

GOD FIRST!

INSTITUTIONAL EFFECTIVENESS HANDBOOK

A Practical Guide for Planning and Assessing Effectiveness



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Institutional Effectiveness Assessment & Planning Handbook

INTRODUCTION

The purpose of institutional effectiveness (IE) is to promote evidence based continuous improvement in student learning, academic and cocurricular programs, administrative processes, and auxiliary services. Assessment is a mechanism used to determine the degree to which an institution is effective. The assessment process is a formal system of documentation for accountability and reporting to all University stakeholders.

INSTITUTIONAL EFFECTIVENESS AT OAKWOOD

Institutional Effectiveness at Oakwood encompasses the following:

- An institutional perspective which focuses on a cycle of planning, implementation, and assessment transform the University mission, goals, and initiatives into reality
- A commitment to accountability which extends beyond accrediting bodies
- A delineation of expected outcomes
- An assessment of student and the institutional accomplishments
- Analysis of assessment results used to inform decision making
- Action plans to address gaps discovered through evaluations
- A campus-wide evaluation process

INSTITUTIONAL EFFECTIVENESS COMMITTEE

The Institutional Effectiveness Committee is comprised of a cross-sectional group of faculty, staff, and administrators that help ensure that evaluation is systematic, broad-based, interrelated, and appropriate. The committee assists in defining expected educational results, methods for analyzing results, and establishing guidelines and procedures to evaluate educational effectiveness. The standing members are:

- President, ex-officio
- Provost/Senior VP Chief Academic Officer
- Associate Provost for Graduate Education
- Associate Provost for Undergraduate Education
- Vice President for Financial Administration
- Vice President for Research and Faculty Development
- Vice President for Student Services
- Vice President for Mission, Enrollment Services and Retention
- Executive Director for Advancement and Development
- Chief Information Officer
- Information Technology Representative
- One Dean per term (serves on a rotating basis)
- Five Faculty Members (one from each school)
- Executive Director Employee Services
- QEP Representative
- Dean of Center for Student Success
- Chair of General Education Committee
- Head Librarian
- Institutional Effectiveness Office Manager (Secretary)
- USM Academic Vice Senator
- Student Senate Member

Specific responsibilities are:

1. To provide institution-wide coordination of assessment and evaluation activities.
2. To monitor the overall implementation of Oakwood University's comprehensive assessment process.
3. To ensure that assessment and evaluation activities are consistent with the principles and criteria stipulated in the University's Planning and Assessment Handbook.
4. To recommend changes in the assessment process.
5. To ensure that the University is in compliance with the Principles of Accreditation, Southern Association of Colleges and Schools.
6. To assist, when requested, in the preparation of official reports pertaining to institutional assessment and effectiveness and the Adventist Accrediting Association.
7. To recommend means of increasing institutional effectiveness and accountability to the appropriate administrators.

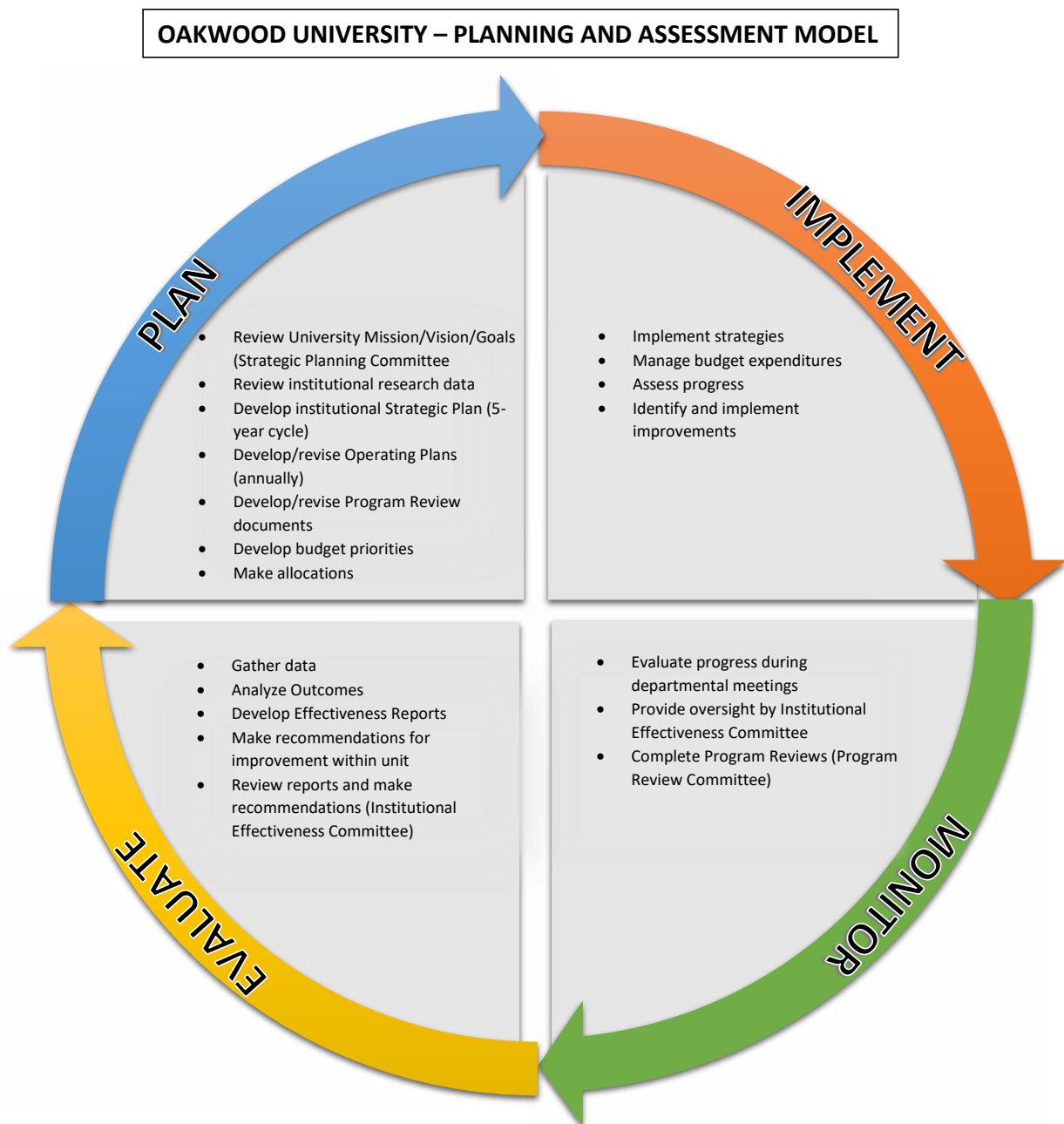
8. To keep the University administrators informed of campus-wide assessment activities, priorities, issues, deadlines and needs.

PLANNING AND ASSESSMENT MODEL

The institutional effectiveness model used by Oakwood University emerged through collaboration of administration, faculty to design a comprehensive system consistent with the context and mission of the institution. The University believes that institutional effectiveness involves every area of the University. The Oakwood University Planning and Assessment Model four components:

- I. Plan
- II. Implement
- III. Monitor
- IV. Evaluate

Figure 3. Planning and Assessment Model



ACCREDITATION

Accreditation is a voluntary peer review process. Participation in accreditation organizations indicates a commitment to quality assurance. Oakwood University is a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Adventist Accrediting Association (AAA).

SACSCOC Core Requirement (CR) 7.1 Institutional Effectiveness states: *The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.*

AAA Area 1 Standard states: *The institution will have a clear sense of mission and identity, encapsulated in statements of mission, philosophy of objectives, and ethics, and evidenced in the total life of the institution.*

The Office of Institutional Effectiveness and Planning at Oakwood University establishes indicators of success in the achievement of its mission. The University mission is the cornerstone of the planning and assessment process. The mission statement defines the purpose of the University and provides a rationale for why it exists. The mission statement addresses several questions.

- What differentiates the university from other colleges/universities?
- What are the unique characteristics of the university?
- What are the core values of the university?

The mission statement is the cornerstone of the planning and assessment process. The mission statement may occasionally be revised due to substantive internal or external structural changes. Planning outlines the path by which the institution will accomplish its mission while the assessment process documents the extent to which the institution achieves its mission.

Mission Statement: The mission of Oakwood University, a historically black, Seventh-day Adventist institution, is to transform students through biblically-based education for service to God and humanity.

The University vision, aim, and motto are closely aligned with the mission statement. The vision describes the outcome of achieving the mission. The aim supports the accomplishment of the mission. The motto articulates the expectations of Oakwood graduates.

Vision: Oakwood University graduates leaders in service to God and humanity.

Aim: God First!

Motto: Enter to Learn; Depart to Serve

The Core Values that undergird the University culture are:

God First: Oakwood seeks to advance the kingdom of God by transforming lives. The value of putting God first expresses the primary reason for Oakwood University's existence.

Respect: Oakwood esteems others as worthy of human dignity, deference, and service.

Compassion: Oakwood manifests sympathy, empathy, care, and concern in our dealings with others.

Integrity: Oakwood demonstrates honesty, uprightness, moral virtue, and ethical rectitude in every relationship.

Excellence: Oakwood communicates the personal decision to perform at our highest capacity and to continually improve in work and service.

Service: Oakwood chooses to provide assistance, aid, help, caring, outreach, and ministry in response to human need.

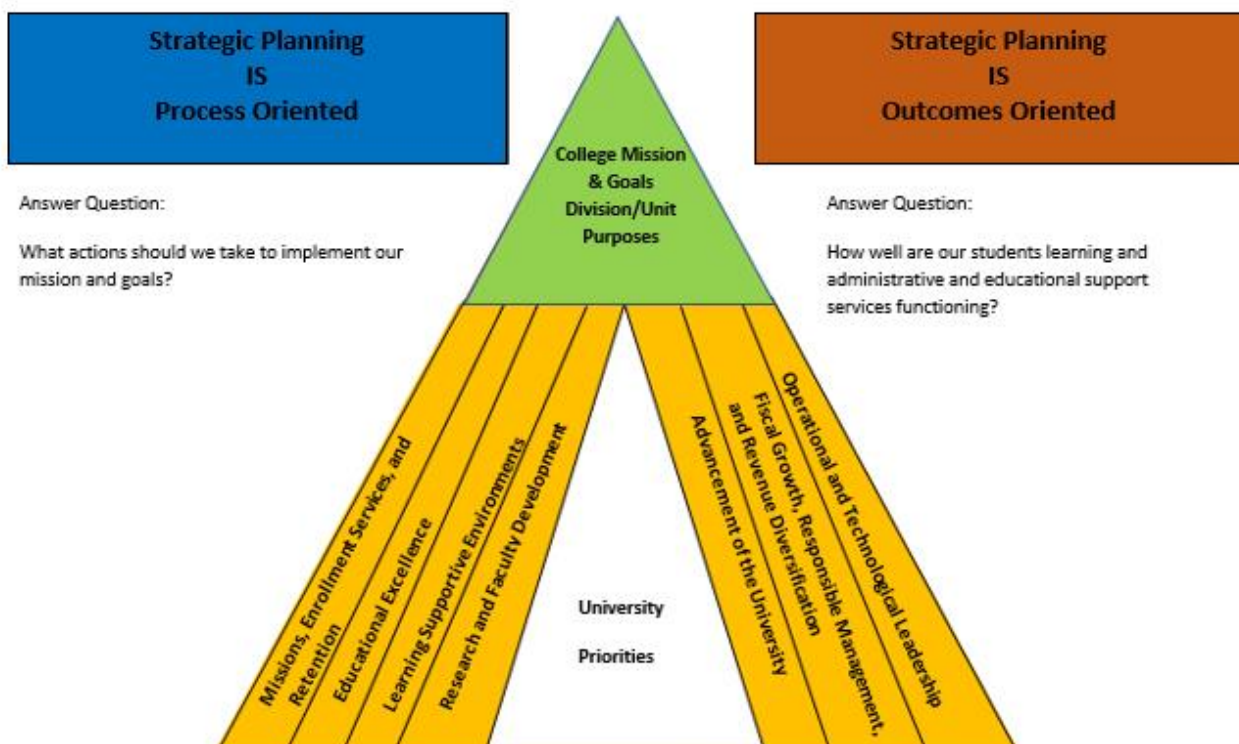
Innovation: Oakwood is willing to break with precedent in the advancement of institutional mission by introducing new methods and major changes.

STRATEGIC PLANNING

The President of Oakwood University is responsible to the Board of Trustees for the development and implementation of a comprehensive strategic plan. The ultimate purpose of the plan is to identify action steps and strategies to operationalize the University's mission. The planning process involves University Officers and members of the President's Council (PC). The Office of Institutional Effectiveness and Planning spearheads the Strategic Planning process to ensure that planning is systematic, broad-based, interrelated, and appropriate to the institution. Its function is to assist the institution in defining its expected outcomes, measurable means of assessment, an explanation of the results, within a five-year time frame.

The Strategic Plan is divided into the following priorities under a Vice President (VP): Mission, Enrollment Services and Retention; Educational Excellence; Learning-Supporting Environment; Research and Faculty Development; Advancement of the University; Fiscal Growth, Responsible Management and Revenue Diversification; Operational and Technological Leadership (**see Appendix B**). Each VP must ensure that their priority includes representation from every department under their administration. The Office of Institutional Effectiveness and Planning is also responsible for developing a completion reporting process for each priority. During the five-year period committees meet to review the status of the plan and make recommendations and revisions. University Officers, PC, in conjunction with the Office of Institutional Effectiveness and Planning prioritizes budget allocations based on strategic initiatives.

The Relationship between Strategic Planning and Institutional Effectiveness Planning



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

Oakwood University Assessment Process



Institutional Effectiveness Assessment Process

The Oakwood University Institutional Effectiveness Process has two different yet interrelated types of assessment. Strategic Planning that focuses on institutional level assessment and academic and cocurricular programmatic outcomes assessment.

Strategic Plan Level Assessment

1. University Officers, PC, IE Office update Strategic Plan
2. Vice Presidents meet with departments to plan strategies for each department to fulfill priority goals
3. Develop strategies oriented operational plans
4. Assess plans create action plan for improvement
5. Review progress
6. Revise as needed







Program/Departmental Assessment




- I. DEAN OF SCHOOL (Operations)**
 - a.** Dean of School develops plans for the school
 - b.** Develop IE Plan/Report
 - i. Outcomes
 - ii. Means of Assessment
 - iii. Criteria for Success
 - iv. Assessment Results
 - v. Use of Results (Action Plan)
 - c.** IE Retreat peer review process of IE Reports
 - d.** IE Feedback
 - e.** IE Plan inclusive of Action Plan to close the loop for next academic year
- II. CHAIR (Operations)**
 - a.** Chairs develop departmental plans
 - b.** Develop IE Plan/Report
 - i. Outcomes
 - ii. Means of Assessment
 - iii. Criteria for Success
 - iv. Assessment Results
 - v. Use of Results (Action Plan)
 - c.** IE Retreat peer review process of IE Reports
 - d.** IE Feedback
 - e.** IE Plan inclusive of Action Plan to close the loop for next academic year
- III. ACADEMIC**
 - a.** Program Coordinators determine program outcomes to assess for 3-year reporting
 - b.** Develop IE Plan/Report
 - i. Outcomes
 - ii. Means of Assessment
 - iii. Criteria for Success
 - iv. Assessment Results
 - v. Use of Results (Action Plan)
 - c.** IE Retreat peer review process of IE Reports
 - d.** IE Feedback
 - e.** IE Plan inclusive of Action Plan to close the loop for next academic year
- IV. COCURRICULAR IE PLAN (Operations)**
 - a.** Program Directors determine annual objectives
 - b.** Develop IE Plan/Report
 - i. Outcomes

- ii. Means of Assessment
 - iii. Criteria for Success
 - iv. Assessment Results
 - v. Use of Results (Action Plan)
- c. IE Retreat peer review process of IE Reports
- d. IE Feedback
- e. IE Plan inclusive of Action Plan to close the loop for next academic year

Strategic Planning Process Map







Approximately every five years, the institution completes the process of developing and approving a five-year strategic plan. Once approved by the Board of Trustees, the plan is implemented campus-wide using the following annual processes.




Planning (Upcoming Year)		Reporting (Current Year Ending)
October <ul style="list-style-type: none"> Identifies strategic goals to be targeted in the upcoming academic year 		
October <ul style="list-style-type: none"> Initiates planning process Communicates with division leader 		April <ul style="list-style-type: none"> Initiates reporting process Communicates with division leader
October <ul style="list-style-type: none"> Communicates planning expectations to departments/deans Assists departments/deans as needed 		April <ul style="list-style-type: none"> Communicates reporting expectations to departments/deans Assists departments/deans as needed
(Academic Departments Only) October <ul style="list-style-type: none"> Communicates planning expectations to departments Assists departments as needed 		(Academic Departments Only) April <ul style="list-style-type: none"> Communicates reporting expectations to departments Assists departments as needed
November <ul style="list-style-type: none"> Reviews OU Strategic Plan; selects appropriate items Completes annual plan for upcoming year Submits to Vice President/Division Leader/Dean 		May <ul style="list-style-type: none"> Completes annual report Submits to Vice President/Division Leader/Dean In collaboration with division administrator, updates plan for plan year beginning July 1, based on budget allocations and annual report results
(Academic Departments Only) November/December <ul style="list-style-type: none"> Checks plan for Strategic Plan alignment, clarity, and appropriateness A) Approves or B) Returns to department for further work Collects and submits all completed school reports to Vice President for Academic Administration 		(Academic Departments Only) May/June <ul style="list-style-type: none"> Checks report for Strategic Plan alignment, clarity, and appropriateness A) Approves or B) Returns to department for further work Collects and submits all completed school reports to Vice President for Academic Administration

<p>December</p> <ul style="list-style-type: none"> Checks plan for Strategic Plan alignment, clarity, and appropriateness A) Approves or B) Returns to department/dean for further work 	<div>Division Administrator</div> 	<p>June – August</p> <ul style="list-style-type: none"> Checks report for Strategic Plan alignment, clarity, and appropriateness A) Approves or B) Returns to department/dean for further work Collects and submits all completed division reports to Institutional Effectiveness (IE) Completes division report and submits to IE Presents division report to IE Committee
<ul style="list-style-type: none"> Sets budget priorities for the division 		<ul style="list-style-type: none"> Collects all plans Submits to Institutional Effectiveness
<p>January - February</p> <ul style="list-style-type: none"> Reviews Strategic Planning Priorities from the divisions Sets institutional budget 	<div>Administration</div> 	
<p>(Planning) January - February</p> <ul style="list-style-type: none"> Reviews Plans Provides feedback to Division administrator to share with deans/departments 		<p>(Reporting) September</p> <ul style="list-style-type: none"> Reviews Reports Provides feedback to Division administrator to share with deans/departments
<p>April</p> <ul style="list-style-type: none"> Reviews budget Makes budget adjustments as agreed Approves budget 	<div>Board of Trustees</div> 	

Annual Academic Programs Planning and Reporting

support the plan using the following annual processes.

	Reporting (Current Year Ending)		Planning (Upcoming Year)
April	<ul style="list-style-type: none"> Initiates reporting process for academic majors Communicates with VP for Academic Administrations 	<div>Institutional Effectiveness</div> 	<ul style="list-style-type: none"> Initiates planning process for academic majors Communicates with VP for Academic Administrations
April	<ul style="list-style-type: none"> Communicates reporting expectations to the dean of each school 	<div>Academic Vice President</div> 	<ul style="list-style-type: none"> Communicates planning expectations to the dean of each school
April	<ul style="list-style-type: none"> Communicates expectations to departments Assists departments as needed 	<div>Dean of the School</div> 	<ul style="list-style-type: none"> Communicates expectations to departments Assists departments as needed
May [even years only for planning process]	<ul style="list-style-type: none"> Data sharing and evaluation of academic programs within the department 	<div>Academic Department</div> 	<ul style="list-style-type: none"> Reviews and refines, as necessary, student learning outcomes for each program Updates curriculum maps and assessment matrices as necessary Identifies assessment instruments and sets targets for student achievement
May	<ul style="list-style-type: none"> Assembles report documenting assessment and evaluation results Completes annual report for the year that is ending Submits to department chair 	<div>Program Coordinator</div> 	<ul style="list-style-type: none"> Completes annual plan for upcoming year if changes have been determined Submits to department chair
June [even years only for planning process]	<ul style="list-style-type: none"> Checks report for linkage/alignment, clarity, and appropriateness A) Approves or B) Returns to program coordinator for further work Submits all completed department reports to the dean of the school 	<div>Department Chair</div> 	<ul style="list-style-type: none"> Reviews each program plan for clarity and accuracy A) Approves or B) Returns to program coordinator for further work Submits all completed plans to the dean of the school

June [even years only for planning process]	<ul style="list-style-type: none"> Reviews all program reports for completeness, clarity and appropriateness Submits to Vice President for Academic Administration 		<ul style="list-style-type: none"> Reviews all program plans for completeness, clarity and appropriateness Submits to Vice President for Academic Administration
June - July	<ul style="list-style-type: none"> Reviews and A) Approves or B) Returns to the dean indicating inadequacies Collects and submits all completed program reports to Institutional Effectiveness 		<ul style="list-style-type: none"> Reviews and A) Approves or B) Returns to the dean indicating inadequacies Collects and submits all completed program reports to Institutional Effectiveness
August - September	<ul style="list-style-type: none"> Reviews reports Provides feedback to the Vice President for Academic Administration 		<ul style="list-style-type: none"> Reviews plans Provides feedback to the Vice President for Academic Administration

ACADEMIC OUTCOMES ASSESSMENT

Academic Programs conduct ongoing program level outcomes assessment. Programs complete a curriculum map to determine where and to on what level of learning the outcomes are being met (**see Appendix C**). In addition to the curriculum maps programs complete and submit a curriculum matrix that identifies the summative assessments that measures the achievement of the program level outcomes (**see Appendix D**).

Each program completes an IE Plan prior to the beginning of the academic year, implements the plan throughout the year, reports the findings, and creates an action plan to close the assessment loop. The IE Plan includes outcomes, measurements, criteria for success, results, and impact of the results with an action plan for improvement. IE Plans for the following year should be inclusive of the action plans from the previous year and the process begins again.

The goal of the process is to identify strengths and weaknesses of the curriculum and provide interventions to bolster growth opportunities and build on areas of strength. Programs are encouraged to report on the same outcomes for a 3-year cycle to demonstrate improvement.

Programs must determine which assessment measures will provide useful information for evaluating the greatest number of student learning outcomes. The goal is to have robust quantitative and qualitative assessment measures for each outcome. However, this will take several years to accomplish. For most programs, identification of a strong quantitative tool (i.e., exit exam, capstone course) will enable faculty to collect data for most competencies each year. This can be supplemented with other assessment results and placement statistics to determine program strengths and weaknesses.

Academic programs should consider the following as they embark upon this process:

1. *Preparation/Knowledge*: Do our students know the program content? Use instruments such as:

- Major field test
- Pass rates on licensure/certification exams (Certified Public Accountant, nursing board)

2. *Skills*: Can our students perform the tasks required for employment or advanced studies in the field?

- Supervisor evaluation of internship or field experience
- An Industrial Advisory Committee can give input on the practical relationships of the curriculum to business and industrial applications.
- Outcomes of state, regional, or national competitions in skill areas
- Placement and/or employer evaluations - Did graduating students get jobs? Are the jobs related to their major? Were their graduates admitted to graduate or professional school? Use available data.
- Portfolios
- Senior projects

3. *Application*: Can students apply what they have learned? Use instruments like:

- Capstone courses
- Employer survey
- Evaluations on internships or field placements
- Review by panel of experts

4. *Self-perception*: Do our students feel that the program has prepared them for employment or graduate or professional school? Use available survey data.

- Graduating Student Survey questions such as:
 - “My training at Oakwood will give me an advantage in the job market.”
 - “My degree will help me get a better job or advance in my profession.”
 - “I am already employed in a job related to my major, or I have an excellent prospect of being employed upon graduation.”

- Alumni Survey questions similar to:
 - “My course work at Oakwood prepared me well for employment in my career field.”
 - “I am confident that I can continue to advance in my career field because of my formal education.”
- Graduate Student Survey questions such as:
 - “I am confident that I can succeed in graduate studies because of my undergraduate training.”
 - “I have found the material learned in my major field very applicable in graduate studies.”

Listed below are common program and student learning assessment measures. Note that some of the items mentioned are required and others should be included as appropriate.

1. Alumni survey results – **Required**
2. Exit interview results and/or senior survey results (includes job placement and graduate school admission data) – **Required**
3. Departmental exit exams – **Required**
4. Student end-of-program evaluations—senior level research and/or presentations that demonstrate mastery of learning outcomes **Required**
5. Certification/state/national exams – Include as appropriate
6. External review – Some type required a. Department/program review b. Student competencies
7. Field placement – Include as appropriate

Academic

Outcomes	Means of Assessment	Criteria for Success	Results	How Results Improved the Department Action Plan
Students will pass the Praxis II exam on their first attempt	Praxis II exam results	80% of the students will pass the Praxis II exam on their first attempt	Not met. 71% of the students passed the Praxis II exam on their first attempt.	Results helped to highlight needed areas of improvement in the teacher certification process. Action Plan -Increase test practice hours -Constituent feedback on practice test results -Test coaching -Modify study plans

CO-CURRICULAR (NON-ACADEMIC) OUTCOMES ASSESSMENT

Co-curricular departments conduct ongoing operational level plans to guide the goals for that year. These plans must connect to the Strategic Plan unit that it is a part of and other units that it helps to support.

Each department completes an IE Plan prior to the beginning of the academic year, implements the plan throughout the year, reports the findings, and creates an action plan to close the assessment loop. The IE Plan includes outcomes, measurements, criteria for success, results, and impact of the results with an action plan for improvement. IE Plans for the following year should be inclusive of the action plans from the previous year and the process begins again.

Co-Curricular (Non-Academic)

Outcomes	Means of Assessment	Criteria for Success	Results	How Results Improved the Department Action Plan
Provide diversity faculty development training for the academic school year	-Program attendance sheets -Brochures -Survey results	4 Faculty Development Diversity will be conducted in the academic school year	Met. 4 Faculty Development in events related to Diversity took place during the academic school year	In the surveys and discussion faculty expressed an expanded understanding of diversity. Action Plan -Increase the number of faculty development training events to 5 per year -Create informal diversity opportunities

All IE processes are uploaded and managed in Campus Labs the University assessment management tool including: Strategic Plan, IE Reports, Program Review, and Accreditation Documents.



GENERAL EDUCATION

The General Education program is essential to achieving the institutional mission. Oakwood University established six competencies to demonstrate the desired skills and dispositions of every student. The six competencies are: cultural awareness, biblical foundations, communications, critical thinking, quantitative and scientific reasoning and technology/information literacy **(see Appendix E)**.

General education competencies are assessed by the General Education committee to provide feedback and recommendations to the academic departments. General Education reports must go to the Deans, Chairs, and Institutional Effectiveness Office. Programs are expected to use these reports to inform curricula and programmatic changes. Instructors that teach General Education courses must collect data from their assessment instruments, analyze the data and submit a General Education Assessment Instructor Course Report Form **(see Appendix F)**. All departments have a General Education Coordinator responsible for collecting the assessment results for all the courses taught in that area. Coordinators are tasked with aggregating the data and submitting a General Education Coordinators Assessment Report Form **(see Appendix G)**. These processes help to inform data informed decision making in General Education.

The National Association of Colleges and Employers (NACE) workforce readiness competencies are embedded into the General Education program curriculum. Faculty members completed a process of evaluating how each program incorporates NACE competencies. Each program was tasked with completing a curriculum map inclusive of the NACE competencies. Transfer students who are not required to take the General Education program are assessed through departmental Student Learning Outcomes. NACE competencies are also embedded on the programmatic level.

PROGRAM REVIEW

The purpose of the Academic Program Review is to provide constructive evaluation of the program for improvement of program effectiveness, academic credibility, and efficiency in the use of institutional resources. The Program Review process is conducted by the standing University Program Review Committee.

FACTORS IN THE REVIEW PROCESS

- ✓ Every program will be reviewed on a five-year rotational basis.
- ✓ Reviews could result in recommendations to enhance or reduce institutional resources for a program.
- ✓ Program review is designed to improve the effectiveness and enhance the credibility of our programs.
- ✓ Program review recommendations are suggestive rather than prescriptive.

Program Review Will Proceed as Follows:

1. The Office of the Provost notifies department under review of the completion schedule.
2. The department gathers the requested data and submits report through Campus Labs.
3. The Program Review chair notifies the review subcommittees of the availability the program data report and supporting documents in Campus Labs.
4. The program review subcommittee reviews the data and submits a written report of their findings to the Program Review Chair.
5. The program Review chair notifies departments under review of the availability of the subcommittee reports in Campus Labs.
6. Upon receipt of the review committee's written report, the department prepares a written response to the program review committee's findings and recommendations.
7. The length of the department's response depends on the department's level of agreement with the report.
8. The program review chair notifies the Provost that the final report is ready in Campus Labs
9. The department must make plans for improvement based on the report recommendation, unless the report is contested by the department under review.

COMPONENTS OF THE PROGRAM REVIEW FILE

A. Faculty Characteristics and Qualifications

1. Instructor Rosters (3 years)
2. Faculty Resume
3. Faculty Activity Reports (3 years)
4. Faculty Scholarship (3 years)
5. Faculty Transcripts (for new faculty, Check IE files)
6. Percentage of Course of courses taught by part-time faculty (3 years)
7. Faculty Diversity (3 years)

B. Quality of Curriculum and Student Learning

1. Curriculum Map for Each Program (Current)
2. Assessment matrix for each Program (Current)
3. Department Minutes (1 year)
4. Course syllabi (Current)
5. IE Report (2 years)

C. Program Effectiveness

1. Class Size Per Class (3 years).
2. Program Qualities
 - _ Exit Examination Results (3 years)
 - _ Senior Graduates Survey (3 years if applicable)
 - _ Course Evaluations Results Summary (3 years)
 - _ Faculty Teaching Load (3 years)
 - _ Ratio Faculty & part-time (3 years)
 - _ Growth or Attrition (3 years)

D. Student Enrollment and Success

1. Enrollment Data (3 years)
2. Retention Data (3 years)
3. Graduation Data (3 years)
4. Graduate Survey Results (3 years)
5. Graduates Achievement Data (3 years)

E. Biblical Foundations

1. Course syllabi (2 Semesters)

2. Sample of Student Work (2 semesters)
3. Summary of Student Evaluations (3 years)
4. Direct Assessment of Student Learning (1-3 years)

F. Resources and Institutional Capacities

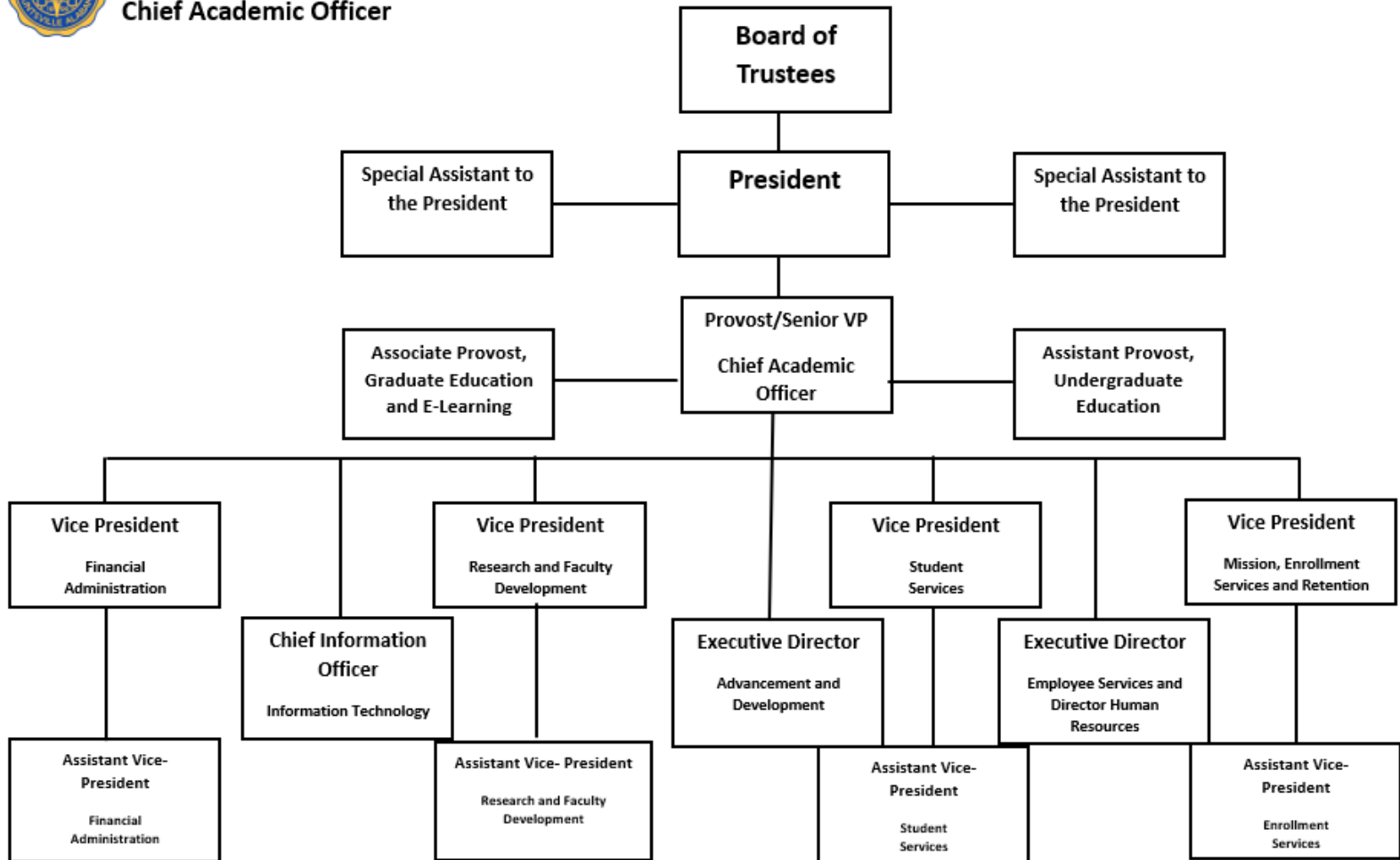
1. Departmental Budget (1 year)
2. Grants (3 years, if Applicable)
3. Library Holdings (Current)
4. Laboratory Equipment (If Applicable)
5. Technology (Current)

Departmental decisions informed by the Program Review process must be included in the next IE report.



Oakwood University
Administrator Organizational Chart
Chief Academic Officer

OU Org Chart



APPENDIX B**2019-2020 STRATEGIC PLAN**

PRIORITIES	GOALS
1. Missions, Enrollment Services, and Retention	
The Division of Mission, Enrollment Services, and Retention will increase student enrollment and engage internal and external stakeholders through exceptional, innovative, and collaborative services to enhance spiritual development and drive student success.	1. Develop an individualized plan with students that focuses on their spiritual development.
	2. Develop community service, service learning, and mission opportunities which includes a signature services project.
	3. Improve the culture of the campus experience.
	4. Develop plans to grow student enrollment
	5. Improve retention by 5%
	6. Increase graduation rate by 5%
2. Educational Excellence	
Oakwood University's Division of Academic Administration will ensure academic excellence in teaching and learning informed by a Biblical worldview.	1. Expand the delivery of undergraduate and certificate programs.
	2. Develop an academic master plan, while considering the following changes in higher education and the professional climate such as work force development: A. Diversity B. Technology C. Servant Leadership D. Collaboration & Partnerships E. Scholarship F. Biblical Worldview.
	3. Design an Honors Program to attract academically-gifted scholars.
	4. Diversify graduate degree program offerings.
	5. Increase traditional and online degree and certificate program enrollment
	6. Employ qualified faculty who model and support the mission of Seventh-day Adventist education.
	7. Create a culture of Academic Technology usage.
	8. Improve key performance indicators (KPIs) relative to the mission of the institution including Career Pathways Initiative: - Enrollment Rate - Persistence Rate - Retention Rate - Graduation Rate - Completion Rate - Employment Rate - Graduate School Placement Rate.
	9. Monitor continuous compliance to regional and denominational accreditation standards.
	10. Facilitate the University's Planning and Assessment Process.

PRIORITIES	GOALS
3. Learning Supportive Environments	
Oakwood University's Division of Student Services will facilitate a safe and nurturing environment that is sensitive to the needs of students and supportive of the academic mission of the institution.	1. Strengthen a collaborative and supportive relationship between Academic Administration and Student Services through the curriculum and co-curriculum experience.
	2. Implement a Student Leadership Academy certificate program to support student career placement goals.
	3. Oakwood University Dining services will offer healthy dietary options consistent with Stand Out principles.
	4. Student Services will provide support to online students.
	5. Promote healthy lifestyle: physically, mentally, socially, and spiritually in support of Healthy Campus 20/20.
	6. Develop a First and Second Year Experience co-curricular program as a part of residential life, in collaboration with the Center for Student Success/academic schools.
4. Research and Faculty Development.	
Keeping the Promise: Oakwood University in the 21st Century	
Oakwood University's Research and Faculty Development Division (RFD) will facilitate the expansion of our grants and research infrastructure and will assure exceptional performance of faculty and staff through the utilization of best-in-class professional development in support of the strategic mission of the University.	1. Develop research and scholarship infrastructure to support faculty and student productivity and to provide assurance of compliance with University policies and state and federal guidelines.
	2. Increase research and scholarly activity across the schools and within academic departments.
	3. Increase grant funding for externally sponsored activities, expanding the capacity of the Office of Grants.
	4. Disseminate the scholarly activity of faculty through digital and print media.
	5. Monitor the career pathway system for the 21st century student.
	6. Understand the spiritual life of collegiate men and women, the relationship to learning, and disseminate findings.
	7. Develop the Anna Knight Center for Women's Leadership research.
	8. Expand Healthy Campus 2020 to include establishment of a Community Health Action Center and Clinic (CHAC) to augment the service-learning and community engagement programs.
	9. Develop a Faculty Exchange Program between the Consortium of Adventist African Universities and Partners (CAAUP) and Oakwood University.

PRIORITIES	GOALS
	10. Monitor learning to generate a SACSCOC approved Quality Enhancement Plan (QEP) to ensure continuous improvement of student learning.
	11. Ensure an ongoing evidence-based faculty and staff development program that supports the mission of the University and meets the standards of the SACSCOC.
	12. Maintain a qualified faculty, including qualified to teach online, to teach critical thinking, to deliver instruction from a Biblical foundation, and orient faculty to their role as teachers, scholars/researchers, and servant leaders.
5. Advancement	
Oakwood University's Division of Advancement will cultivate internal and external partnerships, to strategically sustain, advance and promote the mission of our founders through philanthropy, fund development and integrated communication and marketing.	1. Cultivate local, national and global, mutually beneficial and sustainable partnerships to grow affinity and increase institutional capacity for the long-term success of the University.
	2. Coordinate organized stewardship and donor recognition activities.
	3. Complete a \$32 million-dollar comprehensive University Capital Campaign including unrestricted and restricted gifts to support the priorities of the University.
	4. Revise the Alumni Relations program model to enhance the direct relationship between the University and its alumni.
	5. Strengthen the infrastructure of the Division of Advancement to increase donor confidence, communication and philanthropy.
	6. Increase the listenership, exposure and revenue of WJOU.
	7. develop processes, marketing and PR standards designed to enhance the institutional brand.
	8. To continuously improve professional skills that enhancements IMPR department.
6. Fiscal Growth, Responsible Management, and Revenue Diversification	
Fiscal Growth, Responsible Management, and Revenue Diversification: Oakwood University's Division of Financial Administration will secure the fiscal health of Oakwood University in harmony with the strategic mission of the institution.	1. Increase non-tuition revenue through the creation and/or procurement of mission and values-compatible businesses.
	2. Increase student employment opportunities to better prepare students for gainful employment.
	3. Grow Institutional Endowment to ensure long institutional viability.
	4. Plan for the development of new facilities to support missional operations.

PRIORITIES	GOALS
	5. Develop an Energy Management Plan to reduce inflation adjusted energy cost.
	6. Manage Default Prevention Program to ensure the University's default rate stays at least 2% below the national average.
	7. Establish a campus life safety and security system including campus surveillance to prevent and detect life-safety anomalies
7. Technology	
Operational and Technological Leadership: Oakwood University's Division of Information Technology will facilitate the use of technology to improve operational efficiency and to communicate the Oakwood mission globally.	1. Deliver Technology Services to support the Educational Mission of the Institution.
	2. Establish a culture of Automation Adoption throughout the University
	3. Expand Campus Broadcast Infrastructure.
	4. Expand Virtualization Systems Environment.
	5. Develop IT Business Continuity to ensure the functions of the University.
	6. Establish a Campus-wide Life Safety and Security System.
	7. Technological Literacy for Career Preparation

APPENDIX C

Academic Program Curriculum Map & NACE Competencies 2018

Department:

Chair:

Program: (e.g. B.A. in Spanish)

Program Coordinator:

The curriculum map below indicates the courses in which each student learning outcome is addressed and the degree (**K, A, S**) to which it is addressed in the course.

Curriculum Key:

K = Knowledge/Comprehension

A = Application/Analysis

S = Synthesis/Evaluation

NACE Competencies Key:

N1 = Critical Thinking

N2 = Communication

N3 = Collaboration

N4 = Digital Technology

N5 = Leadership

N6 = Professionalism

N7 = Career Management

N8 = Global/Intercultural
Fluency

Table 1: Lower Division Courses (100 – 299)

Program Level Outcomes	Course Numbers									

Add or delete rows as needed

Table 2: Upper Division Courses (300 – 499)

Program Level Outcomes (Same as Table 1)	Course Numbers									

Add or delete rows as needed

APPENDIX D

Add or delete rows as needed

(Page set-up may be landscape to accommodate more assessment tools)

Assessment Matrix: An assessment matrix can be useful to link student learning outcomes with assessment methods. An example follows.

Key:

- D = Direct: measured
- I = Indirect: perceived

STUDENT LEARNING OUTCOMES	Graduating Senior Survey	Capstone Course	Portfolio	Research Paper	Practicum Supervisor Evaluation	Exit Exam	Exit Interview
Writing Competencies							
Critical thinking competencies							
PROGRAM PROCESSES	Graduating Senior Survey	Capstone Course	Portfolio	Research Paper	Practicum Supervisor Evaluation	Exit Exam	Exit Interview
Student Satisfaction							

General Education Student Learning Outcomes

Cultural Awareness: Students will examine the impact of the contributions of diverse peoples with an emphasis on African Americans and peoples of the African diaspora.

Biblical Foundations: Students will apply Biblical knowledge and Christ-centered values and attitudes to current issues, health principles, service, and moral decision-making.

Communication: Students will demonstrate the ability to communicate effectively to local, national and global audiences using multiple methods.

Critical Thinking: Students will demonstrate competence in critical thinking through writing.

Quantitative and Scientific Reasoning: Students will apply knowledge of basic science and mathematics for understanding the physical and social world.

Technology/Information Literacy: Students will display competence in the application of technology and information literacy.

APPENDIX F

General Education Assessment Results
Course Instructor's Report Form

Teacher: _____ Date: _____ Dean: _____

Course #: _____ Course Title: _____

Assessment Instrument #1	Course Section	GenEd SLO #	# Students in Class	# Students Completing Assessment	# Students who met the Criteria for Success with 70% or Above	Overall Class Average (%) for Assignment	Average Grade (%) for those Completing the Assignment	Average Grade (%) for those who met the Criteria for Success	USE OF RESULTS
Assessment Instrument #2	Course Section	GenEd SLO #	# Students in Class	# Students Completing Assessment	# Students who met the Criteria for Success with 70% or Above	Overall Class Average (%) for Assignment	Average Grade (%) for those Completing the Assignment	Average Grade (%) for those who met the Criteria for Success	USE OF RESULTS

Completed form due to Course Coordinator same day final grades are due

APPENDIX G

General Education
Coordinators Assessment Report Form
2018-2019

(ALL FIELDS ARE MANDATORY)

Department Name _____

Chair _____

GE Course Coordinator _____

Semester and Year _____

General Education SLO: _____

Assessment Instrument	Course Name and Section #	Instructor	# Students in Class	# Students Completing Assessment	# Students Who Met the Criteria for Success	Overall Course Average (%)	Average for those Completing the Assignment (%)	Average for Those Meeting Criteria for Success (%)	USE OF RESULTS
TOTALS									
Insert additional rows above Totals, as needed for additional sections									
	1								
	_02								
	_03								
	_04								
	_05								
	_06								
	_07								
	_08								
TOTALS									
Insert additional rows above Totals, as needed for additional sections									