

ELIZABETH CITY STATE UNIVERSITY
University Policy on Institutional Effectiveness, Research and Assessment

Preamble

The purpose of this policy is to present a formal statement concerning institutional effectiveness and assessment at Elizabeth City State University (ECSU). Consistent with standards established by the University's accrediting body, SACSCOC, ECSU engages in on-going, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services and that promote their continuous improvement.

I. Policy Statement

ECSU develops and maintains an institutional effectiveness process for a campus-wide, systematic on-going collection of institutional data to assist units of the University to create action plans which will achieve the goals and outcomes set according to the University mission. Continuous improvement strategies derived from the planning and assessment processes conducted for each academic and administrative unit at ECSU helps to measure and improve its quality.

The Institutional Effectiveness Strategic Planning Council and the Office of Institutional Effectiveness, Research, and Assessment are responsible for producing the guidelines for initiation, review, approval, and publication of the policies, practices, and management of data.

It is the responsibility of ECSU to: (a) assess student learning outcomes to validate the curricula in order to ensure that students are well prepared for the 21st century workforce; (b) assess the academic and social environment to improve retention and graduation rates; (c) assess academic and administrative support services to increase student learning in order to improve institutional efficiencies; and (d) assess community involvement and activities across the campus.

II. Procedure

Under the senior-level leadership, the administration, faculty, and staff of ECSU participate in on-going planning and assessment for both student learning outcomes and administrative services outcomes. The Institutional Effectiveness Strategic Planning Council and the Office of Institutional Effectiveness, Research, and Assessment developed a five-part comprehensive institutional effectiveness process comprised of: (a) Academic and Administrative Unit Assessment (Students Learning Outcomes and Administrative Unit Outcomes), (b) General Education Outcomes Assessment, (c) University Assessment (Academic and Administrative Support Services), (d) Community Outreach Assessment, and (e) research.

1. Academic and Administrative Unit Assessment (*Student Learning Outcomes and Administrative Unit Outcomes*)

- a. Academic and Administrative unit assessment of student learning outcomes at ECSU is a campus-wide process to verify and validate their effectiveness.
- b. Assessment of a unit is the responsibility of the Program Assessment Coordinator (academic programs), Administrative Unit Assessment Coordinator (non-academic programs), department chairs, and /or unit directors.
- c. The Program Assessment Coordinator, in collaboration with faculty and staff, has primary responsibility for the development, implementation, and on-going use of assessment activities for continuous quality enhancement.
- d. Assessment activities at the schools/division level are coordinated by a designated program or unit assessment coordinator.
- e. The vice chancellors, deans and department chairs or directors ensure that appropriate assessment of unit effectiveness is occurring in all of the University's programs and administrative support units.
- f. In implementing unit assessment, all academic programs and administrative support units submit assessment reports electronically and in writing on an annual basis to their respective division heads and to the Office of Institutional Effectiveness, Research, and Assessment.
- g. Assessment reports demonstrate each unit's ability to collect and analyze reasonable data from appropriate constituencies regarding the unit's effectiveness and to use the results of those analyses for continuous unit improvement.
- h. Data from assessment activities remain with the unit and findings are archived in assessment software.

2. General Education Outcomes Assessment (*Student Learning Outcomes*)

- a. The Office of Academic Affairs oversees the assessment of core competencies through the General Education Advisory Board.
- b. The General Education Advisory Board oversees the assessment of core competencies and makes appropriate modifications to the General Education (GE) core to ensure the curriculum is relevant to the educational needs of our students and comparable to the requirements of other institutions in the UNC system. Modifications of GE core requirements are properly vetted through the following bodies:
 - i. General Education Advisory Board
 - ii. University Curriculum Committee
 - iii. Academic Affairs Planning Council
- c. The General Education Advisory Board is comprised of faculty representatives from the degree granting programs and a representative from the following areas:
 - i. Honors Program
 - ii. Library
 - iii. Institutional Effectiveness, Research and Assessment

- iv. Office of the Registrar
 - v. Members are appointed by the Provost and Vice Chancellor of Academic Affairs.
- d. The General Education Advisory Board meets at least twice each semester to coordinate assessment efforts and develop strategies and procedures to improve faculty instruction and student performance on core competency assessment.
- e. Student competencies in: (a) critical thinking, (b) oral communication, (c) written communication, (d) quantitative and analytical reasoning, (e) scientific reasoning, and (f) information and technology literacy are assessed on a cyclical calendar to ensure that all are reviewed in a timely manner.
- 3. University Assessment** (*Academic and Administrative Support Services*)
- a. Coordinates assessment of indirect measures of performance and satisfaction such as:
 - i. Student satisfaction with the university experience
 - ii. Student satisfaction with the quality of instruction and academic/administrative support services
 - iii. The UNC System Office mandated System Employee Engagement Survey and Alumni surveys. The National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and Student Satisfaction surveys, all are examples of assessment instruments used by ECSU.
 - iv. Direct assessment measures are developed by the division or unit.
 - b. Ensures campus-wide assessment activities are implemented in a cooperative manner by several campus units.
 - c. Analyzes survey data, facilitates the distribution of the results, and provides any necessary training in utilizing assessment information and implementing processes for continuous quality enhancement and institutional effectiveness.
 - d. Facilitates community engagement/outreach
 - e. Conducts research