EDWARD WATERS COLLEGE

Emerging Eminence

Institutional Effectiveness

Manual

Office of Institutional Planning, Research, and Effectiveness

(OIPRE)

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OVERVIEW

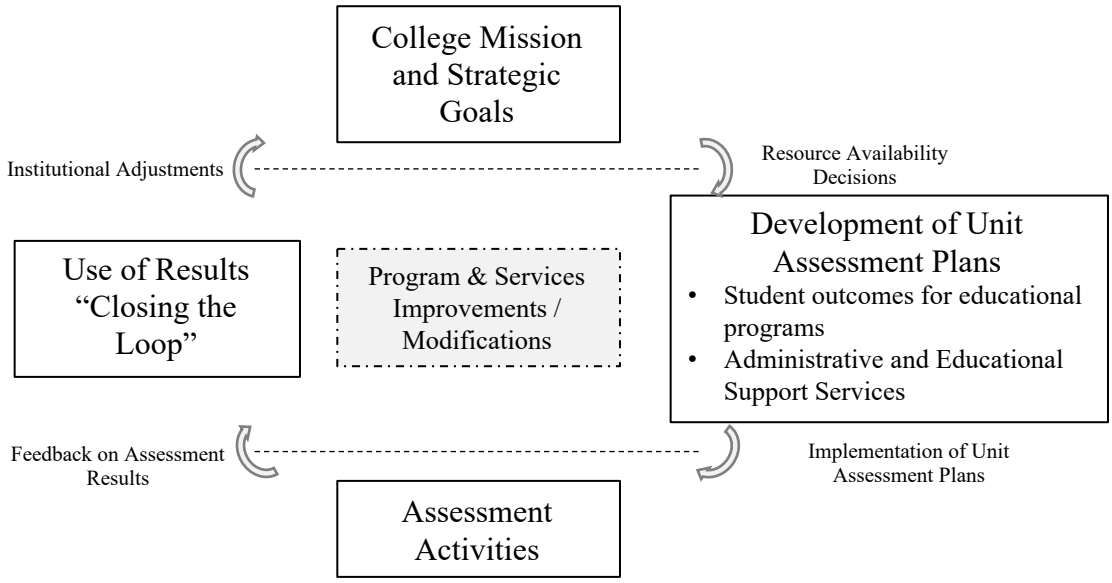
Edward Waters College (EWC) has a long history of employing strategic planning as a means for demonstrating institutional effectiveness. The Office of Institutional Planning, Research, and Effectiveness (OIPRE) is charged with coordinating an integrated planning and assessment process designed to facilitate data driven decision making at EWC. The Office serves as a driving force for the development and implementation of the college strategic plan and serves to garner input from all institutional stakeholders. OIPRE is responsible for ensuring that the college is in compliance with federal, state, and local mandates as well as with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). OIPRE coordinates the development and implementation of a comprehensive planning and evaluation process in collaboration with all units to promote institutional accountability and adherence to the mission, vision, and values of the college. OIPRE delivers a variety of consultations to academic and non-academic units across the college regarding academic program assessment and instructional effectiveness to support department chairs and academic support services. In addition, OIPRE supports all accreditation activities including the coordination of the Self-Study, Fifth Year Interim Report, and the Decennial's Compliance Certification Report (CCR).

Operational Level

Institutional Effectiveness (IE) at EWC is a systematic, ongoing, and documented process for strategic planning, evaluation, and assessment of outcomes at the institutional, unit, program, and course levels. Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against EWC mission. Furthermore, IE is about (1) planning to realize mission and goals, (2) assessing outcomes and objectives, and, (3) ultimately, demonstrating improvement. The IE process at EWC is designed to permeate every facet of the College.

To meet certain state, federal, and SACSCOC requirements for accreditation, the College is required to demonstrate that it accomplishes its IE goals and objectives in a systematic, process-oriented way. In short, this manual provides the College with a means to meet these obligations for implementation and assessment of its IE principles for continuous improvement. At the unit level, the process includes (a) developing a unit purpose statement and annual objectives and/or student learning outcomes to support of the college's mission and goals (b) developing procedures / assessment methods and criteria for measuring the success of the unit's objectives/learning outcomes and (c) documenting results and use of results to show that the unit is continuously improving its programs and/or services (Nicholas,1995). The annual IE cycle is represented in figure 1 (page 3), showing a conceptualization of the integration of planning, research, and assessment as a way to facilitate institutional effectiveness. The documents used to implement the IE cycle are provided in the appendices of this manual.

Figure 1. The Institutional Effectiveness Model



Adapted from *The Department Head's Guide to assessment Implementation in Administration and Educational Support Services*, by James O. Nichols and Karen W. Nichols, Agathon Press, New York, 2000.

Strategic Planning

What is the difference between Strategic Planning and IE Planning?

Strategic planning focuses on the actions that are taken to implement the Institutional Mission, while institutional effectiveness planning focuses on the end result to determine how well the Institutional Mission is being fulfilled. Strategic planning is means/process oriented, meaning it focuses on actions to improve processes or make a unit operate more efficiently. Institutional effectiveness planning (sometimes referred to as outcomes assessment) is outcomes oriented, meaning it focuses on measuring how well students are learning in the programs and measuring how well administrative units are operating.

Strategic Planning at EWC

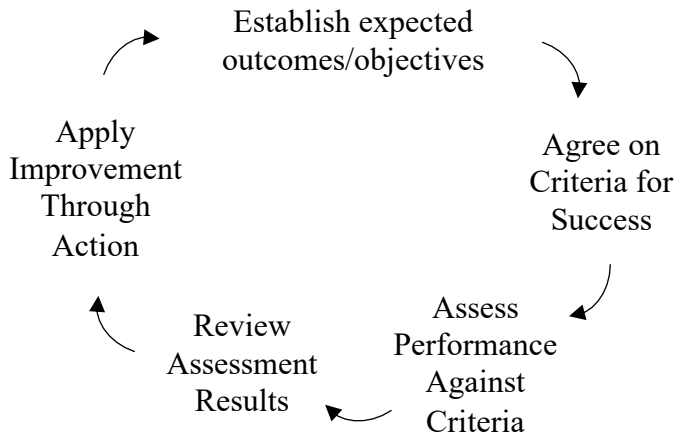
The College's strategic plan consists of a vision statement, mission statement, core values and strategic initiatives. The strategic plan establishes the overall direction for the College and serves as the foundation for annual goal planning at all levels of EWC. It positions EWC for the future and establishes its long-term direction through the planning process. It identifies and assesses the institution's relevant strategic advantage and sets the stage for the development of the institutional operational plan and funding priorities.

The planning process is an on-going, campus-wide activity. Responsibility for supporting the process lies with the President's Office and OIPRE.

Outcomes Assessment Planning

EWC's Educational Programs and Administrative and Educational Support Units complete annual outcomes assessment planning, which is sometimes referred to as IE planning. This process allows EWC to capture, manage, archive, and track academic and administrative assessment information for regional and disciplinary accreditation, program reviews, annual reporting, and program improvement. Please see Figure 2.

Figure 2. Outcomes Assessment Planning at EWC



Educational Programs Assessment Plan: Student Learning Outcomes Assessment

Student Learning Outcomes Assessment for educational programs occurs every academic year. Academic Department Chairs ensure that each Major/Degree awarded within their division is assessed. Program Coordinators, with feedback from other faculty within their discipline, are responsible for entering data for their program(s).

Administrative and Educational Support Units Assessment Plan

Administrative and educational support units complete assessment annually. Directors/department heads ensure assessment data is entered for their area. Mission, Outcomes/Objectives, and Measures are set for the current fiscal year in the summer. Findings and action plans are completed

the following summer. Administrators and staff may request assistance from OIPRE, or assistance may be provided during scheduled training sessions or open-door sessions throughout the year.

Upon submission, data is reviewed, and feedback is provided to the director/department head by OIPRE. The Area Vice Presidents ensure all directors/department heads have completed assessment reports for their area(s) and the reports are complete and submitted by the designated date to OIPRE. EWC Annual Planning, Evaluation, and Reporting Calendar is shown in Table 1.

Table 1. EWC Annual Planning, Evaluation, and Reporting Calendar

July	August	September	October	November	December
Cabinet leadership retreat	Academic/non-academic units develop objectives/strategies and submit to OIPRE	Enrollment census taken academic/non-academic units initiate implementation of strategies	IPEDS reporting	Student evaluation of faculty instruction (campus labs) Major Field Test fall graduates	EWC Fact book updated

January	February	March	April	May	June
	IPEDS Reporting	Spring student evaluation of faculty instruction	IPEDS Reporting Major Field Test spring graduates	Academic and non-academic units prepare assessment reports/program reviews and submit to OIPRE	OIPRE analyzes assessment reports and provides feedback to cabinet

Unit Assessment Plans

OIPRE provides technical assistance in the preparation of administrative and student learning outcome through scheduled trainings. By adopting ongoing, meaningful, and useful assessment strategies, the college supports the development of the culture of evidence necessary to accurately document student learning and program success. Unit Assessment Plans provide clear evidence of the linkage between the strategic plan and the daily operations of each unit.

Appendices

Appendix 1. Academic Department Program Assessment Plan

EDWARD WATERS COLLEGE

Academic Department Program Assessment Plan

Name of Degree Program: _____

Academic Year: _____

Departmental Mission: _____

Student Learning Outcomes	Assessment Criteria (Expected Outcome)	Assessment Results (Actual Outcome)	Action Plan

Appendix 2. Non-Academic Department Plan

EDWARD WATERS COLLEGE

Non-Academic Department Plan

College Division: _____

Academic Year: _____

Strategic Goal: _____

Operational Goal: _____

Objective	Staff Responsible	Timeline	Budget Implication