

The Institutional Effectiveness Planning and Assessment (IEPA) Procedure for Faculty, Department Heads, and Deans

Rationale

SACSCOC reaffirmation is a foundational element to maintaining Halifax Community College and its impact in the community. As such, it is critical that all divisions of the College work together to ensure compliance and success. Policy creation of this sort is designed to delineate the responsibilities of all faculty, department and program heads, and academic deans as we work toward reaffirmation in 2020, as well as all future reaffirmations.

Approval of this procedure by the President's Council provides proper documentation for our process, as well as highlight the specific roles and responsibilities expected. By having this procedure in place, HCC can work more effectively and efficiently toward reaffirmation.

Procedure maintenance will ensure proper documentation and data collection over time. This will negate the need for concern for future reaffirmation processes.

EXPECTATIONS FOR FACULTY

I. Student Learning Outcomes

- a. Identify expected outcomes, including student learning outcomes
- b. Develop measureable means to assess all outcomes
- c. Ensure student learning outcomes are included in each syllabus
- d. Ensure student learning outcomes are consistent with the different modalities of delivery

II. Assessments

- a. Conduct assessments throughout each semester
- b. Using the results and data gathered, provide proof of whether the goal was met for each student learning outcome
- c. Use results to develop changes and improvements each semester
- d. Provide evidence of improvement and accomplishments (in the IEPA template)
- e. Utilize available resources to ensure compliance
- f. Conduct the Classroom Assessment and provide evidence of improvement (due in December and May)
- g. Use rubrics for each graded assignment to ensure accurate data collection
- h. Complete the "Assessment Outcomes Table" for online courses, off-site courses, hybrid courses, etc. (due in December and May)

III. Data Collection and Submission

- a. Determine the timeline for data gathering and evaluation as part of the basic planning process for effectiveness
- b. Maintain accurate data collection records, based on the standards established by the Department of Institutional Effectiveness
- c. Meet all compliance deadlines given by the Department of Institutional Effectiveness
- d. Ensure each syllabus is current, updated with the most recent information
- e. Use course evaluation results and grade reports to develop a continuous improvement plan at the end of each semester

EXPECTATIONS FOR DEPARTMENT HEADS AND/OR PROGRAM HEADS

I. Student Learning Outcomes

- a. Identify expected outcomes for each unit or program, including student learning outcomes
- b. Determine departmental/program timelines for data gathering and evaluation

II. Assessments

- a. Conduct assessments throughout each semester
- b. Utilize the resource sheet for all IEPA template elements
- c. Using the results and data gathered for each department or program member, provide proof of whether goals were met for each student learning outcome
- d. Conduct annual employers' survey of graduates
- e. Use results from employers' survey to develop program improvement plan
- f. Provide specific assessment results in the IEPA template (*the term "met" is not acceptable*)
- g. Provide specific evidence of improvements and accomplishments in the IEPA template
- h. Develop specific means of improvement that are used to mitigate any challenges associated with fulfillment of an improvement plan
- i. Utilize available resources to ensure compliance

III. Data Collection and Submission

- a. Meet all compliance deadlines established by the Department for Institutional Effectiveness
- b. Submit completed IEPA reports on or before the due date each semester

IV. Leadership

- a. Ensure the quality and integrity of all data submitted from within the department or program
- b. Ensure each faculty member uses end of course survey results for continuous improvement plans
- c. Ensure continuous improvement plan evidence is collected throughout each semester
- d. Ensure each faculty member uses grade report results for continuous improvement plans
- e. Assist new faculty who are new to academia or teaching through mentorship
- f. Conduct annual Advisory Board meeting when applicable
 - i. Provide proof of the inclusion of feedback from the annual Advisory Board meeting in the continuous improvement plan
- g. Keep current, accurate records of the agenda and meeting minutes for each departmental or unit meeting
- h. Update the unit or departmental brochures, handbooks, pamphlets, policies and procedures, and association links on the school website

EXPECTATIONS FOR DEANS

- I. Implement the Classroom Observation Forms for all faculty (full-time and part-time)**
- II. Enforce compliance for each element of this policy within each department managed**

Note: Without documentation of evidence, the supposed accomplishments do not exist.

All data should demonstrate evidence of the accomplishment of institutional goals and annual priorities, as documented in the HCC 2022 Strategic Plan. The strategic plan,, and all initiatives, are in fulfillment of the mission of HCC.

Please submit all reports and data to Dr. Edwin Imasuen as required evidence for accreditation compliance. Ensure your direct supervisor is copied on the email.