Using the Right Tools: Getting Campus-Wide Assessment Right

(AALHE Conference, 2020)

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About LaGrange College

- Founded in 1831 (as a female academy)
- Private college with liberal arts ethos
- Affiliated with the United Methodist Church
- Approximately 1,000 students
- Approximately 900 undergraduates
- Highest Degree – Ed.S.
- 76 full-time faculty
- 18 varsity sports teams

2

Planning and Assessment

"Often it is a question not of providing evidence that assessment is occurring, but rather of demonstrating in real, tangible ways that the assessments are actually being used to inform planning, decision making, and resource allocation at the institution."

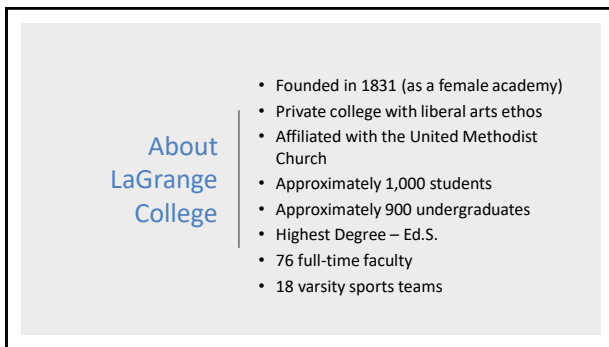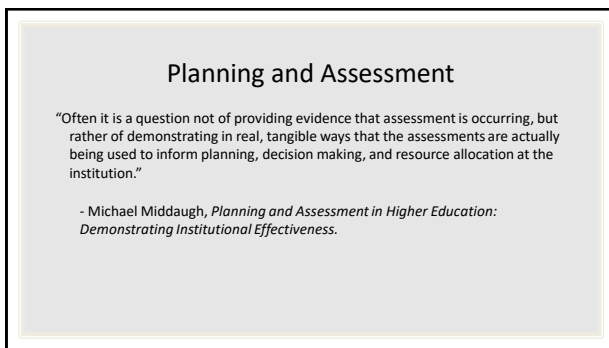- Michael Middaugh, *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness.*

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The Question

How do you assess the effectiveness of **everything** that's going on, do it in such a way that **internal** constituencies trust that assessment and learn from it, and do it in such a way that **external** constituencies find that assessment compelling and authentic?

4

When your institution tries to make assessment meaningful for internal constituencies while making it compelling to accrediting agencies, what challenges arise?

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www.CartoonStock.com

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The Answer

Particular tools that bring together people, processes, and structures that make the work of improving institutional effectiveness more rewarding and – for external reviewers – more evident.

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Tools You Can Expect to Learn about Today

- Assessment Handbook
- Annual Report Template
- Outcome Template
- Information-sharing plans

8

Learning Outcomes:

- Design an **institution-specific handbook** to guide unit assessment, both academic and administrative.
- Design an **annual assessment template**, appropriate to the attendee's unique campus role, which includes all the required components for meaningful internal institutional assessment and outside accreditation standards.
- Formulate and execute **information-sharing plans**, including **feedback**, to ensure all appropriate audiences are involved in annual institutional assessment.
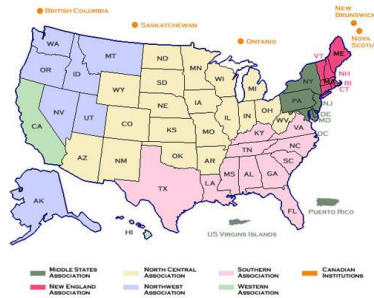
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Several forces have converged, prompting more institutions to assess student learning outcomes. Regional accreditation is among the most important of those forces.

Staci Provezis, Project Manager and Research Analyst for NILOA
(October 2010)

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ACCREDITATION AGENCIES

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Higher Learning Commission

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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Higher Learning Commission

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for *student learning* through processes designed to promote continuous improvement.

14

Higher Learning Commission

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for *student learning* through processes designed to *promote continuous improvement.*

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Middle States Commission

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

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Middle States Commission

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

17

Middle States Commission

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have *accomplished educational goals* consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

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NEASC CIHE

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

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NEASC CIHE

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

The institution demonstrates its effectiveness by *ensuring satisfactory levels of student achievement on mission-appropriate student outcomes*. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

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NEASC CIHE

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SACSCOC

SECTION 8: Student Achievement

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

22

SACSCOC

SECTION 8: Student Achievement

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

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SACSCOC

SECTION 8: Student Achievement

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

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SACSCOC

SECTION 8: Student Achievement

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

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SACSCOC

SECTION 8: Student Achievement

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

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- Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

Mathematics

Before graduating with a B.S. degree in mathematics, students will be able to demonstrate an understanding of key mathematical concepts in the following areas:
I. Algebra/ Number Theory
II. Measurement/Geometry/Trigonometry
III. Functions/Calculus
IV. Data Analysis/Statistics/Probability
V. Matrix Algebra/Discrete Mathematics

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- Academic and student services that support student success. (Student outcomes: academic and student services)

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How hard is this to do well?

Very Hard!

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Example – SACSCOC Most Recent IE-related Non-Compliance Data (Class of 2019)

Standard Under Review	Non-Compliant In the Off-Site Review	Non-Compliant In the On-Site Review
8.2 a. (Educational Programs)	61%	32%
8.2 c. (Educational Support)	52%	17%

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What LC Learned from the Reaffirmation Process

- Old annual report template overwrought and disconnected
- Inappropriate assessment measures in some programs (i.e., course grades)
- Insufficient analysis of results (and sometimes absence of results)
- Overt connection lacking between annual report assessment and strategic plan, and between assessment and budget decisions

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Be Prepared!

- Have something – an assessment manual, an annual plan, etc. – in place so that "enough" annual assessment cycles can occur

  OR

- Be prepared to scramble.

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ASSESSMENT HANDBOOK
for
Academic Programs,
Academic Support Units,
and
Administrative Units

Office of Institutional Effectiveness
Seventh Edition
August 2019

LAGRANGE

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ASSESSMENT HANDBOOK
for
Academic Programs
Academic Support Units
and
Administrative Units

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Learning How to Work Better

The process of improving is a moving bicycle wheel, not a circle.

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High Points of the Annual Report

- Executive Summary of findings – one goal with a significant improvement, assessment tools used, steps used to improve, and resources needed
- Progress report on goals from past year (templates provided for program/unit and student learning outcomes)   **Student Learning Outcomes will appear here!**
- Progress report on faculty/staff scholarship
- Progress report on recent graduates
- Report Student to Faculty Ratio, Generated Hours, and Course Mapping to Outcomes
- Rubric to measure the effectiveness of annual report
- Program goals for next year (template)

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LAGRANGE
COLLEGE

Program Name: _____

Academic Year of Annual Report: _____

Date: _____

Faculty Members (list all full-time and p...

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Executive Summary
Program Outcomes
Student Learning Outcomes
Progress Report on Scholarship and Activity
Progress Report on Recent Graduates
Rubric for Program Outcomes
Rubric for Student Learning Outcomes
Program Outcomes for Upcoming Year
Student Learning Outcomes for Upcoming Year

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Executive Summary Page (See number 3 on page 10 of Assessment Handbook for directions.)

and gallery in the Lamar Dodd Art Center that exposes students and the community to a diverse range of visual arts.

By offering a diverse range of exhibitions and lectures, the Department of Art and Design successfully achieved this Program Outcome this year:

See exhibition and lecture schedule 1 below. Thirteen exhibitions revealed a wide range of media: printmaking, photography, painting, engraving, sculpture, drawing and pottery. Styles ranged from completely nonobjective art to photorealistic art. While primarily American art was stressed this year, exhibitions did include some European artists. The *Native Spirit* exhibition stressed American Indian art while the *Art of Satire* expressed a range of political opinions. Wes and Missy Cochran generously offered their excellent *20th Century Graphics Collection* which exposed the students and the community to a great number of significant 20th century artists.

Students were exposed to a wide range of styles and concepts through a series of 9 lectures. They were also exposed to new ideas with the addition of an Artist-in-Residence in the spring semester, Tad Mike, a New York printmaker. In addition, our new Gallery Manager/Curator, Lonora Yates, is in place and is invaluable in seeking out artists, educating students, researching and installing exhibitions and cataloging the permanent collection. Over 100 members from the community a month viewed the exhibitions.

Diversity of style, media, concepts, origins and culture continue to be of utmost importance to us as we continue to offer high quality exhibitions at the Lamar Dodd Art Center.

Student Learning Outcome 1:

Upon completion of a degree in Art and Design, the student should demonstrate growth in creativity, self-expression and technical skills through the realization of a body of work (studio concentration students).

Five seniors completed their Senior Exhibition in Spring 2017. For the past few years, we have attempted to achieve a 90% rating for students on the Senior Exit Review instrument. This rubric covers technique and use of medium, content and conceptual direction, professionalism and presentation and oral and written components. Students in the Spring 2017 achieved an average of 88.5. In addition to a need to reevaluate the instrument itself, the Art and Design faculty is currently engaged in a series of meetings and discussions to review the content of Senior level courses. We are likely to propose a Professional Practices course for Juniors and Seniors which will better prepare them for the challenges of their Capstone course (Studio Concentration in which students present a body of work in a Spring Exhibition).

In addition to these efforts to demonstrate growth in creativity, self-expression and technical skills, the Department of Art and Design faculty is undergoing a complete review of our program. We are proposing a Freshman/Sophomore level seminar which would cover concepts, career possibilities, media and criticism. We are reviewing our concentrations and revamping where necessary to make certain that our course content is challenging and current. We are continuing our Pipeline Strategy to enroll new majors (currently we have 19 declared and 11 undeclared majors and 5 minors) who can challenge each other in their creative endeavors.

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Academic Program Annual Report (Program Outcomes)   Plan Year: _____

Academic Program Name:

Individual completing form: Date Submitted:

Academic Mission Statement:

Program Outcomes (program outcomes should include at least one outcome related to the academic mission of the program, one outcome related to global engagement, and if appropriate, one outcome related to online instruction – see page 11 and page 16 of Handbook for further directions)
1.
2.
3.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "1,C,3" to identify the part of the strategic plan that each outcome supports.
1.
2.
3.

Specific desired measurable results related to outcomes itemized above (Use numbering 1a, 1b, etc. to link desired result to outcome 1 above)	Assessment Tools	Results/Analysis (Add additional pages if needed.)

Academic Program Annual Report (Student Learning Outcomes)   Plan Year: _____

Academic Program Name:

Individual completing form: Date Submitted:

Academic Mission Statement:

Student Learning Outcomes: (outcomes should include learning outcomes for your degree program with at least one outcome related to global engagement – see pages 11 and 18 for further directions)
1.
2.
3.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "1,C,3" to identify the part of the strategic plan that each outcome supports.
1.
2.
3.

Specific desired measurable results related to outcomes itemized above. (Use numbering 2a, 2b, etc. to link desired result to outcome 1 above)	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)

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Educational and Administrative Support Units Annual Report (Unit Outcomes) Plan Year: _____

Administrative/Academic Support Unit Name

Individual completing form:

Unit Mission:

Outcomes:
1.
2.

Which part of LaGrange College's Strategic Plan...
template that can be found in Appendix F. You m...
1.
2.

Specific Desired Measurable Results related to Outcomes Listed Above (Use 1a, 1b, etc. to link results to outcome 1)	Assessment Tools

See number 5a – 5g on pages 23 - 24 and "Guidelines" on pages 26 – 31 of Assessment Manual for directions.

Educational Support Unit Annual Report (Student Learning Outcomes)   Plan Year: _____

Administrative/Academic Support Unit Name:	
Individual completing form:	Date Submitted:
Unit Mission:	

Student Learning Outcomes:
1.
2.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the Strategic Plan that each supports.
1.
2.

Specific Desired Measurable Results related to Outcomes Listed Above (Use 1a, 1b, etc. to link results to outcome 1)	Assessment Tools	Results/Analysis	Recommendations/Improvement	New Resource Impact (financial, personnel, equipment, facilities)

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Educational Support Units Annual Report (Student Learning Outcomes)   Plan Year: 2019 - 20

Administrative/Academic Support Unit Name: Academic Success Center (PACE)	
Individual completing form: Rod East	Date Submitted: 9/20/19

Unit Mission: The Panther Academic Center for Excellence (PACE) is dedicated to supporting the mission of LaGrange College by offering to all enrolled students collaborative support services aimed at promoting academic success, student retention and degree completion. PACE seeks to empower students using transformational strategies that enhance learning and strengthen academic persistence.

Student Learning Outcomes:
1. Students will develop or improve time management skills.
2.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the Strategic Plan that each supports.
1.   I, A, 1 (Challenge the Mind)
2.

Specific Desired Measurable Results related to Outcomes Listed Above	Assessment Tools	Results/Analysis	Recommendations/Improvement	New Resource Impact (financial, personnel, equipment, facilities)
1a. All participating	Self-test Quiz and	PACE had a total of 50		

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Academic Program Annual Report (Student Learning Outcomes)   Plan Year: 2019 - 20

Academic Program Name: English	
Individual completing form: R. Bramblett	Date Submitted: 9/20/19

Academic Mission Statement: We want to inspire major students to pursue the rewards of a literate, articulate life. As avid readers, we seek to share with our students the satisfaction ensuing from close critical analysis of other writers' words. As scholars, we aspire to embody the virtue of intellectual persistence, of mental resourcefulness, of the tenacious and honorable search for trustworthy resources that provide the best answers to our questions about literature and language and the people who wield those instruments. And as writers, we aim to stimulate—or even awaken—in our students a passion for precise verbal expression along with a desire to hone their reasoning skills. Most of all, we are committed to developing contemplative, ethical persons whose broadened perspectives on the human condition will lead them to make creative and useful contributions to our world via their imagination, intellect, and insight, all conveyed by the power of the written word.

Student Learning Outcomes: Before graduating from LaGrange College, English majors will be able to do the following:
1. Demonstrate knowledge of literary styles of different periods in American Literature.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the strategic plan that each supports.
1. I, A, 1

Specific desired measurable results related to outcomes itemized above.	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
1a. Graduating majors will score at least 80% on the programmatic "passages"				

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Academic Program Annual Report (Student Learning Outcomes)   Plan Year: 2019 - 20

Academic Program Name: English

Individual completing form: R. Bramblett   Date Submitted: 9/20/19

Academic Mission Statement: We want to inspire major students to pursue the rewards of a literate, articulate life. As avid readers, we seek to share with our students the satisfaction ensuing from close critical analysis of other writers' words. As scholars, we aspire to embody the virtue of intellectual persistence, of mental resourcefulness, of the tenacious and honorable search for trustworthy resources that provide the best answers to our questions about literature and language and the people who wield those instruments. And as writers, we aim to stimulate—or even awaken—in our students a passion for precise verbal expression along with a desire to hone their reasoning skills. Most of all, we are committed to developing contemplative, ethical persons whose broadened perspectives on the human condition will lead them to make creative and useful contributions to our world via their imagination, intellect, and insight, all conveyed by the power of the written word.

Student Learning Outcomes: Before graduating from LaGrange College, English majors will be able to do the following:
1. Demonstrate knowledge of literary styles of different periods in American Literature.

Which part of LaGrange College's Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the strategic plan that each supports.
1. I, A, 1.

Specific desired measurable results related to outcomes itemized above.	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
1a. Graduating majors will score at least 80% on the programmatic "passages" exam in American Literature.				
1b. Students will score above the 50th percentile on the American Literature portions of the major field test.				
1c. On the senior exit survey, at least 80% of students will rate "literary styles . . . American Literature . . ." at a level of 4 or 5.				

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Specific desired measurable results related to outcomes itemized above.	Assessment Tools	Results/Analysis (Add additional pages, if needed.)	Recommendations/Improvement (Add additional pages, if needed.)	New Resource Impact (financial, personnel, equipment, facilities)
1a. Graduating majors will score at least 80% on the programmatic "passages" exam in American Literature.	Passages Exam – Students take this multiple-choice exam during the required Senior Capstone Course. The exam requires students to be able to identify the literary style and the period in which the passage was written.	All graduating seniors scored at least 84% on the exam, so the majors met the goal. Even though the goal was met, the scores were lowest in the modernist period.	In ENGL 4140, the modernist period will be lengthened by one week in order to cover the time period in greater detail.	None.
1b. Students will score above the 50th percentile on the American Literature portions of the major test.	XXXX Major Field Test in Literature - On this nationally normed exam, there are five sections related to the periods of American Literature (Colonial & Early Natl, Romantic, Realism and Naturalism, Modernist, and Contemporary).	The percent of students scoring above the 50th percentile on the test are as follows: Colonial&Early Natl = 75% Romantic = 90% Realism&Naturalism= 80% Modernist = 100% Contemporary = 85%		
1c. On the senior exit survey, at least 80% of students will rate "I learned about the literary styles of different periods in American Literature during my studies at LC" at a level of 4 or 5.	Senior Exit Survey – On the exit survey for English majors, students rate their perception . . . One question asks students to rate the statement "I learned about the literary styles			

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Appendix G

Academic Program Assessment Rubric

	Mission Statement	Program/Student Learning Outcomes	Assessment Tools	Results/Analysis	Recommendations/ Improvement	New Resource Needs
Developing	A Mission Statement has been given, but does not align with the College's Strategic Plan.	Outcomes are identified, but some may not be measurable. Little or no attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome. Global Engagement and Online Learning outcomes are not identified.	Assessment tools have not been identified for each outcome.	Data are collected for some outcomes.	The program makes recommendations.	The program makes little or no attempt to describe resource needs for recommendations made.
Competent	A Mission Statement has been given that does not seem contrary to the College's Strategic Plan.	Measurable outcomes are identified. An attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome, but some work is needed. Global Engagement and Online Learning outcomes are identified.	Assessment tools have been identified but admission does not seem contrary to the College's Strategic Plan.			
Exemplary	A Mission Statement has been given. It is very clear how it aligns with the College's Strategic Plan.	Measurable outcomes are identified and clearly support the College's Strategic Plan. It is clear how the "success" of each outcome will be determined. A link to the Strategic Plan is given for each outcome. Global Engagement and Online Learning outcomes are identified.	Assessment tools have been identified appropriately for each outcome realistic to determine how well each outcome will be an efficient			

Appendix H

Academic/Administrative Support Unit Assessment Rubric

	Unit Mission	Outcomes	Assessment Tools	Results/Analysis	Recommendations/ Improvement	New Resource Needs
Developing	A Mission Statement has been given, but does not align with the College's Strategic Plan.	Outcomes are identified, but some may not be measurable. Little or no attempt has been made to determine the part of the College's Strategic Plan.	Assessment tools have not been identified for each outcome.	Data are collected for some outcomes.	The unit makes recommendations.	The unit makes little or no attempt to describe resource needs for recommendations made.
Competent	A Mission Statement has been given that does not seem contrary to the College's Strategic Plan.	Measurable outcomes are identified. An attempt has been made to determine the part of the College's Strategic Plan that is supported by each outcome, but some work is needed.	Assessment tools have been identified, but the administration of each tools does not seem realistic due to time or financial constraints.	Data are collected for most outcomes and some analysis is described.	The unit makes recommendations for changes, but fails to link each recommendation to data analysis.	The unit makes an attempt to describe resource needs for each recommendation made, but lacks specific details are needed.
Exemplary	A Mission Statement has been given. It is very clear how it aligns with the College's Strategic Plan.	Measurable outcomes are identified and clearly support the College's Strategic Plan. It is clear how the "success" of each outcome will be determined. A link to the Strategic Plan is given for each outcome.	Assessment tools have been identified that are appropriate to measure each outcome. It is realistic to expect that each tool can be used to measure each outcome in an efficient manner.	Data are collected for all outcomes. It is obvious how tracking and evaluating the results can lead to further improvements in the unit.	The unit makes recommendations for changes, states how the change will occur, and explains how each recommendation is tied to assessment practices.	The unit clearly describes resource needs for each recommendation made.

See number 6 on page 11 of Assessment Handbook for directions.

Progress report on faculty scholarship and creative activity as well as faculty/student scholarship and creative activity (15 August of the previous year - 14 August of the current year).

Faculty Member's/ Student's Name	Full-time (FT) or Part-time (PT)	Type of Scholarship or Creative Activity

See number 7 on page 12 of Assessment Handbook for directions.

Progress report on recent graduates.

Student's Name	Employed? Provide any details known (full-time, part-time, name of employer, etc.)	Accepted to graduate school? Provide any details known (Names of graduate schools, assistantships or scholarships offered, etc.)	Attending graduate school? Provide any details known (Names of graduate school, assistantship or scholarship offered, major field, etc.)

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See number 8 on page 12 of Assessment Handbook for directions.

Report the Student to Full-Time Faculty Ratio for the Past Four Years (Include Students Who Were Declared Majors within the Academic Year Being Reported.)

Year	Number of Graduates	Number of Declared Majors	Number of FT Faculty	Students : FT Faculty Ratio
2014 - 2015				
2015 - 2016				
2016 - 2017				
2017 - 2018				
Average				

50

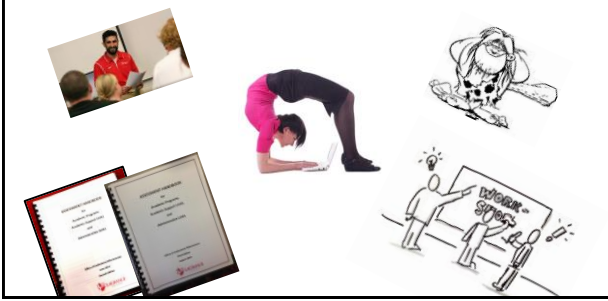See number 9 on page 12 of Assessment Handbook for directions.

Report the Number of Generated Credit Hours for the Past Year.

Course Code	Course Title	Number of Students Enrolled	Number of Generated Semester Hours	Required or Elective for Major	Required or Elective for Another Program	Service Course (i.e. General Education)	Other
MATH0100F01	Basic Mathematics	29	87			87	
MATH1101C01	College Algebra	28	84			84	
MATH1101C02	College Algebra	40	120			120	
MATH1114C01	Introduction to Statistics	29	87		87		
MATH2305C01	Precalculus	12	48		48	X	
MATH2305C02	Precalculus	23	92		92	X	
MATH2221C01	Analytic Geom & Calculus I	18	72	72	X	X	
MATH2222C01	Analytic Geom & Calculus II	8	32	32	X	X	
MATH2224C01	Differential Equations	10	30	30	X		
MATH2241C01	Programming in MATLAB	11	44	44	X		
MATH3310C01	Math for Early Childhood Educ	7	21		21		
	Totals	215	717	178	248	291	0

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Incidental Lessons Learned . . .

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Questions?

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Reference
Links

- NEASC Standards
- MSCHE Standards
- HLC Standards
- Regional Accreditation and Student Learning Outcomes: Mapping the Territory
- SACSCOC Standards
- SACSCOC Most Cited Standards
- Word Cloud Generator
- Cartoon Stock (purchased for presentation)

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