ELIZABETH CITY STATE UNIVERSITY
University Policy on Institutional Effectiveness 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). It establishes a comprehensive university-wide program of institutional effectiveness and assessment. Consistent with standards established by the university’s accrediting body, through enacting these principles and processes, the university engages in on-going, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services and promotes continuous improvement in those programs and services.

I. Policy Statement

It is the policy of ECSU to develop and maintain an institutional effectiveness process for campus-wide, systematic, on-going collection of institutional data that assists units of the university in creating action plans to achieve the goals and outcomes they have set to advance the mission of the university. Institutional Effectiveness results from the planning and assessment process that each academic and administrative unit at ECSU undertakes to measure and improve its quality.

The Institutional Assessment Advisory Committee and the Office of Institutional Effectiveness, Research, and Assessment are responsible for producing the guidelines for initiation, review, approval and publication of policies, practices and management of data related to such a program.

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

II. Procedure

Under the leadership of the Chancellor; the administration, faculty, and staff of ECSU participates in on-going planning and assessment for both student learning outcomes and administrative services outcomes. The Institutional Assessment Advisory Committee and the Office of Institutional Effectiveness, Research, and Assessment developed a three part comprehensive institutional effectiveness process comprised of: (a) Academic and Administrative Unit Assessment (Students Learning Outcomes), (b) General Education Outcomes Assessment, (c) University Assessment (Academic and Administrative Support Services), and (d) community outreach assessment.
1. **Academic and Administrative Unit Assessment** *(Student Learning Outcomes)*

   a. Academic and Administrative unit assessment of student learning outcomes at ECSU is a campus-wide process to verify and validate unit effectiveness.
   
   b. Assessment of a unit is the responsibility of the Program Assessment Coordinator (academic programs), Administrative Assessment Coordinator (non-academic programs), department chair persons 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 School/Division level are coordinated by a designated program or unit assessment coordinator. The School/Division Assessment Coordinators are appointed by the respective Vice Chancellors and Deans.
   
   e. The Vice Chancellors, Deans and Department Heads /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 the units’ ability to collect reasonable information regarding the units’ effectiveness from appropriate constituencies and to use that information for continuous unit improvement.
   
   h. Data sets or raw data from assessment activities remain with the unit and are archived.

2. **General Education Outcomes Assessment**

   a. The General Studies 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:
      - General Studies Advisory Board
      - University Curriculum Committee
      - Academic Affairs Planning Council
      - Administrative Council
      - Board of Trustees
   
   b. The Office of Academic Affairs oversees the assessment of core competencies through the General Studies Advisory Board.
   
   c. The General Studies Advisory Board is comprised of faculty representatives from the degree granting programs and a representative from the following areas:
      - Honors Program
      - Library
      - Institutional Effectiveness, Research and Assessment
      - Registrar
• Retention
d. Members are appointed by the Provost and Vice Chancellor of Academic Affairs.
e. The General Studies 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.
f. Students’ competencies in: (a) written communication (composition), (b) literature & language (reading & critical thinking), (c) fine arts & communication (oral communication), (d) natural sciences & math (scientific reasoning), (e) natural sciences & math (quantitative reasoning), and (f) computer & information literacy (technology literacy) are assessed during the academic year.

3. University Assessment *(Academic and Administrative Support Services)*

a. University assessment includes assessment of indirect measures of performance and satisfaction such as:
   • Student satisfaction with the university experience
   • Student satisfaction with the quality of instruction and academic/administrative support services
   • The UNC-General Administration mandated Graduating Senior, Sophomore, and Alumni surveys, the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), the College Student Inventory (CSI), the Student Satisfaction Inventory, and the Institutional Priorities Survey, are examples of assessment instruments used by ECSU.
b. Campus-wide assessment activities are implemented in a cooperative manner by several campus units.
c. The Office of Institutional Effectiveness, Research, and Assessment coordinates the analysis of survey data, facilitates the distribution of the results, and provides any necessary training in the utilization of assessment information and the implementation of processes for continuous quality enhancement and institutional effectiveness.
d. Community engagement/outreach.