



Southern University at New Orleans

# Institutional Effectiveness Policy and Procedures

## 1. PURPOSE

All public and private sector entities have internal units charged with continuous quality evaluation and monitoring. The Center for Planning, Research and Evaluation also known as Institutional Effectiveness (IE) is the primary component within Southern University at New Orleans (SUNO) assigned to this function. Presently, IE is the primary informational key holder. As the University's key holder, IE has mandated oversight responsibilities to address institutional research, effectiveness, and strategic planning, as well as, performance accountability and external reporting integrity. Title III proposed funding for IE is in support of the SUNO mission as defined by state mandates. Moreover, presented Title III goals and related objectives are collateral implementation strategies supporting mandated goals and evaluation processes as identified in the State of Louisiana Board of Regents (LABoR) Master Plan for Public Postsecondary Education and state laws affecting performance accountability. The primary functions of this unit are planning, research and evaluation, i.e. assessing institutional effectiveness, institutional research and evaluation of student outcomes.

The goals for Institutional Effectiveness for the Title III funding years are:

- Goal 1. Improve opportunities for student access and success.
- Goal 2. Improve institutional accountability.
- Goal 3. Improve information transparency among faculty, staff, students, and other stakeholders.

## 2. Institutional Effectiveness Mission

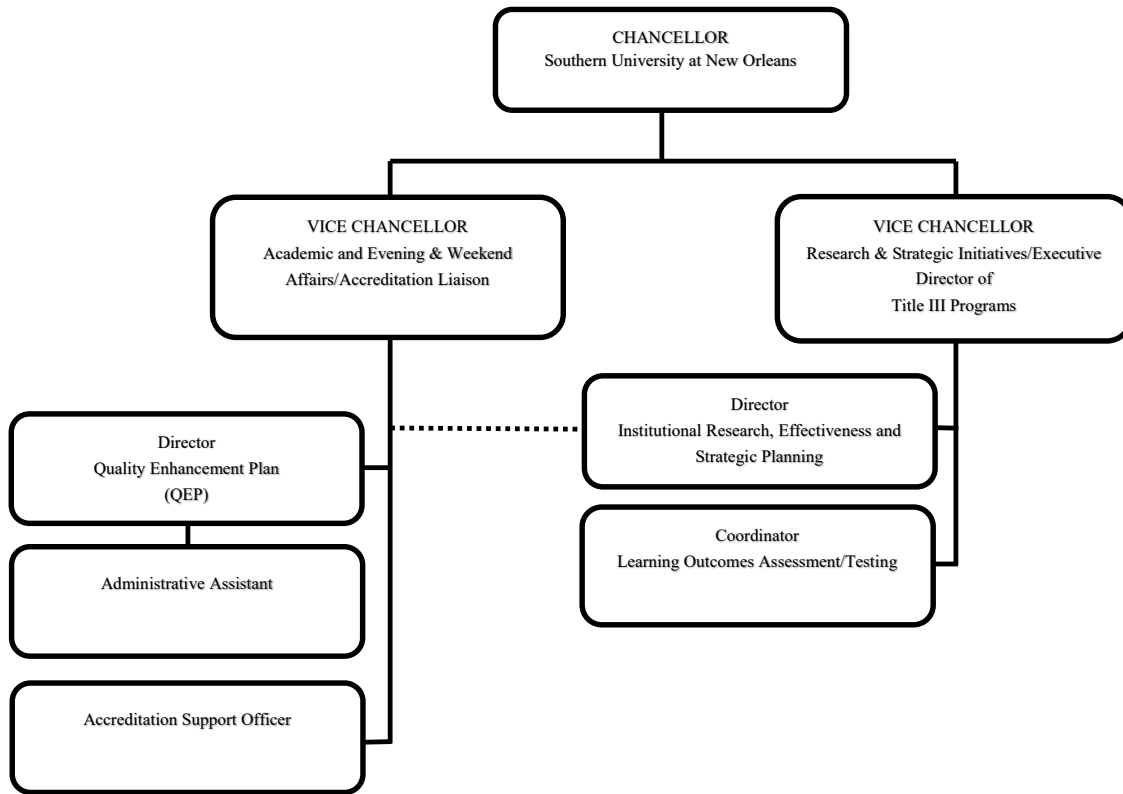
The mission of the Office of Institutional Effectiveness is to support quality data and decisions for the University to “empower and promote the upward mobility of diverse populations of traditional and nontraditional students through quality academic programs and service to achieve excellence in higher education.”

IE is committed to:

- Quality
- Excellence in customer service
- Integrity in data collection and analysis
- Confidentiality of information
- Accurate and timely data
- Collaborative working relationships

In implementing this commitment, IE complies with the [Code of Ethics](#) [Appendix A] established by the Association for Institutional Research.

### 3. Institutional Effectiveness Organizational Chart



**4. EXTERNAL REPORTING**

a) National Center for Education Statistics (NCES)

Data Submission Requirement

The completion of all Integrated Postsecondary Education Data System (IPEDS) surveys, in a timely and accurate manner, is mandatory for all institutions that participate or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. The completion of the surveys is mandated by 20 USC 1094, Section 487(a)(17).

The collection and reporting of racial/ethnic data are mandatory for all institutions that receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100.13), or defined in any ED regulations implementing Title IX of the Education Amendments of 1972. The collection of racial/ethnic data in vocational programs is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act.

The reporting of racial/ethnic and gender data for institutional staff on the Human Resources component is also mandated by P.L. 88-352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (29 CFR 1602, subparts O, P, and Q), for institutions with fifteen (15) or more full-time employees.

For those institutions not required to complete this survey on the basis of the above requirements, completion is voluntary and authorized by P.L. 103-382, National Education Statistics Act of 1994, Sec. 404(a).

Integrated Postsecondary Education Data System (IPEDS) data are not collected under a pledge of confidentiality.

The IPEDS components consist of the following:

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Institutional Characteristics Completions 12-month Enrollment	Student Financial Aid Graduation Rates 200% Graduation Rates Admissions Outcome Measures	Fall Enrollment Finance Human Resources Academic Libraries

Source: <https://surveys.nces.ed.gov/ipeds/>

b) LA Board of Regents (BOR)

Selected reports are completed by the Director of Institutional of Research, Effectiveness and Strategic Planning. The BoR [Reporting Calendar](#) is below:

\*\*If the deadline falls on a state/federal holiday, then submission are due by the next working weekday.

Due Date*	Item
January 16	Statewide Student Profile System, Fall Semester
February 16	Student Credit Hour Report Cycle 2
May 15	Employee Salary Data System, Spring Semester (QTR 4)
June 15	Statewide Student Profile System, Spring Semester
August 1	Statewide Completers System (Academic Year)
September 15	Statewide Student Profile System, Summer Semester
September 15	Student Credit Hour Report, Cycle 1
September 22	Preliminary Enrollment Survey, Fall
October 16	LTC Campuses – Facilities Inventory and Space Utilization System
November 15	Employee Salary Data System, Fall Semester (QTR 2)
November 15	Facilities Inventory and Space Utilization System

*\*Dates are approximate and subject to change.*

c) Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Institutional Effectiveness supports the University mission as defined by state mandates and ensures compliance to the Southern Association of Colleges and Schools Commission on Colleges as related to Institutional Effectiveness: Standard 8.1 (Student achievement) and 8.2.a (Student outcomes: educational programs) formerly known as Comprehensive Standard (CS) 3.3.1.1 Institutional Effectiveness as well as Standard 7.3 (Administrative effectiveness) formerly known as CS 3.3.1.2 (IE-administrative support services).

In addition to the aforementioned standards, IE supports Standard 7.2 (Quality Enhancement Plan) an “integral component of the reaffirmation of accreditation process”, the publication of Academic Student Achievement Data as well as provides support to submit the annual Institutional and Financial Profiles.

Source: <http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf>

## 5. TESTING

a. [ACT Residual](#)

An on-campus or Residual Testing program is available at Southern University at New Orleans to students who were unable to test on an ACT National Testing date. ACT Residual Testing is strictly limited only to

students who have officially applied, have been admitted, or have enrolled at SUNO. Scores from residual testing are reported only to SUNO for admission, course placement, and advising purposes.

Results are reported only within SUNO. No Student or High School Reports are generated and Students may not request Additional Score Reports for any other college, school and or University.

Testing may be conducted on any test date except a regularly scheduled ACT Test Date.

Students may not repeat Residual Testing within 60 days of his/her previous testing.

Student may take the ACT no more than 12 times total. Student can only test once per national, international, or state test date, or if tested through Residual Testing, a student must wait a minimum of 60 days before retesting. If the retest restrictions are violated, the retest scores will be cancelled automatically.

Residual Testing scores are NOT accepted for NCAA initial eligibility.

Source: Taking the ACT Residual Testing © 2018 by ACT, Inc. All rights reserved.

b. [ACCUPLACER](#)

ACCUPLACER's Ability to Benefit Program (ATB) helps educational institutions address the growing challenge of remediation with features including:

1. The ability to input GPA and other variables to allow for placement using test scores as one of multiple factors.
2. A multiple weight measuring tool that allows institutions to apply values to a student's background and experience.
3. Customized and modularized tests that provide both diagnostic and placement scores that can align with local, state, and national standards.
4. Preparatory tools for students, including free sample questions and practice tests.

The University's ACCUPLACER fee is \$25 per test for Southern University at New Orleans prospects. Retest fee is \$25 per test.

ATB retests may be given to students who did not initially pass **after 14 days** have elapsed from the initial test date. Should a student not pass the retest, they must wait **a full three months** from the first testing date to test again. For students needing further retests, **an additional 30 days** must pass between the last retest date before subsequent retests can be taken.

## ASSESSMENT

a. Faculty Evaluation by Students

Student Survey of Course/Instructor (Faculty Evaluation) process is designed to highlight the accomplishments of faculty members and to encourage faculty members to improve the quality of their teaching and service when appropriate.

Faculty members use the Student Survey of Course/Instructor form as a means of summative evaluation for all courses. These forms and the specific directions for completion will be provided to the students by the Office of Institutional Effectiveness. Forms should be completed post midterm exams and prior to the week of final exams. Individual reports are provided to the Office of Academic Affairs and each College Dean. The Dean then distributes the reports to department heads after final grades have been recorded. Copies are then distributed to individual faculty members and kept on file by the department heads.

The primary purpose of student ratings of courses and instructors is to improve teaching and programs. The Office of Institutional Effectiveness supports and encourages faculty members' use of innovative teaching methods and considers multiple data sources when evaluating faculty members' teaching, taking into consideration the research on validity and reliability of student ratings. Faculty members are also encouraged to use various forms of formative assessment in their courses throughout the semester.

IE has a primary responsibility to promote and participate in activities that improve the educational process for all students. To that end, it is considered essential that the faculty evaluation process emphasize faculty achievement in the following areas:

- teaching effectiveness
- promotion
- tenure
- pre- and post-tenure decisions are made

*Faculty Evaluation by Students administered at SUNO are adopted and aligned with the policies and procedures by the Southern University and Agricultural & Mechanical College.*

For the fall semester of each academic year, Faculty Evaluation by Students will be conducted in two classes for each full-time faculty member, and for each class taught by each part-time faculty member. The Institutional Effectiveness (IE) office will generate evaluation forms (scantrons) for each class for which the evaluation of faculty by student is to be conducted. The faculty load report will be used for Department Chairpersons to identify two classes for evaluation. The mechanics and confidentiality of the administration of the evaluations would be handled at the departmental level according to established guidelines from the Office of Academic Affairs. Therefore, the major responsibility for coordination of the process rests with the Department Chairperson or her/his designee. IE will be responsible for distributing the evaluation forms (surveys) to each academic department. The colleges/schools and departments are responsible for ensuring that data collected are not compromised. The Office of Academic Affairs will collaborate with IE to facilitate and ensure a one hundred percent return of surveys, and conduct follow-up for any missing documents as required.

Specific Guidelines for Administration are listed below:

- The IE office will prepare the faculty load report after the 14th class day of the semester.
- The faculty load report will be transmitted to the Office of Academic Affairs during the 4th week of classes.
- The Department Chairperson will identify two classes for "faculty evaluation by student" for each full-time faculty member, and each class for faculty teaching fewer than three classes.

- The master roster of classes to be evaluated along with the number of evaluation forms (scantrons) required for each class will be transmitted to IE by the end of the 7th week of the semester.
- During weeks 8 and 9 of the semester, scantrons for the identified classes will be prepared, packaged, and labeled for distribution to departments.
- Student workers under the supervision of IE staff will deliver packets to Deans who will distribute to Chairpersons, who in turn will distribute packets to faculty.
- A control roster will be retained that includes the names and dates of distributions.
- Faculty members will receive student evaluation packages by the 10th week, and they will ensure that the evaluation is administered prior to the 14th week of classes (week of finals).
- The faculty member is charged with the responsibility of having the evaluation administered by a student who is enrolled in the class.
- The designated period for administration of the Evaluation of Faculty by Student is the 12th week of the semester.
- The faculty member will bring the evaluation packet to the class, turn the packet over to the student, and leave the classroom while the evaluation is conducted.
- The student will collect the evaluation forms, place them in a large brown envelope, seal it, and sign her/his name over the seal.
- The student will return the sealed envelope to the Department Chairperson.
- The department (chairperson or designee) will acknowledge receipt of the evaluation package by signing and dating the control roster for classes evaluated.
- The colleges/schools will collect evaluation packets from departments in the unit. In each case a transmittal letter that identifies what was included would accompany packets.
- Student workers under the supervision of IE staff will retrieve packets from the Office of the Dean periodically during weeks 12 and 13 of the semester. Again, an accurate record of transactions will be kept.
- IE staff will prepare packets for shipping to an outside agency for analysis and provide a final report to the Office of Academic Affairs approximately 8 weeks after the collection of evaluation packets.
- Results of evaluation of faculty by student will be made available to individual faculty through her/his chairperson by the 9th week of the period following the semester for which the evaluation was conducted.

Source: [Southern University and A&M College Baton Rouge Faculty Handbook](#)  
Section 4.18 Faculty Evaluation by Students

Student Survey of Course/Instructor (Faculty Evaluation) for on-line courses follow similar administration processes as land-based courses; however, is administered on-line. The Learning Outcomes Assessment/Testing Coordinator administers the on-line evaluation by publishing a hyperlink in Moodle, a learning management system, via announcements. Students enrolled in all on-line courses have the opportunity to evaluate each course/instructor with the same timeline for land-based courses. Hardcopies of evaluations are retained 3 years, then shredded.

b. Self-reported Faculty/Student Surveys

Exit Interview



The Exit Interview is part of the University's checkout process for graduating seniors and graduate students. In support of the Title III office, IE administers the Title III Programs Graduate/Professional School Survey. Submission of this information is a requirement of the U.S. Department of Education, the funding agency for the Title III Programs and is most critical. The institution's funding levels depend heavily upon the verifiable information as the Title III Program funds continue to support, strengthen and impact ALL facets of this institution. Additional related student surveys may be added to this process to promote awareness.

Ad Hoc survey are also administered as needed to support the University's impromptu decision making and related institutional effectiveness matters.

## 6. DEFINITIONS

**Term:** SUNO

**Definition:** Southern University at New Orleans

**Term:** IE

**Definition:** Institutional Effectiveness

**Term:** IPEDS

**Definition:** Integrated Postsecondary Education Data System (IPEDS)

**Term:** LABoR or BoR

**Definition:** LA Board of Regents

**Term:** OPB

**Definition:** Office of Planning and Budget

**Term:** LAPAS

**Definition:** Louisiana Performance Accountability System

**Term:** NCES

**Definition:** National Center for Education Statistics

**Term:** SACSCOC

**Definition:** Southern Association of Colleges and Schools Commission on Colleges

## 7. Appendix A

### CODE OF ETHICS AND PROFESSIONAL PRACTICE

Source: <https://www.airweb.org/Membership/Documents/CurrentCodeofEthics.pdf>