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INTRODUCTION

The embarking on the institutional effectiveness terrain can be a daunting experience at best. The Institutional Effectiveness Plan is the road map in guiding you on how to contribute and enhance institutional effectiveness at North Carolina Central University (NCCU). Your involvement in institutional effectiveness allows you to tell your “BEST STORY” that demonstrates how you are accomplishing the University mission and transforming student learning into student success. As you soar as an EAGLE into institutional effectiveness, you will engage in a planned and continuous process that is based on change and improvement.

The institutional effectiveness process is a central part of the University, a vital component of ongoing, integrated, and institution-wide planning. Furthermore, the institutional effectiveness process incorporates a systematic review of the University mission, goals, priorities, and expected/intended outcomes that result in continuous improvement. This process demonstrates how effectively NCCU is accomplishing its mission. This Institutional Effectiveness Plan provides you with an overview of three critical integrating processes: planning, assessment, and budgeting. These tenets are the main paths on which we move as we navigate the institutional effectiveness terrain.

This Institutional Effectiveness Plan is a work in progress, and it will be periodically updated to reflect current information, changes and best practices in institutional effectiveness. An online version will be maintained on the Office of University Accreditation’s website:

http://web.nccu.edu/academics/academicaffairs/accredit/index.shtml

Jeanette Barker, Ed.D.
Director of Institutional Effectiveness
August 2008
NCCU’s institutional effectiveness plan is closely aligned with the University mission, and works to comply with the Southern Association Colleges and Schools’ requirements for institutional effectiveness, which is outlined in the Core Requirement 2.5 and the Comprehensive Standard 3.3.1 from the Principles of Accreditation, SACS Commission on Colleges, 2008.

**Our Mission**

North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master’s, professional and selected doctoral levels. It is the nation’s first public liberal arts institution founded for African Americans. The University maintains a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual productivity and to enhance the academic and professional skills of its students and faculty.

The mission of the University is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. The University will serve its traditional clientele of African American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic attributes.

Teaching, supported by research, is the primary focus of the University. As a part of that focus, the University encourages its faculty to pursue intellectual development and rewards effective teaching and research. The University recognizes, however, the mutually reinforcing impact of scholarship and service on effective teaching and learning. North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative, and service activities which benefit the community.

**Our Vision**

Be recognized as one of the nation’s leading institutions for academic excellence in a diverse, cultural, and educational environment.

**Our Guiding Principles (Core Values)**

- Excellence in Teaching, Research, Scholarship, and Creativity
- Access to Education and Effective Development Opportunities
- Promotion of Citizenship, Service, and Social Justice
- Appreciation of and Respect for Diverse Perspectives
- Superb Customer Service
- Commitment to Life-Long Learning

Southern Association of Colleges and Schools (SACS)

SACS Core Requirement 2.5: The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

SACS Comprehensive Standard 3.3.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness)

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research with its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate

Overview of Institutional Effectiveness at NCCU

Institutional effectiveness is an on-going, institution-wide, process of planning and assessment for continuous improvement. A major purpose of institutional effectiveness is to provide evidence that the University is effectively accomplishing its mission. At NCCU, each area, such as academic programs, administrative support services, and educational support services, identifies expected outcomes; assesses whether it achieves these expected outcomes by reviewing the data and evaluating the results; and uses these results for continuous improvement. An obvious benefit to this type of assessment is enabling the improvement of University programs, process, and services, and becoming more effective in all institutional matters. The University’s systematic review of the mission, goals, outcomes, and continuous improvements in institutional quality all demonstrate how NCCU effectively accomplishes the mission. Simply stated, institutional effectiveness at NCCU involves:

- **Identify**: Identifying a clearly defined mission or purpose and formulating goals and expected outcomes consistent with the NCCU mission;
- **Implement**: Developing and implementing procedures to assess the extent to which expected outcomes have been achieved;
- **Use**: Using the results and making evidence-based decisions;
- **Improve**: Making unit changes (at all levels), modifications and improvements from the results, and
- Report: Reporting to stakeholders and the campus community on the progress on how effective the University is achieving its mission.

**Identify + Implement + Use + Improve and Report = Institutional Effectiveness**

Typical questions often resulting from Institutional Effectiveness are: Are we accomplishing the things we intend, and to what degree or level? The answers to these questions help frame the planning for improvements.

**Institutional Effectiveness Framework**

NCCU has an institutional effectiveness framework that is designed to achieve a desired end and one that supports the University's mission and goals as well as the assessment of expected outcomes. The institutional effectiveness framework actively engages the institution in ongoing, integrated, systematic review, assessment, institution-wide evidence-based planning, and budget processes at all levels of the University. The institutional effectiveness framework further draws on the basic tenets of planning, assessment, and budget initiatives. These initiatives enable the University to better serve and meet the needs of its students, make strategic investments in academic programs and services, and accomplish the mission of the University.

The institutional effectiveness framework requires the systematic collection of information in order to both document and improve academic programs and administrative and educational support services units. At NCCU, institutional effectiveness is faculty, administrator, and staff driven; and curriculum, co-curricular, program, and service embedded. There is a strong expectation that faculty, administrators, and staff participate in the review of program goals and assessment plans, assist with collecting and interpreting assessment data, engage in annual reviews of unit assessment results, and actively use results to inform the decision-making process and to ensure continuous improvement. Additionally, there is an expectation that students participate in the assessment process by completing surveys, participating in writing assignments, constructing portfolios, and engaging in other assessment-related activities (e.g., comprehensive exams, interviews, observations). The participation of faculty, administrators, staff, and students in NCCU’s institutional effectiveness process is essential in meeting the University’s commitment to its goals, student learning, and student success.

"While research can be measured in dollars, ultimately our teaching success is measured by how well we help out students achieve their full potential”.

Moreover, NCCU’s institutional effectiveness framework relies on outcomes-based assessment. According to Maki (2004), outcomes-based assessment is a systematic means to satisfy educators’ (i.e., faculty, administrators and staff) innate intellectual curiosity about how well their students learn, develop and succeed, and what educators say their students are learning. The assessment plan must be clear with measurable outcomes that ensure students have opportunities to reach those expected outcomes,
and faculty, administrators and staff have implemented a systematic evaluation system and used the results to improve student learning (Suskie, 2004).

In developing the assessment plan, there are three critical questions that need to be addressed. They are

1. What are the outcomes—skills, knowledge, and other attributes—that graduates of the program/administrative/educational support services should attain?

2. To what extent are the program/administrative/educational support services enabling its graduates to attain the outcomes? and

3. How can faculty/administrators/staff use what they learn from assessment to improve their programs/administrative/educational support services so as to better enable graduates to attain the outcomes?

“In outcomes-based approach to education does not rely on assumptions...the main advantage of this outcome perspective is that it provides data for closing the educational feedback loop…”

Michael Carter, NC State University

In quest of institutional effectiveness, NCCU has constructed an institutional effectiveness process that provides opportunity for intentional reflection, feedback, improvement, monitoring, and reporting. The plan ensures the integrity and accountability of NCCU’s Institutional Effectiveness (IE) process. The IE process supports three critical tenets: institutional planning, budget planning and assessment planning; and this is the University’s systematic review process. The next section provides an overview of NCCU’s institutional effectiveness planning process.

**Institutional Effectiveness Planning Process**

**Overview**

The IE processes and procedures govern the planning and assessment cycles at NCCU and establish accountability for collection and use of institutional improvement data. Because different cycles are appropriate for reviewing and revising the University’s mission, for establishing and updating institutional priorities, and for determining divisional or unit goals and outcomes, NCCU’s IE process includes specific schedules for the different cycles involved. These cycles include stages at which expected outcomes/objectives and performance measures are chosen, stages at which assessments are conducted and results are obtained, and stages at which the assessment results are used for continuous improvement and setting new priorities in subsequent cycles.
The IE planning process describes how the University establishes long-term and short-term priorities and outcomes at the university-wide, divisional, and unit levels and how the University assesses the effectiveness of its administrative and educational processes to determine whether established goals have been met at all levels. The IE planning process also describes how assessment results are incorporated into the planning cycles to improve the overall effectiveness of the institution.

Effective institutional operations begin with planning based on the University’s mission and vision statements. To give these statements precise and objective meaning, the University and all its units annually establish and revise concrete goals and objectives. The University Planning Council and its principal committees are responsible for high level and long term institutional planning including general strategic and budget planning. Long range and annual planning also occur at institutional, divisional, college/school and unit levels.

References


THE PLANNING PROCESS

The Institutional Effectiveness’ first tenet is the planning process. The comprehensive university planning system consists of the University Planning Council, together with its seven standing committees, and other ad hoc committees and task forces that the Council may establish to meet particular needs. The seven standing committees consist of the Strategic and Long-Range Planning Committee, the Academic Planning Committee, the Administrative and Financial Services Planning Committee, the Student Services Planning Committee, the Institutional Advancement Planning Committee, the Facilities Planning Committee, and the Information Technology Planning Committee. The meetings of the University Planning Council and its committees are open and occur regularly at publicized times and locations.

Roles and Responsibilities of the University Planning Council

The University Planning Council (UPC), chaired by the Chancellor, coordinates the comprehensive University Planning System. The Council approves recommendations on all University plans and policies. The Council also oversees the review of the University mission, prioritizes University goals, reviews requests for new personnel and expansion budgets, directs the seven principal committees in the development of the University Long-Range Plan and biennial updates of the Five Year Plan, and reviews annual plans at the University for consistency with existing goals.

The primary work of the Council occurs in its standing committees. Actions of the Council are based on committee recommendations brought to the Council by the chairs of the appropriate committees. The standing committees collaborate on issues that are related to the charges of multiple committees. Such issues must be reviewed by all relevant committees prior to any recommendations to the Council.

The Council forwards all its recommendations regarding University plans and policies through the Chancellor to the Board of Trustees. The University community is notified when the Council contemplates such recommendations. For policy changes affecting University students, University SPA employees, and University EPA employees, respectively, drafts are provided to the Student Government Association, to the Staff Senate, and to the Faculty Senate, with adequate advance time for comment. The appropriate standing committee considers the comments and provides the Council with a summary of comments received before making its final recommendation.

The Council maintains copies of a comprehensive list of current University plans and policies in several accessible and publicized locations, including the Office of the Chancellor; the Office of the Provost; the Office of Public Relations; the Shepard Library; and the Office of Research, Evaluation, and Planning. The final text of each planning and policy document includes information on the adoption of the policy, including the dates of Council and Board of Trustees approval. The Chancellor is ultimately responsible for the effective implementation of these plans and policies.
although the responsibility is delegated to the appropriate Vice Chancellor. The Council meets upon notification by the Chancellor at publicized times and places.

Two primary areas support and provide reports to the University Planning Council.

**Director of Institutional Effectiveness**

At least once every five years, the Director of Institutional Effectiveness reviews the effectiveness of the University planning system and submits findings and recommendations through the University-wide Assessment Committee to the Council. The Council directs the findings and recommendations to the planning committees and bases further action on appropriate planning committee recommendations. In addition, the Director of Institutional Effectiveness provides the Council with an annual report on the following: findings of expected outcomes, utility of results, action toward continuous improvement, and progress on how well the University is effectively accomplishing its mission.

**Office of Research, Evaluation, and Planning**

The Office of Research, Evaluation, and Planning supports the University Planning Council by providing statistical analysis on the University of North Carolina General Administration (UNC GA) mandated accountability (performance) measures for the University, and providing decision support services by utilizing the University’s official historical data which is stored in the data warehouse called the Research, Evaluation and Planning Information System (REPIS).

*The Council’s Review of Mission, Vision, Core Values, Strategic Goals and Objectives*

The University’s mission statement guides the University as goals and priorities are established. At least once during every five-year period, the Chancellor, as chairperson of the University Planning Council, appoints a task force to review the mission statement, the vision, core values, strategic goals and objectives, and to recommend any necessary revisions. Task force members in all cases represent a broad cross-section of the campus community, including representatives of the administration, staff, teaching faculty, and student body. The Task Force solicits comments from the entire community and takes into account recommendations from faculty, staff, and student organizations. Results of the task force’s review, including the task force’s recommendations, are sent to the University Planning Council. Council action on the recommendations occurs through the committee structure of the Council. When the Council recommends changes in the University mission statement, these recommendations are forwarded through the Chancellor to the Board of Trustees for further action. The current mission statement, vision, core values, strategic goals and objectives were adopted July 2004.

The current mission statement follows.
North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master's, professional and selected doctoral levels. It is the nation's first public liberal arts institution founded for African Americans. The University maintains a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual productivity and to enhance the academic and professional skills of its students and faculty.

The mission of the University is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. The University will serve its traditional clientele of African American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic attributes.

Teaching, supported by research, is the primary focus of the University. As a part of that focus, the University encourages its faculty to pursue intellectual development and rewards effective teaching and research. The University recognizes, however, the mutually reinforcing impact of scholarship and service on effective teaching and learning. North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative, and service activities that benefit the community.

Institutional Vision and Guiding Principles (Core Values)

The University vision statement provides guidance for the establishment of University priorities. At least once during every three-year period, the Chancellor, as chairperson of the University Planning Council, appoints a task force to review the vision statement and to recommend any necessary revisions. Task force members represent a broad cross-section of the campus community, including representatives of the administration, staff, teaching faculty, and student body. The task force solicits comments from the entire community and takes into account recommendations from faculty, staff, and student organizations. Results of the task force review, including the task force’s recommendations, are sent to the University Planning Council. Action on the recommendations occurs through the committee structure of the Council (UPC).

The current vision statement adopted in July 2004 follows.

*Be recognized as one of the nation’s leading institutions for academic excellence in a diverse, cultural, and educational environment.*

The current Guiding Principles (Core Values), adopted July 2004, follow.

- *Excellence in Teaching, Research, Scholarship, and Creativity*
- *Access to Education and Effective Development Opportunities*
Institutional Goals and Objectives

From these guiding principles, the goals of the strategic plan are anchored. University goals are based on the University mission and vision statements. Concrete objectives elaborate the meaning of each goal. University goals reflect General Administration, the University Strategic Plan, the Title III Comprehensive Development Plan, and accreditation agency requirements, as well as specific initiatives associated with strategic and long-range planning.

At least once during every five-year period, the Chancellor, as chairperson of the University Planning Council, appoints a task force to assess the University goals and to recommend any necessary revisions. Task force members represent a broad cross-section of the campus community, including representatives of the administration, staff, teaching faculty, and student body. The task force solicits comments from the entire community and takes into account recommendations from faculty, staff, and student organizations. Results of the task force review, including the task force’s recommendations, are sent to the University Planning Council. Action on the recommendations occurs through the usual committee structure of the Council.

The University Planning Council reviews the University’s mission statement, goals, objectives, and prior year assessment results, at the beginning of each annual planning cycle. The University Planning Council may revise the objectives supporting each goal after review. The current Institutional Strategic Goals and Objectives were adopted June 2004 and are presented in Appendix A.

Institutional priorities are strategic statements clarifying current Institutional goals. After soliciting campus-wide and community input, and considering current assessment results and trends, the Strategic Planning Committee develops a list of institutional priorities for approval by the University Planning Council. Once adopted by the University Planning Council, these priorities are used by planning units as they develop annual plans and considered by the Executive Budget Committee in making budget recommendations.

Accountability Measures

Accountability measures enable University administrators and the Board of Trustees to assess the continuing effectiveness of institutional efforts to accomplish institutional priorities. These measures are based on institutional priorities that provide high-level indicators that serve as a basis for thorough and systematic assessment of University initiatives.
In conjunction with its list of institutional priorities, the Strategic Planning Committee provides a list of accountability measures for approval by the University Planning Council. Accountability measures include those based on the University of North Carolina General Administration Long Range Plan, the University Strategic Plan, the Title III Comprehensive Development Plan, and accreditation agency requirements. The University Planning Council may establish additional accountability measures in order to monitor University success in achieving concrete objectives. At least one accountability measure is indicated for each objective associated with a University goal. The level of success for achieving accountability measures is determined by the University-wide Assessment Committee in collaboration with the Office of Research, Evaluation and the Director of Institutional Effectiveness.

The Office of Research, Evaluation and Planning regularly collects and analyzes data related to accountability measures and makes these data and analyses available to the Director of Institutional Effectiveness, University administrators, and to the at-large campus community. Results from the analysis of accountability measures are used during the review of goals, objectives and budget recommendations of all educational programs, and administrative and educational support services units.
University Planning Council Committee Structure

Strategic and Long-Range Planning Committee
The Strategic and Long-Range Planning Committee is a standing University committee reporting to the Chancellor. The Chancellor chairs the University Planning Council. The Strategic Planning Committee coordinates the development of short-term and long-term University priorities that are tied to the budget development process. University priorities are developed by the Strategic Planning Committee after soliciting campus-wide input.

University Planning Council
Chaired by Chancellor
The University Planning Committee approves all university plans and policies.

Academic Planning Committee
Chaired by VC for Academic Affairs. The committee coordinates planning related to University academic activities (i.e., curriculum planning, curriculum revisions, academic program reviews).

Administration and Finance Planning Committee
Chaired by VC for Administration and Finance. The committee coordinates planning related to financial services, including delivery of student financial services, development of University budgets, and other administrative services.

Student Services Planning Committee
Chaired by VC for Student Affairs and Enrollment Management. The committee coordinates planning related to all student services and programs.

Institutional Advancement Planning Committee
Chaired by VC for Institutional Advancement. The committee reviews development plans and recommends development policy for issues including fundraising, public relations, and marketing.

Facilities Planning Committee
Chair is appointed by VC Administration and Finance. The committee develops long-range facility plans for the campus and provides strategic planning for facilities usage.

Information Technology Planning Committee
Chaired by Chief Information Officer. The committee develops and monitors comprehensive information technology development plans for the University.

VC (Vice Chancellor)
A. Strategic and Long-Range Planning Committee

The Strategic and Long-Range Planning Committee is a standing University committee reporting to the Chancellor who chairs the University Planning Council. The Strategic Planning Committee coordinates the development of short-term and long-term University priorities that are tied to the budget development process. University priorities are developed by the Strategic Planning Committee after soliciting campus-wide input. These priorities are considered by the Executive Budget Committee in developing the budget and allocating resources. The Strategic Planning Committee is also charged with the development and maintenance of the University’s Long Range and Strategic Plans. Strategic priorities and accountability measures for the University are defined by the Strategic Planning Committee, and reviewed and approved by the University Planning Council and the Chancellor’s Cabinet Members.

B. Academic Planning Committee

The Academic Planning Committee coordinates planning related to University academic activities, including curriculum planning, curriculum revisions, and academic program reviews. Before consideration by the University Planning Council, all policy and planning proposals that affect academic programs must be reviewed by the Academic Planning Committee.

C. Administrative and Financial Services Planning Committee

The Administrative and Financial Services Planning Committee coordinates planning related to financial services, including delivery of student financial services, development of University budgets, and other administrative services. Before consideration by the University Planning Council, all policy and planning proposals that impact administrative and financial services must be reviewed by the Administrative and Financial Services Planning Committee.

D. Student Services Planning Committee

The Student Services Planning Committee coordinates planning related to all student services. Before consideration by the University Planning Council, all policy and planning proposals that impact student services must be reviewed by the Student Services Planning Committee.

E. Institutional Advancement Planning Committee

The Institutional Advancement Planning Committee reviews development plans and recommends policies for issues including fundraising, public relations, and marketing. Before consideration by the University Planning Council, all policy and planning proposals that affect institutional advancement must be reviewed by the Institutional Advancement Planning Committee.
Council, all policy and planning proposals that impact development must be reviewed by the Institutional Advancement Planning Committee.

F. Facilities Planning Committee

The Facilities Planning Committee develops long-range facility plans for the campus and provides strategic planning for facilities usage. Before consideration by the University Planning Council, all policy and planning proposals that impact facility planning must be reviewed by the Facilities Planning Committee.

G. Information Technology Planning Committee

The Information Technology Planning Committee develops and monitors comprehensive information technology development plans for the University. Before consideration by the University Planning Council, all policy and planning proposals that impact information technology planning must be reviewed by the Information Technology Planning Committee.
THE ASSESSMENT PROCESS

The second institutional effectiveness tenet is the assessment process. The institutional effectiveness assessment plan process is on an iterative cycle that is integrated with program reviews, annual reports, and annual assessment plans and reports. The University mission and strategic goals guide the assessment planning by providing data for development of action plans and constructive change, development of priorities, and allocation of resources. Components of the assessment process include:

- Identifying and developing program/student learning outcomes;
- Selecting appropriate measures to assess achievement of outcomes;
- Gathering and analyzing data by applying the measures;
- Sharing the results of the analysis; and
- Making evidence-based improvements when necessary.

How does NCCU define assessment?

Assessment is the means to determine the degree to which faculty, administrators, and staff have achieved their expected outcomes. Assessment is an iterative and adaptive process that results in informed changes and practices. Assessment involves a continuous improvement process that is a systematic collection, analysis, interpretation, and use of data by faculty, administrators, and staffs to improve learning outcomes and institutional effectiveness.

What is an iterative assessment process?

An iterative process is fluid and moves in increments through the various assessment stages. The assessment stage starts with identifying expected outcomes; then using the data to make changes; thus, the closing the assessment loop. The process is repeated to ensure on-going, continuous improvement.

Therefore, NCCU defines student learning as:

Knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed. It is these cognitive abilities, as well as affective dimensions, that are desired for educational programs, administrative units and educational support services to instill or enhance.

An integral component of understanding and improving the student experience is a coordinated effort of assessing student learning. Assessment of student learning is a university-wide effort, bridging academic, educational support services, and administrative units with the support of the University administration. Assessment of student learning occurs in the academic major, the core curriculum, co-curricular activities, educational support services, and in administrative units. Effective assessment of student learning relies on collaboration between faculty, administrative
staff, and students. Ultimately, the information collected as part of institutional effectiveness serves as a basis for curricular reform, program planning and development, informed resource and budget allocation, effective strategic planning, revision of program objectives/outcomes, and articulated program progress.

Academic Program Review

Academic program review is an ongoing process designed to ensure that quality and continuous improvement is an integral component of all NCCU’s academic degree programs. Programs are reviewed every two years. Academic program review is initiated by the Provost and Vice Chancellor for Academic Affairs who appoints the Academic Program Review Committee. The committee reviews the program review reports of degree programs scheduled for review and makes recommendations concerning the programs to the Provost.

The academic program reviews are conducted on three levels: (1) The University of North Carolina - General Administration mandates program reviews based on productivity data. (2) North Carolina Central University requires an institutional-level review biennially to monitor quality and productivity in all programs. (3) State and national external accrediting agencies review the majority of the programs on an academic program review cycles. The levels of review are described below.

1. System Level: UNC - General Administration (UNC-GA) provides the campus with productivity data, along with data from the Office of Institutional Research. If programs do not meet the system-level productivity standards, the committee conducts a review of the low-performing programs and provides justification for continuing, discontinuing, or restructuring the programs.

2. Campus Level: The campus-level program review process is initiated by the Provost and Vice Chancellor for Academic Affairs, along with the selection of the Academic Review committee.

3. State and National External Accreditation Agencies: During the 2005-2007 reviews, a decision was made that academic programs with external accrediting agencies would submit their final reports and the approval documents from the accreditation institution as evidence of their effectiveness. All academic disciplines, programs, and schools have external accrediting agencies except the following programs: Art, Biology, English, History, Modern Foreign Languages, Physics, Political Science, and Sociology.

Assessment of Program Learning Outcomes

Each educational program must identify learning outcomes and appropriate measures to assess knowledge, skills and attitudes/values. Each academic program maintains an assessment plan for its programs. This plan delineates the intended program learning outcomes, the means of assessment for each outcome, criteria for achievement,
description of data collection and results, and how the results are used to improve the
instructional program.

Assessment of Administrative and Educational Support Services Units

Administrative and educational support services units maintain an assessment plan
similar to that of academic programs. Appropriate administrative objectives are
identified and/or student learning outcomes by the units. Administrative objectives may
reflect the assessment of administrative processes which provide services or programs
to students. Further, those programs or services in which knowledge, skills and
attitudes/values are promoted within the administrative unit, student learning outcomes
must be identified.

Assessment of General Education Curriculum

The General Education Curriculum prepares students academically and professionally
for leadership in a culturally diverse world. Emphasis is placed on oral and written
communications, scientific inquiry, technological proficiency, ethics and critical thinking.
Educational programs are actively involved in assessing learning outcomes. Indirectly,
the administrative and educational support services actively promote and support the
General Education Curriculum's four unifying themes: Communications, Global
Awareness, Critical and Analytical Thinking, and Professional Development through
their programs and services. For example, The Division of Students Affairs' (administrative unit) mission states: “The Division of Student Affairs empowers, serves
and prepares students to assume roles of leadership in a diverse and global society.”

The Role of the Office of Research, Evaluation and Planning in Assessment

The Office of Research, Evaluation and Planning (REP) is responsible for coordinating
the collection of selected assessment data campus wide. Survey instruments which are
distributed at the University level and reported to the University of North Carolina
General Administration* include the following:

   The undergraduate:  Graduating Senior Survey*
   The undergraduate:  Sophomore Survey*
   The undergraduate:  Freshmen Survey*
   Alumni Survey*
   Delaware Study*
   Faculty Survey
   Senior Administrators Survey
   Student Ratings of Instruction
   Other University-Level Requested Surveys/Instruments.

The asterisk indicates General Administration surveys.

REP reports the results of the surveys to the Director of Institutional Effectiveness, the
University-wide Assessment Committee, Senior Administrators, Academic Deans,
Department Chairs, and appropriate units. The office also assists units in making policy and informed decisions by providing historical data and projected information.

**Role and Responsibilities of the University-wide Assessment Committee**

The University-wide Assessment Committee (formerly Institutional Effectiveness Committee) oversees the collection of assessment data; reviews the assessment plans of the educational programs and administrative and educational support services units.; promotes awareness of institutional effectiveness and assessment on campus; monitors and supports assessment activities in individual units; coordinates assessment activities and strategies; and regularly reviews the institutional effectiveness planning cycle and process. The composition of the University Assessment Committee is broad-based. The Committee is chaired by the Director of University Accreditation.
UNIVERSITY WIDE ASSESSMENT COMMITTEE

MEETINGS: Monthly during the academic year

MEMBERSHIP COMPOSITION:

a. Director of University Accreditation, Chair

b. The Director of Institutional Effectiveness, Ex-officio Member
   The Director of Institutional Effectiveness serves to support the University-wide Assessment Committee, assist the Chair, and serve as ex-officio member.

c. Department Representatives:
   College of Liberal Arts
   College of Behavioral and Social Sciences
   College of Science and Technology
   School of Business
   School of Education
   School of Library and Information Sciences
   School of Law
   Graduate School
   University College
   Office of the Chancellor
   University Programs/Office of the Provost and Vice Chancellor for Academic Affairs
   Libraries
   Student Affairs
   Administration and Financial Affairs
   Institutional Advancement

d. Representative from the Offices of Research, Evaluation and Planning and Information Technology

e. Directors of the Center for University Teaching and Learning, General Education, Quality Enhancement Program (QEP), Title III Programs, and Distance Learning

f. Others as appropriate, appointed by the committee chair

Assessment Committee Activities:

a. Promoting and sustaining a culture of continuous improvement
b. Ensuring accountability of the university assessment process
c. Providing leadership for developing and implementing campus-wide university assessment strategies
d. Serving as assessment experts for each associated Division, School or College.
e. Establishing and monitoring the annual assessment calendar
f. Reviewing and recommending revisions, as appropriate, of assessment plans written in WEAVEonline from the individual academic programs, administrative and educational support services.
g. Recommending the development, acquisition, and use of attitudinal and other types of surveys/questionnaires as university assessment instruments (i.e., graduating senior, sophomore, freshman, faculty surveys)
h. Verifying that assessment results have been used for programmatic or service improvements (“closing the loop”)
i. Assessing the university assessment practices and making recommendations to the administration (Provost, Chancellor, and Board of Trustees) for strengthening the assessment of teaching, learning, and student development processes
j. Recommending channels and the types of information that can be routinely communicated campus-wide and to the external constituencies/stakeholders
Annual Reporting of Educational Programs, Administrative and Educational Support Services

On an annual basis, programs, administrative and educational support services are required to identify and assess at least 3-5 expected outcomes or program objectives (program/service content). The annual assessment plan and reports must contain the following components, which are outlined and defined in WEAVEonline assessment management software system (See the next page for description of WEAVEonline).

Assessment Plan Components:

Mission - The mission statement describes the purpose (fundamental reason for being) of the program/department, clearly identifies the primary stakeholders of the program/department, and illustrates how the program/department connects and contributes to the overall work of the University.

Intended/expected outcomes - The intended/expected outcome is what students are expected to know, think, do and/or value. Intended program/service objectives are those things that the program/service will accomplish.

Measures - Measures identify evidence and methods needed to determine whether expected results have been achieved.

Findings - Findings provide evidence of achievement versus a target level for each measure used. For Student Learning Outcomes (and Program Learning Outcomes), findings detail how students performed on the measures; for other outcomes or objectives, findings usually describe performance of the department/program itself on the measures.

Assessment Report Components:

Action Plan – The Action Plan should include suggestions for increasing the likelihood of meeting outcomes/objectives during the next review cycle and/or suggestions for improving/strengthening a unit whose goals were met. Unmet goals or challenges may indicate a need for changes in instruction, services, policies, procedures, etc. An action plan should include an estimated cost, if applicable, and should be listed by order of priority.

Analysis - The Analysis section requires integration and interpretation of a program/department’s institutional effectiveness data. Analysis is arguably the most important part of the assessment process since this section includes a description of how the findings of the assessment process are being used for improvement. The Analysis section is completed in narrative form and requires analytical thinking. Analysis is a reflection on a department/program’s findings versus the criteria set for success on identified outcomes/objectives. In the analysis section, explanation of the findings for the year and how the results have
been or will be used to improve future outcomes/objectives is presented. A summary of patterns of strength and areas in which improvement is needed is also discussed.

Annual Report – A final report is submitted. Completion of the annual academic program, divisional, department and/or unit annual comprehensive annual report is decentralized and set by each division.

Assessment Management Software Tool

In spring 2008, the University purchased an assessment management software tool to centralize all assessment plans and reports. The Director of Institutional Effectiveness is the campus administrator for WEAVEonline.


WEAVEonline is a web-based assessment system that helps an institution to manage accreditation, assessment and quality improvement processes.

WEAVEonline increases the University’s understanding of and commitment to ongoing planning and evaluation from the level of individual programs up through the entire institution.

In so doing, WEAVEonline promotes collaboration within and across all academic and administrative units and builds institutional commitment to continuous improvement in your college or university.

WEAVEonline not only makes the management of assessment efficient, but also provides one with a platform that encourages exploring challenging questions about institutional purposes and effects, especially the effects it has on student learning.

Benefits of WEAVEonline

At the institutional level, WEAVEonline supports a true culture of evidence by:

- Featuring a model of plan, assess, improve
- Encouraging collaboration across the institution
- Emphasizing continuous improvement
- Promoting reflection
- Supporting evidence-based planning
- Optimizing student learning

WEAVEonline facilitates good practice in planning and assessment for faculty and staff by:

- Guiding and streamlining assessment and planning processes
- Relating program objectives to other institutional and departmental objectives
- Providing for communication among individuals and programs
- Capturing data in a central location
- Encouraging curriculum mapping
Providing access from anywhere at any time

WEAVEonline helps to manage and monitor planning and assessment across the institution by:

- Dynamically reflecting the current state of assessment and planning at all levels
- Tracking actions over time
- Monitoring the costs of program improvements
- Facilitating reporting across programs
- Archiving data when a cycle is completed.

Successful Development and Implementation of Assessment Activities for Educational Programs, Administrative and Educational Support Services

Implementation

Successful development and implementation of assessment activities are required at every level at NCCU and can only be accomplished based upon the effects of unit leadership and staff. While the institution’s central administration will provide the technical and logistical support services for assessment, these services will only facilitate the work that must be done on the academic, administrative and educational support levels. When developing and implementing assessment activities, the following guidelines are important.

♦ Make absolutely certain of what is being required of the individual unit and understand the implications of that requirement in relation to the University, Division, and/or College/School mission.

♦ Involve professional staff in identification of outcomes/objectives.

♦ Assessment activities in individual units are accomplished without high levels of statistical skills or research expertise.

♦ Keep the entire process as simple as possible. It is far better to complete a relatively modest assessment plan than to fail to complete a very sophisticated design requiring considerate effort in producing mountains of data.

♦ Use the results of the assessment conducted to improve individual unit services and programs to clients and/or students.
a. Results of Assessment

‘Results of Assessment’ simply means information produced by a measurement procedure and analysis of the measurement data. This information is used to determine the degree of success in achieving the stated outcome/objective. This information must be considered as the next annual plan is developed (“Closing the Loop”).

As part of the annual planning process, each annual plan (for the institution and for every division, school/college, and unit) includes, together with each outcome/objective, a predefined measure that will be used to determine whether the outcome/objective was accomplished, and to assess whether the goal was successfully achieved. Associated with each measure, the assessment plan must also describe the measurement procedure that will be used to produce the information needed to evaluate the success of each activity, project, or program. The designed measures and the associated measurement procedure should be appropriate to the objective: that is, results of assessment should be clearly related to the outcome/objective being measured and yield useful, qualitative data that will feed back into the entire planning process. In general, results should also include meaningful quantitative information (such as raw numerical data or percentages).

Measurement must occur because assessment results are the basis for further rational planning. Each assessment planning document must document the assessment results. Vice Chancellors, Deans, Academic Chairs, and Directors are responsible for ensuring that each assessment planning cycle is informed by a meaningful review of the results of the previous assessment plan.

b. Use of Results for Program Quality Improvement

Assessment results are essential ingredients in continuing efforts for continuous improvement. To remain effective, and to become more efficient, all university operations must be assessed regularly and revised in a manner suggested by and consistent with assessment results. Collected regularly and carefully analyzed, assessment results can suggest important improvements (such as additional training, increased or decreased staffing, or changes in policies and procedures) in every unit, college/school, and division of the University, as well as in the institution as a whole. Assessment and use of assessment results must be used continually for effective institutional planning. Results should be used to enhance operations throughout the planning cycle.

Each assessment plan must describe how the previous assessment results have been used to enhance institutional quality. Vice Chancellors, Deans, Academic Chairs, and Directors are responsible for ensuring that the assessment results from each annual plan are used for program quality improvement. Vice Chancellors, Deans, Academic Chairs, and Directors are also responsible for ensuring that assessment results for units, divisions, colleges/schools, and for the institution are used in a connected and coherent manner, by providing assessment results to both higher and lower administrative levels for planning purposes.
c. Closing the Loop

The end product of all assessment activities is the improvement of educational programs, administrative and educational support services based upon the use of assessment results. The term “closing the loop” implies that the planning and evaluation process of the University, Division, College/School, and individual units have gone full-circle from establishing a mission/purpose, goals, outcomes/objectives, priorities, critical success factors, budget request, and results of assessment to using assessment results for continuous improvement as reflected in the next planning and assessment cycle. Without being able to demonstrate such use of assessment results, all previous activities fall short of their intended purpose, including closing the loop.
UNIVERSITY BUDGET PLANNING PROCESS

Overview of Budget Process for Prior Years

The third tenet is the budget process. In prior years, the budget process at North Carolina Central University (NCCU) began with the financial affairs budget office providing each division a base budget primarily derived from historical expenditures with the expectations that each base budget would be examined annually and any adjustments made gradually. Deans and directors consulted with department/unit heads, who in turn consulted with faculty/staff to determine final resource priorities for the college/unit. Each department/unit head submitted requests for next year’s budget increases to each executive level, division head for review. Approval for one-time funding requests could be approved at the executive level (assuming the division had remaining funds) or forwarded to the budget office for approval. A list of goals for the department accompanied the budget requests forming an annual plan. Instructions to each unit stated that the budget requests for each unit/department should “to the greatest extent possible, be aligned with and supportive of the strategic and operational priorities.” Deans and directors then submitted their unit budgets to the appropriate executive level head (normally a Vice Chancellor or Chancellor). These budgets then went to the budget office where they were consolidated to form a total, state funded University budget.

The University’s budget office reviewed each division’s budget. After this review, the budget office presented the University’s consolidated budget to the Chancellor for his/her approval. Upon approval of the University’s budget, the budget office, for fiscal year 2007-08, published a budget book which included the total University budget, along with a budget for each division (executive level), and each unit/department within the division. The primary focus of this annual budget book was state appropriations with a small supplemental section on receipt supported (auxiliary) units.

For FY 2007-08, NCCU developed a results based budgeting process which required each division to establish a service statement for the division and performance measures for each unit/department. This process is being refined for the FY 2008-09 budget and is described further in the next section.

Current Budget Process - Results Based Budgeting

The concept behind results based budgeting is to develop more “efficient and effective” institutions by providing a transparent, budget process that emphasizes “performance and accountability.” This process began with the Office of State Budget and Management (OSBM) conducting training sessions.

For the current budgeting process (FY 2008-09), North Carolina Central University (NCCU) embraced this results based budgeting process and adapted it to meet the University’s goals and strategic alignment.

- NCCU’s process began by first reviewing the University’s mission statement, goals, strategies, and key agency indicators. After review, NCCU submitted these documents to OSBM for review in February of 2008.
NCCU’s Office of Budgets and Financial Planning in March of 2008 conducted a campus workshop for each department/division to discuss expectations for this new budgeting process. Specifically each division and/or department should:

- Establish service statements (fund level). A service statement, as defined by OSBM, “outlines the activities performed in pursuit of the fund purpose.”
- Establish performance measures (fund level) which should be linked to the division’s (fund’s) service statement. OSBM identified four different types of performance measures and stated that there should be “at least one but no more than three measures for each fund that has a service statement.” These performance measures should provide a method of measuring the effectiveness of a division (and ultimately the University). Whenever possible, performance measures should include historical data allowing the ability to monitor progress.
- Input financial data into a newly developed Results Based Budgeting database. Expectations are for each department/unit to create a zero-based budget and justify any increases or changes from the prior fiscal year’s budget.

During April and May of 2008, NCCU’s Office of Budgets and Financial Planning reviewed financial data for reasonableness and requested each unit/division to explain large variances from the prior fiscal year’s budgets or the actual current year to date expenditures.

The Vice Chancellor of Finance and Administration distributed a memorandum (see actual memo on next page) to each budget manager regarding budget presentations.

While the focus in prior years’ budgeting has been primarily on state funds, the goal this budget cycle is to duplicate this process for all other funds including receipts, Title III funding, and other grants and contracts.

Roles of University Officials in the Budget Process

**Chancellor**

- Review University Executive Budget Committee recommendations
- Consult with University Budget Committee
- Make final decision on budget allocations

**University Executive Budget Committee (UBC)**

- Hold hearings for each divisional budget request
- Review Divisional Unit Head recommendations
- Prioritize University budget requests within the scope of the strategic plan and mission of the University
- Publish preliminary prioritized recommendations for review and comment
- Make final prioritized recommendation to the Chancellor
Executive Level (Chancellor and Vice-Chancellors)

- Reexamine unit base budgets
- Develop and prioritize divisional budget requests in consultation with Deans/Directors
- Prepare, submit and present prioritized divisional budget requests to the UBC for consideration through the University budget process.
- Provide information on all sources of funds available to their unit
- Make recommendations to UBC for changes outside the scope of the divisional funding ability
- Describe how any funds were allocated in the previous year’s budget

Deans/ Directors

- Reexamine cost center base budgets
- Develop and prioritize unit budget requests in consultation with Unit Heads
- Prepare and submit necessary planning documents to appropriate divisional unit heads for consideration through each division’s budget process
- Provide information on all sources of funds available to their unit
- Describe how any funds allocated in the previous year’s process were used and explain year-end balances (surpluses or deficits)
- Make recommendations to Divisional unit heads for changes outside the scope of Dean/Director funding ability

Unit Heads

- Reexamine cost center base budget
- Develop and prioritize unit budget in consultation with Faculty/Staff
- Make recommendations to Deans/Directors for changes

Faculty/Staff

- Reexamine cost center base budget
May 19, 2008

To: Vice Chancellors, Deans, and Department Heads
From: Dr. Alan D. Robertson, Vice Chancellor for Administration and Finance
Subject: Fiscal Year 2008-09 Budget Process

Background:

The Office of Budgets and Financial Planning (OBFP) staff and I look forward to the annual budget process for Fiscal Year (FY) 2008-09. This budget process will focus on increasing transparency, ensuring accountability, and enhancing performance. Overall, FY 2008-09 looks to be another challenging year based upon the latest general fund forecasts. The general fund forecast for FY 2008-09 is $66.5 million less than the original budget.

On May 13, 2008, Governor Easley’s Budget recommended a reduction of approximately $29 million for the University of North Carolina system. The lower revised forecast and the Governor’s budget reduction coupled with no tuition increases will challenge North Carolina Central University (NCCU) to budget fiscally conservative for FY 2008-09. Only vacant positions that are absolutely essential should be included in the FY 2008-09 budgets. Departments should also identify cost-effective alternative methods of service delivery.

One of our goals this year is to improve the budget process by integrating the FY 2008-09 budget allocations with strategic priorities, assessment of the environment, and performance based measures. The tool for accomplishing this integration will be through the Results Based Budgeting process. The University Budget Committee will be review request and making recommendations for allocating funds. This committee consists of the following members:

1. Chancellor – Dr. Charlie Nelms
2. Provost and Vice Chancellor for Academic Affairs – Dr. Beverly Jones
3. Vice Chancellor for Administration and Finance – Dr. Alan Robertson
4. Assistant Vice Chancellor for Budgets and Financial Planning – Ms. Cynthia Carter
5. Assistant Budget Director – Ms. Theresa Turner
6. Interim Director of Academic Budget & Finance – Mr. Logan Darenburg
7. Dean - College of Behavior & Social Sciences – Dr. Elwood Robinson
8. Assistant Vice Chancellor for Academic Affairs and University College – Dr. Bernice Johnson
9. Faculty Senate President – Dr. George Wilson

2007-2009 Institutional Effectiveness Plan
North Carolina Central University
In March, budget managers attended Results Based Budgeting (RBB) workshops and were expected to enter their budget data by April 2, 2008. Our budget staff is reviewing data and may have questions requiring your input. *If you have not entered your department’s data, please do so immediately.* To meet this aggressive budget cycle, it is critical that all departments have their data ready for review.

As the next step in this process, please prepare a budget planning narrative within the context defined on the next page. This budget planning narrative should explain the Results Based Budget amounts already submitted by each unit. Please email this document by **May 30, 2008**, no later than 9:00 AM to Ms. Cynthia Carter, Assistant Vice Chancellor for Budgets and Financial Planning, at the following email address: CCarter@nccu.edu.

The budget planning narrative should be a *maximum* of five pages in length and have three foci:

1. This narrative should include a description of the department’s continued efforts to meet the University’s strategic goals. The Chancellor has declared student academic success as the University’s highest priority. The 2008-09 budget priorities are as follows:

### 2008-2009 Budget Priorities

**North Carolina Central University**

- **A. Enhance student academic success**
  - a. Improve the quality of student life
  - b. Attract and retain outstanding faculty and staff
  - c. Enhance the intellectual climate within the NCCU community

- **B. Obtain reaffirmation of SACS accreditation**

- **C. Expand support for graduate education and research**

- **D. Improve the image, responsiveness, and reputation of the University**
  - a. Improve the quality of service through the implementation of the Quality Service Initiative (QSI)
  - b. Enhance campus aesthetics
  - c. Expand the capacity for private fundraising

- **E. Increase the enrollment of community college students**
2. Justification for new initiatives included in the Results Based Budgeting process. Part of the Results Based Budgeting process requires each department to:

   a. Review the service statement to determine if the service statement adequately reflects fund activity.

   b. Establish one and no more than three performance measures to support the service statement. These measures (as indicated by the Office of State Budgeting and Management) can be: “(1) Input measures (indicate quantity and quality of resources); (2) Process measures (indicate how well goods and services are delivered); (3) Output measures (indicate quantity and quality of goods and services); (4) Outcome measures (indicate the societal effect of goods and services).”

Reference Note:
Should you want more detailed information regarding the Results Based Budgeting process, you will find detailed instructions and examples from the Office of State Budgeting and Management at the following website: http://data.osbm.state.nc.us/source/RBB_instruc_0911.pdf
Budget Calendar – FY 2008-09

Months of April & May
Departments finalize service statement, Results Based Budgeting input, and also work with Budget Staff to finalize funding recommendations.

May 30
Receive budget planning narratives from departments

Week of June 2
Review budget presentation material

Week of June 9
Departmental presentations (Detailed schedule located below)

June 16 and June 17
University Budget Committee (UBC) Deliberations

June 23
Vice Chancellor deliberations with Chancellor

June 30
Fiscal year 2008-09 State Budgets finalized

Updated Budget Calendar

FY 2008-09 Budget Process

March, 2008
Departments receive detailed Results Based Budgeting (RBB) instructions including goals of the process and how to enter budget data (both financial and narrative) into the RBB database.

Months of April and May, 2008
Departments finalize service statements, RBB data input, and work with Budget Staff to finalize funding recommendations

May 30, 2008
Office of Budget and Financial Planning receive budget planning narratives from departments

Week of June 2, 2008
Office of Budget and Financial Planning review budget planning narratives, consolidate budgets to prepare a total state appropriated University budget.

Week of June 9, 2009
Departmental presentations

June 16 - June 17, 2008
University Budget Committee (UBC) deliberation

June 23, 2008
Vice Chancellors deliberation with Chancellor

June 30, 2008
Fiscal year 2008-09 state appropriated budget finalized

FY 2007-08 Budget Close-Out Process

April 17, 2008
Last day to complete budget transfers

April 18, 2008
Budget collapses to Executive Levels (Vice Chancellors and Chancellors)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 30, 2008</td>
<td>All state appropriated budgets will lapse to Budget Officer and Chancellor</td>
</tr>
<tr>
<td>June 6, 2008</td>
<td>Last day for most departments to submit invoices to guarantee payment in FY 2007-08.</td>
</tr>
<tr>
<td>June 20, 2008</td>
<td>Last day for grant, trust, and auxiliary departments to submit invoices to guarantee payment in FY 2007-08.</td>
</tr>
<tr>
<td>June 30</td>
<td>Last day to process payments</td>
</tr>
</tbody>
</table>
University Common Planning Cycle Calendar

The University has adopted a common planning and evaluation format and a unified calendar for all academic, administrative and educational support services annual planning. Units establish and regularly review and (when necessary) revise unit mission statements that support the University Mission, Goals, and Priorities. Units clarify the meaning of their missions by establishing goals and measurable expected outcomes/objectives supporting those goals.

Specifically, the unit identifies expected outcomes/objectives; the unit provides an assessment measure and assessment procedure that enables the unit to determine whether it has successfully accomplished the expected outcome/objective. Specifically, the unit is required to process its assessment plan, findings and reporting of use. See page 34 for University Common Planning Calendar.
### University Common Planning Cycle Calendar

#### Annual Planning =  
#### Assessment Process =  
#### Budget Process =  

<table>
<thead>
<tr>
<th>Fiscal Year 2008/2009</th>
<th>Due Dates</th>
<th>Activity /Process</th>
<th>Planning Period Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td></td>
<td>Departments receive detailed Results Based Budgeting (RBB) instructions including goals of the process and how to enter budget data (both financial and narrative) into the RBB database.</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Months of April and May, 2008</td>
<td></td>
<td>Departments finalize service statements, RBB data input, and work with Budget Staff to finalize funding recommendations.</td>
<td></td>
</tr>
<tr>
<td>Week of June 9, 2009</td>
<td></td>
<td>Departmental presentations</td>
<td></td>
</tr>
<tr>
<td>June 16 – June 17, 2008</td>
<td></td>
<td>University Budget Committee (UBC) deliberation</td>
<td></td>
</tr>
<tr>
<td>June 23, 2008</td>
<td></td>
<td>Vice Chancellors deliberation with Chancellor</td>
<td></td>
</tr>
<tr>
<td>June 30, 2008</td>
<td></td>
<td>Fiscal year 2008-09 state appropriated budget finalized</td>
<td></td>
</tr>
<tr>
<td>Sept 1-15</td>
<td></td>
<td>UPC Reviews Institutional Mission, Goals/Objectives and Forward to Provost</td>
<td>2009/2010</td>
</tr>
<tr>
<td>Sept 15-30</td>
<td></td>
<td>Strategic Planning Committee establishes University Priorities/Accountability Measures, approved by the University Planning Committee</td>
<td>2009/20010</td>
</tr>
<tr>
<td>Sept 1-30</td>
<td></td>
<td>Assessment training/workshops on data collection (direct and indirect methods), and analysis. Reviewing the role of Institutional Effectiveness at NCCU.</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Oct 1</td>
<td></td>
<td>Assessment Plan (2008-2009) due in WEAVEonline for Educational Programs, Administrative and Educational Support Services</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Oct 1-30</td>
<td></td>
<td>University Assessment Committee Review Assessment Plans in WEAVEonline, and provide feedback on each assessment plan.</td>
<td>2008-2009</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td>Assessment progress report that describe the components of the assessment plan undertaken to that point and/or completed. Reviewed by Deans/Associate Deans and/or Divisional/School/Chairs/College Assessment Committees</td>
<td>2008-2009</td>
</tr>
</tbody>
</table>
1. Planning Stage: Identifying and redefining.

2. Implementation Stage: Gathering of data

3. Use of Results Stage: Evidence-based Decision Making Stage Making informed decisions

4. Improvement Stage: Making Unit changes, modifications and improvements

5. Report Process: Reporting results to Stakeholders

Planning Process (Mission, Strategic Plan, Goals, and Priorities)

Assessment Process (Outcomes-based assessment)

Evidence-based Decision Making

Budget Process

Continuous Improvement

Reporting of Institutional Effectiveness

Annual Report/Scorecard

University-wide Assessment Committee

Assessment Areas of support, training, feedback, monitoring and reporting
Appendices

Appendix A  NCCU Mission, Vision, Core Values, and Strategic Goals and Objectives
Appendix B  University Performance Accountability Measures
Appendix C  University Priorities
Appendix D  Examples of Outcomes-based Assessment
Appendix E  Nine Principles of Assessment
Appendix F  WEAVEonline Glossary
Appendix A

North Carolina Central University Mission, Vision, Core Values, and Institutional Strategic Goals and Objectives

I. The University

Mission
North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master's, professional and selected doctoral levels. It is the nation's first public liberal arts institution founded for African Americans. The University maintains a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual productivity and to enhance the academic and professional skills of its students and faculty.

The mission of the University is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. The University will serve its traditional clientele of African American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic attributes.

Teaching, supported by research, is the primary focus of the University. As a part of that focus, the University encourages its faculty to pursue intellectual development and rewards effective teaching and research. The University recognizes, however, the mutually reinforcing impact of scholarship and service on effective teaching and learning. North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative, and service activities that benefit the community.

The Vision:

Be recognized as one of the nation’s leading institutions for academic excellence in a diverse, cultural, and educational environment.

Guiding Principles (Core Values):
- Excellence in Teaching, Research, Scholarship, and Creativity
- Access to Education and Effective Development Opportunities
- Promotion of Citizenship, Service, and Social Justice
- Appreciation of and Respect for Diverse Perspectives

2007-2009 Institutional Effectiveness Plan
North Carolina Central University
• Superb Customer Service
• Commitment to Life-Long Learning

From these guiding principles, the goals of the Strategic Plan are anchored.

Institutional Strategic Goals and Objectives:

1. Sustain excellent, innovative teaching, learning, and research, in an environment grounded in intellectual discovery and community service.
   • Promote and sustain high quality and innovative teaching through implementation of technology throughout the curriculum;
   • Enhance the intellectual climate by providing the necessary infrastructure, resources and activities that will stimulate intellectual development and research;
   • Promote and sustain a high standard of quality that will support an innovative learning environment;
   • Sustain and leverage NCCU’s reputation as a leader in curriculum-based community service activity.

2. Enhance the rigor and relevance of existing degree programs while developing a new degree programs to meet the evolving needs of society.
   • Enhance the rigor and relevance of existing degree programs;
   • Develop new programs to meet the evolving needs of society, with emphasis upon the strategic priorities of the University of North Carolina system and service to the stakeholders of North Carolina Central University.

3. Build upon the University’s history of addressing the needs of underserved groups through innovative outreach efforts and effective retention strategies.
   • Develop a comprehensive enrollment management plan for recruitment, retention, and graduation of undergraduate and graduate students;
   • Increase private, state, and other funding sources that can be used to support scholarship packages for students and attract top scholars;
   • Increase the number of non-traditional students enrolled by making classes more accessible to them and by encouraging the enrollment of re-entry students;
   • Increase the number of NCCU graduates who earn advanced degrees;
   • Strengthen the learning environment for all students by increasing the diversity of the student body, while continuing our historical commitment to provide educational opportunities to African-Americans;
   • Strengthen programs to prepare academically disadvantaged students to attend NCCU;
   • Maintain an effective and efficient student academic advising program.
4. Systematically increase public and private financial support and expand collaborative partnerships.
   - Increase NCCU’s privately funded endowment to $50 million;
   - Increase the proportion of NCCU’s total budget provided by non-state sources to 75% by fiscal year 2010;
   - Maintain effective administration and management of the NCCU Foundation;
   - Capitalize on NCCU’s strategic location in the Research Triangle Park to expand the number of alliance and partnerships to over one-hundred.

5. Increase NCCU’s participation and presence locally, nationally, and internationally to enhance the University’s image and impact.
   - Assure the dissemination of information about the University’s activities and their significance from local to the global setting;
   - Conduct market research and/or marketing audits to determine name recognition and reputation of the University;
   - Instill an international culture and promote the University to the global community by expanding opportunities for NCCU faculty, staff, and students.

6. Promote the use of integrated information technology in academic and administrative functions.
   - Provide an administrative technology infrastructure, which will provide integrated and user-friendly support services;
   - Integrate technology with instruction to enhance the teaching-learning process;
   - Provide efficient and comprehensive information technology services and improved access to technology resources for faculty, staff, and students;
   - Provide an IT infrastructure to acquire, manage, and implement technology resources on NCCU’s campus.

7. Ensure that appropriate facilities are available in requisite quality and quantity.
   - Provide adequate maintenance and upkeep for all campus facilities;
   - Continue to enhance and expand physical facilities;
   - Emphasize campus beautification efforts.

8. Implement a University-Wide Continuous Improvement Process to promote efficiency and effectiveness.
   - Establish a University continuous assessment and improvement plan to guide and oversee the annual program and policy review process;
   - Conduct annual reviews for all University employees;
• Enhance the operations of the individual units on campus;
• Provide timely, efficient, and effective customer-friendly services.
Appendix B

University Accountability Measures for 2007-2008

1. Identify academic units seeking first time accreditations and develop plans and timelines to support their efforts.

2. Host unit accreditation site visit teams and submit a final report on academic year activities conducted by the Office of University Accreditation.

3. Obtain a retention rate of seventy-three percent (73%) in 2007 and seventy-six percent (76%) in 2008 for all freshman students going into their sophomore year.

4. Achieve a minimum four-year graduation rate of 24.5% in 2007 and 25.9% in 2008.

5. Achieve a minimum six-year graduation rate of 51.3% in 2007 and 52.3% in 2008.

6. Complete the Banner Human Resources (Phases II and III) module implementation by June 30, 2008.


8. Implement Banner Operational Data Store (ODS) infrastructure by January 2008 to allow for Banner reporting against a non-live database instance.

9. Establish a Quality Enhancement Plan committee; finalize the University’s Quality Enhancement Plan; and draft Compliance Certification and Federal Requirements relevant to the SACS reaffirmation process.

10. Determine the Student Learning Outcomes compliance for each program and course and prepare a final Student Learning Outcomes report on compliance across the University curriculum.

11. Draft (revised) and validate Student Rating of Instruction Report for consideration for improvement.

12. Increase by five percent (5%) the number of students going abroad on different study programs. Currently less than three (3%) of NCCU students are studying abroad.
13. Increase the number of academic units offering Global Studies Curriculum by fifty percent (50%).

14. Increase by five percent (5%) the number of collaborations between the University and the international community (local and abroad).

15. Obtain an eighty-five percent (85%) passing rate (or greater) of all Nursing students taking the NCLEX professional examination.

16. Ensure that all students in Teacher Education score a minimum of 522 on the PRAXIS I professional examination.

17. Ensure that all students in the Elementary, Middle, Secondary, and Special Education Licensure programs, along with other concentrations in Education that require the PRAXIS II professional examination achieve the required score designated by the North Carolina Department of Public Instruction.

18. Maintain a passage rate for all law students taking the BAR Examination for the first time at a rate within ten percent (10%) of the state of North Carolina average.

19. Evaluate and assess the reorganization of the College of Arts and Sciences.

20. Ensure that all academic programs are being reviewed on a five-year cycle.

21. Increase the number of first-time and transfer students to 300 or more for Fall 2007.
Appendix C

University Priorities for 2007-2008

1. Continue advisement and financial support for academic units seeking first time accreditation and maintain current unit accreditations, approvals, and certifications.
2. Improve Retention and Graduation Rates and increase the number of students that transfer from community colleges.
3. Support the timely implementation and maintenance of the Banner system.
4. Enhance opportunities for faculty and student professional development.
5. Infuse Student Learning Outcomes assessment into programmatic direction and course syllabi.
6. Refine Student Rating of Instruction to incorporate Student Learning Outcomes accountability in teaching efficacy.
7. Promote the continued development of international programs.
8. Enhance research programs by supporting research initiatives in health disparities, BRITE, BBRI, Nanotechnology, and other research endeavors.
9. Improve passage rates on professional examinations including the PRAXIS I & II for the School of Education, the BAR Exam for the School of Law, and the NCLEX for the Department of Nursing.
10. Encourage continuous assessment and evaluation of all activities associated with institutional effectiveness and efficiency.
11. Improve administrative processes to ensure timely payment of personnel.
12. Attract, retain, and develop Junior Faculty – The Best and the Brightest.
Appendix D

Examples of Administrative Units’ Outcomes-based Assessment Processes

Administrative units conduct assessment of their processes and products. (Retrieved 8-10-2008 from http://www2.acs.ncsu.edu/UPA/assmt/admin_examples_others.htm)

To visit site, Ctrl + Click to follow link:

- Admissions & Enrollment Planning
  - Florida Golf Coast University
  - Georgia State University
  - University of North Texas
  - Weber State University

- Athletics
  - Georgia State University
  - North Carolina State University
  - Old Dominion University

- Audit
  - Georgia State University

- Computer Resources/Information Technology
  - Georgia State University
  - St. Ambrose University
  - Texas Christian University
  - University of Texas-Pan American

- Continuing Education or Non-Credit Programs
  - University of North Texas
  - University of Southern Mississippi
- Distance Education/On-Line Learning (Administration of Unit)
  - University of North Texas
  - Washington State University
  - University of Wisconsin: Paper

- Diversity
  - University of Colorado
  - University of North Texas
  - Kent State

- Equal Opportunity Office
  - University of Texas-Arlington
  - North Carolina State University
  - Old Dominion University

- Facilities Planning, Development, Renovations
  - Georgia State University

- Faculty Center: Teaching/Learning Resources
  - Georgia State University

- Financial or Business
  - Brenau University
  - University of North Texas
  - Georgia State University

- Human Resources
  - University of North Texas

- Institutional Research or Assessment
  - Georgia State University
• North Carolina State University
• University of North Texas
• University of Southern Mississippi

• International Affairs
  • Georgia State University
  • North Carolina State University

• Legal Affairs
  • Georgia State University
  • North Carolina State University

• Library
  • Georgia State University
  • Gustavus Adolphas College
  • Suffolk: Mildred Sawyer Library
  • Texas Christian University
  • ACRL's Information Literacy Competency Standards for Higher Education

• Public Safety
  • University of Texas-Pan American
  • University of Southern Mississippi
  • Georgia State University

• Registrar
  • University of North Texas

• Research/Sponsored Programs
  • Texas Christian University
  • University of Southern Mississippi
  • University of Texas-Pan American
• Study Abroad or Education Abroad
  • Bowling Green State University
  • North Carolina State University
  • University of Wisconsin-Platteville

• University Advancement
  • Florida Golf Coast University
  • University of North Texas

Other Institutions' Websites with Several Different Units' Assessment Plans or Reports On One Webpage

• Georgia State University
• University of North Texas
• University of Southern Mississippi
• University of Texas-Pan American
• William Patterson University

From Other Institutions, Examples of Administrative Unit's Assessment Forms or Templates

• Brenau University
• Bucknell University
• Clemson University
• University of Scranton
• University of North Texas
• University of Texas - Arlington

Other Resources

• Internet Resources For Higher Education Outcomes Assessment has a multitude of examples, resources, and information about both administrative and academic assessment.
• Assessing The Impact of Technology on Student Learning provides links to a wealth of resources designed to facilitate understanding of the role of assessment in relation to computer/information technology and student learning.
The Council for the Advancement of Standards in Higher Education has self-assessment materials for student affairs, student services, and student development programs if they incorporate student learning and student development in their mission. Most of the administrative units listed above do not directly impact student learning. However, the Council's material is valuable to those units that do impact student learning.
Appendix E

ASSESSMENT PRINCIPLES

9 Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can
help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/aes, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and
personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

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## WEAVEonline Glossary

<table>
<thead>
<tr>
<th>Glossary</th>
<th>Definition (Supported in the WEAVEonline Assessment Management System)</th>
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</thead>
<tbody>
<tr>
<td><strong>Action Plan</strong></td>
<td>An action is an organized activity you undertake to help your program more effectively achieve its intended outcomes/objectives. For example, if students did not meet your program’s expectations for oral presentations, you might decide to include more instruction and/or more practice to enhance students’ development of oral presentation skills. An Action Plan is the group of actions compiled for a single assessment cycle. An action plan often translates directly into objectives or measures for the following cycle’s assessment plan.</td>
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<tr>
<td><strong>Action Tracking</strong></td>
<td>Action Tracking is a feature contained in WEAVEonline assessment system. It allows a unit to update progress on actions identified in previous assessment cycles. A program can track actions over time to show its program improvement efforts. The tracking of these action plan elements forms a cumulative record that is of special value for accreditation or program review. Because circumstances change, a program can modify a planned action. A program might change the person responsible or the implementation target date, for example. The tracking status defaults to Current, but it is easy to change that status to Completed, On hold, or Terminated. There is also an optional Comments field to give more information about any status change.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Analysis is your reflection on your program’s findings versus the criteria you set for success on your program’s intended outcomes/objectives. Here you summarize what you see as patterns of strength and areas in which improvement is needed.</td>
</tr>
<tr>
<td><strong>Annual Report</strong></td>
<td>This is a series of brief annual summaries. WEAVE provides the following fields: Executive Summary; Contributions to the institution; Highlights; Teaching activities; Research and scholarly activities; Public/Community service; International activities; and Challenges. Within the Executive Summary, Departments MUST summarize how they have provided evidence of improvements based on analysis of assessment results.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment is a systematic process of gathering and interpreting information to discover if your program is meeting its outcomes/objectives and then of using that information to enhance your program. Assessment is a process designed to answer the question: “Are our efforts bringing forth the desired results?”</td>
</tr>
<tr>
<td><strong>Assessment Plan</strong></td>
<td>Mission, Goals, Outcomes, &amp; Measures</td>
</tr>
<tr>
<td><strong>Findings</strong></td>
<td>The results of your assessments; they give evidence of achievement versus a target level for each measure you use. For student/program learning outcomes, findings detail how students performed on the measure.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>A measure identifies evidence and methods you will use to determine whether you are achieving expected results. Measures need to show performance compared to criteria for success in relation to outcomes/objectives. Measuring student learning is a special case. The best measures for this are direct indicators in which students demonstrate what they know or can do. In this category are portfolios of work over time, exhibitions, clinical evaluations, performances, carefully designed course-embedded assessments, and products such as papers or oral presentations. Indirect indicators, in which students or others report on student learning, are less powerful, though they do have a place in creating “an understanding of learning as multidimensional, integrated, and revealed in performance over time” (from AAHE’s Nine Principles of Good Practice for Assessing Student Learning).</td>
</tr>
<tr>
<td><strong>Mission</strong></td>
<td>Mission is the purpose of your program, showing how you connect and contribute to the institution’s overall work. It should be succinct (75-100 words) but convey how the academic program or administrative unit supports the mission of the university.</td>
</tr>
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2007-2009 Institutional Effectiveness Plan
North Carolina Central University
A Student (Program) Learning Outcome is a statement regarding knowledge, skills, and abilities students should gain or enhance as a result of their engagement in an academic program or other structured learning experience. Student Learning Outcomes are the most important outcomes for an academic program.

If you are writing a Student (Program) Learning Outcome statement, you may find it helpful to start out with “Students [or program graduates] will be able to….“ You make outcomes entries at the start of an assessment cycle.