



# JWC Institutional Effectiveness Plan

To ensure the quality and continuous improvement of John Witherspoon College and its programs, John Witherspoon College has established the **JWC Committee of Institutional Effectiveness**, which is a collaboration of administrators that reports directly to the President. The Committee coordinates strategic planning, self-assessment, research, and accreditation.

This *Institutional Effectiveness Plan* reflects the explicit commitment of the Board of Trustees to the importance of authentic assessment and continuous improvement. It applies the whole of the institution, including all alternative method deliveries, teaching sites, and other variants of institutional operation.

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## Objectives of the Committee of Institutional Effectiveness

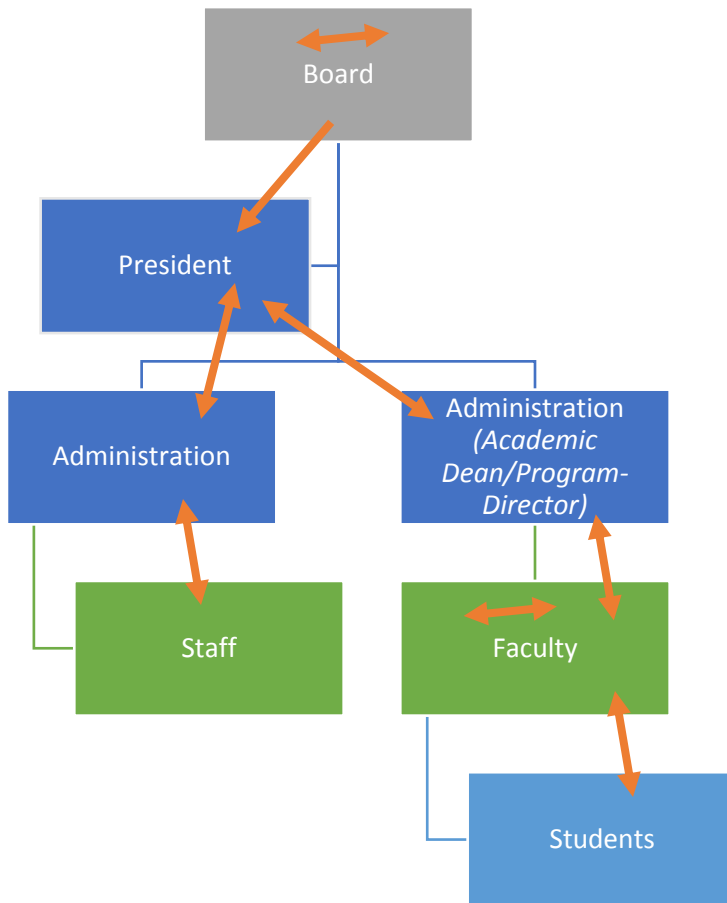
In pursuing the attainment of JWC's stated Mission and Objectives, the JWC Committee of Institutional Effectiveness shall:

1. Operate with integrity the stakeholders whose trust supports our work;
2. Measure the extent to which objectives are attained institution-wide;
3. Offer verifiable evidence of the achievement of those objectives through the interpretation of data gathered through various methods of assessment.
4. Present evidence and findings of assessment to the President and the overall decision-making processes (e.g., resource allocation, strategic planning, etc.).
5. Develop a strategic plan that clearly defines long-term goals and illustrates achievement of institutional objectives.
6. Serve the campus community by issuing regular reports and coordinating assessment tasks.
7. Ensure that accrediting standards are being consistently upheld at the institution.
8. Ensure right standing with all affiliated accrediting agencies.

## Sources of Self-Assessment: Personnel Evaluations

JWC believes that, more than anything else, the effectiveness of an institution is determined by the people who establish it and the effectiveness of the work that they do. For that reason, the heart of JWC Plan of Institutional Effectiveness plan are annual *personnel evaluations*. These evaluations contain assessments on character, institutional objectives, and specific assessments relating to each category and individual role.

Below is a summary of these personnel assessments structure (each arrow indicates the assessment and its relationship).



Below is a listing of the assessment instruments outlined above:

- 1 Assessment of the Board**
  - 1.1 *Annual Board Self-Assessment Report* (Due week before start of fiscal year)
- 2 Assessment of the President**
  - 2.1 *Annual Board-President Evaluation* (anonymous) (Due week before start of fiscal year)
  - 2.2 *Annual Administrator-President Evaluation* (anonymous) (Due last week of fall semester)
- 3 Assessment of Administrators**
  - 3.1 *Annual President-Administrator Evaluation* (Due last week of fall semester)
  - 3.2 *Annual Staff-Supervisor Evaluation* (anonymous) (Due last week of fall semester)
  - 3.3 *Annual Faculty-Program Director/Dean Evaluation* (anonymous) (Due last week of fall semester)
- 4 Assessment of Staff**
  - 4.1 *Annual Supervisor-Staff Evaluation* (Due last week of fall semester)
- 5 Assessment of Faculty**
  - 5.1 *Annual Dean/Director-Faculty Evaluation* (Due last week of fall semester)
  - 5.2 *Student Course Evaluations* (anonymous) (Due last week of class each semester/bi-semester)
  - 5.3 *Annual Faculty Peer-Review Observation* (anonymous) (Due last week of fall semester)
- 6 Assessment of Students**
  - 6.1 *Annual Advisor-Student Evaluations* (Due last week of fall semester)

## Sources of Self-Assessment: Additional Evaluations

In addition to personnel assessments, the Committee establishes data collection in various areas vital to the operations and goals of the College. Below is a listing of these instruments of data collection:

- 1 Relating to the Institution as a Whole**
  - 1.1 *Annual Student Institution-Evaluation* (anonymous) (Due last week of fall semester)
  - 1.2 *Annual Faculty Institution-Evaluation* (anonymous) (Due last week of fall semester)
  - 1.3 *Annual Enrollment and Integration Report* (Due last week of fall semester)
- 2 Relating to the Board**
  - 2.1 Board Meeting Minutes, made available to the President and Administration
- 3 Relating to the President**
  - 3.1 Board Meeting Minutes
  - 3.2 Administrative Meeting Minutes
  - 3.3 Faculty Meeting Minutes (if President is currently teaching)
- 4 Relating to Administrative Functions**
  - 4.1 Administrative Meeting Minutes
  - 4.2 Library Content Area Analysis (Currently Not Created)
  - 4.3 *Annual Financial Report* (Currently Not Created) (Due last week of fall semester)
  - 4.4 *Annual Graduating Senior Evaluation* (Currently Not Created)
  - 4.5 *Annual Alumni Evaluation* (Currently Not Created)
- 5 Relating to Faculty/Student Functions**
  - 5.1 Faculty Meeting Minutes
  - 5.2 *Faculty Development Plan* (Due last week of fall semester)
  - 5.3 Grades and Grade Analysis
  - 5.4 *Student Work Sample Assessment* (Not Created)

## Nature of the Above Instruments

**Nomenclature.** The title of each personnel assessment indicates both the assessor and the one being assessed. The assessor is indicated first, followed by the one being assessed, followed by a dash and a label of the assessment. So, for example, the *Annual President-Administrator Evaluation* means the President is assessing an administrator.

*Annual President-Administrator Evaluation*

[Type of Assessment] [Assessor]-[Assessed] *Evaluation*

**Nature of Data.** The majority of the instruments above contain both quantitative and qualitative analysis.

Quantitative analyses contain positively constructed items based on the widely-accepted and highly effective 5-value rating system (1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Not Sure or N/A, 4 = Somewhat Agree, 5 = Strongly Agree). As such, *all* of the data collected through this particular procedure is able to be easily and consistently analyzed; higher numbers, without exception, always indicate positive (good) status, while lower numbers indicate negative (poor) status.

Qualitative data comes in the form of written comments, recommendations, progress reports, etc.

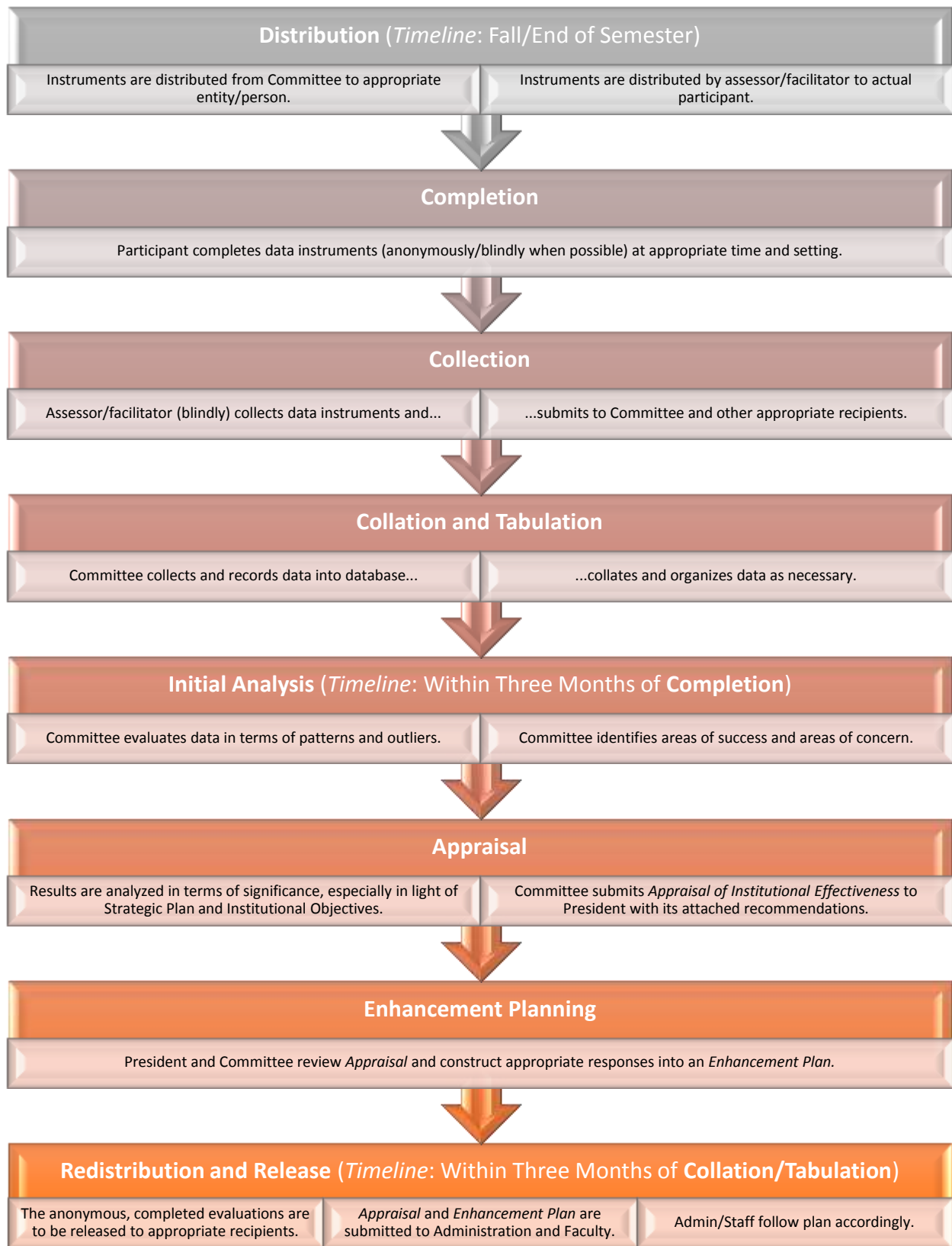
***Nature of Data Collection.***

- A. When possible, data is collected through anonymous evaluations. This is for two reasons:
  - a. to eliminate bias (both on behalf of the assessed, who will eventually read them, and on behalf of the Committee, who analyzes them).
  - b. to ensure a (institutionally) safe environment for the assessor and his/her employment.
- B. No communication to/from the assessor related to the evaluation is allowed during the period of evaluation completion (except in the case of an emergency).
- C. All completed evaluations are collected and delivered to the Committee undisclosed (typically in a sealed envelope).
- D. Such evaluations return to the hands of the one being assessed (see “Basic Assessment Procedure” below) after being analyzed by the Committee, primarily for their personal edification and professional development, but also because it is their right as an employee of the institution.

***Content.***

- A. Personnel evaluations (a) require evaluations to be made on the basis of specific job descriptions; (b) contain character assessments; (c) allow for additional assessment via commentary. This ensures a full evaluation of the person’s function and performance at the institution.
- B. The majority of evaluations directly and explicitly survey if JWC’s institutional objectives are being met. This ensures a direct, overarching indicator of the institutions success.
- C. The majority of assessments contain items directly derived from TRACS Accrediting Standards to ensure sound compliance.
- D. Annual Institution evaluations (both student and faculty) contain the following assessments: (a) Student/Faculty Assessment; (b) Facility Assessment; (c) Admissions Assessment; (d) Mission and Values Assessment; (e) Institutional Objectives Assessment. This ensures that each major area of the institution is being evaluated from at least two different perspectives. Some of the assessments have overlap while some are unique to faculty or to student evaluations.
- E. All quantitative assessments are (and should always be) organized into series of 5, 10, 15, or 20 questions, for easier tabulation and analysis by the Committee.

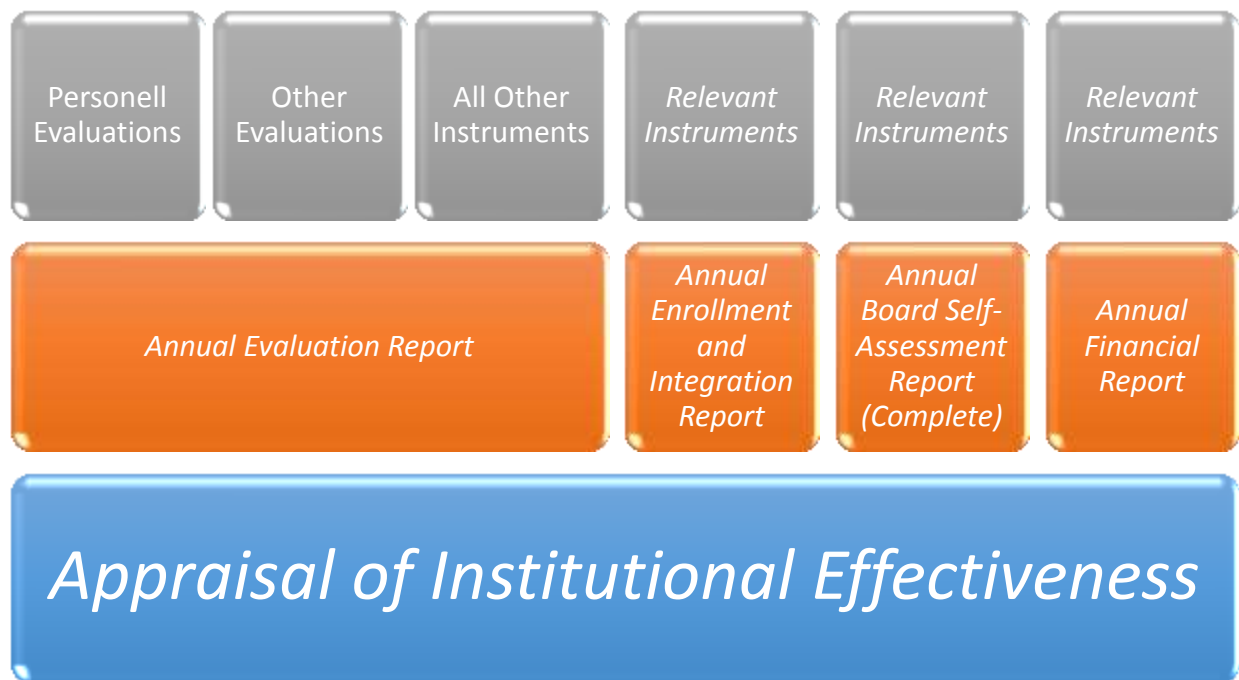
## Basic Assessment Procedure



## Analysis of Data

The analysis of assessment data takes place in several stages (outlined above): Collation and Tabulation, Initial Analysis, and Appraisal. The most important phase in analysis is the move from the instruments to the *Appraisal*.

The sources of the *Appraisal* are outlined below:



The Reports are four collected analyses of assessment data that form the basis of the *Appraisal*. Thus, the final *Appraisal* consists of the following (in order):

1. **Cover Letter.** This one-page summary contains the major findings of the data collection and areas of concern. The areas of concern include any items that miss fixed benchmarks.
2. **Recommendations.** This summary contains the recommendations of the Committee.
3. **Annual Board Self-Assessment Report.** This document is completed by the Board's appointed internal self-assessment committee.
4. **Annual Financial Report.** This document contains key financial information beyond the basic budget. It is completed by the Business/Finance Department in conjunction with the President and Board, and any other relevant departments.
5. **Annual Enrollment and Integration Report.** This document includes the student enrollment report, faculty roster data reporting, administration roster data reporting, and various integration metrics part of operational efficiency and stability. This document also contains benchmarks for more effective evaluation.
6. **Annual Evaluation Report.** This document is the tabulated summary of all the quantifiable assessment data, largely organized into categories for effective evaluation. This document also contains fixed annual-by-annual benchmarks for more effective evaluation.

## Enhancement Planning

After the *Appraisal* has been officially submitted to the President, the President, CAO, and Committee of Institutional Effectiveness meet to review the *Strategic Plan*, modify any benchmarks, items, instruments in the reports. Then, after reviewing the *Appraisal* in light of the *Strategic Plan*, the enhancement group modifies to the *Strategic Plan* and any other necessary documents/procedures/policies/programs/curricula to reflect assessment findings. The final work of the assessment culminates in the *Institutional Enhancement Plan*, which is designed to move the institution forward in every way needed.

Minutes of meetings regarding the strategic plan will be documented and attached to the *Enhancement Plan*.

Some of the factors that come into play in assessment and enhancement include:

1. How well are institutional objectives being met?
2. How can areas of concern be directly addressed?
3. Are student and program outcomes appropriate to its educational mission?
4. What new goals should be established in light of assessment results?

Once finalized, this *Enhancement Plan* is compiled and released to the institution, along with the *Appraisal*. The *Appraisal* will be released to the public via the public website.

## Assessment Cycle

The assessment cycle generally occurs annually. Every year an *Appraisal* and an *Enhancement Plan* will be produced and released. However, since the *Strategic Plan* is often revised on a 2-year or 4-year basis, it is not always necessary to revise the strategic plan for each annual assessment cycle.