

**Annual Program Assessment & Improvement Report**

**For Year Ending 20--**

**Due August 15**

**Submission Information (completed by Department Chair)**  
  
Department Name:  
  
Author Name:  
  
Date Submitted:  
  
 **Review Information (completed by the Dean or designee)**  
  
Date Reviewed:  
  
Reviewed by:  
  
Status:

Contents

[Instructions 1](#_Toc40960311)

[Data Resources 2](#_Toc40960312)

[Department/Program Profile 2](#_Toc40960313)

[Program Demand and Effectiveness 4](#_Toc40960314)

[Total Fall Enrollment: 4](#_Toc40960315)

[Course Enrollment Trends: 4](#_Toc40960316)

[Average Class Size: 5](#_Toc40960317)

[Number of Graduates: 5](#_Toc40960318)

[Placement of Graduates: 5](#_Toc40960319)

[Human Resources 5](#_Toc40960320)

[Academic Area Assessment Report 6](#_Toc40960321)

[Part 1: Assessment Plan Criteria 6](#_Toc40960322)

[Part 2: Assessment Plan and Results Summary 7](#_Toc40960323)

[Other Student Accomplishments 10](#_Toc40960324)

[Student and Employer Satisfaction 10](#_Toc40960325)

[Part 3: Evaluation of the Assessment Data 10](#_Toc40960326)

[Profitability 10](#_Toc40960327)

[Departmental Summary and Strategic Plan 12](#_Toc40960328)

# Instructions

Andrews University is committed to a culture of continuous improvement based on performance data and proactive planning. Information collected in this report should inform your mix of academic programming, curricular changes, and the future direction of your department.

This document serves as a template for all academic areas to use to submit their Annual Assessment Report. Departments will generally complete this form for the whole department, with specific data included for each degree-major offered within the department. Freestanding programs, and accredited programs that desire to do so, may fill out a report for that specific program. However, profitability data is only available at the department level. Explanations or instructions are provided for each section, with examples as needed. All reports are due August 15 of each year.

**Data for this report is provided on the Office of Institutional Effectiveness website (**[**www.andrews.edu/effectiveness**](http://www.andrews.edu/effectiveness)**), Tableau (**[**https://tableau.andrews.edu/**](https://tableau.andrews.edu/#/signin)**), and Ellucian Analytics. See the separate Data Resources sheet for specific data metrics.**

The best way to use this document is NOT to complete it once per year. It should be used on an ongoing basis. In other words, the report should be reviewed, analyzed, and updated each semester. In this way, this is a living document that serves to assist with continuous improvement. Most of the data sets ask for five years of data. Each year, simply copy the headers and content of the last four columns and paste them one column to the left. Then add the new header and most recent data.

Your report will be evaluated by the Dean and/or Associate Dean in your school, and by the Institutional Assessment Committee, among others, using a standardized rubric (included). A committee made up of faculty and administration shall be involved in the implementation of the program improvement and prioritization recommendations.   
  
**Assessment Retreat Preparation** – If your school holds an assessment retreat, do not distribute this whole report. Instead, base your report on the first three questions of Part 3: Evaluation of the Assessment Data, under Academic Area Assessment Report, and on the Departmental Summary and Strategic Plan.

If you have questions related to process, or need assistance completing this form, please contact the Office of Institutional Effectiveness at ext. 3308 or [assessment@andrews.edu](mailto:assessment@andrews.edu), or your Assessment Committee representative.

# Data Resources

For year ending 2020

|  |  |
| --- | --- |
| Data | Source |
| Total Fall Enrollment | <https://www.andrews.edu/services/effectiveness/effectiveness/data/> |
| Course Enrollment Trends | [https://tableau.andrews.edu/](https://tableau.andrews.edu/#/signin), Andrews Contribution Margin Analysis: Course Trends tab. Set View Choice to Course Section and Y Axis Choice to Student Enrollment. Choose department from filter at right |
| Average Class Size | [https://tableau.andrews.edu/](https://tableau.andrews.edu/#/signin), Andrews Contribution Margin Analysis: Average Class Size tab. |
| Number of Graduates | [https://tableau.andrews.edu/](https://tableau.andrews.edu/#/signin), Completions, Andrews Contribution Margin Analysis: Degrees by Major by Year tab. Use the Campus filter on the right side of the sheet. |
| Placement of Graduates | First Destination Survey data from the Office of Institutional Effectiveness |
| Other Student Accomplishments | Department information. Examples include student research, presentations, works of art, etc. |
| Student and Employer Satisfaction | College or department data |
| Profitability: Contribution Margin Analysis | [https://tableau.andrews.edu/](https://tableau.andrews.edu/#/signin), Andrews Contribution Margin Analysis: Course Economics tab |

# Department/Program Profile

Provide a description of the department organization, individuals, programs, functions and services.

**Mission of Andrews University**

*Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.*

Additionally, the University has developed institutional learning outcomes to assess how students and programs meet the mission. Please note that while these broad learning outcomes have been developed with a focus on undergraduate education, this review process will help us better understand how these six outcomes map to graduate programs. The Institutional outcomes are:

| **Undergraduate Institutional Outcomes** | **Graduate Institutional Outcomes** |
| --- | --- |
| **Seek Knowledge**  1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.  Skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.  2. Pursue enduring questions through study in core fields and explore the connections between those fields.  Core fields for undergraduate programs are the Humanities, the Arts, the Natural Sciences, History, the Social Sciences, and Mathematics. | **Seek Knowledge**  1. Demonstrate competence at an advanced level in a range of transferable skills such as information literacy, critical thinking, quantitative literacy, research methods, team work, engaging diverse perspectives, ethical reasoning, and effective communication.    2. Achieve a comprehensive and critically-aware knowledge of a major discipline with appropriate specializations and appreciation of how the discipline relates to other fields of study; and, at the doctoral level, contribute to the applied and/or theoretical knowledge in that field. |
| **Affirm Faith**  3. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective. | **Affirm Faith**  3. Critique or enrich from a Seventh-day Adventist perspective key ideas, techniques or methods at the forefront of the field of study. |
| **Change the World**  4. Apply concepts, knowledge, and skills of core fields and their chosen program to solve meaningful problems.  5. Address the needs of diverse communities in a manner consistent with Christian thought and practice. | **Change the World**  4. Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from one’s discipline in a manner consistent with Christian thought and practice. |

**Our Mission**

Provide the department and/or program mission statement(s). A good mission statement is a clear, concise statement outlining the ultimate principles that guide the work of the department and/or program, how the department and/or program is unique, who it serves, in what ways and with what results.

**Program Learning Outcomes**

Using the table below, list the Undergraduate or Graduate Institutional Outcomes in the left column and the corresponding department and program learning outcomes in the right hand column.

|  |  |
| --- | --- |
| **Institutional Outcomes** | **Corresponding Program Learning Outcomes** |
| **Seek Knowledge** |  |
| **Affirm Faith** |  |
| **Change the World** |  |

# Program Demand and Effectiveness

Describe the state of demand for the program, and the degree to which the program serves its external stakeholders (church, profession, community).

Total Fall Enrollment:

Provide the numbers of total fall enrollment for the past five years for each degree-major combination. If a program is also offered online or off-campus, please list these in separate rows. If the program’s enrollment is greater in summer than in fall, please use the summer numbers, and label the columns accordingly. (Add rows as needed.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic Degree & Major | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
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### Course Enrollment Trends:

Review the Course Trends tab in the Andrews Contribution Margin Analysis. Are there any courses with low enrollment that might be taught less frequently or possibly inactivated?

### Average Class Size:

Provide the average lecture class size (includes course types: lecture, lecture/lab, workshops, and seminars), obtained from the tab called Average Class Size in the Andrews Contribution Margin Analysis.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Level | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| Developmental |  |  |  |  |  |
| 100-200 level |  |  |  |  |  |
| 300-400 level |  |  |  |  |  |
| 500 & up |  |  |  |  |  |

Number of Graduates:

Provide the total number of graduates for each degree-major combination, for each campus, over the past five years, from the tab called Degrees by Major+Year in the Andrews Completions workbook. Use the Campus filter on the right side of the sheet. Data includes major names from previous bulletins. Listings by department are not available at this time. (Add rows as needed.)

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| --- | --- | --- | --- | --- | --- |
| Academic Degree & Major | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
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Placement of Graduates:

Describe the degree to which your graduates are employed in the field, or gain entrance into graduate school, after graduation. Data from the First Destination Survey will be sent to departments by mid-summer from the Office of Institutional Effectiveness.

# Human Resources

1. What is the number of personnel (faculty and staff) employed in the department?
2. Based on total fall enrollment and faculty FTE (calculated as full time + 1/3(part time)), what is the student to faculty ratio in the department?
3. How many full-time qualified faculty are available to support each specific major and concentration offered by your department? (Refer to [policy 2:149](https://bulletin.andrews.edu/content.php?catoid=9&navoid=1705#professional-qualifications) on faculty qualifications)

# Academic Area Assessment Report

Part 1 represents the rubric/criteria on which your assessment plan will be evaluated.

Part 2 is for your Assessment Plan and Results Summary.

Part 3 is your Evaluation of the Assessment Data.

## Part 1: Assessment Plan Criteria

The Assessment Plan must address all three components of the University’s Mission: 1) Seek Knowledge, 2) Affirm Faith, 3) Change the World.

## 

|  |  | Criteria |  | Doesn’t Meet  1 | Partially Meets  2 | Meets  3 |
| --- | --- | --- | --- | --- | --- | --- |
| Program  Learning Outcome | 1 | Each program has measurable program learning outcomes. |  | Outcomes are stated but none are written in measurable terms. | Outcomes are present, but only some are stated in measurable terms. | Outcomes in all programs are consistently stated in measurable terms. |
| 2 | Each program has a manageable number of outcomes that are consistent with professional accreditation standards if applicable. |  | The program has too few or too many outcomes. |  | Program has appropriate amount of outcomes. |
|  |  |  |  |  |  |  |
| Plan and Results Summary | 3 | Each outcome includes a key assessment. |  | Key assessments are not stated for the outcomes. | Key assessments are stated for some outcomes. | Key assessment is stated for each outcome. |
| 4 | Each key assessment is connected to a course outcome/objective. |  | No key assessments are connected to a course outcome/objective | Some key assessments are connected to a course outcome/objective | All key assessments are connected to a course outcome/objective |
| 5 | Each outcome has a key assessment that is explained. |  | Key assessment(s) are not explained for the stated outcomes. | Key assessment(s) appear to support the stated outcomes but little or no supporting evidence is given to support the method. | Key assessment(s) are explained for the stated outcomes. |
| 6 | Assessment tools for each key assessment are embedded. |  | Copies of assessment tools are not included. | Copies of assessment tools are included but quality needs to be addressed. OR Assessment tools do not exist for each key assessment. | Copies of assessment tools are included and are of appropriate quality for each key assessment. |
| 7 | The program specifies an achievement goal (target value/benchmark) for each key assessment. |  | No target levels of achievement are specified for key assessments. | A target level of achievement is specified for some key assessments. | A target level of achievement is specified for each key assessments. |
|  |  |  |  |  |  |  |
| Assessment Results | 8 | A summary of assessment data is included. |  | Results do not include a data summary. | Results include a partial data summary. | Results include a data summary. |
| 9 | Analysis and action plans are reported clearly for each key assessment and are interpreted appropriately. |  | No analysis is reported | Analysis is reported for some key assessments or findings lack clarity or appropriate interpretations. | Analysis is reported for key assessments and those findings are clearly stated with appropriate interpretations. |
|  |  |  |  |  |  |  |
| Closing the Loop | 10 | Changes or improvements to be made are clearly tied to results stated, assessment methods used, or target levels of achievement stated. |  | Changes or improvements to be made are not included. | Changes or improvements to be made lack specificity and/or are not aligned with the findings. | Changes or improvements to be made are specific and aligned with the findings. |

## Part 2: Assessment Plan and Results Summary

Provide an overview of the assessment plan and data for the department as a whole, and each program/major within the department. Describe how the different program (degree/major/concentration) options are similar and/or different in their program outcomes and major assessments.

Please use the following terms within the academic programs:

* **Program Learning Outcomes (PLO) --** Specific statements that articulate the knowledge, skills, attitudes, and abilities students should gain or improve through engagement in the academic program or learning experience. Program learning outcomes are typically measured within key courses, and the assessment approach may look at the results of learning in a graduated manner that documents the appropriate level of proficiency, for a particular learning outcome, at different stages of the student’s learning experience.
* **Course Outcome (CO) –** Specific and measurable statements used in a way that specify what the student is expected to know, do, and believe when they complete the course.
* **Target Value or Benchmark** – Specific levels of achievement on the measurements needed for students to have learning success.

**Chart Description and Instructions:**

**PLO:** Write the Program Learning Outcome here, that you teach and measure in your course. Record related course outcomes in the table below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment Plan | | | | | Assessment Results | |
| Course Outcome | | Key Assessment  Description | Where and when the key assessment occurs | Assessment Tool embedded below | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
| This is where you will enter the related Course Outcome or objective | | This is where you identify and describe the key assessment. | This is where you put the course prefix and number, and timing in the program sequence | This is where you embed your assessment tool into the document. (Copy and Paste Special as Object) | This is where you identify the target for students to reach on the key assessment. Include results from last time course was assessed. | This is where you note current results and explain deviations from the benchmark. How did previous action plan impact the results from the last time course was assessed? | This is where you outline changes you will implement to achieve or maintain the target value/benchmark. |

Example:

**PLO 1: All students will demonstrate critical thinking.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Assessment Plan | | | | Assessment Results | |
| Course Outcome | Key Assessment  Description | Where and when the key assessment occurs | Assessment Tool embedded below | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
| Students will be aware of and articulate ethics of the profession | Reflection Paper -- Paper will discuss best practices as it pertains to your profession of choice. This paper encourages students to research and describe the ethics of the profession. | ABC 101 |  | 90% will achieve Level 2  85% achieved Level 2 in FALL2017 | Fall 2013  Section A – 70% Level 2  Section B – 95% Level 2  Section A was taught by a first-time adjunct, which could account for the difference | The refinements to the assessment rubric that we made since the course was last offered made a difference. We need to better communicate the learning outcome and assessment method to our adjunct instructors. |

Fill out one chart per program learning outcome. Add rows as needed for additional course outcomes. Copy and paste the blank chart as many times as needed. **Do this for each major within your department**. Put any additional data tables or charts in an appendix.

**Degree and Major Name:**

**PLO 1:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Assessment Plan | | | | Assessment Results | |
| Course Outcome | Key Assessment  Description | Where and when the key assessment occurs | Assessment Tool embedded below | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
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**PLO 2:**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Assessment Plan | | | | Assessment Results | |
| Course Outcome | Key Assessment  Description | Where and when the key assessment occurs | Assessment Tool embedded below | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
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**PLO 3:**

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|  | Assessment Plan | | | | Assessment Results | |
| Course Outcome | Key Assessment  Description | Where and when the key assessment occurs | Assessment Tool embedded below | Target Value or Benchmark / Previous Results | Assessment Results & Analysis | Action Plan for Improvement |
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### Other Student Accomplishments

Describe any important student accomplishments or contributions to the field, not covered above. This may include research, presentations, works of art, etc.

### Student and Employer Satisfaction

Describe insights gained from student surveys (senior survey or other exit surveys) and employer surveys (if available).

## Part 3: Evaluation of the Assessment Data

Evaluation: Review all assessment data and evaluate the program with regard to Seek Knowledge, Affirm Faith, and Change the World. This section needs to address the main questions of, what is working, what is not working, and what are you changing due to the data. Review all assessment data and evaluate each program using the following questions. (Copy and paste the questions as needed.)

1. Based on the assessment data above and on course evaluation data, what are the strengths of this program? If applicable, how does the assessment data help the department and/or program in meeting professional, state and/or institutional standards?
2. What evidence-based changes were made last year?
3. How have the changes made last year or in previous years (if ongoing) impacted student learning and student success?
4. Based on the assessment data above and on course evaluation data, what areas need attention? What changes or improvements will you make to your program, program outcomes, or courses?
5. Describe any threats that may negatively impact the program in the coming years, and the changes and resources necessary to mitigate them?

*Note: If requested, your artifacts (raw data) must be available. List the people responsible for keeping your assessment data and where it is located. It is a good idea to copy and paste the file path and file name for future reference*.

# Profitability

Using the table below, provide numbers for the whole department over the past five fiscal years for the following metrics:

* 1. Costs associated with delivering the program(s) (faculty compensation + department costs)
  2. Credits generated in the department, in the form of Student Bill Hours, and percent of credits generated from general education
  3. Revenues (tuition and fees) and other resources (grant and fundraised dollars) generated by the program or department.
  4. Contribution Margin, in dollars
  5. Contribution Margin Percent

Contribution Margin Analysis Data should be available the end of July, at [https://tableau.andrews.edu/](https://tableau.andrews.edu/#/signin). (You will be informed by email when it is ready.) See the tab called Course Economics in the Andrews Contribution Margin Analysis. Set the View 2 Choice (just under the dashboard title) as Course Department, and the Cost Choices as Teaching & Dept. Costs. Other filters are on the right side of the dashboard.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Costs (Teaching & Department) |  |  |  |  |  |
| (Student) Adjusted Bill Hours |  |  |  |  |  |
| Tuition |  |  |  |  |  |
| Contribution Margin Dollars |  |  |  |  |  |
| Contribution Margin Percent |  |  |  |  |  |

**Profitability Analysis** (Limit responses to 500 words per question)

1. How has department efficiency improved, or declined within the past year, five-years?
2. What attempts were made to increase revenue, reduce complexity, and improve effectiveness within the past year? Explain the outcomes if applicable.
3. What would it take to make the program or department exemplary? (Explain and provide a budget analysis.)
4. What functions within the program or department could be automated, performed by an outside contractor, consolidated, or eliminated, to reduce costs? What resources or technology would be needed to improve efficiencies? Provide an analysis of the budget impact of these changes.

# Departmental Summary and Strategic Plan

This section should be limited to 1,000 words.

1. Considering assessment, effectiveness and profitability data, provide a narrative summary of departmental performance for the year. Highlight key initiatives or metrics that show improvements in service or operations. Also include any ways that your department has collaborated with other departments/programs to increase synergy and improve institutional effectiveness. Summarize the opportunities and challenges for your department.
2. What should be the future direction of your department in the next year, three years, and five years? Provide one to four broad strategic goals, and the objectives and action steps for achieving these goals, as illustrated in the table below. Create a separate table for each Strategic Goal, with all of the action steps for that goal included in that table.

**Chart Instructions and Examples:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategic Goal:** | Describe the broad, overarching goal you have for your department or program to achieve during the next year or over a longer term.  *Example: Increase overall Program enrollment by 15% within the next 5 years.* | | | |
| **Objectives:** For each strategic goal, create 2-4 SMART (Specific, Measurable, Attainable, Realistic, Timely) objectives to achieve your goal. | **Action Steps:** List your primary tactics to achieve your goals. | **Accountability**: Identify who will be accountable for the action item. | **Due Date:** Estimated completion of the task | **Status:** at the time of review |
| **Sample Objective 1: Increase visibility of program to prospective students attending non-Adventist high schools by 30% within the next 5 years.** | Identify Adventist churches in the Lake Union with memberships over 250 active attendees who have youth programs targeting ages 15 – 21. | John Doe | June 2018 | Worked with IMC; Identified 35 churches in the Lake Union that met demographic criteria. |
| Map and create targeting strategy | John Doe & Dr. Jane Smith | June 2018 | Collaborated with department chairs to develop project budget, marketing materials, schedule, etc. |
| Create “Road Show” presentation | Dr. Jane Smith | July 2018 | Created presentation theme; working with IMC to develop ppt. |
| Conduct 7 road shows annually during 2018-2023 academic years | Dr. Jane Smith & Dr. Tom Jones | June 2023 | 3 confirmed dates |
| **Sample Objective 2: Decrease disenrollment of Sophomores & Juniors in major by 20% by 2020.** | Identify high-risk students | Dept. Chair | August 2018 | Categorize high-risk as students receiving a C- or below. |
| Conduct root-cause analysis; create & conduct a student needs assessment | Dept. Chair | October 2018 | Developing data-collection tools. |
| Create retention strategy with faculty. Primary question: how do we support struggling students who get discouraged and want to quit the program? | Dept Chair | December 2018 | Conducted preliminary meeting with faculty. Discussed possible stop-gap strategies, i.e. tutoring program. Meeting with faculty scheduled Sept 2018 to review data and create recommendations and action plan. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategic Goal 1:** |  | | | |
| **Objectives** | **Action Steps** | **Accountability** | **Due Date** | **Status at the time of review** |
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| **Strategic Goal 2:** |  | | | |
| **Objectives** | **Action Steps** | **Accountability** | **Due Date** | **Status at the time of review** |
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Please submit your report to the following folders, with a copy to your dean:

For Windows users:

* Architecture: [\\File4\3170$\SAID Assessment](file:///\\File4\3170$\SAID%20Assessment)
* CAS: [\\File4\3170$\CAS Assessment](file:///\\File4\3170$\CAS%20Assessment)
* SBA: [\\File4\3170$\SBA Assessment](file:///\\File4\3170$\SBA%20Assessment)
* SED: [\\File4\3170$\SED Assessment](file:///\\File4\3170$\SED%20Assessment)
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* SHP: [\\File4\3170$\SHP Assessment](file:///\\File4\3170$\SHP%20Assessment)

Alternatively, you can navigate to the Y drive  >  Groups  >  VPAA Academic Administration  >  3170 Institutional Effectiveness.

For Mac users:

1. Go to Finder Bar  >  Go  >  Connect to Server….

Alternatively, they can simply press Command + K on a Mac keyboard

1. Type one of the following:
   1. **smb://file4/3170$/SAID Assessment**
   2. **smb://file4/3170$/CAS Assessment**
   3. **smb://file4/3170$/SBA Assessment**
   4. **smb://file4/3170$/SED Assessment**
   5. **smb://file4/3170$/Seminary Assessment**
   6. **smb://file4/3170$/SHP Assessment**