



## **Institutional Effectiveness and Assessment Policy**

**Policy Title:** Institutional Effectiveness and Assessment (IEA) Policy

**Policy Type:** Administrative Policy

**Policy Number:** # 39-01 (2021)

**Approval Date:** 11/04/2021

**Responsible Office:** Office of Academic Effectiveness

**Responsible Executive:** Provost and Vice President for Academic Affairs

**Applies to:** University Community

### **POLICY STATEMENT**

Norfolk State University 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; (c) to assess support services that enhance student learning and satisfaction to increase organizational efficiency and improve performance across all areas; and (d) to increase organizational efficiency and improve performance in all areas. The purpose of assessment at Norfolk State University (NSU) is to create an environment that fosters student learning, development, and success. This is accomplished through an ongoing process of improvement in academic programs, educational support services, and administrative units.

This policy establishes a comprehensive university-wide program of institutional effectiveness and assessment at Norfolk State University. The Office of Academic Effectiveness (OAE) (i.e., Accreditation, Assessment, and Testing) is responsible for monitoring, educating, training, and coordinating the University's on-going planning and assessment to ensure compliance with federal, state, and institutional accrediting bodies. OAE collaborates with the University Assessment Advisory Committee (UAAC) to maintain a campus culture of assessment that fosters university-wide participation with monitoring and implementing policies, best practices, and improvements from assessment results.

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**DEFINITIONS**

Assessment Facilitators- are subject matter experts in academic programs, educational support, or administrative units responsible for planning and reporting assessment in their assigned areas.

Assessment Coordinators- are individuals assigned by a Vice President, Dean, or Department Head/Director to monitor all assessment activities for their respective Division.

**CONTACT(S)**

The Office of Academic Effectiveness in the Division of Academic Affairs officially interprets this policy. It is responsible for matters pertaining to this policy as it relates to the assessment of academic, educational support, and administrative outcomes.

The Provost and Vice President for Academic Affairs is responsible for obtaining approval for any revisions required by BOV Policy # 01 (2014) *Creating and Maintaining Policies* through the appropriate governance structures. Questions regarding this policy should be directed to the Office of Academic Effectiveness.

**STAKEHOLDER(S)**

Academic programs, educational support units, and administrative units.

**INSTITUTIONAL EFFECTIVENESS: POLICY CONTENTS**

**Purpose**

The primary purpose of assessment is to inform planning and decision-making for

the improvement of programs and services. Second, the assessment process is designed to meet accreditation, federal, state, and other external requirements. Third, assessment expands the foundation of knowledge underlying effective learning, teaching, and service. Effective assessment practice creates an institutional environment where academic, educational support, and administrative units use information collected through the assessment process to improve the University experience.

## **Procedures**

The Office of Academic Effectiveness (OAE), in liaison with the University Assessment Advisory Committee, developed a comprehensive institutional effectiveness process.

### **I. Unit Assessment**

- A. Unit assessment at NSU is a process to determine how well and in what ways units are meeting their individual and university-wide goals and how the units can improve their performance.
- B. Assessment of the academic program is the responsibility of the faculty. Assessment of Educational Support and Administrative (ESA) units is the responsibility of the staff.
- C. To ensure faculty and staff involvement, each academic program and educational support and administrative unit will have an Assessment Facilitator.
- D. The Assessment Facilitator, in cooperation with faculty and staff, shall have primary responsibility for the development, implementation, and on-going use of assessment activities for continuous quality enhancement.
- E. The Assessment Coordinators will coordinate assessment activities at the College/School/Division levels.
  - i. The Assessment Coordinators will be appointed for a three-year term by the respective Vice Presidents and Deans.
  - ii. The Vice Presidents, Deans, and Department Heads/Directors will ensure that appropriate assessment of unit effectiveness is occurring.
- F. All academic programs and ESA units submit assessment plans and assessment reports in Watermark/Accountability Management System to the Office of Academic Effectiveness annually 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 Academic Affairs' responsibility through the General Education Council.
- B. Core Competencies are assessed as mandated by the State Council of Higher Education for Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

## **III. University Assessment**

The Office of Academic Effectiveness coordinates analysis of survey data, facilitates the distribution of results, and provides necessary training and education in the utilization of assessment information for continuous quality enhancement. University assessment includes the measurement of student progress through the institution, student satisfaction with the University experience, the quality and efficacy of units and services, the institutional environment, and climate. University-wide assessment activities are the joint responsibilities of several offices, depending on what is being assessed.

## **EDUCATION AND COMPLIANCE**

- The Office of Academic Effectiveness provides on-going training to employees on this policy's requirements through in-person and virtual meetings.
- Records of the training are maintained in the Office of Academic Effectiveness.
- Reports regarding institutional effectiveness and assessment results are completed by the Office of Academic Effectiveness and disseminated or shared with the University community.
- Failure to implement the policy may result in the University being out of compliance with the SACSCOC standards and SCHEV requirements.

## **PUBLICATION**

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

- Communicate the policy in writing to the University community within 14 days of approval;
- Submit the policy 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:** 11/04/2024
- **Approval by, date:** President, 09/22/2015; 11/04/2021
- **Revision History:** New, April 24, 2018; April 27, 2021
- **Supersedes:** 30.017

## **RELATED DOCUMENTS**

#39-02 (2014) University Assessment Advisory Committee Policy

[The Principles of Accreditation: Foundations for Quality Enhancement](#)

## **FORMS**

*There are no forms associated with this policy and procedures.*