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ADMINISTRATIVE POLICY #03-10-05 (2018)

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT POLICY

Policy Title: Institutional Effectiveness and Assessment (IEA) Policy

Policy Type: Administrative Policy

Policy Number: ADM #03-10-05 (2018)

Approval Date: 08/28/18

Responsible Office: Office of Institutional Effectiveness, Planning, and Learning

Responsible Executive: Provost and Vice President for Academic Affairs

Applies to: College Community

POLICY STATEMENT

Wiley College has the responsibility (a) to assess student learning outcomes to determine the quality of its curriculum and educational process in equipping students with the capability to become productive citizens; (b) to assess the quality of the learning environment to ensure improved retention and graduation rates; and (c) to assess support services that enhance student learning and satisfaction in order to increase organizational efficiency and improve performance across all areas. The purpose of assessment at Wiley College (WC) is to create an environment that fosters student learning, development and success. This is accomplished through an ongoing process of improvements in academic programs, educational support services, and administrative units. This policy establishes a comprehensive College-wide program of institutional effectiveness and assessment at Wiley College. The Wiley College Assessment Advisory Committee (WCAAC) and the Office of Institutional Effectiveness (i.e, Accreditation, Assessment, Institutional Research, Planning and Testing) and the Office of Institutional Research are responsible for generating the guidelines for initiation, review, approval and publication of policies, practices and management of data related to such a program.

DEFINITIONS

There are no definitions that associate with this policy.

CONTACT(S)

The Office of Institutional Effectiveness in the Division of Academic Affairs officially interprets this policy and is responsible for matters pertaining to this policy as it relates to the assessment of general education outcomes.

The Provost and Vice President for Academic Affairs is responsible for obtaining approval for any revisions as required by Presidential Policy Creating and Maintaining Policies through the appropriate governance structures. Questions regarding this policy should be directed to the Office of Institutional Effectiveness.

STAKEHOLDER(S): Academic programs, educational support units, and administrative units.

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT: POLICY CONTENTS

Purpose The primary purpose of assessment is to provide information that informs planning and decision-making and the improvement of programs and services. Second, the assessment process serves to meet accreditation, accountability and other external requirements. Third, assessment expands the foundation of knowledge underlying effective learning, teaching, and service. In this way, effective assessment practice creates an institutional culture of evidence – an environment characterized by an ability and willingness of academic programs and non-academic (i.e., Educational Support and Administrative) units to use information, collected through the assessment process, to improve the quality of the College experience.

Procedures given these purposes, the Wiley College Assessment Advisory Committee, and the Office of Institutional Effectiveness (OIE) have developed a three-pronged comprehensive institutional effectiveness process.

I. Unit Assessment

A. Unit assessment at Wiley College is a College-wide unit based process to determine unit effectiveness, i.e., to determine how well and in what ways units are meeting their individual and College-wide goals and how the units can improve their performance.

- The unit is used in a generic sense. This policy applies to academic programs (e.g., B.B.A.. in Business Administration), educational support units (e.g., Library, Student Success Academy), and administrative units (e.g., Police Department, Dining Services)

B. Assessment of a unit is the responsibility of the faculty (academic programs) and staff (non-academic programs or Educational Support and Administrative (ESA) units).

C. To ensure faculty and staff involvement, each academic program and ESA unit will have a Program Assessment Facilitator.

D. The Program Assessment Facilitator in cooperation with faculty and staff shall have primary responsibility for the development, implementation, and ongoing use of assessment activities for continuous quality enhancement.

E. Assessment activities at the College/School/Division level will be coordinated by the College/Division Assessment Coordinators.

- The College Division Assessment Coordinators will be appointed for a three-year term by the respective Vice Presidents and Deans.
- The Vice Presidents, Deans, and Department Heads/Directors will ensure that appropriate assessment of unit effectiveness is occurring in all of the College's programs and ESA units.

F. In implementing unit assessment, all academic programs and ESA units submit in writing to the Office of Institutional Effectiveness on an annual basis assessment plans and assessment reports. Assessment Plans and Assessment Reports demonstrate the units' ability to collect reasonable information regarding the units' effectiveness from appropriate constituencies and to use that information for continuous unit improvement.

G. The raw data of assessment activities remain with the unit.

II. Core Competencies Assessment

A. Oversight of the state-mandated assessment of the Core Competencies is the responsibility of Academic Affairs through the College Assessment Advisory Committee, General Education Council, and Executive Committee of the Academic Council.

B. Core Competency Task Groups are comprised of:

- One representative from each of the four divisions.
- At least three content specialists. • Accreditation and/or Assessment Specialists.
- Members will be appointed by the respective deans.
- Task Force Groups will have a rotating membership with staggered appointments to allow for continuity.
- All members of the Task Force Groups are eligible for reappointment.
- There is no limit to the number of reappointments.
- The committee will be chaired by one of the faculty representatives elected annually by the Task Force Group members.
- Task Force Groups meet at least three no more than five times per semester to coordinate assessment efforts and develop strategies and tactics to improve faculty instruction and student performance on core competency assessment.

C. Students' competencies in critical thinking, quantitative reasoning, written communication, and civic engagement and Christian faith.

D. Task Groups develop proposals for core competencies in alignment with College requirements.

E. The proposals will:

- Develop definitions for each competency and assessment goals,
- Identify who will be assessed, and
- Develop a timeline.

F. After the proposals are approved by the President's Cabinet, Task Force Groups will:

- Support the Office of Institutional Effectiveness
- Request summaries of assessment results from OIE.
- Develop plans to use assessment results to improve student performance on core competencies.

G. Although assessment of the Core Competencies is state-mandated, the Core Competency Task Force Groups develop an assessment process that is appropriate for Wiley College's students and faculty as well as consistent with Wiley College's mission to equip students with a liberal arts education with a global focus, endeavors to provide an intellectually stimulating environment, promoting student competencies in communication as well as critical and analytical thinking.

H. Throughout the year, OIE facilitates assessment workshops and individual consultations to the Task Force Groups to provide necessary training and education in the core competency assessment.

III. College Assessment

College assessment includes assessment of:

A. Student progress through the institution,
B. Student satisfaction with the College experience,
C. The quality and efficacy of units and services,
D. The institutional environment and climate.
E. The Graduating Student Exit Survey, the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), the College Student Inventory (CSI), the Alumni Survey, and Customer Service Surveys are examples of College Assessment tools. Such College-wide assessment activities are the joint responsibilities of several offices, depending on what is being assessed.
F. The Office of Institutional Effectiveness coordinates analysis of survey data, facilitates the distribution of the results, and provides necessary training and education in the utilization of assessment information for continuous quality enhancement.

PUBLICATION

This policy shall be widely published or distributed to the College community. To ensure timely publication and distribution thereof, the Responsible Office will make every effort to:

- Communicate the policy in writing, electronically or otherwise to the College community within fourteen days of approval;
- Submit the policy to for inclusion in the online Policy Library within 14 days of approval;
- Post the policy on the appropriate SharePoint Site and/or Website; and
- Educate and train all stakeholders and appropriate audiences on the policy's content as necessary. Failure to meet publication requirements does not invalidate this policy.

REVIEW SCHEDULE

• Next Scheduled Review: 08/27/2023

• Approval by, date: Executive Cabinet, 8/27/18

• Revision History: New, August 27, 2018

• Supersedes:

RELATED DOCUMENTS

There are no related documents for the policy.

FORMS

There are no forms associated with this policy and procedures