self-assessment in recent years has focused on evaluating our success in implementing our plan and reviewing whether the strategies selected have made a difference.

Planning In January 1999 the Board of Trustees adopted the Strategic Action Plan (SAP), a plan grounded in a number of previous planning initiatives. This plan is evaluated and revised on a yearly basis. While some of the original specific objectives of the plan have changed over time, the underlying goal of the Plan is to position the College to be one of the best colleges in America, both in perception and reality.

The SAP provides a set of initiatives to achieve this goal, organized into four categories: Enhanced Academic Excellence, Learning Beyond the Classroom, Dynamic Student Life, and a Vibrant College Community. In an effort to assure the Plan is at the heart of the College's strategic decision-making process, the Chair of the Board of Trustees, at each meeting of the Board, reports on those activities directly related to the Strategic Action Plan (SAP) that will be addressed in detail by each standing committee. Overall progress on the Plan was recently evaluated by a visiting ACE fellow. (APPENDIX R) This report was presented to the faculty and to the Board of Trustees at their regular meetings in February 2002.

We have made substantial progress on many of the initiatives in the SAP. We believe that these initiatives have been partly responsible for the improvement in applicant numbers, student quality, and general strength of the College. Alumni, faculty, students, and parents are excited about our developing reputation and the actual experience of students at the College.

Another, more public benchmark of the College's quality is the *U.S. News & World Report's America's Best Colleges* ranking. Gettysburg College has improved on nearly all of the individual criteria used by this rating guide, and since 2001 Gettysburg College has been listed as one of the top 50 schools. Funding of the initiatives of the plan has been, and continues to be, achieved through careful financial planning that has included revenue bond issues, a comprehensive fund-raising campaign, and the reappropriation of capital from annual operating budget surpluses.

The College's strategy has been to focus attention on improving enrollment management by growing the student body while simultaneously increasing our selectivity. Enrollment management has become a quantitatively sophisticated area of higher education administration, employing some of the most robust and complex systems of data collection, planning, and assessment. In addition, sophisticated financial aid modeling has enabled the enrollment team and the College to strategically maximize financial aid resources to meet enrollment goals.

Enrollment projections are integrated into the financial, housing, admissions, and faculty staffing plans of the College. (See the Planning Cycle, APPENDIX S.) The ability to

meet the projections and achieve the goals each year is a direct measure of institutional effectiveness and is an area where we have enjoyed considerable success. As can be seen from recent enrollment data, we have increased our applicant pool, student quality as measured by traditional standards, selectivity, and yield.

The primary responsibility for college-wide data collection and analysis resides in the Office for Institutional Analysis. This office has developed enrollment/financial models, net revenue monitoring models, participates in the HERI Freshman Survey, the HERI Faculty Survey, HEDS (Higher Education Data Sharing Consortium), conducts a faculty salary and benefits analysis, utilizes national and peer data, and in general is responsible for completing all appropriate college surveys. In addition, this office produces a yearly Fact Book for the College.

As is common at most institutions, Gettysburg College compares institutional data with that of similar institutions. A set of peer institutions has been identified (APPENDIX T) and a set of key indicators developed (APPENDIX U) to evaluate the College's overall health. These key indicators are themselves evaluated on a regular basis to determine their completeness and usefulness. The use of key indicators to monitor the health of the College has allowed us to make more informed decisions during the budget process and plan more aggressive endowment levels, and more accurately determine admissions strategies, among other decisions.

Financial Resources As part of the normal budget approval process each spring, the administration presents to the trustees operating budgets projected for the next five-year period along with detailed recommended operating and capital budgets for the upcoming fiscal year. The Five-Year Financial Plan allocates resources to effectively meet the objectives of the Strategic Action Plan. This financial plan is grounded in a set of financial objectives that outline parameters for all key revenue and expense drivers defined within two overarching goals: first, to show an increase in total net assets as defined in the audited financial statements; and second, to maintain a balanced budget in each fiscal year. Annually the Fiscal and Personnel Management Committee of the Board of Trustees evaluates the College's success in meeting these financial equilibrium goals and approves the parameters of the key revenue and expense drivers to be used in projecting the Five-Year Financial Plan and the comprehensive fee for the upcoming academic year.

Over the period covered by this Self-Study, Gettysburg College has increased its net assets as reported on the College's independently audited financial statements. The most recent review showed the total net assets have grown from \$177.8 million in FY 1998 to \$212.0 million in FY 2002. Over this same period, the College has had modest operating surpluses each year.

Financial resources are part of the resources available to the College to carry out its mission, goals, and objectives. The strategic objectives of the College and the goals and objectives of each division are represented in the financial commitments the College makes. The College assures this concurrence through the management of its financial resources, utilizing several processes each fiscal year, including:

- A formal budget process,
- A continual review of revenue and expenses during the fiscal year,
- Regular reports on financial status and activities to the Board of Trustees,
- Comparisons with peer institutions, and
- An external audit at the end of each fiscal year.

Initiatives identified in the Strategic Action Plan are mirrored in the financial goals of the College's \$100-million comprehensive Campaign, "The Unfinished Work." The Campaign Executive Committee of the Board of Trustees oversees the work and progress of *The Unfinished Work* campaign. This group meets monthly and submits reports to the full Board at each of their meetings, and the administration reviews detailed financial reports on campaign progress monthly.

This campaign is rapidly moving toward a successful conclusion. As of January 1, 2004, the campaign had received over \$92 Million in gifts and pledges, with a number of significant pledges yet under consideration. We expect to conclude this campaign in the early summer of 2004.

Human Resources Over the past ten years Gettysburg College has enjoyed a period of increasing enrollments. During this period, clear staffing and compensation goals have been monitored in an effort to ensure the College continues to meet the institution's mission and strategic objectives in an efficient manner. Faculty positions have been added where needed to maintain approximately an 11-1 student-faculty ratio, and we have a systematic effort to convert part-time faculty positions to full-time positions.

Gettysburg College benchmarks compensation (salary and benefits) using three indices. For faculty compensation we use the American Association of University Professors (AAUP) Group IIB at the 95th percentile and the median of the comparison institutions as a guideline, as well as any other appropriate national data available. For administrative positions the College & University Personnel Association (CUPA) Administrative Compensation Survey is utilized; and for support staff local surveys such as the Gettysburg Area Personnel Association (GAPA) Employment Survey are used. These studies are considered in combination with local cost-of-living and consumer price indices to assess adequacy of compensation levels and to make decisions during budget preparation.

The impact of such assessment practices on resource allocation decisions is evident in the salary appropriations made during the past five years in which additional funds have been allocated to faculty salaries to address the competitiveness of full-time faculty compensation and to convert part-time to full-time faculty positions. Staff positions, such as security officers, dining services employees, and housekeepers, have had market salary adjustments as inequities have been identified. The College has had low faculty turnover, a high rate of success in recruiting new faculty, and is the employer of choice in the local market. As a consequence of attention to these personnel issues, the College was recently selected as one of the top places to work in Pennsylvania, an award based partly on surveys of our employees.

In an effort to consciously build assessment skills among mid-level administrators, the *Leadership in Action* program was conducted. This six-month program, designed to encourage the development of the leadership skills of 20 administrators each year, has, for the over past two+ years, provided an opportunity for participants to work in interdepartmental groups studying campus-wide issues. This program emphasized the use of an “Interactive Assessment Cycle,” including the statement of mission/purpose, setting objectives/goals, and analyzing outcomes.

Technical Resources Gettysburg College made a strategic decision in the early 1990s to invest in technology throughout the campus. This commitment has led to the development of a sophisticated portal (CNAV), the implementation of the full suite of People Soft ERP products, a full fiber optic LAN, substantial wireless installation (802.11b), and a commitment to smart classrooms and resources for faculty development to bring technology to the instructional process.

The campus has adopted a “groupware” approach to campus e-mail, calendars, file sharing, and network resource access utilizing Microsoft Outlook/Exchange Server solution. Gettysburg installed “packet monitoring” equipment that analyzes every “bit” of traffic in and out of our system including available bandwidth and traffic importance. This is done automatically and “on the fly.” Traffic in and out of the Internet is tracked using a 5-minute sampling and analysis method. If use exceeds the programmed thresholds, immediate action is taken to manage the resources. File space and e-mail space quotas insure that all users have equitable access to file and e-mail-based network services. Real-time assessments of application and data files and email sizes allow us to plan necessary system enhancements. All critical network devices that support the business and educational mission of the College are monitored to insure they provide the necessary support. Gettysburg’s “Spam control” system, installed in 2002, filters unwanted mail from the campus network.

Technical and functional personnel who manage administrative data systems meet regularly to review and discuss issues related to internal data systems as business processes are refined or changed. These individuals identify, coordinate, and prioritize the implementation of internal data systems changes. The Production Configuration Management Plan contains procedures for maintaining the functionality and reliability of the data management systems.

Twice annually on request, personal computers are evaluated and those considered no longer technically adequate for their current use are replaced. When possible these machines are used to meet lower priority needs. This policy covers machines used in offices, computer labs, student work machines, and private labs. The ITT budget process allows for flexible, but highly accountable, use of resources. Servers older than 5-6 years and/or servers that are no longer technically adequate are replaced on a regular cycle.

The IT group maintains a list of projects and their related costs for the MIS system, system tools, and data components, with 5-7 year budget projections. A high-level plan

specifying the technical and functional requirements for restoring critical data systems to operation in the event of a major equipment failure or power shutdown are detailed in the Disaster Recovery and Continuous Operations of the MIS Data Systems Plan.

In the spring of 2003 the College engaged a consultant to assist in the development of a long-range technology plan. The goal of this plan is to identify initiatives that will most effectively leverage the College's already strong technology infrastructure.

Facilities

Beginning in 1995, Gettysburg College initiated a comprehensive facilities assessment. This assessment resulted in the Landscape Master-Plan of 1997 and the Campus Master Plan in 1998. The Campus Master Plan is a fifteen-year plan that focuses on three areas: deferred and cycle maintenance, space modernization, and landscape enhancements.

A comprehensive evaluation of space needs resulted in the building of a new science complex, the enhancement and expansion of student residential and activities areas, improvements to the Library, enhancements to academic spaces, plans for the construction of a new pool and fitness facilities with the renovation of the athletic complex, renovation of the College Union Building, and other miscellaneous projects. These priorities were identified in the Strategic Action Plan of 1999.

Educational Offerings, General Education, and Faculty

This section describes the most important elements of regular assessment, both formal and informal, of the educational programs *other than the assessment of student learning*, which is discussed at length in a separate section.

Assessment of Courses All courses for academic credit must be approved before they are listed in the Schedule of Courses by the relevant department and by the Academic Policy and Programs Committee (APPC). A New Course Proposal Form is available online; it requests detailed information about the goals, methods, content, and procedures of the course, as well as the intended relationship to majors and minors, general education requirements, and other courses. In recent years, about one hundred course proposals, changes, or related documents have been submitted annually to the APPC. In the past, all were reviewed carefully by the full APPC, which gave or withheld approval and designated which general education requirements the course would meet (if any). Recently, the APPC has delegated the initial, routine review to the Registrar, who works within established guidelines, reporting his recommendations to the APPC for general endorsement and presenting the more complex or questionable proposals for a full committee review. The shared goals of such assessment are implicit in the course proposal form; they include: appropriate intellectual depth and rigor, coherence and importance of curricular content, use of contemporary scholarly resources, thoughtful and appropriate pedagogy and assignments; fit with major and general education

requirements, etc. We have found this explicit form to be very effective in assuring that proposed courses meet our standards and our goals.

Of the nearly 100 documents submitted to the APPC annually, about 80 (80%) represent new course proposals. About half of these (50%) undergo some revision, ranging from editorial changes to substantive changes or deviations from the proposed requirement fulfillment. An average of only two (2.5%) are ultimately rejected each year. This system of review has been applicable to new courses only; however, in response to the sweeping change in graduation requirements adopted in the spring of 2003, all courses will be put through the APPC review process and the form will be redesigned; the primary goal will be to determine their fit with the new graduation requirements.

In addition, students are asked to provide an evaluation of each class they complete each term. This course and instructor evaluation system has previously been quite decentralized, with each department and program using a unique evaluation form. Considerable intellectual and political work has been accomplished to prepare for the introduction of a common course evaluation form (adopted in the fall of 2003). It includes a core set of questions that targets both the evaluation of the course and the evaluation of the instructor and may be supplemented with departmental and individual questions. Instructors offered evaluative comments after the first administration of the common form in the fall of 2003; typical among the comments received was this:

After reading through my course evaluations for the fall semester, I have decided that the new form...is excellent and works extremely well. One of its strengths is the way it is divided into sections for student self-evaluation, course evaluation, and faculty evaluation. The form also does not ask students to rate things that they are not likely to understand or be able to evaluate at this stage in their lives or their education. Although I voted for the common form, I was not convinced that it would work. Now not only do I think it is a success, but I also think it will serve as a good model to help our department develop a similar form for ensemble classes.

Assessment of Academic Departments and Programs The Office of the Provost has established a seven-year cycle of formal reviews of each academic department and interdisciplinary program. The review is comprehensive, covering: curriculum, including major(s), minor(s), and service courses; staffing; departmental facilities, resources, library, equipment, and administrative support; student culture; budget and needs; and history, current challenges, and goals. Starting with the 2003-04 cycle, departments and programs have been asked to do a zero-based budget and to formally address the assessment of student learning as part of the process. The process, which is directly managed by the Vice Provost, consists of the following steps:

- (1) Under the leadership of the chair (or coordinator), the department (or program) conducts a self-assessment and produces a Self-Study Report addressing the topics listed above.
- (2) With the approval of the Vice Provost, the department or program selects a team of external evaluators, usually two to four scholars, from strong or peer programs. Upon acceptance, this team receives the self-study for review.

- (3) The External Reviewers conduct a site visit, normally of two days, including meetings with all stakeholders.
- (4) The team produces a Report of External Reviewers, including findings and recommendations. (The reviewers receive a modest stipend for their visit and their report.)
- (5) The department or program develops a written response to the report, which is submitted to the Provost's Office.
- (6) The Academic Affairs Committee of the Board of Trustees, in most cases and as time permits, receives all documents (self-study, external report, and response), and meets with the faculty of the department or program for a discussion of their challenges, opportunities, and accomplishments.
- (7) The Vice Provost monitors progress on recommendations and assures follow-through.

Previously, this program was accomplished on a five-year cycle; this schedule was discovered to be too ambitious and produced a backlog for trustee interaction. The seven-year cycle is more manageable and encourages more serious and in-depth self-studies. All departments and programs have been through this review at least once or are scheduled for their first review this academic year, with the exception of a few that are very new. While the quality of the self-study has varied in a normal distribution pattern, only two such documents have been clearly inferior; some have been excellent. There is an understandable tendency to want to postpone the review if key faculty are to be on leave, if the program is in transition, if the chair is overloaded, etc. Despite this, only once has a program postponed its review for more than a year. A very high percentage of external reports are quite useful (perhaps 90%); only two reports in the past seven years have been primarily negative in tone; these have resulted in swift program reform. About 50% of the reports result in programmatic changes that are quite significant – redesigning a major, adding staff, creating a new department or program, eliminating a track, etc. Another 25% result in less dramatic changes. The trustees have twice reconsidered the Academic Affairs Committee agenda and each time have voted to keep their consideration of these reviews as a regular agenda item because of the valuable insights into the academic program it provides.

Faculty Evaluation Every full-time, tenure-track faculty member at Gettysburg College anticipates a career in which his or her performance is subject to regular assessment. This faculty evaluation system is explicit, well defined, and elaborate. It includes the following elements:

- Annual reviews by the department chair (and/or program coordinator) prior to tenure. These are largely formative evaluations, but they are submitted to the Provost and serve as the basis for merit increases in salary.

- A pre-tenure review, conducted normally in the third year (or in the second if prior experience is credited). This is a formal, “full-dress” review that mirrors the later tenure review. The candidate prepares a dossier that is examined by the departmental evaluation committee; each member of the committee writes a letter of evaluation and recommends whether or not the candidate should be continued in the tenure process; the chair of the committee writes a comprehensive memorandum that summarizes the case and indicates the vote. These materials are forwarded to the Faculty Personnel Committee (FPC). Meeting with the Provost, the FPC studies the dossier and the departmental letters and deliberates the case. The FPC and the Provost reach independent recommendations and forward these to President, who makes the final decision as to whether to continue the candidate.
- A tenure review, conducted normally in the sixth year (or as early as the third depending upon the number of years of prior experience credited). This evaluation follows the process described above; its focus is the determination of whether to grant tenure to the candidate or to terminate his or her employment at the College. In the normal case, promotion in rank from Assistant to Associate Professor is concurrent with the awarding of tenure.
- Triennial reviews are conducted for all tenured faculty by their department chairs (and/or program coordinators) throughout their career. These reviews are based on information provided in the faculty member’s annual report, on classroom observations and student evaluations, and on research records. The reports serve as the basis for merit adjustments to salary during each three-year cycle. Ratings of *highly meritorious*, *meritorious*, and *needs attention* are assigned for each of the criteria assessed (see below).
- Promotion reviews are conducted for candidates for promotion to the rank of full Professor, typically at least seven years after promotion to Associate Professor; however, a candidate has the right to request consideration whenever she or he chooses. These evaluations follow the structure of a tenure review.

In all these various faculty evaluations, the criteria remain the same. These and the relevant methods of assessment may be briefly summarized as follows: Teaching and Advising, Research and Scholarship (and/or Creative Performance), Governance and Service (the more detailed and authoritative presentation may be found in the *Faculty Handbook* and in the “Standard Operating Procedures” of the FPC).

Teaching effectiveness is determined by a review of syllabi, course materials (handouts, tests, websites), student evaluations of all courses taught at Gettysburg, and a Personal Statement that reflects on the Gettysburg teaching experience, student learning and response. In addition, each member of the evaluation committee conducts classroom visitations and reports observations as part of the evaluation letter. For pre-tenure and tenure reviews, the department chair is asked to conduct interviews with a group of the candidate’s students and summarize the results in the chair’s evaluation memorandum. Our guidelines encourage the interviewing of both male and female students, majors and

non-majors, beginning and advanced students, those who did well in the course and those who did not. These multiple indicators have never failed to provide a clear and informative picture of teaching styles, techniques, and student responses; however, seldom have actual learning outcomes been a focus of teaching effectiveness. This will increasingly be possible as our Assessment Plan is implemented.

To date, the evaluation of advising relies on much less documentation and more on informal impressions; for advising there is no widely understood goal, as student learning is understood to be the goal of teaching. Nonetheless, the current system does ask each candidate and each evaluator to assess performance as an academic advisor. We believe, however, that we now need to go beyond anecdotal evidence and collect data on advising performance in a more systematic way. We began discussions to that end with department chairs this past fall.

It is clear at Gettysburg that an active and productive research program is another essential criterion for tenure, promotion, and merit awards. There is great respect in these assessments for differences among disciplines – what one expects of a physicist and a pianist, a philosopher and a computer scientist, may be quite different. Different scholarly forms and different venues are appropriate to different disciplines. There is also a respectful understanding of the rhythm of research: an economist who regularly mines a large federal data base can produce perhaps three papers per year; an economist who does field work to produce a data base that becomes the basis for a book requires perhaps a four-year gestation period. These differences are celebrated, not just tolerated, in a mature faculty evaluation process – but they prevent any general statement of standards that is precise, quantifiable, and applicable to all. The candidate's dossier, including a *curriculum vitae*, a Personal Statement that articulates the candidate's research program and agenda, and copies of published works (or videos of creative performances) – these provide the basis of judgment of this criteria. In many cases, external reviewers are asked to provide independent assessments of the candidate's scholarship (see the Guidelines for the External Review of Scholarship). However, we find it to be a weakness in our otherwise strong faculty evaluation system that we do not *always* require an external review of scholarship. In January of 2004, the faculty will begin a discussion of such a proposal.

Based on the candidate's dossier, including the Personal Statement, the evaluators assess both the quantity and quality of the candidate's service to the department, to the faculty through governance appointments (committee service), to the campus at large, to students, to the community, and to the profession. The intent is to assure that each faculty member is a presence outside the classroom and engages fully in the collaborative and collective work of the department, the faculty, and the professoriate.

Faculty in term appointments are evaluated only with annual reviews described above. Adjunct (part-time) faculty must be evaluated by their department chair (or program coordinator) by the second term of their employment; no one may be hired for a third term without having an evaluation submitted to the Provost's Office. Since these faculty are hired on a per course basis, the main criterion of evaluation is teaching effectiveness.

To summarize our analysis: Gettysburg's system of faculty evaluation is generally strong and has helped assure a faculty of high quality. However, improvements in the process have been needed. The introduction of a common course evaluation form should assist in assuring consistency of judgment for candidates across departments and in providing useful information. The emphasis on student learning – and the assessment of learning – should increasingly provide sources of evidence for teaching effectiveness. Academic advising should be assessed in a more systematic way. Finally, the external review of scholarship should be required for all cases at tenure and promotion to full professor.

Evaluation of Department Chairs and Program Coordinators The Provost, with the approval of the President, appoints department chairs and program coordinators; the normal term of appointment is five years. Members of the Provost's Office staff conduct a two-part workshop for new chairs and coordinators each fall. A list of responsibilities is provided for the position, along with a *Handbook*. There is no regular schedule of evaluation of performance within each five-year period. However, there is the real possibility of responding to problems and complaints raised about performance – indeed, a few chairs or coordinators have been asked by the Provost to step down during the past few years. Outstanding performance has occasionally been awarded by a one-year bonus.

In the last year of a chair's or coordinator's term, the Provost solicits comments from members of the department or program: What, if any, are the concerns regarding the department's or program's leadership? What are the significant issues, challenges, and opportunities for the department or program during the next five years? Who is capable of providing leadership? Who should be appointed? Nearly 100% of those solicited, including the departmental administrative assistant, have responded to these questions. The Provost reviews these responses and either renews the current chair or makes a new appointment. Such appointments are seldom renewed more than once (ten years total).

Conclusion: Institutional Effectiveness

Gettysburg College, using a systematic planning and implementation effort, has made significant institutional changes. In reviewing and assessing the goals of our planning efforts, we believe we have made strong progress toward our objectives. Examining key performance indicators and comparative data bases such as the *U.S. News & World Report* we can report solid progress over the past five years.

The goals and objectives of the SAP are directly related to improved institutional effectiveness. Nevertheless, our assessment plan rightly calls for a more systematic review of the data and information relevant to an analysis of our objectives.

Assessment of Student Learning

In order to review assessment of student learning at Gettysburg College, the Subcommittee on Academic Program Assessment (SAPA) focused on learning in the curricular-based programs. SAPA reviewed assessment of student learning at four levels. Three of these are based on learning that occurs primarily in the General Education, Programs and Majors, and Individual courses. The fourth level involved learning outside the classroom that is closely linked to the curriculum, such as learning in study abroad programs required for majors. In contrast the Subcommittee on Learning Outside the Classroom focused on learning in co-curricular programs with less explicit ties to the formal academic curriculum.

General Education For the purpose of evaluating assessment in the general education program, the Subcommittee on Academic Program Assessment (SAPA) reviewed the report generated by the Academic Policy and Program Committee (APPC). APPC oversees the implementation of the College's Liberal Arts Core (LAC) requirements, reviews proposals for new departments and programs, and assesses the First-Year Seminar program. The APPC has taken as its guide those goals established for the Liberal Arts Core by the faculty in 1996, and currently described in the College catalogue. With the adoption of a new curriculum, effective 2004, including a new set of goals and degree requirements, the APPC is now engaged in the implementation of this curriculum: defining precisely the operational definition of each goal/requirement for course approval; reviewing existing and proposed courses for their proper role in the degree structure; and setting policies regarding transfer credit, advanced placement, planning the credit-hour transition, etc.

By the APPC's own definition, its assessment of the Liberal Arts Core has focused on the "front end" when it determined whether proposed new courses are in compliance with the overall goals stated in the College's mission statement and whether they fulfilled LAC requirements. We have simply not done the job of assessing the effectiveness of each LAC requirement in terms of learning outcomes. Fortunately, the adoption of the new curriculum in tandem with this self-study, means that we can determine the means of assessment for each new requirement, beginning the new curriculum with learning outcomes assessment "built in" as described in our Assessment Plan.

In its report, the APPC identifies two other primary duties associated with student learning assessment. First, the APPC is initiating a review of the First-Year Seminar program, which crosses departmental and program lines, and "does not have a clear locus of assessment." The First Year Seminar program, now in its seventh year, has been coordinated by the Provost's Office. The APPC will review it to determine "whether the First-Year Seminars have fulfilled the goals of the program." As part of this review, they will collect data through interviews, surveys, and review of course evaluations. Second, as a result of the restructuring of college governance in 2001-02, the APPC is now charged with assisting academic departments and programs in their seven-year external reviews. In this process, the APPC plans to review and assess courses offered in each department and program that fulfill graduation requirements.

Programs and Majors Twenty-four academic departments and eight programs submitted reports on their current assessment methods. SAPA read these reports and compiled data from them for the Assessment Methods Checklist. (APPENDIX V) Each member of SAPA reviewed six to seven reports submitted by academic departments or programs, avoiding the report filed by his or her own department. At a meeting to discuss these reports, each SAPA member identified one to two reports that all SAPA members should read in preparation for creating a checklist of assessment methods. The reports identified by SAPA members for special focus included those from departments that demonstrated a clear understanding, varied methods, and creative approaches to assessment.

In order to create the Assessment Methods Checklist, SAPA members listed all distinct assessment methods noted in the department reports and then grouped them according to the level at which the assessment occurs:

- **Clear Department Learning Objectives:** This category included all departments and programs that provided evidence of discussing and publishing (in the College Catalogue or on a website) shared learning objectives and goals.
- **Course-Based Assessment:** This category included most of the traditional methods for assessing student learning within the confines of a single course, including exams, writing for the discipline, oral presentations, and course evaluations.
- **Capstone-based Assessment:** This category included methods for student learning assessment that are classroom-based but tailored for seniors completing a course of study in a major or minor, such as a capstone seminar, senior thesis, or defense, performance, or presentation of a project.
- **Majors-based Assessment:** This category included methods for student learning assessment aimed at determining the progress of student learning within a particular course of study. These methods typically occurred outside of any specific course and include the maintenance of student portfolios, student-faculty seminars, standardized comprehensive exams, senior exit interviews, alumni surveys, and evaluating study abroad and internships that earn credit for the major. This category also includes “Learning-Oriented Sequence,” which refers to a hierarchical structure of courses through which students progress in a fixed order as they complete the program, providing faculty with the opportunity to assess student learning from one stage to the next, as each course builds on the previous one.
- **Faculty/Peer-based Assessment:** This category includes methods of assessment not dependent on student performance or feedback, but rather cooperative faculty and peer observation and review. These include peer observation and evaluation of teaching methods and content, new faculty mentoring by tenured faculty, and departmental efforts to review grading and enrollment data for the sake of

improving the curriculum. In addition, several departments reported using regularly scheduled meetings or retreats for evaluating the success of the curriculum in terms of student learning.

- External-based Assessment: Departments and programs are required to undergo external review every seven years. In addition, a few departments are reviewed by relevant professional organizations for accreditation purposes.

It is important to bear in mind when reading the Assessment Methods Checklist that SAPA feels it underrepresents the extent of assessment currently practiced at Gettysburg College for the following reasons. First, at the time the Middle States Steering Committee (MSSC) requested the reports, some department and program heads expressed confusion or unfamiliarity with assessment methods and terminology. The MSSC tried to overcome this by making presentations at the August 2002 Chairs Retreat and a September 2002 faculty meeting, but these reports reflect a learning process among the faculty in general about what assessment is. Second, the MSSC wanted the writing of these reports to be a reflective process for the departments and programs, so rather than presenting them with exhaustive checklists or tightly defined requirements, we asked open-ended questions designed to elicit discussion and reflection. Therefore, we believe the reports reflect each department's and program's self-definition of assessment rather than meeting a universal definition imposed by the MSSC. Third, in compiling the data, SAPA worked conservatively, only noting the presence of an assessment method when it was explicitly stated in the report. Thus, even the most universally accepted methods of assessment, such as exams and course evaluations, do not appear 100% of the time. For any given category of assessment, it is likely that additional departments, beyond those indicated, practice that method, but failed to mention it in their report.

SAPA's analysis indicates that the great majority of departments and programs (87.5%) have published clearly defined learning objectives for their students. It appears that student learning assessment occurs most consistently at Gettysburg College at the individual course level. All departments reported practicing at least one such course-based method, and most reported using multiple methods in this category. In particular, SAPA was impressed by the number of departments and programs that make writing for the discipline a central component of their student learning assessment (81.3%). All departments with the exception of five reported having some form of capstone-based assessment, either in the form of a senior seminar or a senior project. In addition, practically all departments reported having external reviews, and all are in fact required to have them.

Areas where SAPA noted less consistency in student learning assessment were majors-based assessment and faculty/peer-based assessment. While we noted the considerable variety of methods used in majors-based assessment, eight departments reported using none of these and seven reported using only one. On the other hand, all but one method in this category are used by fewer than 50% of the departments and programs. Methods most frequently used were learning-oriented sequence (53.1%) and alumni survey (37.5%). Likewise, faculty/peer-based assessment was less frequently cited as being used. Less than one-third of departments mentioned new faculty mentoring, peer

teaching evaluation beyond promotion, and review of grading and enrollment data as methods of assessment. It is likely that many departments and programs engage in these activities but do not realize their relevance for assessment of student learning.

Most departments and programs (62.5%) reported making changes based on their analysis of data collected from assessment, although not all showed evidence of a regular or systematic mechanism for reflecting and acting on these data. Four additional departments and programs (12.5%) reported plans to use assessment data to make changes in the future. Thus a majority of departments and programs are using or plan to use assessment data in evaluating and modifying their curricula. SAPA members believe that these numbers underestimate the actual number of departments using relevant data to make changes. Some departments simply did not answer the question in their reports (we counted these as “no” responses), and all are in fact required to respond to recommendations from external reviews.

Across all departments, one clear need that emerged is for departments and programs to have a regular mechanism for reviewing assessment data. More than half (59.4%) reported meeting regularly to review assessment data, but few reported a systematic plan for these reviews. Other departments did not clarify any means by which assessment data led to changes, suggesting again an absence of a systematic process. Overall, it is clear that assessment data are used to make changes, but this process could be accomplished more thoroughly and coherently with the development of clear review strategies by each department.

Of those departments and programs that did report making changes based on assessment results, the vast majority reported making changes to the curriculum, including changes both to individual courses and to the overall organization and/or structure of the major. Some departments reported creating new courses based on needs identified in review of assessment data and/or using assessment data in deciding on areas of specialization for new faculty positions. A few departments reported that assessment results led to changes in aspects of the program not directly pertaining to the curriculum, such as the addition of visiting speakers, the creation of student organizations, or the revision of catalog material. By far the two most widely used sources of data for the changes were individual course evaluations and external reviews, although other types of data were employed as well by individual departments.

Individual Courses Course-based assessment was a part of each department’s report on assessment, which SAPA reviewed in spring 2003. In addition to reviewing and quantifying this data. SAPA collected and reviewed course evaluation forms used by every department and program in the College. It is college policy that every course be evaluated by students each semester it is taught. Each department determines the style and format of its course evaluation, and several departments use different evaluation forms for different courses. These evaluations are administered and archived by the individual departments and programs, and are used by faculty for self-evaluation and by departments and programs and the Provost Office for pre-tenure, tenure, and promotion reviews.

Each member of SAPA took responsibility for the course evaluation forms used by the same six to seven departments or programs for which he or she had evaluated the departmental assessment reports. After conferring with each other about styles and variations in these forms, SAPA created a checklist of key characteristics found in these forms. (See the Course Evaluation Checklist, APPENDIX W.) In particular, we were interested in quantifying how many departments used quantitative ratings and/or written responses, as well as the balance between these two types of measures. Also, we wanted to see how many incorporated questions dealing with learning objectives and learning outcomes for assessment purposes. Lastly, we investigated how many departments tailored forms to different types of courses, whether because of content or level of the course.

Our data showed that the length of evaluation forms varied widely across departments. On average, an evaluation form featured twenty-one questions, of which fifteen were quantitative and six were qualitative. However, the range in number of questions went from a low of five to a high of fifty-seven. Five departments used only qualitative questions, and one department used only quantitative questions. All departments asked questions about the quality of instruction and course materials, and most asked for background information from students completing the forms (e.g. reason for taking the course, year, major, GPA). Two-thirds (66.7%) of the departments asked questions concerning learning goals stated for the course. Slightly less than half (48.1%) asked questions about learning outcomes in the course. Most departments (74%) use one evaluation form for all of their courses; some (26%) customize their evaluation forms according to either the content or level of the course. Three departments, all in the Sciences, use a second form for evaluating the lab component of their courses.

Learning Beyond the Classroom Each member of SAPA read two of the reports solicited on learning beyond the classroom. We met to discuss their contents, and arrived at some general conclusions about the nature of these reports. Each of these departments has an evaluation process in place that provides feedback on how successfully it is pursuing its mission. Some of these evaluation forms (e.g. the Library's) attempt to measure how the learning beyond the classroom has affected the student's performance in a particular course or on a particular assignment. Other evaluation forms measure the specific skills or experiences associated with the learning beyond the classroom, but do not link these to performance in a particular course (e.g. ITT). This diversity in these evaluation tools reflects the differing missions of these departments, some of which sponsor programs linked to specific courses (e.g. Center for Public Service), while others provide general training and assistance applicable across the curriculum (e.g. ITT, Career Planning).

Cocurricular Program

The Subcommittee on Learning Beyond the Classroom received reports from fourteen Work Groups representing twelve administrative departments, five specific programs, and one student organization. These were shared with the Subcommittee on Academic Program Assessment (SAPA). The Subcommittee members determined that powerful

learning in support of the College mission takes place outside the classroom. They reported as follows:

We recognize that powerful learning often takes place outside the classroom, particularly in a small residential liberal arts college. We see ourselves as partners with the faculty in the educational process.

While we share many learning goals with the academic program, we also have goals for students that may not be expressly articulated as part of the academic program of the College. Our approach to learning is often different from that of the faculty, as it focuses primarily on experiential learning and on the voluntary aspect of student participation.

Student participation in learning activities beyond the classroom falls into two definable categories that are helpful in understanding the nature of the cocurricular learning process at Gettysburg College. (See the Cocurricular Program Checklist, APPENDIX X.)

Structured Programs In these activities, students participate in an extended training and skill building program that most closely resembles the “curriculum.” These learning programs, coordinated and led by a trained administrator, are designed to deepen conceptual understanding, develop skills, and provide opportunities for practice, feedback and reflection. Students in these types of learning opportunities are often trained to deliver services to other students and are evaluated in their ability to do so effectively. The training tends to be systematic, routine, and ongoing over a number of months. Gettysburg College has numerous opportunities of this kind for students, and the number of such learning opportunities has been growing steadily for the past decade. Examples of this kind of learning opportunities in the cocurricular area would include: residence life staff, Orientation leaders, admissions tour guide program, intercollegiate athletics, Center for Public Service Program Coordinators, GRAB (Gettysburg Recreation Adventure Board) staff, Women’s Center co-coordinators, and CHEERS, the College’s peer counseling program.

Assessment of these cocurricular experiences is generally well defined. Work Group reports show that cocurricular departments are very thoughtful and intentional in setting goals and objectives, though often they are stated at the departmental or program level rather than as student learning objectives. There is also some tendency to confound assessment of student learning with program assessment and assessment of student satisfaction. While student satisfaction is not unrelated to student learning, particularly when participation in activities is optional for students, we must refine our assessment tools so that we can better distinguish the two. We are learning how to develop our assessment plans to include these objectives in ways that are measurable and quantifiable.

Every cocurricular department conducts some form of assessment, using a variety of approaches to gather meaningful information on student learning. Assessment methods for these structured learning opportunities include: pre- and post-testing (16.7%), written (50%) and oral self-assessment (50%) and group reflection (16.7%), focus groups (16.7%), surveys (program (50%), departmental (33.3%), college-wide (66.7%)), journal

writing (8.3%), and observations (58%). Also used are peer evaluations, advisor assessment, individual one-on-one interviews, and reports. Methods used to evaluate the data collected include win/loss ratios, graduation rates, retention rates, peer consultation, staff collaboration, and peer college comparisons including benchmark measurements. The results are frequently used to improve program content (83.3%) or presentation, increase participation rates, and measure the impact on student behaviors. There is a tendency to conduct the highest degree of assessment in those programs in which both the staff and the students are most heavily involved. These include Fall Convocation, First-Year Student Orientation, Sexual Assault Prevention Program, etc. (see Appendix for additional detail.)

Many departments track their results longitudinally and often report them in the context of annual reports that include trend analysis (33.3%). Many departments reported that they want to be more intentional in their review of assessment results to better understand the ways in which programs inform student learning.

It should be noted that a variety of responses were received from cocurricular departments. While some departments reported on their collective programs, some reported only on high profile “signature” programs and others reported on each individual program.

Residential and Social Programs A second category of cocurricular learning consists of less formally structured programs and experiences for example. All Gettysburg College students are exposed to certain cultural assumptions about learning simply by virtue of being enrolled at the College. Students are required to participate in the residence program, and are bound by the rules of the Student Code of Conduct and the Honor Code. These are not optional or voluntary learning activities; rather they are viewed as fundamental parts of the learning experience for all Gettysburg College students. It may be viewed as “passive,” but learning to live in an academic community and abide by the rules of such a community is an inherent part of the cocurricular learning experience at Gettysburg.

Participation in programs that have little or no structured learning as part of the program participation often involves significant “hands on,” active learning for students. These programs have varying degrees of organization and input provided by administrative and faculty advisors. Generally, these programs are optional and provide self-selected learning opportunities. Through their participation in these activities, students seek learning opportunities that they perceive to support their academic success and personal growth. These programs and activities include participation in clubs and organizations, volunteer activities, theme housing, campus governance, and attendance at special events, such as speakers, concerts, departmental presentations, and Common Hour.

Assessment of this dimension of cocurricular learning is no doubt less well developed than assessment of learning in structured cocurricular programs, but does include surveys, self evaluations, exit interviews, and peer evaluations. To some extent, the learning in these areas is observable and therefore quantifiable. Assessment of student learning in residential and social programs tends to rely on self-assessment and may also

involve focus groups, advisor assessment, withdrawal questionnaires, pre- and post-testing, and college-wide surveys such as the Senior Survey.

Student usage of college services is another form of self-selected learning opportunities. We do monitor participation levels, though we know that participation alone does not insure student learning. Participation levels do convey the extent to which students find these activities worthwhile, challenging, and engaging, so some learning can be inferred through participation levels.

We encourage students to present their needs for individualized attention to faculty and administrative staff. Examples include students who seek advice and counsel from the Academic Advising Office, the Counseling and Health Center, or the Career Counseling Office, as well as students who seek technical advice from Information Technology or the Library.

Strengths and Weaknesses of Current Cocurricular Assessment One of the strengths of the current cocurricular program is the extent to which all departments are working to develop and enhance student learning beyond the classroom, based on the mission of the institution. All of the functional areas of College Life and Enrollment and Educational Services (EES) place a high priority on student learning. The overall learning goals are well understood and shared among administrative units. That said, it is clear that codified goals for cocurricular learning have not been established in any systematic way, particularly in ways that reach across the divisional boundaries between the College Life division and the EES division. It is obvious from the responses described above that we need to be more intentional about the creation of overarching, common language to describe our learning goals for students. We need clearer understanding of who our students are, what they bring to the process, and how to assess their progress. We need a multi-dimensional framework for understanding student learning outside the classroom.

Another of the strengths of our current process for assessment is that responsibility for assessment is widely distributed and that many of the departments have some degree of learning assessment methodology in place. This decentralized approach has allowed individual departments to develop assessment tools that make most sense to them, and as a result, there seems to be a high degree of support for assessment as an ongoing process. The disadvantage of a highly decentralized process, however, is that larger assessment questions may not get asked, and data may not be as widely available to the entire cocurricular area as we would like. This has been the case, for example, with some large survey results—data are compiled and available, but relatively few people are familiar enough with the data to maximize its use.

The College Life and EES divisions have, for the past several years, conducted regular external reviews of their programs and functional areas. In the past decade, the following programs have had external reviews: Athletic Department, Chapel, Career Planning and Placement, Student Activities, Center for Public Service, and Learning Disabilities. These external reviews have been very helpful in evaluating programs, importing new ideas, and in maintaining professional expertise and competency levels. We rely on professional organizations to keep us apprised of new standards for professional

competency and skills. The Council for the Advancement of Standards in Higher Education (CAS) has developed standards that are useful benchmarks to measure performance in the student affairs area. (*The Book of Professional Standards in Higher Education, 2001*) One important step is to more consistently use these recognized professional standards in developing our student learning objectives.

We would also observe that while our current cocurricular learning goals have a high degree of correspondence with the academic learning goals, historically there has been no clear connection with curricular goals for student learning. The most recent curriculum revision, approved by the faculty in the Spring 2003, makes it far easier to draw the parallels between in-class and out-of-classroom learning. We are particularly drawn to the concept of the portfolio included in the new curriculum design.

Conclusion: Student Learning Assessment

Gettysburg has engaged in a wide range of assessments that have resulted in continuous improvement. Student learning has been assessed quite effectively at the course level, and the quality of courses has been an important element in judging faculty performance. Departments and programs have varied in the explicitness of their learning objectives, but they practice a remarkable diverse and rich array of learning outcomes assessments, especially in capstone courses and experiences.

However, our analysis suggests that the assessment of learning should be more purposeful, systematic, and reflective. Two steps of evaluation have been especially deficient: the articulation of shared goals, and the systematic use of assessment results to reform practice.

The College has been least effective in assessing the learning outcomes of general education requirements. With the adoption of a new curriculum and the simultaneous adoption of our Assessment Plan, we have the opportunity to build in a system of assessment at the very start. Thus learning outcomes can become the central concern in evaluating the new curriculum itself.

Our analysis further indicates that one strength of the current cocurricular program is the extent to which all departments are working to develop and enhance student learning beyond the classroom. All of the functional areas of College Life and Enrollment and Educational Services place a high priority on student learning. Here too, however, we affirm the need to be more explicit and systematic, and to articulate more clearly the connection between these learning goals and those of our curriculum.

Recommendations

Gettysburg College plans to create a stronger culture of assessment and realizes that there are several proactive initiatives the College must consider as we move forward. The recommendations that follow recognize that a culture of assessment needs to be cultivated over time and each step will enable us to address the barriers of limited time, limited resources. We understand that assessment should be:

- Meaningful
- Manageable – takes into account varying resources
- Flexible – takes into account assessment learning curves
- Truth-seeking and objective
- Capable of informing decisions for change
- Directed toward promoting a culture of learning and continuous improvements
- Linked to program goals

We move forward from a position of strength knowing that most academic and administrative areas embrace assessment and integrate it into their yearly planning efforts.

Institutional Effectiveness

This Institutional Effectiveness Assessment report outlines the current status of assessment within the College and provides a number of specific recommendations. While it is evident that much assessment occurs in the planning process, often resulting in new initiatives, little time is set aside for substantial analysis and review of the results of various efforts within and across divisions. A formal committee representing the various administrative units should be established to examine assessment regularly activity.

Recommendation #1: It is recommended that the College create an Administrative Committee on Institutional Assessment to advise on assessment and planning. The institutional assessment plan should be reviewed and enhanced.

Recommendation #2: Each division of the College should evaluate assessment expectations regularly with consideration to the following questions:

- **What are we trying to do?**
- **How well are we doing it?**
- **How do we know?**
- **How do we use the information?**
- **How do we know it works?**

Assessment of Student Learning

General Education In the past, the APPC has reviewed proposed courses to make certain they are consistent with the College's mission statement and whether or not they fulfill Liberal Arts Core requirements. In the years ahead, the APPC's most important role in assessment will be determining which courses are suitable for fulfilling the new goals-based general education curriculum developed in Spring 2003. As outlined in the College's assessment plan, the Committee on Learning Assessment (COLA) will assume responsibility for assessing learning outcomes associated with the general education goals.

What has been missing from the APPC's assessment of the College's general education program in the past has been an evaluation of courses approved for the LAC requirements once they are implemented to make certain that they continue to fulfill that requirement. The APPC's new role in departmental and program reviews will give it the appropriate occasion to review syllabi and course evaluations to make sure these courses are doing what they said they would do at the time of their approval. COLA in turn will conduct a more general assessment of student learning outcomes related to specific goals of the general education program.

The APPC is also the logical body for overseeing the assessment of the First-Year Seminar program, a college-wide program that has come to play a significant role in the First-Year curriculum and is in need of a clearly defined method of assessment.

Recommendation #3: It is recommended that the College create the Committee on Learning Assessment (COLA). General responsibility for the oversight of the assessment of student learning at Gettysburg College is vested in this Committee. The Committee has responsibility for both the implementation and periodic review of student learning assessment, and for the coordination of the assessment activities that the Plan commissions.

Programs and Majors Student learning assessment is already widely practiced at Gettysburg College at the level of departments and programs. Most of this assessment appears to occur within individual courses or in a capstone experience. SAPA is impressed by the variety of assessment methods used in these categories and by the widespread commitment among the faculty to assessing student learning. However, it appears that assessment by departments and programs could be more purposeful, systematic, and reflective.

Recommendation #4: It is recommended that every department and program:

- ? **Publish clear learning objectives for its majors and minors**
- ? **Practice at least one method of assessment from each of the categories identified on the Assessment Methods Checklist**
- ? **Require a capstone experience**

- ? **Give serious consideration to using multiple forms of majors -based assessment**
- ? **Build into its regular meeting cycle (be it monthly, by semester, or annually) time for the systematic review of data collected by the above methods and reflection on its significance for the state of its curriculum**

The Assessment Plan on Learning Outcomes addresses several of these recommendations in its section on Curricular Programs, particularly in how the seven-year external review will incorporate assessment practices. We would urge departments and programs rather than waiting for their next external review to address these recommendations, and to use their own reports on current assessment methods to begin this work. COLA can assist in this endeavor by holding workshops and publicizing information about best practices already in use across the College.

Individual Courses SAPA is aware that the Provost Office and faculty intend to pilot a common course evaluation form for the College in 2003-04. We applaud this effort because it will help overcome some of the problems associated with interpreting data from the variety of departmental course evaluation forms, especially in matters concerning pre-tenure, tenure, and promotion review. However, we are also impressed by the generally high quality and thoughtful composition of the departmental forms we reviewed and urge departments to continue supplementing the common course evaluation form with forms of their own design. It is important to remember that course evaluation forms tailored to the specific goals and objectives of a department, program, or instructor are an important assessment instrument for course-based learning.

Overall, SAPA feels that each department should make a purposeful effort to design questions (be they qualitative or quantitative) for their course evaluations that specifically address learning objectives and learning outcomes. Such questions will make the evaluations more accurate instruments for measuring student learning outcomes at the individual course level. Likewise, SAPA is impressed by the number of departments that have already tailored forms to a specific course level or content and **recommend those evaluations as models to departments interested in following that example**. Those departments with extremely short or extremely long evaluation forms should consider revising their forms in light of the comparative data made available by this report.

In reviewing the data we collected on course evaluations, it became apparent to SAPA that a significant number of the College's programs do not have their own course evaluation forms. It seems that in courses taught in those programs (e.g., Civil War Education Semester, Women's Studies, Latin American Studies), the course evaluation used is the one associated with the department within which that particular course is taught (e.g. History, English, Philosophy). Thus, while the individual courses are evaluated by students, *the program itself has no measure in place for measuring student learning outcomes in that course specific to the goals and objectives of that program*.

Recommendation #5: It is recommended that every program develop and put in place a course evaluation form based on its learning goals and objectives.

Learning Beyond the Classroom All departments involved in learning beyond the classroom have some form of evaluation in place that attempts to measure the impact of that experience on the student. However, efforts to measure course-related learning outcomes are not always systematic and vary from department to department. In any situation where learning beyond the classroom is linked to a specific credit-bearing course the information should be shared with others that engage in similar practices.

Recommendation #6: It is recommended that departments develop an evaluation instrument that addresses the way in which the out-of-classroom experience is related to learning goals and outcomes. Furthermore, it is important that in those situations, evaluation information should be shared between the instructor of the course and the department coordinating the out-of-classroom experience, COLA, and the Cocurricular Learning Assessment Group.

Cocurricular Learning Assessment Under the Cocurricular Learning Assessment Plan, responsibility for assessment of the residential and social learning environment goals and outcomes will rest with the Cocurricular Learning Assessment Group, in consultation with the Student Life Committee and COLA. The assessments will be conducted with support from key administrators with direct responsibility for particular areas and the Office of Institutional Analysis.

Recommendation #7: It is recommended that the Committee on Learning Outside the Classroom continue and be renamed the Cocurricular Learning Assessment Group with an ongoing responsibility to oversee the development and implementation of a systematic plan for cocurricular assessment, including the compilation and dissemination of assessment data and identifying best practices in cocurricular learning assessment.

We need to be more intentional about the creation of overarching, common language to describe our learning goals for students. We need clearer understanding of who our students are, what they bring to the process, and how to assess their progress. We need a multi-dimensional framework for understanding student learning outside the classroom. We rely on our professional expertise to maintain a competency level that permits us to discharge our duties at the highest levels. Larger assessment questions may not get asked and results of surveys may not be meaningfully used without appropriate training.

Recommendation #8: It is recommended that the College Life division and the EES division collaborate in the creation of codified learning goals for cocurricular programs; and it is further recommended that the Cocurricular Learning Assessment Group provide opportunities for professional development in assessment for individuals responsible for the administration of student programs.

The College Life and EES divisions have, for the past several years, regularly conducted external reviews of its programs and functional areas. These external reviews have been

very helpful evaluating programs, importing new ideas, and in maintaining professional expertise and competency levels.

Recommendation #9: It is recommended that these external reviews continue, with a stronger focus on learning outcomes and assessment. Our goal should be to have each program reviewed once every 7-10 years.

We need to find ways of integrating our work with students into the portfolio process, so that both students and faculty have a better way of reflecting upon the learning that takes place outside the classroom. We may find that by focusing on common ground with the faculty, that there are areas of shared concern that we can collaborate in addressing.

Recommendation #10: It is recommended that the Cocurricular Learning Assessment Group prepare a report and presentation on cocurricular learning goals and use of the portfolio that can be shared with the faculty for discussion and feedback.

Chapter IV

COMPREHENSIVE ASSESSMENT PLAN FOR GETTYSBURG COLLEGE

A Comprehensive Assessment Plan for Gettysburg College has been developed to describe the types of assessment activity and the groups responsible to conduct the stated assessment. As stated within the Self-Study, planning and assessment is not new to Gettysburg College. However, the Self-Study provided an opportunity to review our procedures and methods and to determine plan elements that would improve our assessment practices. As we go forward from this Self-Study our desire is to be more intentional in our planning and assessment activities. The plan calls for assessment at all levels of the institution in keeping with the spirit of *Characteristics of Excellence in Higher Education, Standard 7, Institutional Assessment*, which states:

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

A distinctive feature of the College's plan is the formation of three continuing committees, whose responsibility is to insure that required assessment activities are conducted, results are interpreted, and reports are distributed. Details regarding the composition and responsibilities of each committee may be found within the Plan. The committees are:

- ? Committee on Institutional Effectiveness
- ? Committee on Learning Assessment (COLA)
- ? Cocurricular Learning Assessment Group

It is the expectation of the Middle States Self-Study Steering Committee that these three committees fulfill the requirements as stated in *Standard 7: Institutional Assessment, and Standard 14: Assessment of Student Learning, of the Characteristics of Excellence in Higher Education*, (Middle States Commission on Higher Education, 2002)

The plan is comprehensive and has two components. The first component (Part 1) provides a framework for measuring the effectiveness of the institution through the administrative functions and programs that support student learning. The second component strives to measure and improve student-learning outcomes (Part 2). A third section (Part 3) provides an expansion of assessment activity in the Cocurricular Program that is summarized in Part 2.

Part 1: An Assessment Plan to Measure Institutional Effectiveness

Gettysburg graduate Sandy Astin wrote in his book, *Assessment for Excellence*, “An institute’s assessment practices are a reflection of its values. In other words, the values of an institution are revealed in the information about itself that it gathers and pays attention to.”

Gettysburg College’s goal to be considered one of the best liberal arts and sciences colleges in the country resulted in The Strategic Action Plan of 1999. This planning document guides our efforts to make Gettysburg College an even more effective institution of higher education. (APPENDIX R: Assessment of the Strategic Action Plan, March 2002)

The initiatives outlined in the Strategic Plan are:

- Enhanced Academic Excellence—Promote the pursuit of academic excellence by focusing on the people and programs that distinguish Gettysburg College.
- Learning Beyond the Classroom—Extend education beyond classroom walls. Encourage use of technology, collaborative techniques, and service learning to enrich traditional academic learning.
- Dynamic Student Life—Provide a dynamic and vital environment, including alternative social opportunities and living arrangements.
- Vibrant College Community—Enrich the communal life of Gettysburg College through our efforts to reach out to prospective students, the on-campus community, and alumni.

As a result of our Self-Study on assessment we are able to identify current practices that are particularly effective and specific opportunities to strengthen our assessment efforts. We determined that as an institution we need to formalize our assessment activities into a more coherent process that allows for continuous evaluation of method as well as results.

A Model of the Assessment Process

Fundamental to a planning process is the establishment of annual goals for the institution, which are first articulated, analyzed for planning purposes, and then evaluated for their achievement. Assessment of results and application of that evaluation become the foundation for future planning in this cyclical process. At each level of planning, whether by division, by department within the division, or by program/activity within the department, the planning process includes the following:

- Mission: Statement of purpose and how the department’s mission relates to the College’s mission and goals.
- Goals: Statement of overall goals for the given time period. These goals are specific in nature and convey the long-term (and short-term) intended purpose of the department. Standards by which success will be measured are identified.

- Activity/Program: The specific program or event is implemented to meet the goals.
- Outcome (Results, Status): Reviewed each year, these results answer the questions: Did we reach our goals? Why or why not? What did we learn? What changes should be made?
- Application of Results to future activity/practice: Based on the outcomes/results, what are the next steps? What does the department plan to do now? What barriers or challenges were overcome? Was the process used effective?

This approach reflects the fundamental elements of an interactive assessment cycle. Additional activities that might be added to this cyclical process could include cost/benefit analyses, an analysis of the pros and cons, and a risk analysis including contingency planning. It is important to note that some factors that are important to the evaluation of goals may not be quantifiable, such as ethical considerations and impact on stakeholders.

In order to measure the attainment of institutional goals, President's Council members have identified strategic, or key, indicators to serve as benchmarks that assist in the evaluation of the institution's overall health. These benchmarks are used to monitor performance and provide a quick view of conditions. Each year the key indicators themselves are also evaluated to determine their completeness and usefulness. Three- to five-year trend data are maintained where possible, and institution-wide data is collected in the College's Fact book to supplement the key indicators. Management indicators for each division provide a secondary level of assessment of divisional goals.

A set of peer institutions has been identified on which comparative key indicators are maintained as well as supplemental information that is useful and appropriate to understand more fully Gettysburg's place among the peer group.

An expectation of this approach is that ongoing assessment is taking place at all levels of the College—departmental, divisional, President's Council, and Board of Trustees. While the key performance indicators provide a macro view of our accomplishments, similar assessment will take place on programmatic topics in each department to enhance our business processes and improve operations. Many divisions use focus groups, internal surveys, or audits by external consultants to provide feedback as well as to benchmark against industry standards. Specific examples include: an audit of the Financial Aid Office aimed to improve business practices and the use of technology; an audit of our PeopleSoft (MIS) management infrastructure system and assessment of technology.

Responsibility for Assessment

The Gettysburg College Board of Trustees has the ultimate responsibility to assure that rigorous assessment leads to programs that support student growth and development. The responsibility for carrying out assessment of academic and administrative services and programs rests with the President and President's Council. They will continue to encourage the integration of assessment in all activities in their respective divisions using a cyclical model that promotes feedback and revision throughout the planning,

implementation, and evaluation process. Assessment becomes a planning tool that leads to continuous improvement in meeting the goals of the institution. Gettysburg College has engaged in institutional assessment and planning in many aspects of its operations. With the addition of the Committee on Institutional Effectiveness to oversee assessment activities, these current practices will continue to form the basis of our assessment plan. The Strategic Action Plan provides the overall direction for the institution and for goal setting by each constituency of the College and is updated regularly.

The Committee on Institutional Effectiveness The President’s Council will serve as the Committee on Institutional Effectiveness with support from the Director for Institutional Analysis. Its primary goal will be to foster a culture of assessment among all divisions of the College and to coordinate assessment activities.

The Committee shall meet annually and shall have the following responsibilities:

- To monitor assessment activities related to strategic initiatives as criteria for measuring their success.
- To establish/reaffirm institutional goals for the new fiscal year by monitoring key performance indicators and benchmarking with peer institutions.
- To examine planning and assessment processes for quality and integrity; and to encourage departments to present “best practice” models of planning and assessment.
- To review the Institutional Effectiveness Plan itself to determine the need for change.
- To review the Mission Statement to determine that it accurately reflects the institution.
- To review the Strategic Action Plan and revise it, if necessary.
- To review assessment issues with the Board of Trustees annually through the use of institutional benchmarks or key performance indicators.

Divisional Assessment _On an annual basis, President’s Council members review the goals and accomplishments of their divisions. This includes the evaluation of information that:

- Determines if/when goals are fully met.
- Establishes new goals from previously defined or new initiatives.
- Utilizes the results of the assessment of accomplishments to evaluate practices and determine whether they need to be continued or changed.

Standing committees of the Board of Trustees review accomplishments and future goals of their corresponding division. In addition, President’s Council has the responsibility to keep abreast of current issues within their areas and will continue to be professionally active in their areas of responsibility.

Assessment of Departments, Services, and Programs

Administrative divisions, academic departments, and interdisciplinary programs participate in periodic program reviews. The process consists of a self-study, an external evaluators’ site visit and report, and a written response to the report by the department or program. The results of these reviews are shared with the appropriate standing committee

of the Board of Trustees. Administrative department reviews are initiated within divisions on a regular basis.

Academic Department and Programs These reviews are comprehensive, covering curriculum and/or program activities, staffing, facilities, financial resources, library resources as appropriate, equipment, student culture, budget enhancements, current challenges, and goals. In the case of academic departments and interdisciplinary programs the evaluations are in a seven-year cycle of formal reviews. A department/program's review and written response to the report are also shared with the Academic Affairs Committee of the Board of Trustees who meet with the faculty of the department or program to discuss their challenges, opportunities, and accomplishments. Progress on recommendations is monitored by the Provost's Office. Assessment of the Academic Program is addressed more fully elsewhere.

Administration In addition to the annual evaluation of departmental goals, described above, external evaluations of specific departments are conducted selectively to gain recommendations for improving administrative services. The external review includes an examination of program activities, staffing, facilities, resources, equipment, student culture, budget needs, current challenges, goals, and, as appropriate, user satisfaction. These reviews typically are conducted using existing national survey instruments supplemented with local questions.

The educational environment changes constantly, making demands on the College that can unevenly affect administrative divisions and departments. These assessments provide an opportunity to:

- Re-balance budget, staffing, space, and other resources or
- Re-distribute the workload to other departments, or to
- Eliminate or reduce some activities or programs/processes.

This insures that adequate resources are available to meet anticipated needs.

Evaluation of Employee Performance

The College will continue to follow current practices for the regular and periodic evaluations of faculty, administrators, and support staff.

Faculty Every full-time, tenure-track faculty member at Gettysburg College anticipates a career in which his or her performance is subject to regular assessment. This faculty evaluation system is explicit, well defined, and thorough. The system includes annual reviews prior to tenure, a pre-tenure review typically after three years, a tenure review after six years, and triennial reviews for tenured faculty. Promotion reviews are conducted for candidates for promotion to the rank of full professor. Relevant methods of assessment may be found in the *Faculty Handbook* and in the "Standard Operating Procedures" of the Faculty Personnel Committee.

Faculty in term appointments are evaluated annually. Adjunct (part-time) faculty are evaluated by their department chair (or program coordinator) by the completion of the second term of their employment.

Administrators and Support Staff Every new full-time staff member (administrator and support staff) participates in a performance evaluation at the completion of a three-month probation period. Annual or biennial performance goal-setting exercises and evaluations are conducted by each supervisor/employee team for continuing full-time employees. In the appraisal, the position description serves as the foundation for evaluations. The general description, together with the specific individual's knowledge, skills, demonstrated abilities, education, and experience are considered in this review. A review of accomplishments since the last review and the setting of goals for the future are important elements of this process as is the use of bonuses to recognize significant merit. A study to assess this initiative concluded that this practice is very important to employees. The performance appraisal process is coordinated by the Human Resources Office.

Assessment of Financial Planning and Resource Allocation

Financial resources are part of the resources available to the College to carry out its mission, goals and objectives. The strategic objectives of the College and the goals and objectives of each of its divisions are represented in the financial commitments the College makes. The College assures this concurrence through the management of its financial resources, utilizing several processes each fiscal year, including:

A formal budget process,

- Continual review of revenue and expenses during the fiscal year,
- Regular reports on financial status and activities to the Board of Trustees,
- Comparisons with peer institutions, and
- An external audit at the end of each fiscal year.

Each of these processes represents a formal assessment of the use of the financial resources of the college.

The Budget Process The budget process begins with an analysis by the budget office of all the factors which would affect the College's ability to meet its financial objectives as identified in the Five-year Financial Plan from the previous year. This analysis includes changes in net assets, the year-end budget surplus, and the College's projected ability to meet the specific revenue and expense objectives over a five-year period. Once the administration has reviewed this information, the Fiscal and Personnel Management Committee of the Board of Trustees also reviews and approves the financial objectives and the parameters of the key revenue and expense drivers to be used in projecting the new Five-Year Financial Plan and to set the comprehensive fee for the upcoming academic year. Economic and industry-specific information, as well as comparisons to peer institutions, are considered in establishing the financial objectives for the coming year.

Budgets are built both from the bottom up and top down and are expected to reflect College strategic plans and the divisional goals and objectives at every level. Programs,

departments, and divisions are asked to review their budget allocations and submit requests for annual operating budget changes, capital needs (space and equipment), and one-time expenditures and enhancements. These are evaluated and included, when possible, in the appropriate budgets for the upcoming fiscal year.

Once the senior administration has reviewed the proposed budgets and the President endorses them, they are presented to the Faculty Chair and Coordinator Council, the Faculty Finance Committee, and the Subcommittee on Faculty Compensation for review. In the early spring the proposed Operating Budget, Capital Budget, and the Five-Year Financial Plan are then presented to the Fiscal and Personnel Management Committee of the Board of Trustees which brings the final budgets to the full Board for endorsement at its May meeting.

Compensation A major factor in establishing the budget includes decisions on salaries, wages, and benefits. The assessment of employee compensation (salary and benefits) is based upon three indices.

- Faculty compensation comparisons are made using the American Association of University Professors (AAUP) Group IIB at the 95th percentile and the median of a group of 32 comparison institutions. Additional information available through HEDS on salary and benefits, entry salaries, and adjunct faculty compensation are also reviewed. The newly designated peer group of institutions is likely to be used as the standard measure in the future.
- Administrator compensation levels are evaluated using the College & University Personnel Association (CUPA) Administrative Compensation Survey comparisons.
- Support staff compensation is assessed using local surveys such as the Gettysburg Area Personnel Association (GAPA) Employment Survey results.

In these three areas, comparative studies are considered in combination with local cost-of-living and consumer price indices to assess adequacy of compensation levels.

In addition to this formal review, useful information about the competitiveness of the College's compensation package is also obtained through informal mechanisms such as employee exit interviews and the employee recruitment process. All compensation information is utilized when decisions are made during the budget development process. Equity adjustments are made in cases where the compensation levels are significantly below expectations, given educational degree, age, years of service, experience, and performance.

Facilities In addition to the development of an operating budget each year, the capital budget addresses facility improvements. Comprehensive facilities-needs assessment is periodically conducted with a focus on deferred maintenance phase-out, space modernization, landscape enhancements, and new construction. The needs in each of these areas are identified and incorporated in a continuously updated Facilities Master Plan. Facilities projects are also intentionally linked to the Strategic Action Plan and progress on major construction is monitored by the Board of Trustees at each meeting.

Continuous Financial Review during the Fiscal Year Once the budget has been built, the President, VP for Finance and Administration, and the Director of the Budget meet regularly during the fiscal year to review the finances of the College. Shortly after the start of the second semester, when enrollments and revenue are more certain, the President and President's Council discuss any continuing budget needs and consider the allocation of additional dollars for programs in the second semester.

Reports to the Board of Trustees The VP for Finance /Treasurer gives a Treasurers report (revenues/expenditures) to the Trustees at each Board meeting.

Comparisons with Other Institutions Further assessment of the College's management of financial resources occurs through the Office of Institutional Analysis which draws institution-wide, current, comparative data from the various studies compiled by HEDS relative to peer institutions. Various other sources are also used, including the NACUBO endowment survey, the AICUP Financial Analysis & Trends survey, and the ELCA Higher Education Trends Analysis, IPEDS, CAE, and selected handbooks and rating services. These measurements are supplemented by internally generated surveys of peer institutions, comparative financial ratios compiled by the College's independent auditor, and periodic analyses compiled by external consultants.

The Audit The College retains an external auditing firm to review the financial status and transactions of the College for the prior fiscal year. This review assures the trustees and the various publics, including Middle States, the Commonwealth of Pennsylvania, and the Federal Government that the College is handling and accounting for its resources in a manner approved by FASB and the appropriate regulatory bodies. The auditors are given full access to needed information by the College and have access to the trustee audit committee without management present. This audit is the assessment of the financial probity of the College.

Technical Resources In addition to the assessment of financial resource management, the College accomplishes ongoing assessment of technological resources through the department of Information Technology (IT). IT is responsible for network and Internet access, academic support, the Management Information System, telecommunications, hardware replacement and the Disaster Recovery and Continuous Operations Plan. The IT department and appropriate committees monitor and update their respective plans as necessary. In the spring of 2003 the College engaged a consultant to assist in the development of a strategic technology plan.

Cross-Divisional Assessment

The President establishes appropriate committees for cross-divisional assessments as necessary in a changing environment.

Enrollment Management Committee The Enrollment Management Committee reviews enrollment projections and proposes enrollment goals for the coming year. These goals are adopted after deliberation and revision by the President's Council. Enrollment projections are integrated into the financial planning of the College. These projections and goals reflect both quantitative and qualitative dimensions of Gettysburg's student body; they affect curricular and student life planning. These and many other data are reviewed in comparison with long term enrollment goals set in previous years at Gettysburg and with data from peer institutions. They provide a basis for assessing institutional effectiveness. A sophisticated financial aid net revenue model has been constructed enabling the enrollment team and the College to strategically maximize financial aid resources to meet enrollment goals.

Faculty Admissions Committee In an annual cycle, the Office of Admissions and the Vice President for Enrollment and Educational Services gather data and consult with the Faculty Admissions Committee. The number and quality of students applying for admission to the institution are an important, if indirect, measure of perceived institutional performance; the ability to meet the projections and achieve the goals each year is a direct measure of institutional effectiveness. Using comparative data and national benchmarks provides additional information.

President's Personnel Review Team This team reviews all administrative and support staff personnel requests (new or upgraded) from all divisions. The aim is to assess additional staff needs and ask the hard questions, to invest in staff expansion after a thorough analysis of need. The team presents to the President the historic and current facts surrounding the request including its connection to the institutional Strategic Plan. The President then reviews the information with the appropriate Division Head and those requests with institutional priority and greatest need are approved.

Assessment Initiatives

With the goal of systematic organization and use of assessment data, the College will initiate the following actions:

- 2003-2004 The Committee on Institutional Effectiveness will begin to function as the oversight committee on institutional assessment and planning activities, with the responsibility of an ongoing review of the institutional assessment plan itself.
- 2003-2004 The Committee on Learning Assessment will begin to function as the oversight committee for all learning assessment activities. The APPC will oversee academic assessment.
- 2003-2004 The Cocurricular Learning Assessment Group will begin to function and will be responsible for assessment of programs that provide opportunities for learning outside the classroom.
- 2004-2005 The current Institutional Analysis Divisional Liaison Program will be strengthened and workshops conducted to assist liaisons and others on “outcome-based” assessment techniques. Commonly used terms associated with assessment will be clearly defined and linked to the College’s mission statement.

As a result of the Self-Study, we also identified specific assessment initiatives to be accomplished and have projected a timeline for their accomplishment:

- 2003-2004. A “dashboard of critical indicators” for strategic planning will be developed from current data being collected. As a part of this process we will standardize our set of peer institutions for comparative purposes.
- 2003-2005 The Honor Code will undergo a comprehensive, two-year review. The Honor Code is at the center of interaction between faculty and students. The first-year student is not allowed to join this community of learning without first demonstrating knowledge of its requirements and agreeing to abide by them. In this age of cyberspace, collaborative learning, and other new pedagogies, interpreting and administering the Code presents challenges not considered at its inception.
- 2003 -2005 The First-Year Experience Journal program will be initiated, in order to encourage students to evaluate whether their actions reflect their values. In addition to the journal writing, a series of focus group discussions will take place, involving students, faculty, and staff, to explore the question “How would students act on a campus where integrity was a vital, practiced value?” Finally, a more thorough examination of existing data related to integrity currently available in the CIRP and Senior Surveys will be conducted to assess the issue from a “pre” and “post” perspective.

- 2003-2005 The College will review strategic use of the Web and necessary support of this critical market positioning tool.
- 2003-2008 A strategic technology plan will be completed by an in-house consultant working with the IT staff to provide a vision for the future of technology support on the college campus.
- 2003-2008 Regular department reviews will incorporate budget analysis and learning outcomes assessment into the existing model.
- 2004-2005 A review of the Bylaws of the College to take advantage of modern improvements in communication will be conducted.
- 2004-2005 The staff needs of the Office for Institutional Analysis will be reviewed to assure that the College can meet all assessment, research, and planning needs.

Part 2: An Assessment Plan for Learning Outcomes

John Dewey once described schooling as “a heightened form of living.” This “height” is produced in part by the fact that a school is an intentional place, a deliberately constructed community that is aimed at learning. Teaching – the most obvious activity of schools – is also an intentional activity aimed at learning. Indeed, student learning is the sole measure of success for teaching. However, the teaching of a curriculum is only the most formal model within a range of deliberately structured activities aimed at learning. Other such intentional activities include coaching; master/apprentice relationships; internships; a required residential experience; and a broad spectrum of cocurricular programs, events, and organizations.

It would be folly to pursue any goal-directed activity while being blind to and unconcerned about actual results. Any deliberate activity benefits from the self-consciousness and reflection of the practitioner. Assessment of results provides valuable feedback that confirms outcomes and redirects effort for greater effectiveness; such information allows intelligence to be applied to the pursuit of the goal.

Gettysburg College is, as our Mission Statement declares, an intentional community that is dedicated to the education of undergraduate students. The College provides a full spectrum of activities aimed at learning. We affirm the value – indeed, the necessity – of thoughtful assessment of all these learning-directed activities. **The evaluation of learning outcomes is the central and premier component of our assessment of institutional effectiveness.** While the need to evaluate learning is clear, it is a task long delayed by a preoccupation with the quality of instructional resources, by a focus on the performative aspects of teaching, and by the inherent complexity of the task. Though Gettysburg College has engaged in a myriad of evaluative activities over the years, this Assessment Plan is the first such formal plan for the College. It sets forth assumptions, arrangements, and cycles for a systematic and on-going assessment of student learning at Gettysburg. This plan has the endorsement of the relevant stakeholders and has been developed in response to intense dialogue about assessment issues. Since assessment at its best is self-reforming and evolutionary, this Plan should be understood as a commitment that will itself be reviewed (i.e., assessed) with an eye to the improvement of practice.

Basic Principles and Assumptions

Gettysburg College affirms the following as fundamental principles and presuppositions of our Assessment Plan and the assessment activities it commissions:

Learning Goals Clearly and fully articulating our shared goals for student learning is the initial and most basic step for our assessment activities. Our intended learning outcomes, our educational goals, can of course change over time. However, this process of expression and endorsement of goals is also a process of discovery and refinement, which means that our understanding of our goals will evolve even without formal curriculum reform. Our learning goals grow from interpretation of the mission of the College itself;

they contribute in direct and indirect ways to the ideal of the educated person embedded therein. They may usefully, if somewhat artificially, be categorized as goals for knowledge, skills, and attitudes or values.

Responsibility for Assessment The responsibility for the assessment of learning rests on anyone and everyone who is engaged in deliberate activities and is responsible for constructing arrangements that further learning. This includes not only faculty, instructional assistants, College Life staff, and academic administrators, but also students themselves, who should become increasingly reflective about their education and adept at assessing their own learning during their undergraduate career.

Assessment as Essential for the Educator Assessment is an inherent and valuable part of any intentional activity such as education; an essential aspect of the teaching role; and a genuine need for any alert and reflective educator. It is not merely a requirement of accrediting agencies, nor is it essentially an extraneous burden and distraction. Indeed, our assessment activities can provide a measure of the collective intentionality of our efforts. However, assessment is not an end-in-itself, nor does it determine the content of our curriculum. The primary goal of the assessment program at Gettysburg College is not accountability to others; it is the enlightenment of practitioners. It may also offer the chance to celebrate success.

Standards of Assessment To assess learning usefully, we do not require assessment instruments that become operational definitions of our goals; we need no sophisticated validity studies; we do not always need to seek quantitative results. In short, we should not require or claim that our assessment studies meet our professional standards for high-powered scientific or social science research (though occasionally that will be possible). At Gettysburg, we will employ a more modest standard: our assessments are treated as providing *relevant indicators of performance*. Adopting this standard allows us to avoid the temptation of endless debate about the assessment instruments themselves, and to devote more time to assimilating the results. For example, as we attempt to assess the learning outcomes of our “diversity” requirement, we need not hold out for a standardized instrument of demonstrated high validity and reliability and yielding quantified and criterion-referenced results; instead, we may employ one or more sources of data that simply provide relevant indicators of student learning related to the goal of this requirement. (This is not to suggest that the instruments themselves, once adopted, will receive no scrutiny or be subject to no alteration; the opposite is true.) This humbler standard allows us incidentally to collect information about *unintended* learning outcomes – information that is often missed or ignored in very tight measurements of specifically intended outcomes.

The Selection of the Means of Assessment The person or group most closely responsible for defining the learning goal should choose the “relevant indicators of performance” for that goal. An entire catalogue of types of assessment devices and procedures has been developed across the country and is available to us. Individuals or groups may adopt a practice or employ an instrument developed elsewhere, or develop specially designed assessment tools. The creative products of students can provide valuable evidence of learning outcomes. In general, we prefer assessments that:

- Employ multiple relevant indicators of performance;
- Compare Gettysburg results with peers or other norms;
- Are longitudinal, providing some report of change over time; and
- Provide context, through collecting demographic information about those assessed or providing pre- and post-experience comparisons.

However, these are ideals of measurement that cannot and should not always be met. The inability to identify assessment instruments and processes that meet these preferences is not an excuse for failing to assess a learning goal. Reasonable and relevant indicators of performance must be identified – even though they are less informative and formal than the ideal.

Support for Assessment Though assessment should never become a preoccupation, debilitating the very activities it should enhance, it does undeniably take time, attention, cooperation, and resources. The trustees, president, and senior administrative officers fully embrace the need for assessment, support assessment activities, and work to provide the resources needed to carry out the activities – staff time, training, materials, funding, etc. Similarly, college policies and practices should reflect the centrality of learning and the role of systematic assessment in assuring our collective success as educators. The Office for Institutional Analysis will serve as a central repository for assessment reports, studies, and other related efforts. The collective view of these documents is likely to reveal information of greater value than any of the individual assessments alone. Also, the best of these assessments may serve as resources for others.

The Committee on Learning Assessment

General responsibility for the oversight of the assessment of student learning at Gettysburg College is vested in the Committee on Learning Assessment (COLA). Reporting to the Provost, and through the Provost to the President, the Committee has responsibility for both the implementation and periodic review of this Assessment Plan, and for the coordination of the assessment activities that the Plan commissions. The following ten members comprise COLA:

- The Director for Institutional Analysis (now the Assessment Officer of the College);
- One faculty member selected by the Academic Policy and Programs Committee from its membership;
- Two faculty appointed by the provost for their knowledge of assessment, teaching and learning, or curricular issues;
- Two faculty members elected at large;
- A representative of the Provost;
- A representative of the Vice President for College Life;
- A representative of the Vice President for Enrollment Services; and
- A student appointed by the Student Senate.

The faculty members shall have staggered terms of three years. The student member shall serve for one year. The Committee shall meet at least twice each term. The responsibilities of the COLA include:

- **Monitoring and coordinating all learning assessment activities** in compliance with this Plan by reviewing the goals, means of assessment, and results for each level, while keeping thought for the quality and integrity of the assessment process;
- **Conducting the assessment of specific overarching general education learning goals** as described below;
- **Creating and supporting a “culture of assessment”** at the College, by establishing policies related to the publication of assessment results; fostering the sharing of practices and data; encouraging the use of assessment results in the reform of practice; supporting assessment training; and establishing and maintaining a website for assessment activities, policies, and results at Gettysburg College;
- **Reporting learning outcomes to the President** as the key component of the overall assessment of Gettysburg College’s institutional effectiveness; and
- **Regularly reviewing, emending, and implementing this Assessment Plan;** and monitoring the relationship of this institutional plan to the evolving standards for assessment of the Middle States Association.

Spheres of Assessment

Gettysburg College has identified four separate but interrelated levels or areas of learning outcome assessment. These are the assessment of student learning within:

- Individual academic courses offered by faculty;
- Majors (and minors) offered by academic departments and programs;
- The baccalaureate degree, especially general education, including the specific graduation requirements;
- Co-curricular programs.

Each of the levels constitutes a distinct focus of assessment activities. Each has unique processes and timetables, though they must be coordinated and integrated for maximum effectiveness. (Each level is discussed separately in this Plan below.)

Learning in Individual Courses It is the responsibility of the instructor of each credit-bearing course to assess the learning of students in that course. This is accomplished, first, by developing specific learning goals for the course and publishing these in the course syllabus. The learning goals, which should derive from the mission of the College, should also reflect any particular educational goals of a major, minor, or general education requirement that the course fulfills. Second, the instructor should employ tests and other assignments that assess learning outcomes in relation to these goals. Third, the instructor should use the results of the assessment to modify the delivery of the course.

Gettysburg College requires the evaluation of every course and instructor, every term, by students. This evaluation can provide relevant assessment beyond student performance on required assignments. A common course evaluation form, supplemented by departmental and instructor-designed evaluations, provides potentially valuable feedback regarding student learning.

Curricular programs Every department and program (and, hence, major and minor) at Gettysburg College is to be evaluated according to a prescribed procedure. In accordance with a seven-year cycle of reviews scheduled by the Office of the Provost, each department or program prepares a self-study. An appointed team of external reviewers reviews the self-study, visits the campus, and then produces an evaluative report. After studying this report, the department or program produces a written response. All of these documents are then shared with the Trustees' Committee on Academic Affairs as background to a joint meeting that focuses on challenges and opportunities of the department or program.

Direct administrative responsibility for external reviews rests with the Vice Provost. There are separate documents specifying the schedule of reviews, the contents, and procedures of the self-study, and the process for selection of the external reviewers. The Provost's Office maintains a file of these documents and of the self-studies and reports; that office is responsible for the institutional follow-through on issues raised in these reports. This system of external reviews has been, in general, very useful in providing assessment of many aspects of program quality; it has occasionally had a dramatic impact on practice. However, it has not regularly included a focus on the basic and crucial element of program quality: student learning.

Henceforth, it shall be a responsibility of the department or program being reviewed to define and publish in its self-study its shared goals for student learning (*What specific learning outcomes are intended by this major or minor?*); to identify relevant means of assessment – relevant indicators of performance – along with the timing of the assessment (*Senior capstone course? Post graduation surveys?*); and to begin conducting the assessment, reporting the results and their import.

Although most academic departments and programs are already engaged in significant assessment activity, and all are urged to begin this formal process as soon as possible, this Plan assures that within the seven-year cycle of reviews, all units will be in compliance. Assessment should occur at least annually, covering each graduating class cohort, although results and formal review may occur only every seven years.

The documents of the review – self-study, reviewers' report, response, and all related learning assessment data – shall be shared with COLA, as well as with the Provost and the Committee on Academic Affairs of the Board.

Assessment of the Degree: Graduation Requirements The baccalaureate degree is given shape and quality by its structure – the major and minor, general education as expressed in graduation requirements and electives. These components, which derive their particular character from the Mission Statement of the College, are the means

chosen to achieve overarching educational (learning) goals for students. It is the collective responsibility of the faculty to determine the requirements for any degree. It is a correlative responsibility to articulate the learning goal for each and every graduation requirement (including specific general education requirements, the completion of a major, the completion of a dossier, etc.). The Academic Policy and Programs Committee (APPC) – and not individual departments – is the custodian of these requirements as representatives of the faculty. The APPC may refine and interpret these intended learning goals, establishing criteria for the approval of courses or experiences that meet these requirements.

The APPC, in consultation with COLA, shall also select the means of assessment for each overarching educational goal. (These choices should be reported to the faculty.) COLA, with the assistance of the Office of Institutional Analysis, shall carry out the assessment and report the results to the APPC. As graduation requirements are adopted or modified, they are placed on a timetable for assessment. Each year, this assessment effort shall focus on two areas. Reviewing the actual learning outcomes related to these two requirements and considering resulting changes in the curriculum will be an important agenda item for both the APPC and COLA during that year. Assessment activities – especially the collection of learning outcomes data – will probably occur annually for each requirement, even though the formal review of the data and the requirement occurs only every few years.

(At this writing, the College has just approved a sweeping review of graduation requirements. During the implementation planning, each educational goal and graduation requirement – revised or original – will be placed on a schedule of reviews to be appended to this Assessment Plan. For example, in a given year assessment might focus on the general education goal of “Local and Global Citizenship,” which would include assembling and reviewing data related to the Foreign Language and Diversity Requirements. Those requirements having the greatest continuity with the previous curriculum will be earlier on the schedule than those that are clearly new and different.)

Cocurricular Programs

Student learning is a high priority within the cocurricular program of Gettysburg College. The College prides itself on a purposeful learning environment for students both inside and outside the classroom. The cocurricular programs support the College’s mission to “prepare students to be active leaders and participants in a changing world.” We recognize that powerful learning often takes place outside the classroom, particularly in a small residential liberal arts college. Cocurricular administrators see themselves as partners with the faculty in creating educationally purposeful activities with and for students.

Student learning outside the classroom occurs through contact that students have with one another, through their interaction with particular programs, and broadly through the environments in which they operate. The residential and cocurricular environment is intentionally designed to promote student learning. In their engagement with particular

programs, students have considerable discretion to select, organize, and reflect upon the co-curricular learning opportunities available to them. We encourage students to explore and advance their personal developmental needs and goals through involvement in various cocurricular programs.

Many of the cocurricular programs of the College are intended to reinforce the declared learning outcome goals of the baccalaureate curriculum (and indeed our new curriculum even provides for the opportunity of fulfilling some graduation requirements through cocurricular activities). Clearly, not all of the learning goals for students at Gettysburg College are accomplished through credit-bearing courses. Some of our shared educational goals for students are achieved *primarily* through our intentional program of residential life and cocurricular activities. Typically, such learning is not classroom-based and is not fostered by a didactic pedagogy; it is better achieved through reflective experience and participation, often collaboratively, in a program. These learning goals also derive from our Mission Statement; they typically focus on skills, attitudes, and values. They also focus on helping students apply knowledge and concepts in practical situations and on providing opportunities for the integration and application of knowledge. They represent important elements in the ideal of the Gettysburg graduate.

It is the responsibility of the Cocurricular Learning Assessment Group (as defined in the “Cocurricular Learning Assessment Program”), in consultation with the Student Life Council, to articulate the learning goals of our cocurricular program. It is important that these goals be presented to and embraced by COLA and the faculty at large, because they complement and complete our educational goals for our students. Moreover, just as the co-curriculum may reinforce our curricular goals, the reverse is true as well. It is also the responsibility of this administrative team to select the means of assessment and to conduct the assessment.

In a parallel process to that described for graduation requirements, the Vice President for College Life shall establish a schedule in which one or more cocurricular learning goals are assessed each year – though data from each class may be collected annually for all goals. Wherever possible, we will look for opportunities to merge assessment of shared learning goals among the curricular and cocurricular programs. Part 3 of this chapter addresses assessment in the cocurricular program in greater detail.

Assessment Initiatives

It is our plan to accomplish the following objectives regarding learning outcomes assessment within each level during each of the five years listed. The responsible agency for each is listed in [brackets]:

Committee on Learning Assessment (COLA)

- 2002-2003 Develop and seek endorsement of this Assessment Plan [Middle States Steering Committee (MS)]
- 2002-2003 Review current learning assessment activities at all levels [MS]
- 2003-2004 Establish COLA and provide its orientation and training [Provost, Director of Institutional Analysis]
- 2003-2004 Complete our self-study and re-accreditation review, focusing on improving our assessment [MS]
- 2004-2008 COLA carries out the duties described above [COLA]

Assessing Learning in Individual Courses

- 2002-2003 Develop a standard course/instructor evaluation form to be administered long with traditional, complementary departmental and instructor-specific evaluation forms [Provost]
- 2002-2003 Present workshop and conduct training on classroom assessment [Center for Creative Teaching (CCT); MS]
- 2003-2004 Implement the newly-adopted standard course/instructor form and monitor results, including their usefulness in pre-tenure, tenure, promotion, and triennial reviews [Provost; all faculty]
- 2003-2004 Present additional training on classroom assessment [CCT]
- 2004-2008 Review course/instructor evaluation form's effectiveness [Provost, FDC, FPC, and department chairs]
- 2004-2008 Present additional training on classroom assessment [CCT]

Assessment of Departments and Programs (Majors and Minors)

- 2002-2003 Complete revised and expanded policy and schedule for departmental and program reviews [Vice Provost and Provost]
- Complete reviews of German, Education, and Management [Vice Provost and departments]
- 2003-2004 Begin formal articulation of learning goals in self-studies [Vice Provost]
- Complete reviews of scheduled departments/programs, including the full cycle: self-study, external reviewers' visit and report, written response, and trustee presentation, along with administrative follow-up. [Vice Provost and scheduled departments and programs]
- 2004-2008 Continue the schedule and cycle of reviews, which includes four to five departments or programs each year. [Vice Provost and scheduled departments and programs]

Assessment of the Baccalaureate Degree (General Education)

- 2002-2003 Complete the faculty voting on general education requirements [Faculty]
- 2003-2004 Codify the overarching learning goals of the baccalaureate degree associated with each general education goal and graduation requirement [COLA and APPC]
- Establish a schedule for assessment of general education areas and graduation requirements [COLA]
- Identify the means of assessment for the "first half" of the graduation requirements [COLA]
- Assess one goal and its associated graduation requirements: e.g., *Local and Global Citizenship* as expressed in the Diversity and Foreign Language Requirements
- 2004-2005 Identify the means of assessment for the "second half" of the graduation requirements [COLA]
- Assess one general education goal and its associated graduation requirements. [COLA]
- 2005-2008 Continue to collect data annually related to all graduation requirements [COLA]

Continue to assess one goal and its associated graduation requirement each year [COLA]

Assessment of the Cocurricular Program

2002-03 Review current learning assessment activities [Vice President for College Life (VPCL) and Vice President for Enrollment Services (VPES)]

2003-04 Codify the learning goals of the baccalaureate degree associated with our cocurricular programs [Designated team of administrators, SLC, VPCL and VPES]

Presentation of cocurricular learning goals to SLC and COLA [VPCL and VPES]

Present workshop and conduct training on cocurricular assessment [VPCL and VPES]

Identify the means of assessment for the co-curricular goals [Designated team of administrators, SLC, VPCL and VPES]

2004-05 Assess one goal associated with cocurricular programs [Designated team of administrators, SLC, VPCL and VPES]

Collect data for all cocurricular learning goals [Designated team of administrators, SLC, VPCL and VPES]

2005-08 Assess one goal associated with cocurricular programs each year [Designated team of administrators, SLC, VPCL and VPES]

Collect data for all cocurricular learning goals each year [Designated team of administrators, SLC, VPCL and VPES]

Comment

Liberal arts colleges have generally been slow to embrace the shift in focus from teaching to learning, the development of a “climate of evidence” for educational goals and marketing claims, and the implementation of systematic assessment of learning. Gettysburg College has long engaged in various forms of assessment that have often reformed and improved practice in each of the four levels described above. However, it is our intention through this plan to develop a more structured and self-conscious program of learning assessment in all its aspects – goal articulation, regular assessment with appropriate means, and use of results as feedback for our deliberate employment.

Part 3: Cocurricular Learning Assessment Plan

Cocurricular Learning Goals

Over the past decade, Gettysburg College those overseeing cocurricular programs have engaged in a variety of assessment practices to gauge both program effectiveness and student learning. This is, however, the first systematic and comprehensive plan that has been developed for the assessment of student learning beyond the classroom. These programs are largely concentrated in the College Life Division and to a lesser degree in the Enrollment and Educational Services Division. This plan represents the first collaborative effort between these two divisions to articulate common learning goals and to measure student learning outcomes.

While the cocurricular program shares many learning goals with the academic program, it also has goals for students that may not be expressly articulated as part of the academic program of the College. One of the strengths of the current cocurricular program is the extent to which all departments are working to develop and enhance student learning beyond the classroom, based on the mission of the institution. All of the functional areas of College Life and Enrollment and Educational Services place a high priority on student learning. The emphasis on student learning is well understood and shared among administrative units. However, the College has not established clear codified goals for cocurricular learning in a systematic way across the divisional boundaries between the College Life division and the EES division.

This clear delineation and definition of learning goals is the first step in the development of a comprehensive cocurricular learning plan. We expect that this articulation of learning goals will be iterative and continually evolving as the program changes over time, as we become more sophisticated in our understanding of learning assessment, and as we apply the findings of our assessment. We plan to focus our first iteration of cocurricular learning goals on four primary, over-arching learning goals for the entire cocurricular program. We also recognize that each administrative department will have specific learning outcomes unique to their area, which they hope to achieve through their individual interactions with students.

One of the strengths of our current process for assessment is that responsibility for assessment is widely distributed and that many of the departments have some degree of learning assessment methodology in place. This decentralized approach has allowed individual departments to develop assessment tools that make most sense to them; as a result, there seems to be a high degree of support for assessment as an ongoing process. The disadvantage of a highly decentralized process, however, is that larger assessment questions may not get asked, and data may not be as widely available to the entire cocurricular area as we would like. This has been the case, for example, with some large survey results—the data are compiled and available, but relatively few people are familiar enough with the data to maximize its use.

Another observation concerning cocurricular learning assessment is that there is some tendency in this area to confound assessment of student learning with assessment of

programs, student needs, and student satisfaction. The majority of learning assessment literature focuses on academic programs and formalized teaching and learning; the methodology for learning assessment outside the classroom is far less systematic in our profession. In the last decade, the intense competition for students among colleges like Gettysburg has created a more intense concentration on recruitment and retention functions and student satisfaction. In the co-curricular arena, there can be real tension between student learning and student satisfaction. At the same time, student growth at Gettysburg has put additional strain on fixed resources of personnel and funding. This background may help us understand the challenges inherent in maintaining a rigorous focus on student learning in cocurricular programs. While assessment of co-curricular programs and student satisfaction may be important on many levels, we must refine our assessment tools so that we can better focus on student learning.

We also appear to be missing many opportunities to “capture” student learning because we have failed to apply basic assessment practices. More frequent use of pre- and post-testing, for example, would allow us to better understand the actual learning that has occurred during student participation in our programs. It is not always necessary to create new mechanisms for assessment; instead, we may need to enhance current features of our program in the task of assessment.

Levels of Cocurricular Assessment

Student participation in learning activities beyond the classroom falls into two definable categories that are helpful in understanding the nature of the cocurricular learning process at Gettysburg College. The foci for cocurricular assessment are:

- Structured programs and interactions designed by administrative offices, often working closely with students in the design and implementation of the activities.
- The residential and social environment, for the most part shaped directly by the quality of student-student, student-faculty, and student-administrator interactions.

Learning in Structured Programs Gettysburg College has numerous opportunities of structured, focused learning opportunities beyond the classroom for students, and the number and variety of such learning opportunities has been growing steadily for the past decade. The structured learning experiences designed for students by administrators range in depth, duration and intensity. These include:

- Lectures, presentations and discussions on topics of importance to co-curricular life.
- Advisory and training sessions on problem areas presented by individual students or organizations.
- Peer educator programs in which students are trained to participate in the co-curricular learning process of other students.
- Recognized clubs, organizations, athletic teams and work groups that work directly and routinely with advisors, coaches and supervisors.
- Internships and work study with administrative offices.

- Study abroad and service learning trips.
- First year orientation and the FYE program.

It is the responsibility of the administrator in charge of each activity to expressly articulate the particular learning goals associated with that activity and to design the assessment methodology most suited to that activity. In each case, the learning goals must reference one or more of the overarching cocurricular learning goals articulated by the Cocurricular Learning Group. Administrators are also responsible for re-designing activities based on the feedback provided through the assessment. As a feature of the Cocurricular Learning Plan, all cocurricular administrators will be required to share the learning that derives from their assessment with the Cocurricular Learning Group. The Group will share best practices and “lessons learned” with the entire College Life and EES divisions on an annual basis.

As much as possible, cocurricular learning assessment should include multiple methods of assessment. These methods will include pre and post testing, written and oral self-assessment and group reflection, focus groups, program evaluations and questionnaires, surveys, portfolios, and advisor assessment.

Residential and Social Environmental Learning A second area of measurable cocurricular learning is achieved through students’ involvement in the social and residential life of the College. In this regard, students are exposed to certain opportunities for learning simply by virtue of living together, designing their own social interactions, interacting regularly with faculty and administrators outside the classroom, and being governed by a standard code for student conduct and academic integrity. These interactions and relationships are viewed as a fundamental component of the learning experience for all Gettysburg College students. In all of these interactions, there is an “implicit curriculum” in which learning goals are embedded, although not always clearly articulated and measured. The residential and social environment has an intentional design and specific features inherent in it, including:

- An admissions and financial aid program specifically designed to bring together a talented, engaged and energetic cohort of students with various abilities, interests, and racial, socio-economic and ethnic backgrounds.
- A four-year residency requirement.
- A range of housing options, designed to provide increasing levels of independence and self-governance as students mature.
- A student code of conduct and an academic honor code.
- Institutional funding and support for self-governing organizations and clubs.
- Support for cocurricular programs and facilities.

The residential and social life programs of the College are designed to facilitate and encourage widespread and significant “hands on,” active learning for students. Through their participation in the social and residential life, students are encouraged to discover learning opportunities to enhance their personal growth. This kind of student-initiated, self-organizing learning is embedded in the nature of the residential liberal arts college, and are best realized when students participate in volunteer activities, join and lead clubs

and organizations, organize groups for theme housing, administer the Honor Code and student code of conduct, plan social events, interact with individuals different from themselves, and participate in campus governance and college committees. Opportunities for learning of this kind have increased dramatically in the last decade, as the diversity of the student body, the number of clubs, volunteer opportunities, residential options, and special events have increased.

Under the Cocurricular Learning Assessment Plan, responsibility for assessment of the residential and social learning environment goals and outcomes will rest with the Cocurricular Learning Assessment Group, in consultation with the Student Life Committee and COLA. The assessments will be conducted with support from key administrators with direct responsibility for particular areas and the Office for Institutional Analysis.

The Cocurricular Learning Assessment Group

During the self-study, we formed a cross-divisional committee, the Cocurricular Learning Assessment Group, to compile this report. This committee will be continued beyond the self-study to become the coordinating body of Cocurricular assessment. The Committee is composed of the following individuals:

- The Vice President for College Life and Dean of Students (chair)
- The Vice President for Enrollment and Educational Services
- Two Associate Deans in College Life
- Two representatives from Athletics, including the Director of Athletics
- A representative from the Admissions Office
- A faculty member, to be appointed.
- The Director for Institutional Analysis

Additional members shall be added and rotated on an as-needed basis. The ongoing membership of the committee will be managed to retain continuity of membership, balanced with the need for periodic infusion of new energy and ability.

The Committee shall have the following responsibilities:

- The creation and ongoing modification of codified learning goals for co-curricular programs.
- The ongoing development and maintenance of a cocurricular learning assessment plan, including the review of current practices, identification of gaps, selection of appropriate methodologies and the compilation and dissemination of assessment data.
- The identification of assessment training needs and the coordination of periodic trainings for administrators on learning assessment. The Committee will advocate providing professional development opportunities for administrators to attend workshops and conferences on student learning assessment.

- The representation of cocurricular learning goals to COLA and the faculty at large.
- The development and collaboration with the faculty, of the use of the portfolio as an assessment methodology.

The group began the process of codifying learning goals in the summer of 2003 with a focused retreat with cross-divisional representation. A draft of that work will be available for broad-based discussion by mid-November 2003. The group also reviewed and approved this plan as the starting point for the future assessment for co-curricular learning. The group will designate one overarching learning goal to be assessed in each of the next four years.

Responsibilities of Department Heads and Division Heads

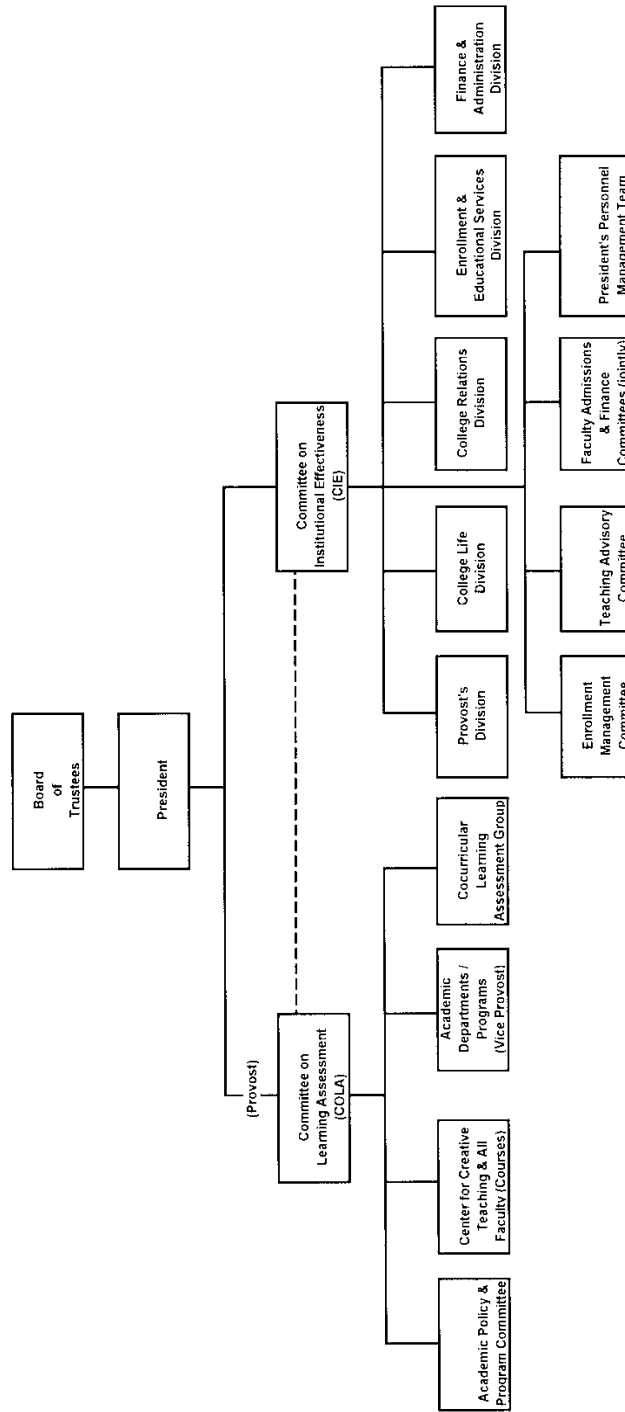
The responsibility for individual program assessment, selection of methodology, and incorporation of feedback into program planning will continue to reside with the administrators who have most direct responsibility for the program. This capacity for individual learning assessment within program areas is a significant area for routine discussion between department heads and divisional leaders and is one principle aspect of department head evaluations. Individual administrators must remain apprised of new standards for professional competency and skills. *The Book of Professional Standards for Higher Education*, published by Council for the Advancement of Standards, is a useful benchmark for performance in the student affairs area.

In addition to the routine, annual program reviews, the College Life and EES divisions will conduct external program reviews on a periodic basis. Both divisions have, for the past several years, regularly conducted external reviews of programs and functional areas. In the past decade several programs have had external reviews, including the Athletic Department, Chapel, Career Planning and Placement, Student Activities, and Center for Public Service. These external reviews have been very helpful evaluating programs, importing new ideas, and in maintaining professional expertise and competency levels. In the past, these reviews have focused largely on the operational aspects of administrative programs. Under the new plan, these external reviews will also assess the capacity of the administrative unit to establish and assess effectively the learning goals for that area. The plan will call for a thorough self-study and external review once every 7-10 years. Results of the external reviews will be shared with the Cocurricular Learning Assessment Group.

Organization for Assessment

Recognizing that assessment must be a coordinated effort among all college-wide constituencies, we have prepared the organizational chart on the following page to provide a framework for our assessment activities.

GETTYSBURG COLLEGE
ORGANIZATION FOR ASSESSMENT



Chapter V

CONCLUDING COMMENTS

Gettysburg College has good reason to be proud. We have achieved much, and every part of the institution has been touched. The Self-Study process helped us to crystallize these achievements even more and provided the focus to identify opportunities for improvement and determine our next steps.

The Self-Study offered the College a challenge and an opportunity to examine its assumptions and priorities. The use of the “Selected Topics Model” allowed us to focus on those standards that required further investigation. The Self-Study Steering Committee began with the expectation that at the completion of the Self-Study we would have a comprehensive assessment plan. The Steering Committee discovered that while there is substantial evidence that most departments engage in some form of assessment, some assessment activities were strong and positive, and others were fragmented with weak results. The discovery process revealed a willingness to improve assessment and make it more intentional and systematic.

The faculty and administration are dedicated to providing a high quality education. Establishing three new ongoing oversight committees -- Committee on Institutional Effectiveness, Committee on Learning Assessment, and the Cocurricular Learning Assessment Group—is testimony to the commitment of the campus community to establish a cycle of continuous improvement. These committees will continue to develop their component of the plan beyond the Self-Study, determine details of the plan, identify appropriate qualitative and quantitative measurements, and disseminate assessment results so that they may be used more broadly across the campus.

The assessment of programs should include appropriate measurements to evaluate their effectiveness. Although student data has been used to inform decisions, it never the less should be used more intentionally and regularly to achieve aims of the strategic plan.

Experience has shown that there is a positive role for student learning outcomes in departmental reviews. As the College identifies its student learning goals in the general education courses and in the majors, it needs to focus on how these learning outcomes are incorporated into the student learning assessment plan and into the cycle of departmental review and renewal. We should therefore incorporate these learning outcomes in these reviews on a regular basis by utilizing assessments appropriate to the particular department.

Systematic external consultations have provided a critical perspective leading to lasting departmental improvements. The Provost regularly updates the consulting reports using the recommendations contained in and derived from these documents. These updates will be shared with the Committee on Learning Assessment.

Lastly, we will incorporate reflection as a regular function of our assessment process, particularly in those areas of high priority. This could be achieved through an annual review and systematic discussion at the President's Council meeting (Committee on Institutional Effectiveness).

APPENDIX A

Middle States Commission on Higher Education

Eligibility Certification Statement

Gettysburg College is seeking:

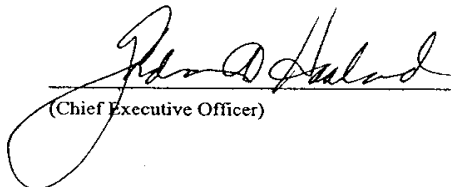
(Name of Institution)

(Check one)

- Reaffirmation of Accreditation Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education.

- If applicable, exceptions are noted in the attached memorandum.



(Chief Executive Officer)

11/24/03
(Date)



(Chair, Board of Trustees or Directors)

12-5-03
(Date)

APPENDIX B

Standard 7, Institutional Assessment: (Characteristics of Excellence in Higher Education, 2002; pp 21-23)

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

Fundamental Elements of Institutional Assessment

Relative to this standard, an accredited institution is characterized by:

- a) a written assessment plan and process that meet the following criteria:
 1. a foundation in the institution's mission, goals, and objectives
 2. periodic assessment of institutional effectiveness that addresses the total range of educational offerings, services, and processes, including planning, resource allocation, and institutional renewal processes; institutional resources; leadership and governance; administration; institutional integrity; and student learning outcomes
 3. support and collaboration of faculty and administration
 4. systematic and thorough use of multiple qualitative and/or quantitative measures, which maximize the use of existing data and information
 5. evaluative approaches that yield results that are useful in institutional planning, resource allocation, and renewal
 6. realistic goals and a timetable, supported by appropriate investment of institutional resources
 7. periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment plan;
- b) use of assessment results to improve and gain efficiencies in administrative services and processes, including activities specific to the institution's mission (e.g. service, outreach, research); and
- c) a written institutional (strategic) plan that reflects consideration of data from assessment.

APPENDIX C

Standard 14, Assessment of Student Learning: (Characteristics of Excellence, pp. 50-53)

Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals.

Fundamental Elements of Assessment of Student Learning

Relative to this standard, an accredited institution is characterized by:

- a) articulated expectations of student learning at various levels (institution, degree/program, course) that are consonant with the institution's mission and with the standards of higher education and of the relevant disciplines;
- b) a plan that describes student learning assessment activities being undertaken by the institution, including the specific methods to be used to validate articulated student learning goals/objectives;
- c) evidence that student learning assessment information is used to improve teaching and learning; and
- d) documented use of student learning assessment information as part of institutional assessment.

APPENDIX D

Sandy Astin April 24-25, 2003

April 24th:

4:20 p.m. Sandy arriving at Dulles airport
6:30 p.m. Cocktails – President’s Home
7:00 p.m. Dinner/Discussion – President’s Home
(PC Members & Steering Committee)

April 25th:

7:30 – 9:00 a.m. Breakfast/Discussion - – Penn Hall Room 2B
(Steering Committee)
Event Coordinator – Cheryl Miller, Executive Assistant to the President

- This will be an opportunity for Sandy to provide feedback on Gettysburg College's Assessment Plan. The Steering Committee will be able to ask specific questions related to the plan and its implementation.

9:30 - 11:00 a.m. Workshop – CUB 260
(Attendees: College Life & other Co-curricular Program Staff)
Event Coordinator – Julie Ramsey, Vice President of College Life & Deans of Students

- The goal of this workshop is to focus on clarifying and assessing co-curricular learning goals.

11:30 – 1:00 p.m. Campus-wide Forum “Creating a Culture of Assessment” – - CUB 260 (Lunch will be provided)
(Attendees: Faculty and Administrators)
Event Coordinators – Self-Study Co-chairs, Kathy Cain & Tim Shannon
Moderator - Tim Shannon, Associate Professor of History & Co-chair of Self-Study Steering Committee.
Panelists - Larry Marschall, Professor of Physics
Lisa Portmess, Professor of Philosophy
Elizabeth Viti, Professor of French and
Julie Ramsey, V. P. of College Life and Dean of students

Four panelists will interview Sandy Astin. The audience will have an opportunity to ask questions.
(This will be a basic session addressing - what is learning outcomes assessment, what does it mean for a private liberal arts college, and how assessment can be used to improve student learning inside and outside of the classroom?)

APPENDIX D (continued)

- 1:00 – 3:00 p.m. Impromptu discussions – Penn Hall Room 2C
(Sandy will be available to meet with individuals or groups to discuss assessment issues.)
- 3:00 – 5:00 p.m. Workshop - Lyceum
(Attendees: Middle States Steering Committee; Faculty Council, Curriculum Sub-Committee; Academic Policy & Program Committee (APPC))
Event Coordinator(s) – Martha Arterberry/Dan DeNicola
- Sandy will facilitate a workshop on assessment of the general education requirements with an eye toward holistic assessment. The individuals participating in this workshop have been closely involved in the development of the new curriculum: the curriculum subcommittee’s members have developed and proposed the motions and APPC will have the responsibility of interpreting the new curricular initiatives.
- 5:30 p.m. Sandy to depart for Dulles

APPENDIX E

Subcommittee on Institutional Effectiveness Organization and Charges

Members

Dr. Daniel R. DeNicola, Provost,
Provost's Division (incl. Academic departments and programs)
Dean Julie L. Ramsey, VP College Life and Dean of Students
College Life Division
Ms. Barbara B. Fritze, VP Enroll. & Ed. Services
Enrollment & Ed. Serv. Division
Ms. Cheryl L. Miller, Executive Assistant to the President
President's Office

Charge to Subcommittee on Institutional Effectiveness

- ? Review the issues surrounding assessment of institutional effectiveness, including methods of resource distribution, renewal processes, leadership and governance structures, and periodic individual and department evaluations. Particular attention should be given to the assessment of our planning processes.
- ? Summarize the reports of the work groups and provide a synopsis of the subcommittee's discussion in a report of sufficient length to address the issues. Documentation should be included with the report when possible.

In collaboration with division heads, the Self Study Steering Committee appointed the following Work Groups:

Work Groups on Institutional Effectiveness

- a. Work Group on Planning, Resource Allocation and Institutional Renewal and Institutional Resources
Ms. Cheryl L. Miller, Chair
- b. Work Group on Leadership and Governance
Dean Julie L. Ramsey, Chair
- c. Work Group on Administration
Ms. Barbara B. Fritze, Chair
- d. Work Group on Integrity
Dean Julie L. Ramsey Co-chair and Dr. Daniel R. DeNicola, Co-chair

APPENDIX E (continued)

Subcommittee on Institutional Effectiveness Organization and Charges

- e. Educational Offerings
Dr. Daniel R. DeNicola, Chair

The Subcommittee presented the results of the work groups and their own review to President's Council. The Council in turn provided guidance for the report and in the development of an assessment plan on institutional effectiveness.

Charge to Work Groups on Institutional Effectiveness

- ? Review issues regarding assessing institutional effectiveness, resource distribution, renewal processes, leadership and governance structures, and periodic individual and department evaluations as may be appropriate to this Work Group. Provide a report on the review process, conclusions and recommendations. Documentation should be included with the report.

These following questions were intended to serve as the framework for the review and discussion.

- (1) What are the institutions agreed upon explicitly stated goals?
- (2) How does the institution evaluate its success in reaching these stated goals?
 - (a) How often do you do this?
- (3) What methods does the institution have in place for evaluating the data collected from assessment?
 - (a) How do you use assessment results to improve and gain efficiencies in administrative services?
- (4) How would you improve assessment in future years?

APPENDIX F

Subcommittee on Academic Program Assessment [SAPA] Organization and Charges

Members

Dr. Kathleen M. Cain, Associate Professor of Psychology, Co-Chair
Dr. Timothy J. Shannon, Associate Professor of History, Co-Chair
Dr. Daniel R. DeNicola, Provost
Dr. Christopher R. Fee, Assistant Professor of English
Dr. Derrick K. Gondwe, Professor of Economics
Mr. Mark K. Warwick, Chair Visual Arts Department

Charge to the Subcommittee on Academic Program Assessment

- ? Review the strengths and weaknesses of current academic program assessment practices, including graduation requirements and departmental major area requirements.
- ? Identify current academic program assessment practices the subcommittee considers meritorious.
- ? Recommend additional academic program assessments of student learning suited to a liberal arts environment.

The following work groups were appointed to report to the Subcommittee on Academic Program Assessment.

Work Groups on Academic Program Assessment

- a. Work Group on Academic Policy and Program & General Education
(Academic Policy and Program Committee (standing faculty committee))

Dr. Suzanne J. Flynn, Associate Professor of English, Chair
Dr. Joseph J. Grzybowski, Professor of Chemistry
Dr. Scott Hancock, Assistant Professor of History
Dr. Donald L. Jameson, Professor of Chemistry
Dr. Rosario Ramos, Assistant Professor of Spanish
Mr. G. Ronald Couchman, Registrar
Dr. Teresa L. Amott, Vice Provost
Ms. Janelle L. Wertzberger, Head of Reference/Instructional Librarian
Mr. Eric W. Payne, Student/Class of 2006
Ms. Susan M. Buckwalter, Student/Class of 2004

APPENDIX F (continued)

Subcommittee on Academic Program Assessment [SAPA]
Organization and Charges

Charge to Work Group on Academic Policy and Program

This standing committee of the faculty is authorized as follows:

“It shall be the duty of the Committee: (1) to consider all policy matters related to the educational program of the College, especially new initiatives; (2) to make recommendations to the appropriate body for funding of new initiatives; (3) to assist academic Departments and Programs in their seven-year external reviews; (4) to make recommendations to the Provost concerning allocation of faculty positions; (5) to provide oversight for the graduation requirements and the First Year Seminar Program; (6) to encourage coordination among departments in curriculum development and revision; (7) to elect one committee member to serve as a faculty representative to the Academic Affairs Committee of the Board of Trustees.”

The Steering Committee asked this standing committee to consider the following questions as an extension of their regular functions.

- (1) What are the Committee’s agreed upon explicitly stated goals for learning outcomes?
 - (a) The Liberal Arts Core Requirements in the arts, humanities, social sciences, sciences?
 - (b) Writing Policy?
 - (c) Quantitative reasoning?
 - (d) Foreign languages?

- (2) What types of assessment does the Committee currently do in reaching the goals stated above?
 - (a) How often do you do this?

- (3) What methods do you have in place for evaluating the data collected from assessment?
 - (a) How does your review of that information affect teaching, programming, and curriculum?
 - (b) How would you improve the assessment of student learning?

APPENDIX F (continued)

Subcommittee on Academic Program Assessment [SAPA]
Organization and Charges

Work Group on Curriculum (a standing subcommittee of the Academic Policy and Program Committee)

Dr. Marta Robertson, Associate Professor of Music, Chair
Dr. Steven J. Gimbel, Assistant Professor of Philosophy
Dr. Daniel R. Gilbert, Professor of Management
Dr. Michael Ritterson, Associate Professor of German
Dr. John E. Ryan, Associate Professor English
Dr. Teresa L. Amott, Vice Provost
Mr. Douglas Walo, Student, Class of 2003

Charges to the Work Group on Curriculum (standing subcommittee)

This standing committee of the faculty is authorized as follows:

“...to assess the general education curriculum of Gettysburg College, and, should it deem change to be warranted, to devise and submit plans for revising the curriculum.”

The following questions were used as a basis for discussing the assessment of student learning.

- (1) What are the Committee’s agreed upon explicitly stated goals for learning outcomes? (Especially for those elements stated in the Academic Purposes of Gettysburg College, (Gettysburg College Course Catalogue, pg. 25)).
- (2) What types of assessment does the Committee currently do in reaching the goals stated above?
 - (a) How often do you do this?
- (3) What methods do you have in place for evaluating the data collected from assessment?
 - (a) How does your review of that information affect teaching, programming, and curriculum?
 - (b) How would you improve the assessment of student learning?

APPENDIX F (continued)

Subcommittee on Academic Program Assessment [SAPA] Organization and Charges

Work Groups on Majors, Minors and Course-Embedded Assessment

The Steering Committee identified 32 Academic Department and Program Work Groups as follows: They were: (Although all members of each department were expected to participate in the process, for the purpose of the Self Study, only the chair, coordinator, or director is listed below.)

- a. African American Studies, Dr. Mwangi wa Githinji, Vst. Asst Pro.
- b. Biology, Dr. Kazuo Hiraizumi, Associate Professor
- c. Biochemistry and Molecular Biology, Dr. Kazuo Hiraizumi, Associate Professor & Dr. Joseph Grzybowski, Professor
- d. Chemistry, Dr. Joseph Grzybowski, Professor
- e. Civil War Era Studies, Dr. Mark Weitz, Visiting Asst Professor
- f. Classics, Dr. Charles Zabrowski, Associate Professor
- g. Computer Science, Dr. Rodney Tosten, Associate Professor
- h. Economics, Dr. Jean Fletcher, Associate Professor
- h. Education, Dr. Judith Brough, Professor
- i. English, Dr. Elizabeth Lambert, Professor
- j. Environmental Studies, Dr. John Commito, Professor
- k. French and Italian, Dr. Robert Viti, Professor
- l. German, Dr. Arthur McCardle, Associate Professor
- m. Global Studies, Dr. Janet Powers, Associate Professor
- n. Health & Exercise Sciences, Dr. Kristin Stuempfle (Co-Chair), Assistant Professor
- o. History, Dr. Michael Birkner, Professor
- p. Interdisciplinary Studies, Dr. Jack Ryan, Assoc. Prof, English
- q. International Affairs Concentration, Dr. Ann H. Fender (Co-Director), Professor, Economics
- r. Latin American Studies, Dr. Caroline A. Hartzell, Associate Prof, Political Science
- s. Management, Dr. Karen J. Frey, Associate Professor
- t. Mathematics, Dr. David E. Flesner, Associate Professor
- u. Music, Dr. John Jones, Associate Professor
- v. Philosophy, Dr. Lisa Portmess, Professor
- w. Physics, Dr. Laurence A. Marschall, Professor
- x. Political Science, Dr. Roy A. Dawes, Associate Professor
- y. Psychology, Dr. Martha E. Arterberry, Professor
- z. Religion, Dr. Charles D. Myers, Associate Professor
- aa. Sociology & Anthropology, Dr. Sandra K. Gill, Associate Professor
- ab. Spanish, Dr. Miguel Vinuela, Associate Professor
- ac. Theatre Arts, Mr. Jerome O. Hanson, Associate Professor

APPENDIX F (continued)

Subcommittee on Academic Program Assessment [SAPA] Organization and Charges

- ad. Visual Arts, Mr. Mark K. Warwick, Assistant Professor
- ae. Women's Studies, Dr. Charlotte E. S. Armster (Co-Coordinator)
Associate Professor, German and Dr. Temma F. Berg (Co-
Coordinator), Prof. Eng.

Charges to Academic Department and Program Work Groups

Each department and academic program discussed the assessment of student learning. The questions below were intended to serve as the framework for the discussion. They were asked to provide a synopsis of their discussions and include documentation such as student course evaluations forms with the report.

- (1) What are your department/program's agreed upon, explicitly stated goals for learning outcomes? (Include the following as may be appropriate.)
 - (a) For Majors?
 - (b) For Minors/concentrations?
 - (c) Senior capstone experience?
 - (d) Off-campus programs?
 - (e) Internships?

- (2) What types of assessment does your department/program currently do to measure success in reaching the goals stated above?
 - (a) How often do you do this?
(Please answer item (b) below if your department is currently under review.)
 - (b) What type of assessment plan or goals can you set for the coming academic year, either by using methods currently in place or by adopting new ones?

- (3) What methods does your department/program have in place for evaluating the data collected from assessment?
 - a) How does your review of that information affect your department's teaching, programming, and curriculum?
 - b) How would you improve your departmental student learning assessment?

APPENDIX F (continued)

Subcommittee on Academic Program Assessment [SAPA]
Organization and Charges

Work Group on Off-Campus Studies (regular faculty committee)

Dr. Janet M. Powers, Associate Professor of Women's Studies, and
Interdisciplinary Studies and Coordinator of Global Studies
Dr. Dan W. Butin, Assistant Professor of Education
Dr. Rosario Ramos, Assistant Professor of Spanish
Ms. Rebecca A. Bergren, Director of Off-campus Studies
(*Ex-officio*)

Charges to Work Group on Off-Campus Studies

“It is the responsibility of the Committee (1) to provide faculty oversight of current off-campus study programs; (2) to provide faculty perspectives on the development of new off-campus programs and (3) to report to Academic Program Development Committee recommendations for changes or additions to Off-Campus Studies programs.”

The Work Group was given the following questions:

- (1) What are the Committee's agreed upon, explicitly stated goals for learning outcomes in Off-campus Studies?
- (2) What types of assessment does the Committee currently do to determine whether the goals stated above are reached?
 - (a) How often do you do this?
- (3) What methods do you have in place for evaluating the data collected from assessment?
 - (a) How does your review of that information affect teaching, programming, and curriculum?
 - (b) How would you improve the assessment of student learning?

APPENDIX G

Subcommittee on Learning Outside the Classroom Organization and Charges

Members

Dean Julie L. Ramsey, VP of College Life and Dean of Students
Ms. Barbara B. Fritze, VP of Enrollment and Educational Services
Mr. David W. Wright, Director of Intercollegiate Athletics
Dean Pete Curry, Dean of Intercultural Advancement
Dean Thomas Mottola, Associate Dean Experiential Education
Dean Margaret-Ann Radford-Wedemeyer, Dean of Career Planning and Internships
Ms. Julie Reed, Director Center for Public Service

Charges to Subcommittee on Learning Outside the Classroom

- ? Review the strengths and weaknesses of current program assessment practices for programs involving learning outside the classroom
- ? Identify current assessment practices you would consider meritorious
- ? Recommend additional assessments of student learning outside the classroom suited to a liberal arts environment
- ? Develop and recommend a plan for assessing learning outside the classroom

Work Groups: (Regular College departments or groups. For the purposes of this proposal, only the supervisor of each program is listed.)

- a. Center for Public Service, Ms. Julie Reed, Director
- b. Intercultural Advancement, Mr. H. Pete Curry, Dean
- c. Intercollegiate Athletics, Mr. David W. Wright, Director
- d. Information Technology, Mr. David Steinour, Vice Provost
- e. Musselman Library, Ms. Robin Wagner, Director
- f. First-Year Orientation, Student Activities, Campus Recreation, Chapel, First-year Experience, Residence Life, Health & Counseling Center, and Experiential Education, Dean Thomas Mottola, Associate Dean
- g. Career Planning and Internships, Dean Margaret-Ann Radford-Wedemeyer, Assoc. Dean and Ms. Kathleen L. Williams, Director

APPENDIX G (continued)

Subcommittee on Learning Outside the Classroom Organization and Charges

Charges to Work Groups

Each Work Group was to discuss the assessment of student learning. The questions below were intended to serve as the framework for their discussion. They were asked to provide a synopsis of their discussions with supporting documentation such as student evaluations.

- (1) What are your department/program's agreed upon explicitly stated goals for learning outcomes? Include the following as may be appropriate.
 - a) Physical well being of the student?
 - b) Spiritual and Ethical Development?
 - c) Psycho-social development, with particular attention to leadership development, service to community (define participation)?
 - d) Cognitive/Intellectual development and academic success?

- (2) What types of assessment does your department/program currently do in reaching the goals stated above?
 - a) How often do you do this?
 - b) What type of assessment plan or goals can you set for the coming academic year, either by using methods currently in place or by adopting new ones?

- (3) What methods does your department/program have in place for evaluating the data collected from assessment?
 - a) How does your review of that information affect your department's programming services and policies?
 - b) How would you improve your departmental student learning assessment?

APPENDIX H

Subcommittee on Standards not Addressed by the Self-Study (Standards 2-6 and 8-13)

Organization and Charges

Members

Ms. Cheryl L. Miller, Chair, Exe. Assistant to the President (2002-03)
Ms. Rhonda Good, Chair, Exe. Assistant to the President (2003-04)
Ms. Catherine Staneck, Assistant to the President
Dr. Teresa Amott, Vice Provost
Dean Margaret-Ann Radford-Wedemeyer, Dean of Career Planning and Internships
Dr. GailAnn Rickert, Dean of Academic Advising
Ms. Ana Crider, Director of Planning and Budget
Ms. Jane North, Director of Human Resources
Dean Thomas Mottola, Associate Dean of College Life
Ms. Gail Sweezey, Director of Admissions
Ms. Barbara Herman, Executive Assistant to the Provost
Dr. Martha E. Arterberry, Professor of Psychology and Assistant Provost

The Subcommittee in turn formed seven Work Groups with representation from appropriate departments of the College.

Work Groups received an overview of the self-study and re-accreditation process (Appendix C), a College Mission Statement, appropriate sections of Characteristics of Excellence in Higher Education (specifically Standards 2-6 and 8-13).

Charge to Work Groups on Standards Not Addressed by the Self Study

The groups were expected to gather documents regarding their planning and assessment activities. Each group was asked to determine the Standards and Fundamental Elements met by each document, to provide a brief description, and the page number of the specific portion of the document that contained the reference.

Work Groups conducted an audit of all documents, and, after a thorough review, each Group identified the documents to forward to their parent subcommittee.

APPENDIX H (continued)

Subcommittee on Standards not Addressed by the Self-Study (Standards 2-6 and 8-13)

Organization and Charges

Work Groups:

a. Planning, Resource Allocation & Institutional Renewal, and
Institutional Resources (Standards 2 & 3)

APPENDIX F (continued)

Ms. Ana Crider, Chair, Director of Planning & Budget
Ms. Jane North, Director of Human Resources
Mr. Robert Butch, Special Assistant Facilities Services
Ms. Susanne I. Shaw, Assistant VP for Development
Mr. David Steinour, Vice Provost for Information Technology

b. Leadership and Governance, Administration (Standards 4 & 5)

Ms. Catherine Staneck, Chair, Assistant to the President
Ms. Barbara Herman, Executive Assistant to the Provost
Ms. Jane North, Director of Human Resources

c. Integrity (Standard 6)

Dean Thomas Mottola, Chair, Assoc. Dean Experiential Education
Mr. Jeffrey Foster, Director Judicial Affairs
Ms. Patricia Lawson, Assoc. VP Communication & Public Rel.
Ms. Jane North, Director of Human Resources
Dr. GailAnn Rickert, Dean of Academic Advising
Ms. Julie Reed, Director Center for Public Service

d. Student Admissions (Standard 8)

Ms. Gail Swezey, Chair, Director of Admissions
Mr. G. Ronald Couchman, Registrar
Mr. H. Pete Curry, Dean of Intercultural Resource Center
Mr. Timothy Opgenorth, Director of Financial Aid
Mr. David Wright, Director of Intercollegiate Athletics

e. Student Support Services (Standard 9)

Dr. GailAnn Rickert, Chair, Dean of Academic Advising
Dr. William H. Jones, Director of Counseling Services
Ms. Janelle L. Wertzberger, Head Reference/Instruction
Ms. Robin Wagner, Director of Library Services
Dean Margaret-Ann Radford-Wedemeyer, Dean of Career
Planning and Internships
Mr. David Wright, Director of Intercollegiate Athletics

APPENDIX H (continued)

Subcommittee on Standards not Addressed by the Self-Study
(Standards 2-6 and 8-13)

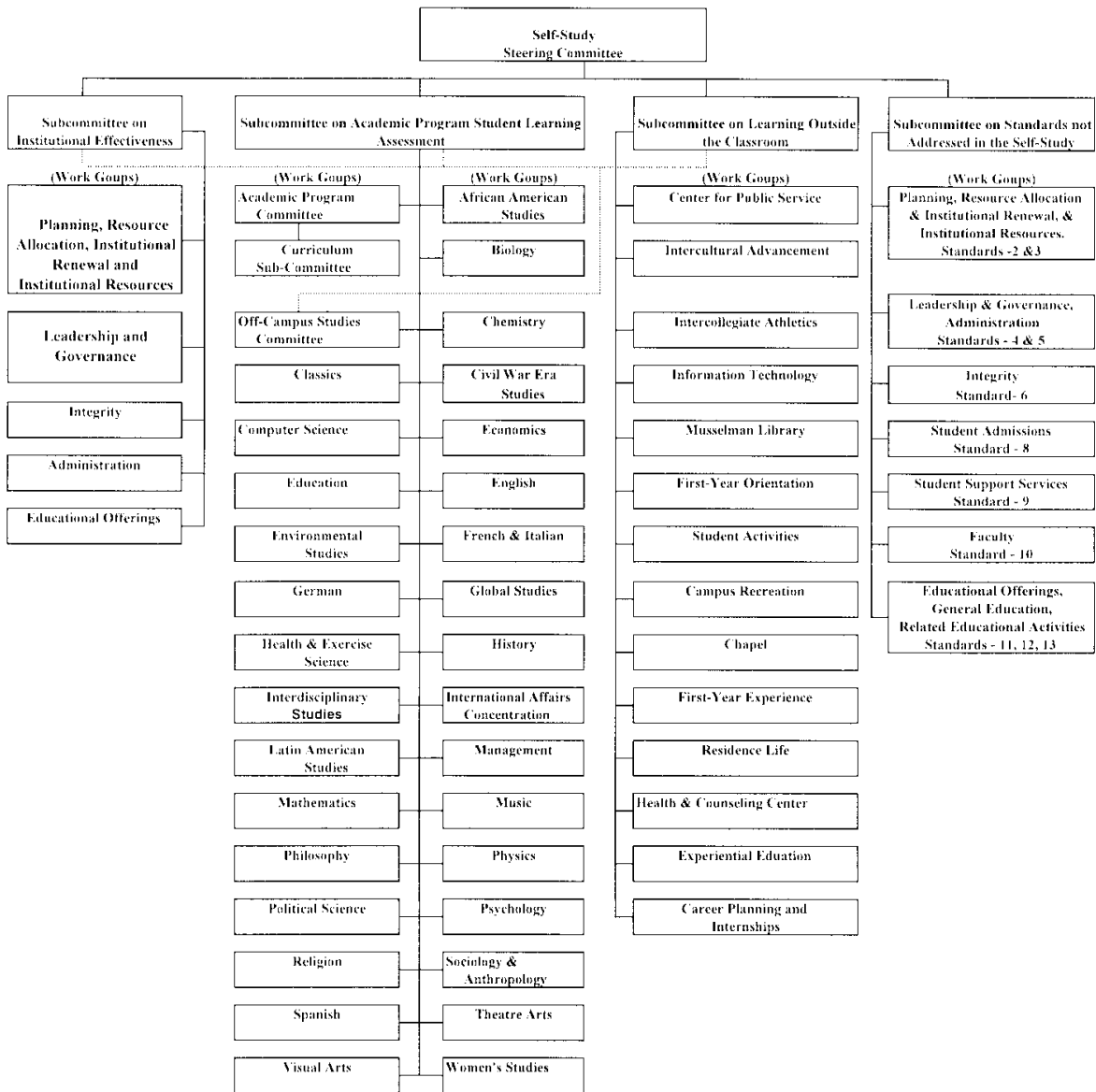
f. Faculty (Standard 10)

Ms. Barbara Herman, Chair, Executive Assistant to the Provost
Dr. Martha E. Arterberry, Professor of Psych. & Assist. Provost
Dr. Teresa Amott, Vice Provost

g. Ed Offerings, Gen Ed, Related Ed Activities (Standards 11, 12, 13)

Dr. Teresa Amott, Chair, Vice Provost
Dean Margaret-Ann Radford-Wedemeyer, Dean of Career
Planning and Internships
Ms. Rebecca A. Bergren, Director of Off-campus Studies
Dean Thomas Mottola, Assoc. Dean Experiential Education
Dr. GailAnn Rickert, Dean of Academic Advising
Ms. Janelle L. Wertzberger, Head Reference/Instruction
Ms. Robin Wagner, Director of Library Services

**APPENDIX I
ORGANIZATION AND STRUCTURE**



APPENDIX J

Cover Letter to Subcommittees and Work Groups

Memorandum:

TO:

FROM: Middle States Self-Study Steering Committee

DATE:

As you know, accredited colleges undergo a re-accreditation review every ten years. Re-accreditation requires a self-study that engages the entire college community, a report of the outcomes of the self-study and a visit by an external team of experts. The team will read our materials, conduct interviews during their visit, make recommendations regarding the self-study (strengths and weaknesses) and recommend to MSA a course of action on re-accreditation. In preparation for our review in March 2004 we have entered the initial phase of our self-study process. Our evaluating agent is the Middle States Association, Commission on Higher Education (MSA/CHE). The MSA/CHE guidelines on the self-study process call for a Steering Committee to oversee the activities of the self-study. The steering committee is charged with the design of the study, implementation of the self-study and the final report on the process/outcomes of the self-study.

MSA/CHE has developed fourteen standards which accredited colleges are required to meet. These "standards" detailed in the MSA publication entitled "Characteristics of Excellence" are the heart of the self-study process. A copy may be downloaded from the MSA web site at: <http://www.msache.org/charac02.pdf>. The focus of our self-study is Standard 14 - - Student Learning. (Attached)

The Steering Committee includes five faculty members (Tim Shannon and Kathy Cain, Committee Co-Chairs, Chris Fee, Derrick Gondwe, and Mark Warwick), the Assistant to the President (Cheryl Miller), a member of the Board of Trustees (Jean Kirchhoff), the V.P. for College Life (Julie Ramsey), the V.P. for Enrollment and Educational Services (Barbara Fritze), the Provost (Dan DeNicola) and the Director of Institutional Analysis (Sal Ciolino). In order to produce an accurate and comprehensive report for submission to the MSA/CHE, the steering committee must gather as much information as possible from all constituencies in the College. Toward that end, we are asking you to submit a report that with a focus on the questions contained in the attached questionnaire.

Please consider your responses to these questions within the context of the College's Mission Statement. (Attached) A general goal of the self-study (and of your responses) is to determine the best practices that will contribute to developing an appropriate Plan for Institutional Assessment.

We anticipate that the body of your report will be somewhere between 3 and 5 double-spaced pages in length. Include in the appendices any data on which you relied and which you believe would be instructive for your readers. Please submit both a hard copy and an email attachment containing your report in a Microsoft Word file by **February 15, 2003** to Sal Ciolino, Office of Institutional Analysis, sciolino@gettysburg.edu.

We thank you for your participation.

Sincerely,

Kathy Cain, Co-Chair
Sal Ciolino
Barbara Fritze
Jean Kirchhoff
Julie Ramsey
Mark Warwick

Tim Shannon, Co-Chair
Dan DeNicola
Chris Fee
Derrick Gondwe
Cheryl Miller

APPENXDIX K

Evidence Roadmaps of Standards not Addressed in the Self-Study

(See attached documents.)

APPENDIX L
 Summary Certification Statement

SUMMARY CERTIFICATION REPORT		
For Standards NOT addressed within the selected topics self-study		
Standard #	Standard Title	Brief Summary Comments or Details/Explanation
1	Mission, Goals, and Objectives	Gettysburg College has a clearly defined mission that forms the foundation for the College's Strategic Action Plan (1999). Evidence of that mission, and related goals and objectives have been widely disseminated and are used to guide programs and practices. Progress toward the strategic goals was reviewed and summarized in March 2002.
2	Planning, Resource Allocation, and Institutional Renewal	The resources of the College are appropriate and sufficient to its mission. It appears to be building a base of financial resources that will enable it to pursue its stated academic aspirations. Enrollment growth and yield rates have been healthy in recent years, and the College is close to completing a successful fundraising campaign. During the last five years, many useful and important planning documents have provided the basis for the annual allocation of resources toward strategic goals and objectives.
3	Institutional Resources	The College has a sustained planning process that includes a written Strategic Action Plan. Consistent with the College's mission statement, the Strategic Action Plan emphasizes core academic values and priorities. There is a clear record of sustained improvement efforts in the areas specified in the Strategic Action Plan. Annual planning is coordinated through divisional goal setting and evaluation with clear assignments and accountability resulting in steady institutional renewal.
4	Leadership and Governance	The College's system of governance is clearly articulated and includes governing board responsibilities in the College's charter and bylaws. The Board appears to understand its role and responsibilities as a governing body. New board members are oriented through structured events and a well-crafted handbook. The Board takes advantage of educational opportunities and uses them to ensure reflection and improvement. The faculty governance system was recently revised through an open and deliberative process. The new process includes a faculty commitment to participation that reinforces the priority of the academic mission.
5	Administration	President Haaland and the senior administrative officers are appropriately and energetically engaged in the leadership of the College. They have appropriate education and experience for their roles. There is a clear sense of vision and aspiration derived from the College's mission statement and strategic plan that guides and propels institutional initiatives and divisional goal-setting. The lines of reporting and authority are clear within the divisions.

Institution: Gettysburg College
 Team Chair: William D. Adams, President, Colby College
 Generalist Evaluator: Stephen R. Briggs, Provost, The College of New Jersey
 Middle States Liaison: MaryAnn Baenninger

Date of documentation review: Oct. 2-3, 2003

Standard #	Standard Title	Demonstrates Compliance?	Brief Summary Comments or Details/Explanation
6	Integrity	yes	Gettysburg College has clear and readily accessible policies and procedures to support the freedoms important to an educational institution. The policies include appropriate grievance procedures for faculty, staff, and students for both academic integrity and community life. Publications of the College and the information they contain appear appropriate and truthful in content and tone. Information for purposes of deliberation and decision-making is available within the community and appears to provide a valid representation of the state of the College. There appears to be an openness to public conversations and input about difficult issues, including those related to the climate for members of underrepresented groups.
7	Institutional Assessment		This standard will be addressed in the self-study.
8	Student Admissions	yes	Gettysburg College is recruiting and admitting students appropriate to its mission and who can benefit from its offerings. Students are graduating at appropriate rates. The admissions materials provide a fair and informative representation of the institution and they are targeted to appropriate populations. The College is investing its financial aid resources in ways that are consistent with its mission, including its efforts to increase minority enrollments.
9	Student Support Services	yes	The College has student support services that are appropriate to a residential, liberal arts college. It has commendable programs in the areas of the first-year experience, residence life, study abroad, co-curricular opportunities, and career services. These programs support the connection between the academic program and residential life, with an emphasis on active learning beyond the classroom. The Library is focused on the needs of undergraduate learning and scholarship. The College has an Honor code and reasonable policies regarding student conduct and campus life.
10	Faculty	yes	The faculty at Gettysburg are well-qualified and embrace their role as teacher-scholars-mentors. Because of an incremental increase in the number of faculty lines in recent years, coupled with the normal pattern of retirements, the College has benefited from an infusion of young scholars who complement the strengths of their senior colleagues. This blend of renewal and stability has allowed the successful introduction of interdisciplinary programs and new pedagogies, and has supported the revision of the general education program. Professional development support for the faculty is appropriate and includes pre-tenure leave, sabbaticals, and research grants. Faculty have appropriate oversight of the curriculum. Tenure and promotion policies comply with commission standards. The very recent decisions to adopt a more uniform tool for assessing effectiveness of teaching and to participate in service activities on campus attest to the faculty's commitment to the long-term success and well-being of the College.

Date of documentation review: Oct. 2-3, 2003

Institution: Gettysburg College
 Team Chair: William D. Adams, President, Colby College
 Generalist Evaluator: Stephen R. Briggs, Provost, The College of New Jersey
 Middle States Liaison: MaryAnn Baenninger

APPENDIX L (continued)

Standard #	Standard Title	Demonstrates Compliance?	Brief Summary Comments or Details/Explanation
11	Educational Offerings	yes	The College offers an appropriate array of majors including interdisciplinary programs and co-curricular experiences (e.g., service learning, public service and study abroad) that extend and support the College's central educational activities. There is a regular history of departmental review that incorporates a rich variety of data. The library resources are appropriate to the educational objectives of the College and the scholarly efforts of its faculty and students.
12	General Education	yes	The faculty of Gettysburg College has recently approved a new general education program that emphasizes effective communication, disciplinary breadth, integrative thinking, and local and global citizenship. This new program is appropriate to a liberal arts institution, has sufficient scope to enhance students' intellectual growth, and connects liberal learning skills to requirements in the majors. The new program includes statements of learning goals that are sufficiently clear to allow for the development of outcomes measures as part of learning outcomes assessment, and the College is reviewing its plan in this area as part of its Selected Topics Self-Study. Both the new and the previous General Education programs satisfy the Commission's quantitative requirement for the B.A. degree.
13	Related Educational Activities	yes	The College engages in a narrow set of related educational activities appropriate to its mission. All of the activities enhance or complement core curricular activities. For example, the constellation of activities that emanate from the Center for Public Service (e.g., service learning, public leadership) are grounded in institutional mission, support the strategic plan, and are linked to academic programs and general education. While the College has deliberately and strategically steered away from the use of technology for teaching non-residential groups, it has a strong commitment to the use of technology to support its core educational activities and its residential student population.
14	Assessment of Student Learning		The College's only certificate programs appear to be in teacher preparation and are considered here in relation to Standard 11, rather than Standard 13. The College exercises appropriate control and review of contractual relationships with affiliated providers and has used the relationships creatively for the support of both its educational programs, services, and facilities. This standard will be addressed in the self-study.

APPENDIX M

Report of the Subcommittee on
Institutional Effectiveness
(See attached documents.)

Gettysburg College

Report of the Subcommittee on
Institutional Effectiveness

September 15, 2003

Submitted by:

Barbara Fritze
Daniel R. DeNicola
Julie Ramsey
Rhonda Good

APPENDIX N

Report of the Subcommittee on
Academic Program Assessment
(See attached documents.)

Gettysburg College

Report of the
Subcommittee on
Academic Program Assessment

June 15, 2003

Submitted by:

Timothy Shannon
Katherine Cain
Christopher Fee
Derrick Gondwe
Mark Warwick
Daniel DeNicola

APPENDIX O

Report of the Subcommittee on
Learning Outside the Classroom
(See attached documents.)

Report of the
Subcommittee on
Learning Outside the Classroom

June 15, 2003

Submitted by:

Julie Ramsey
David Wright
David Steinour
Robin Wagner
Pete Curry
Thomas Mottola
Margaret-Ann Radford-Wedemeyer
Kathleen Williams

APPENDIX P

Final Report of the Commission on the Future

(See attached documents.)

APPENDIX Q

Strategic Action Plan of 1999

(See attached documents.)

APPENDIX R

Strategic Action Plan of Gettysburg College (January 1999)

(Assessment of Progress as of March, 2002 prepared by A.C.E. Fellow Carolyn Newton,
Associate Provost and Professor of Biology at Kalamazoo College)

Bold – Accomplished or Continuing	(47 %)
<i>Italicized</i> , – Partially Accomplished or In Progress	(47 %)
Regular type – Considered but Rejected	(<1 %)
<u>Underlined</u> – Not Yet Attempted	(6 %)

❖ **Enhanced Academic Excellence**

- Development of the Faculty
 - *Create 8 additional endowed chairs*
 - Establish a Visiting Senior Scholars Program to bring distinguished scholars to campus for a year's residency
- Distinctive Programs
 - Civil War Studies and History
 - **Develop a minor in Civil War Era Studies**
 - **Develop the Gettysburg Semester, an intensive fifteen-week program for undergraduates from other institutions**
 - *Establish an endowment to support the Civil War Institute, the Gettysburg Semester, the Luce Chair, and enhanced Civil War scholarly activities*
 - *Renovate Thaddeus Stevens Hall as a center for the College's strong history programs, including exhibit space for artifacts and documents*
 - Science & Psychology
 - *Establish an interdisciplinary program in Neuroscience*
 - **Expand interdisciplinary program in Environmental Studies**
 - *Increase support for student research grants and senior projects in all fields of science*
 - *Enhance Health and Exercise Science programming*
 - *Create a summer research program for students, offering stipends and materials costs for collaboration with faculty*
 - **Construct a new building to house Chemistry, Biochemistry/Molecular Biology, Environmental Studies, Health and Exercise Sciences, and most of Mathematics and Computer Science**
 - **Renovate McCreary Hall to provide improved quarters for Biology, Psychology, and the projected Neurosciences program, along with a new greenhouse, herbarium, and research animal-care facilities**
 - *Refurbish Masters Hall to provide improved facilities for Physics/Astronomy and portions of the Mathematics/Computer Science departments*
 - Writing Program
 - **Develop a writing minor**
 - **Establish a Writer-in-Residence program to attract nationally known writers to the College as visiting scholars [Substituted the Young Writer-in-Residence program**

Strategic Action Plan (Assessment of Progress)

- **Enhance commitment to the Writing Center, the Writing House, and Writing-Across-the-Curriculum efforts**
- Management and Organizational Studies
 - **Develop a focus on the modern, complex corporate organization through traditional courses in business, management, finance, and economics, but grounded in a strong liberal arts education**
- Public Affairs
 - *Pursue effective relationship with the Eisenhower World Affairs Institute or organize a Center for Public Affairs to provide students with internship opportunities, contact with national figures, programs on campus and in Washington, and educational and research opportunities for faculty and students in matters of public issues*
 - *If an effective relationship does not develop that can accomplish these objectives, organize a Center for Public Affairs on campus*
- ❖ **Learning Beyond the Classroom**
 - Center for Teaching, Learning and Advising
 - Create a facility to include a Center for Teaching Excellence, a demonstration “smart” classroom, and the Instructional Technology Group of Information Resources
 - Bring together the Internship Office, the Office for Off-Campus Programs, the Center for Public Service, the Writing Center, and a Quantitative Skills Center
 - *Cluster academic advising, portfolio development, international student advising, pre-medical and pre-law advising programs, career counseling, and possibly the Registrar’s Office*
 - Enhanced Technology for Teaching and Learning
 - *Prepare and implement a comprehensive campus technology plan*
 - **Support programs and services offered by the Instructional Technology group**
 - **Continue development of our unique CNAV system**
 - **Enhance technological support for career planning and portfolio development**
 - **Establish a Center for Technology Advancement**
 - Center for Public Service
 - *Endow Directorship of the CPS [In Campaign]*
 - *Establish service scholarships for service learning trips*
 - **Create faculty development program to encourage incorporation of service-based courses in the curriculum**
 - Lifelong Learning
 - *Explore ways to encourage alumni to pursue a life of learning beyond graduation and maintain an intellectual connection with the College [Have established an Alumni College]*
- ❖ **Dynamic Student Life**
 - Residential Life

Strategic Action Plan (Assessment of Progress)

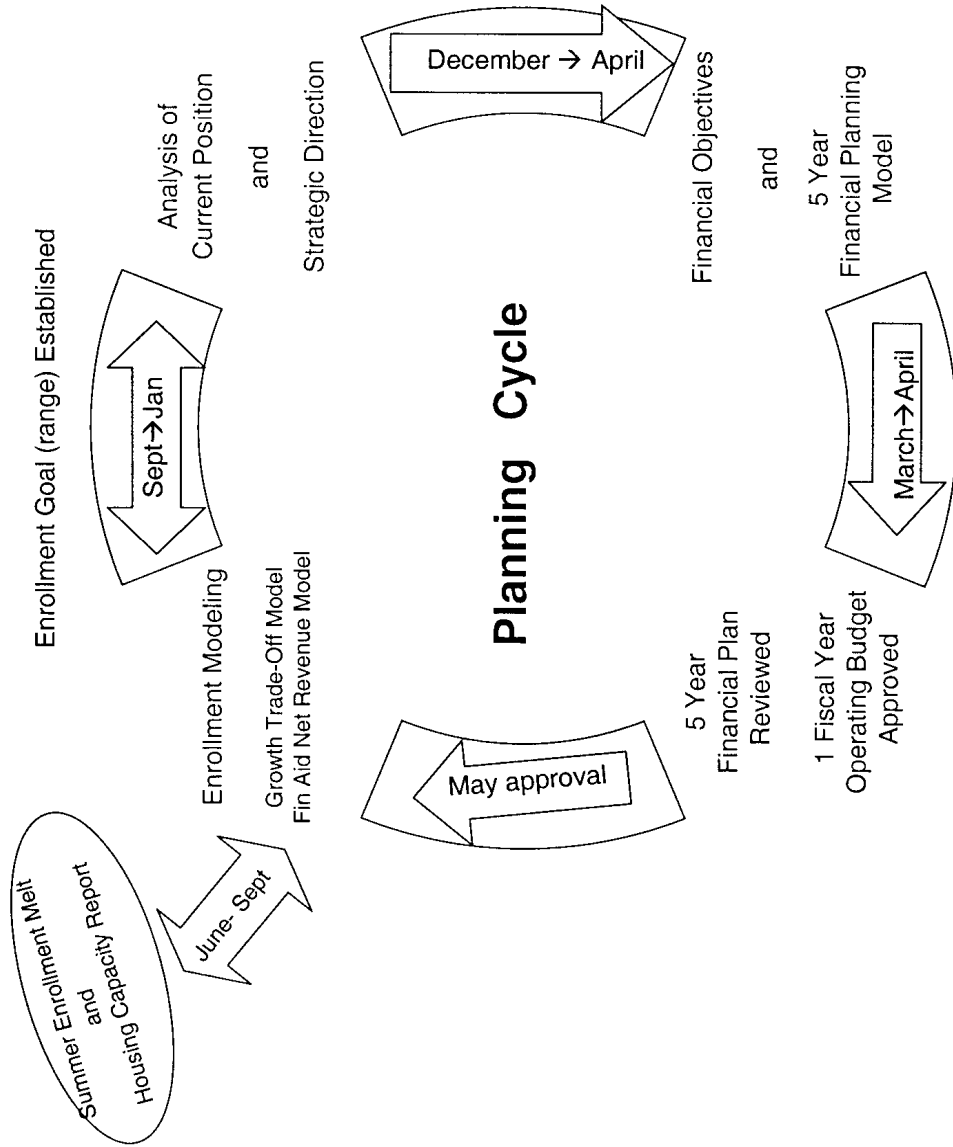
- New Residence Halls & Renovations
 - **Construct a series of new residential buildings to house a total of approximately two hundred upperclass students in suite-style housing**
 - *Renovate other residence halls on campus over the next decade*
- Residence Life Advisory Group
 - **Convene an advisory group to review the goals of the residential and social life programs, to evaluate the College's policies and programs, and to report its findings to the Board of Trustees**
- Social, Athletic and Recreational Life
 - New Recreation/Fitness Facility
 - *Create a new facility to include a recreational gym with basketball courts, weight training, and cardiovascular equipment; this facility may also include the Health and Counseling Center, racquetball courts, an indoor track, and some social space [Planned]*
 - Intercollegiate Athletic Participation
 - **Support travel by student athletes to compete with others from the best liberal arts colleges in the country**
 - **Retain commitment to balances and competitive athletic programs for women and men**
 - Outdoor Recreation Program, Club Sports, and Intramurals
 - **Support the growth of the outdoor adventure program**
 - **Strengthen club sports and intramural programs by linking them more closely to student activities in College Life and residential hall programming**
 - Natatorium
 - *Build a new facility, possibly adjacent to the new Recreation/Fitness facility*
 - All-Weather Field
 - *Review (and install if appropriate) a lighted artificial all-weather field for both athletic and recreational sports*
- ❖ **Vibrant College Community**
 - Admissions and Retention
 - Increased Applications
 - **Increase selectivity of admissions by increasing applications, increasing early decisions, and promoting the Presidential Scholars program**
 - Understanding Retention
 - Develop a series of workshops to educate faculty and administrators on retention issues
 - **Improve attrition tracking so that information is obtained from every student who withdraws**
 - *Establish an office for advising our most outstanding students in order to promote their application for national awards and scholarships*
 - Financial Aid
 - *Increase the endowment available for financial aid*
 - Diversity

Strategic Action Plan
(Assessment of Progress)

- Strategic Diversity Plan
 - *Institute a plan setting forth recruitment and retention actions*
 - *Recruit 80-100 students from diverse populations into entering class by 2004 [This number has increased to 50 in the entering class of 2001-02]*
 - *Increase the total number of students from diverse groups to 10% of the student body by 2004*
- Scholarships
 - **Establish an endowment to provide increased financial aid to recruit students from under-represented groups**
- Peer Diversity Educators
 - **Continue a peer education program focusing on issues of diversity**
- Performing Arts
 - *Develop Performing Arts Center*
 - *Enhance Musical Arts Program*
 - *Strengthen instruction in strings*
 - **Offer musical talent scholarships**
 - **Establish string ensemble in residence**
 - **Enhance quality and diversity of musical performances by visiting artists**
 - *Improve Music Department space*
 - *Explore enhancements to Theatre Arts Program*
- Outreach Initiatives
 - Alumni House
 - *Renovate the “White House” to provide alumni social and meeting space, as well as offices for alumni relations staff*
 - Marketing Plan
 - **Expand the chief public relations officer’s responsibilities and reorganize the public relations office to include an integrated marketing program [Leadership for this effort is also being provided by the Vice President for Enrollment Management]**
 - **Create a campus communications task force and an alumni advisory group on communication and marketing issues**
 - **Appoint a graphic designer**
- Campus Environment
 - *Implement selected recommendations of the June 1997 Landscape Master Plan*

APPENDIX S

Planning Cycle



APPENDIX T

Peer Institutions

US News & World Report 2003 Ranking: Peer Rat.

Institution

44: Peer Rat. - 3.3 Gettysburg College

Tier 1 - Reach Institutions

22: Peer Rat.- 4.0 Bates
29: Peer Rat.- 3.8 Bucknell
18: Peer Rat.- 4.0 Colgate
18: Peer Rat.- 3.8 Hamilton
25: Peer Rat.- 3.8 Trinity (Connecticut)
15: Peer Rat.- 3.8 Washington & Lee

Tier 2 - Like Institutions

29: Peer Rat.- 3.6 Connecticut College
44: Peer Rat.- 3.4 Dickinson
36: Peer Rat.- 3.6 Franklin & Marshall
50: Peer Rat.- 3.2 Lawrence University (WI)
38: Peer Rat.- 3.4 Union
NR: Peer Rat.- 3.1 Hobart & Wlm Smith

Tier 3 – below Institutions

N/R - Peer Rating - 3.0 Allegheny
N/R - Peer Rating - 2.5 Juniata
N/R - Peer Rating - 2.8 Muhlenberg
N/R - Peer Rating - 2.8 Ursinus
N/R - Peer Rating - 2.7 Washington College
N/R - Peer Rating - 3.3 Denison

APPENDIX U

Key Indicators

Enrollment, Recruitment and Financial Aid

First-Year Class (cohort) Size

Graduation Rate (5 yr.)

Enrollment by Diversity

Total Enrollment

Financial Aid Indicators

Discount Rate (all students)

Admissions Indicators

Total Applications

Overall Yield

Average SAT

Percentage of Applicants Accepted

Academic Affairs

Student-Faculty Ratio

Average Class Size

Percent AAUP Parity of Faculty Salary by Rank

Percent Full-Time Faculty

Student Life

Percentage of Students Engaged in Athletics

Percentage of Students Intentionally Engaged in Student Organizations

Student Satisfaction with Residential Facilities

Student Satisfaction with Social Life

Percentage of Students in Residential Housing

Percent of Senior Students that Would Enroll at Gettysburg Again

Finance and Budget

Ratio of Expenditures/Income

Endowment Market Value (in millions)

Net Asset Growth

Facilities Planning

Capital Renewal as a % of Total Asset Replacement Value

Institutional Advancement and Alumni Relations

Percent of Graduates FT Attend. Graduate School (5 yr grads)

Percent of Graduates FT Employed (5 yr grads)

Alumni Giving Rate

Total Giving Rate

