SACS Expectations

2.5 - Institutional Effectiveness (CR)

3.3.1 - Institutional Effectiveness (CS)

3.5.1 - General Education Goals (CS)

(College Level Competencies)
SACS Recommendation (2002)

Section III (Institutional Effectiveness)

“The Committee recommends that the College establish a systematic evaluation process which assures that both college and unit-level institutional effective measures are outcome-based and documented college wide.”
Outcome-Based Evaluation of Institutional Effectiveness at NOVA

Focus on Outcomes:
- Student Learning Outcomes
- Program Outcomes
- College-Level Competencies
- Efficiency/Effectiveness
- Quality Customer/(Student) Services
Current Processes

- Annual cycle – Annual Planning and Evaluation Reports
  - Instructional programs (degree-awarding)
  - Administrative units (units headed by Vice Presidents, Sub-units headed by Directors)
  - Campuses (headed by provost, functional areas headed by Provosts’ staffs)

- Program/Discipline evaluation
  - Programs – seven-year cycle
  - Disciplines – ten-year cycle

- Annual planning and evaluation cycle aligned to the fiscal/academic year (mid-year evaluation in December)
Emphasis on Student Learning Outcomes in Instructional Programs

- Focus on NOVA’s degree-awarding programs and selected career studies certificates (see appendix)
- Effective student learning
  - Programs define what students are expected to learn
  - Programs designate the means of measurement
- To close the feedback loop, programs incorporate assessment data and thereby demonstrate continuous improvement
Instructional Programs to Assess Student Learning Outcomes

Programs that will define, assess, and report on student learning outcomes:

1. All degree-awarding instructional programs

2. Career studies certificates not connected to degree-awarding instructional programs
Demonstrating Institutional Effectiveness through a Program Mapping Process

- Each program completes a map of program-specific student learning outcomes to show how these learning objectives are met.

- Curriculum mapping process
  - the program’s student learning outcomes
  - the courses in which these outcomes are met
  - the extent to which each outcome is achieved
General Education and Core Competencies

- VCCS established general education goals:
  - Communication
  - Critical thinking
  - Cultural and social understanding
  - Information literacy
  - Personal development
  - Quantitative reasoning
  - Scientific reasoning
General Education and Core Competencies

- SCHEV specified core competencies:
  - Writing (2010)
  - Scientific reasoning (2009)
  - Quantitative reasoning (2008)
  - Critical Thinking (2007)
  - Information literacy (2006)
  - Oral communication (2005)

- NOVA participates in annual testing of core competency requirements for graduates (JMU). The current system is not very satisfactory.
Explore Various Options for Assessment of College-Level Competencies

- Negotiate with VCCS for different process
- Use commercial instruments in courses with large number of students nearing degree completion.
- Locally-developed instruments
- Internal consultation with appropriate groups/individuals
Assisting Teaching Faculty on Student Learning Outcomes

Workshops in Spring 2009 will include:

- Laying foundation for assessing student learning outcomes
  - General information workshop
  - Writing student learning outcomes
  - Teaching the techniques of mapping
- Techniques for measuring student learning outcomes
  - Classroom Assessment Techniques
  - Developing grading rubrics
  - Embedding testing items
- Closing the Loop
  - Communicating results to faculty
  - Using results to enhance teaching
  - Using results in program reviews
More Rigor in Annual Planning and Evaluation Reports

- Current reports lack in rigor and are uneven in quality
- Improvement in next three cycles
- SACS documentation will include:
  - Annual planning and evaluation reports
  - College-level competencies results
  - Summaries of program evaluation reports
  - Action plans and implementation reports
  - Various program maps (online)
# Three-Year Assessment Plan

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>Workshops for faculty</td>
</tr>
<tr>
<td>June 2009 – Sept. 2009</td>
<td>Cycle One - Student learning outcomes and College Level Competencies</td>
</tr>
<tr>
<td>Jan. 2010 – Sept. 2010</td>
<td>Cycle Two - Student learning outcomes and College Level Competencies</td>
</tr>
<tr>
<td>Jan. 2011 – August 2011</td>
<td>Cycle Three - Student learning outcomes and College Level Competencies</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Preparation of SACS report</td>
</tr>
</tbody>
</table>