

Institutional Effectiveness

Institutional Effectiveness is a process of ongoing evaluation of the key mission of the UNC system institution, the North Carolina School of the Arts (NCSA); teaching, research and public service. The evaluation of the quality of these services must be systematic, broad based, interrelated and appropriate to the institution. A written plan for the expected results and the methods of analyzing those results is the responsibility of each school and administrative department at North Carolina School of the Arts.

Goals that drive the written outcome expectations are derived directly from the Strategic Plan approved in December 2004. Driven by the founding mission of 1963, and reinstated by the current mission, the Strategic Plan's action plans are good benchmarks to use in launching goals. The goals established by schools and administrative departments must be developed with respect to student achievement in relation to purpose, course completion, degree attainment and job placement rates. NCSA must consider the quality of student learning at all academic levels and the research and service functions that are dictates of the university level.

Each school and administrative department must establish a clearly defined and published mission congruent to the overall mission of the university. Goals for each school and department are designed to support that mission and thereby the paramount mission of NCSA. The goals must be set up to guide the school forward. Educational activities of NCSA, including teaching, research and public service must be orderly, varied, unified and suitable to the purpose of the university.

Written and comprehensible procedures and methods for evaluating the goals must be in place and transparent for all stakeholders. Procedures must outline processes to measure the extent to which goals are being met. Measurement must encompass specific tools and systems that gauge the quality of the achievement. Formal and in-kind assessment instruments and strategies must be appropriate and integrated to the goals of each school and administrative department.

Assessment results must be used to evaluate the effectiveness of the institution. Assessment results must be used to measure the quality of teaching and its impact on student learning. Improvement in teaching must show interrelatedness to improvement in student learning. Formal assessments of research must integrate into quality of teaching and learning. Assessment of processes in teaching and research must show improvement in educational programs, services and operations. Each administrative department must use results of evaluations to improve administrative and educational support services.

Evaluations and assessments must be an annual analysis of the known facts. The findings provide the evidence for future planning and the next year's goals and projected outcomes. All documentation for the processes are maintained in schools and departmental files and records as evidence of "closing the loop."