Bennett College for Women
Office of Institutional Effectiveness

Institutional Assessment Manual
2019-2022

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Institutional Assessment Manual

2019-2022

Introduction

Institutional Effectiveness is a process in which an institution demonstrates how well it succeeds in accomplishing its mission and meeting its goals. The process allows a college to choose its expected outcomes based on its self-identified mission. The faculty and administrators develop mission statements for each academic program and administrative unit that are derived from the College mission statement. They then define the program and expected outcomes they believe are most appropriate and report these in an annual IE assessment cycle. These outcomes are assessed to determine the extent to which they were achieved in the planning year. Finally, the assessment results are used as the basis for making changes for continuous improvements in the academic and administrative programs and services. Thus, the process of Institutional Effectiveness involves planning, assessment, and the use of assessment results for continuous improvement.

The purpose of this manual is to provide guidance for faculty, academic leaders, and those who support educational services to develop and evaluate Institutional Operational Plans, Student Learning Outcomes and Program Outcomes, and use the assessment results to inform future planning.

Institutional Mission Statement and Goals

The Mission Statement drives the work of the institution. It explains what Bennett does and whom it serves. To accomplish its mission, the College has four goals listed in its strategic plan that are derived from the mission statement. Each academic department and administrative unit is expected to develop a sub-mission statement which is inspired by the college mission statement and one or more of the strategic goals.

Types of Expected Outcomes

There are two types of expected outcomes: Student Learning Outcomes and Program Outcomes (academic and non-academic). **Student Learning Outcomes** are the knowledge, skills, behaviors, and attitudes or values that students are expected to have or exhibit when they complete an academic course or degree program. **Operational Program Outcomes** are specific, programmatic, operational, and administrative objectives that academic departments and administrative units intend to accomplish. They are not

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necessarily related to student learning. However, these outcomes certainly improve the environment that supports student learning.

In order to determine whether or not objectives/learning outcomes are achieved, a method of evaluation is needed. This mechanism for assessment should be built into the plan to specify the objective/learning outcomes.

Assessment

Assessment represents the systematic and on-going process of collecting and reviewing evidence about the College's academic and administrative programs and services. It is focused on improving student learning and the services delivered to the College community. Assessment performs two functions for the College.

The *first function* is to provide information for improving programs of the College. It accomplishes this function by providing feedback to:

1. The faculty by identifying areas where students are performing well and where they are not so that changes can be made that will improve teaching and the curricula. The expected outcome is improved student learning.

2. The staff by identifying areas where services are satisfactory, contributing to the improvement of student learning, and where changes need to be made that will result in better services to improve the educational environment.

The *second function* of assessment is evaluation of College programs for accountability purposes. Accountability in this sense means both internal and external accountability. External accountability involves providing evidence to accreditors and governmental agencies that the College is in compliance with requirements. In addition, it meets state and federal demands for proof that the College is performing at acceptable levels. Internal accountability involves evaluating the quality of programs and services to determine continuance or modification. Examples of academic and non-academic objectives and their corresponding assessments are provided below.

Example 1
    Objective: Increase the cumulative GPA of the entering class.
    Outcomes: For regularly admitted first-time freshmen, show an increase in the median cumulative GPA of at least 0.1 grade points.

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Example 2

> **Objective**: Monitor student attitudes related to the college culture using the Satisfaction Survey.
> **Outcomes**: At least one important area of student dissatisfaction will be identified and addressed.

Institutional Planning and Assessment Timeline

Institutional Effectiveness is an on-going process which involves planning, assessment, and using the assessment results for continuous improvement. The following table outlines the timeline for the process at Bennett College.

When	What	Who
July	Non-academic areas develop an operational plan, share the plan with its functional units and submits the completed plan to IE by July 15th.	Vice Presidents
	Educational Support Units develop plans and submit to IE by July 30th.	Educational Support Units
August	Academic departments develop annual operational plan and degree program student learning outcomes assessment plan and submit to IE by August 15th.	Academic departments and degree programs coordinators
January	Operational Plans are re-visited and assessed formally by all functional units in a mid-year planning meeting.	Academic departments and Educational Support Units
	Mid-year performance reports from all functional units submitted to IE by January 15th.	Academic departments and Educational Support Units
May	End of year planning meeting to complete the assessment of student learning outcomes	Academic departments
	Academic units submit end of year reports to division chairs by May 15th.	Academic departments
	End of year academic division plan reports submitted to Area Vice President by May 30th.	Division Chairs
June	End of year planning meeting to prepare operational planning report and submit to IE and Vice Presidents by June 15th.	Educational Support Units
	End of year report from all Area Plans submitted to IE by June 30th.	Vice Presidents

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Operational Planning and Assessment for Non-Academic Programs

Each administrative or academic unit is required to have an operational plan that includes the following elements:

- **Goals** – must be aligned to the strategic goals of the college, are broad enough to cover the main areas of responsibility
- **Objectives** -- describe what the unit wants to accomplish specifically
- **Enabling Strategies** -- action items that will enable the unit to achieve the objectives
- **Resources** – budgets, personnel time etc, needed for achieving the goal and objective(s)
- **Responsibility** -- designee who makes sure it gets done
- **Timeline**: Indicate when data will be collected and analyzed, when reports will be available, or when the task will be accomplished.
- **Expected Outcomes** -- describe how the unit knows if the objective is accomplished, the outcomes should be specific and measurable
- **Assessment Measures** – Target(s) or criteria that can be used to evaluate the quality of the outcome so that a determination can be made whether the objective is met or not.
- **Projected Use of the Assessment Results** -- Based on the expected outcome, what changes you plan to make for continuous improvement?
- **Communication of Use of Assessment Results**—a description of where and how the results will be used to improve programs (e.g. an institutional website or committee reviews)

Any goals of the current strategic plan that apply and all applicable accreditation requirements must be incorporated into unit objectives.

Characteristics of an Institutional Operational Plan

1. Clearly stated with specific and measurable outcomes

2. Assessment should be systematic using suitable methods to determine to what extent the expected outcomes are met. These methods may be direct or indirect -- quantitative or qualitative.

3. The assessment results should be used to improve the performance of academic programs and administrative units of the College.

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Assessment Measures for Administrative Programs

Once an expected outcome is identified and the methods of assessment are chosen, the next step is to determine the measures for success or performance for each expected outcome. An assessment measure identifies how well a program is expected to perform on the assessment, or to what extent an objective is met based on its actual outcome. Measures can be quantitative or something tangible such that it is clear whether the objective was met or not. For example:

> *Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the newly implemented services.*

The expected performance or target on a given assessment measure should be determined before data related to that measure are collected. Notice in the example above that an exact target is set.

When considering a specific target or measure, be sure to set one that can be achieved. Setting an unrealistically high target makes success unlikely. It is better to set a realistic success measure so that successful incremental improvement can be shown. Also, avoid setting unrealistically low targets to assure success to prevent being viewed as failing or as an excuse for not attempting to make improvements. That a target is not reached does not mean that a program is weak or ineffective provided that the department uses the data collected to make improvements to move toward the desired target level.

Methods of Assessing Administrative Program Outcomes

The following are examples of the methods that can be used to assess the expected outcomes of administrative programs:

1. Tracking the Use of a Service (e.g. hits on a website)
2. Satisfaction surveys
3. Graduation rates
4. Retention rates
5. Establishing timelines and budgets
6. Recruiting results
7. Tracking program participation
8. Tracking complaints and how they are resolved
9. National Survey of Student Engagement (NSSE)

The non-academic assessment operational planning form needs to be used to record

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the methods used for assessment.

Projected Use of Assessment Results

During the planning phase, the use of the assessment results is projected indicating what changes you are going to make based on the actual outcomes. Please refer to "Reporting and Using Actual Assessment Results" section for examples.

Operational Planning Assessment Summary Reports

Each administrative or academic unit is also required to have a mid-year and annual report that aligns closely with the operational plan. The summary report includes the following elements**:**

- **Goals** – must be aligned to the strategic goals of the college, are broad enough to cover the main areas of responsibility (the same as plan)
- **Objectives** -- describe what the unit wants to accomplish specifically (the same as the plan)
- **Enabling Strategies** -- action items that will enable the unit to achieve the objectives (the same as in the plan)
- **Actual Resources Used** – state the actual use of the resources
- **Responsibility** – person who gets it done
- **Actual Timeline** – state when data was collected and analyzed, when the task was completed or when the report was available.
- **Actual Outcomes** -- describe what is in place, what changes have taken place or what has accomplished so that the unit knows that the objective is met or not. Supporting documents need to be attached.
- **Actual Assessment Measures** –the actual target(s) based on the actual outcome – quantitative or qualitative.
- **Objective Met or Not** –self-evaluation of the quality of the actual outcome by comparing the Actual Assessment Measures reported in the summary report against the Assessment Measures set in the plan, comparing the actual timelines against the projected timelines, the actual resources used against the projected resources to determine to what extent the objective is met.
- **Actual Use of the Assessment Results** – state how the assessment results have been used or being used for continuous improvement.
- **Communication of Use of Assessment Results**—a description of where and how the results will be used to improve programs, i.e. an institutional website, committee reviews, etc.

All Summary Reports must demonstrate that expected outcomes were assessed,

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and evidence of improvement based on analysis of the results was provided.

Reporting and Using Actual Assessment Results

Actual assessment results must be reported for each objective in the operational plan. These results are reports and analyses of the data collected in the assessment. The results show whether or not the measures for success on the actual outcomes were met. As such they identify the strengths and areas that need improvement of an administrative program or services. The department will address what it intends to do as a result of the assessment.

Examples of Assessment Results for Administrative Units

1. **Results:**(1) Revised website published April 2019. (2) Unique visitors increased 48.4% from April-June 2018 to April-June 2019. (3) Pages visited increased by 124.2% from April-June 2018 to April-June 2019.
   Use of the Results: (1) Continue marketing the website. (2) Monitor the website for timely updates. (3) Push for online appointment scheduling.

2. **Results:** Black and Hispanic freshman enrollment increased by 2.5 and exceeded the benchmark of an increase of 2 percent over the base year of 2017-2018.
   Use of the Results: The target increase for next year will be 2.5 percent.

In addition to the summary report, non-academic units are required to complete the assessment form and submit it together with the summary report.

Planning and Assessment Guidelines for Academic Programs

Departmental instructional goals and outcomes serve as the foundation for assessment of the quality of its academic programs. The first step in assessment, therefore, is for the faculty in each academic department to identify the goals and all the student learning outcomes for each degree program in the department. In any given year, these goals should be selected for assessment. These instructional goals and objectives should identify the program's student learning outcomes that answer the following question:

> *What should a graduate know, do, and/or value after majoring in our program?*

The assessment process lets the department know how well students are meeting the instructional goals and outcomes determined by the faculty. Thus, strengths

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and weaknesses can be identified. The faculty then has the information necessary to make changes in areas where students are not performing as well as expected.

Student Learning Outcome Assessment Plan

Each academic program must have its defined program mission, student learning outcomes to guide the program to achieve its intended results. Student learning outcomes assessment plan should consist of the following elements:

- **Mission of the Program:** a broad statement of what the program is, what it does, and for whom it does it. It reflects how the program contributes to the education and careers of students graduating from the program, and should align with the Department, College, and University missions.
- **Student Learning Outcomes:** specific statements that describe the required learning achievement that must be met on the way to attaining the degree. That is, the SLOs focus on the knowledge, abilities, values and attitudes of a student after the completion of your program.
- **Assessment Methods:** More than one assessment method should be used, direct and indirect.
- **Expected Outcomes:** describe to what extent the program intends to achieve the defined student learning outcomes. The expected outcomes should be specific, and measurable.
- **Actual outcomes:** describe the actual achievement of the student learning outcomes. Supporting data need to be attached.
- **Self-evaluation of the actual outcomes:** evaluate the actual outcomes against the expected outcomes to determine the extent the expected outcomes are achieved.
- **Use of the outcome results:** Actions that need to take based on the assessment results of actual outcomes.
- **Communication of Use of Assessment Results**—a description of where and how the results will be used to improve programs, i.e. an institutional website, committee reviews, etc.

Student Learning Outcomes in Action Terms

Student learning outcomes are not the same as individual course objectives. Instead, outcomes reflect whether objectives have been met. Learning outcomes use action verbs to describe what students are expected to know and do when they finish a program. These outcomes should be related to one of the goals in the College's Strategic Plan.

Action verbs associated with student learning outcomes are verbs such as "explain", "analyze" and "evaluate "and should be used instead of "be exposed to,"

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"have an opportunity to," or "be familiar with." The outcome should be stated in terms such as: "Students will analyze, describe knowledge, demonstrate skills, or attitudes…"

Action Verbs and Types of Learning

Cognitive Learning	Examples of Action Verbs
Knowledge—to recall or remember facts without necessarily understanding them	articulate, define, indicate, name, order, recognize, recall, reproduce, list, tell, describe, identify, show, label, tabulate, quote
Comprehension—to understand and interpret learned information	classify, describe, discuss, explain, express, interpret, contrast, associate, differentiate, extend, translate, review, suggest, restate
Application—to put ideas and concepts to work in solving problems	apply, compute, give examples, investigate, experiment, solve, choose, predict, translate, employ, operate, practice, schedule
Analysis—to break information into its component to see interrelationships	analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, distinguish, examine, investigate, interpret
Synthesis—to use creativity to compose and design something original	arrange, assemble, collect, compose, construct, create, design, formulate, manage, organize, plan, prepare, propose, set up
Evaluation—to judge the value of information based on established criteria	appraise, assess, defend, judge, predict, rate, support, evaluate, recommend, convince, conclude, compare, summarize
Affective Learning	appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support

Source: *Taxonomy of Educational Objectives: The Classification of Educational Goals* (Bloom et al, 1956)

Examples of Student Learning Outcomes

1. Students demonstrate research methodology comparable to students graduating from psychology programs at similar institutions.

2. After completion of this program, the student will effectively initiate and produce original design concepts using both traditional and electronic media.

3. Students who complete a Baccalaureate Degree Program in French will demonstrate oral communication skills in French.

Notice that each example of a student learning outcome involves only one assessable outcome element. Avoid bundling two or more outcome elements that could be assessed separately.

Avoid: Students who complete a Baccalaureate Degree Program in French will demonstrate the necessary skills in French **oral and written** communication.

Use: Students who complete a Baccalaureate Degree Program in French will demonstrate the necessary skills in French **oral** communication.

Use: Students who complete a Baccalaureate Degree Program in French will demonstrate the necessary skills in French **written** communication.

Methods of Assessing Student Learning Outcomes

An assessment method is the means for measuring the degree of success that a department or unit has achieved in meeting a student learning or program outcome. More than one assessment method should be used. Direct measures are required plus indirect methods when applicable.

Direct methods measure what was learned or accomplished. **Indirect methods** measure perceptions of learning or what should have been learned as measured by surveys or other means. Employers may be surveyed to determine how satisfactorily Bennett graduates employed by them are prepared. Analysis of course syllabi for learning objectives can provide indirect evidence of what the faculty intended for students to learn. Indirect methods may not be able to provide specific information to identify how a program can be improved. For example, to know that graduates report that their major program did not prepare them adequately for graduate school does not allow the faculty to determine what specific types of improvements in the curriculum are needed. If both direct and indirect methods are used, then the perception of not being adequately prepared can be linked to direct learning outcome measures that allow targeted improvements in the curriculum. Generally direct methods should be supplemented with indirect

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methods.

Examples of Direct and Indirect Assessment Methods

Direct Assessment Methods
1. ETS Major Field Tests
2. Capstone Courses
3. Grading Using Scoring Rubrics
4. Case Studies
5. Licensing or Certification Exams
6. Student Portfolios
7. Senior Research Projects
8. Senior Recitals
9. Locally Developed Tests
10. Course Embedded Assessment
11. Evaluations of Interns
12. External Examiners or Reviewers
13. GRE Subject Tests
14. Student presentations of research to professional organizations

Indirect Assessment Methods
1. Student Perception of Learning Surveys (e.g. NSSE)
2. Exit Interviews/Essays
3. Alumni Surveys
4. Analysis of Course Syllabi
5. Focus Groups
6. Employer Surveys

When choosing an assessment method it is important to use one that actually meets the needs of the department. A nationally normed comprehensive examination such as an ETS Major Field Test provides comparative data so that the performance of Bennett students can be compared to a national sample of their peers at other universities. If used, make sure that the MFT has sub-scores and assessment indicators that allow the measurement of learning outcomes considered important by the faculty who teach in the program. Major Field Tests have assessment indicators and multiple sub-scores for different areas of a major.

Validity and Reliability
Tests measuring learning outcomes can be developed by the faculty for each
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program offered. If a locally developed instrument is used, the validity and reliability of the instrument must be examined and reported. **Validity** of the test refers to the extent to which the test actually measures what it intends to measure. In other words, the test is relevant, and the data collected are accurate and useful. To achieve the validity, when faculty develop an instrument, make sure that the content coverage and the content representation are sound, the meaning of the questions are clear to every student, and the grading or scoring criteria are fair and clearly specified. **Reliability** of a test or other measure means that the results do not differ significantly over time, i.e. test results are not very high in one administration and then low in another if the content of the courses and the way these courses are being taught is not changed.

It is also important that the method of assessment be appropriate for the student learning outcome, that is, the means of assessment provides useful information. Consider the following student learning outcome:

> Students completing the bachelor's program in Psychology will compare favorably in demonstrating research methodology with students graduating from comparable institutions nationally.

A locally developed instrument cannot provide test results comparable with that of the peer institutions. Instead a nationally normed examination that includes a section that tests knowledge of research methodology should be used. Avoid using course grades or meeting degree requirements such as completion of specific courses as evidence of student learning.

Academic Program Outcomes

Academic program outcomes have specific academic program objectives, which identify what will be accomplished by the department or in a degree program. They are different from Student Learning Outcomes at the course level.

Examples of Academic Program Outcomes

1. Recent Bennett graduates will be successful in gaining admission to graduate school or professional programs.

2. Faculty research as evidenced by papers published or presented at professional conferences will increase by 5 percent.

Each program outcome involves only one assessable outcome element. Avoid

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bundling two or more outcome elements that could be assessed separately.

Avoid: Biology graduates will be competitive in obtaining **employment in a field relevant to their major** and **admission to post-baccalaureate programs**.

Use: Biology graduates will be competitive in obtaining admission to **post-baccalaureate programs**.

Use: Biology graduates will be competitive in **obtaining employment in a field relevant to their major.**

Methods of Assessing Academic Program Outcomes

Program outcomes are not designed to measure student learning. Instead they identify desired outcomes of the program or department that may provide indirect measures of program quality or the degree to which administrative goals are achieved. Academic program outcomes should be quantifiable.

Examples of Assessment Methods for Academic Program Outcomes

1. Tracking the Use of a Service (e.g. hits on a website)
2. Satisfaction surveys
3. Alumni surveys
4. Establishing timelines and budgets
5. Graduation rates
6. Retention rates
7. Job placement rates
8. Recruiting results
9. Tracking program participation by desired demographics
10. Faculty publications and presentations
11. Tracking complaints and how they are resolved
12. Acceptance rates to graduate and professional schools
13. National Survey of Student Engagement (NSSE)

The academic assessment planning form needs to be used to record the methods employed in the assessment.

A program outcome could in some cases be the completion of a project or activity, but this approach has the weakness of not providing any information for improvement. It is more meaningful to assess what the project or activity is intended

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to accomplish. As an example, assume that a new technology project involves the purchase and installation of new technology equipment in several classrooms. This type of program outcome should be assessed in two ways.

1. The outcome can be assessed as the degree to which the project was completed on time and within budget.

2. A second assessment method would be the degree to which the intended purpose of the technology enhancements is being achieved as the project progresses and indeed, even after the equipment has been installed.

In this case the timeline for implementing the program and the degree of success in achieving the purpose of the program would provide measures that could be used for improvement. From the view of Institutional Effectiveness, a desired outcome is not to buy and install equipment or hire new personnel. The desired outcome is what is to be accomplished with the equipment or new personnel.

Assessment Measures for Academic Program Success

Once an intended student learning outcome or academic program outcome is identified and the method of assessing that outcome is determined, the next step is to establish measures or targets to assess the success or performance for each student learning and program outcome. A measure for success identifies how well a student or program is expected to perform on the assessment. Measures should be quantitative so that it is clear that the objective was or was not met. Generally speaking, more than one measure for success should be used.

Examples of Assessment Measures for Academic Program Success

1. At least 80% of students completing this program will achieve a score on the Economics MFT above the 50th percentile of the national distribution.
2. The department faculty will increase the number of papers and professional presentations by at least five percent.
3. Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the newly implemented services.
4. The percentage of biology graduates accepted into accredited medical, dental, optometry, and chiropractic schools will meet or exceed the state averages for NC state colleges and universities. The average for state institutions was 30%.

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The expected performance or target on a given assessment measure should be determined before data on that measure is collected. Notice in the examples above that exact quantitative targets are set. Avoid vague targets such as "The department will increase retention over the base year of 2017-2018." This implies that any increase, even of just one student, is acceptable.

When considering a specific target, be sure to set one that can be achieved. Setting an unrealistically high target makes success unlikely. It is better to set realistic success measures so that successful incremental improvement can be shown.   Also avoid setting unrealistically low targets to assure success so as to avoid being viewed as failing or as an excuse for not attempting to make improvements. That a target is not reached does not mean that a program is weak or ineffective provided that the department faculty uses the data collected to make improvements in the program or service to move toward the desired target level of the learning or program outcome.

Good assessment practice is to have more than one measure to aid in identifying areas where improvement in the quality of a program can be made. For example, suppose that the Biology Department sets the following as measures for success on the Major Field Test in Biology major:

1. Graduates of the Biology program will achieve a score on the Biology MFT equal to or above the 50th percentile of the national distribution.

2. Graduates of the Biology program will achieve a score on each Biology MFT sub-score equal to or above the 50th percentile of the national distribution.

By explicitly examining the sub-scores on the test, program strengths and weaknesses can be identified.

Reporting and Using Actual Results

Actual results must be reported for each student learning and program outcome by May 30th of each year. These results are reports and analyses of the data collected in the assessment. The results show whether the measures for success on the student learning outcomes and program outcomes were met. As such they identify the strengths and areas that need improvement of an academic program. The department will address what it intends to do as a result of the assessment. This is the basis for constant quality improvement associated with Institutional Effectiveness.

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Examples of Assessment Results for Academic Units

1. **Result:** 81% of students completing this program scored above the 50th percentile of the national distribution on the Biology MFT. However, results from analysis of the sub-scores showed that only 65% scored 50% or more in anatomy.

   Use of the Result: The department will implement pedagogical changes in the anatomy-related courses.

2. **Result:** Of the 65 students who took the Major Field Test in Psychology, only 36.7 percent scored above the target of the national average.

   Use of the Results: The department will add new courses in research methods and advanced social psychology. Also, we decided to change the pedagogy in several courses to include more experiential and writing exercises.

3. **Results:** The percentage of biology graduates accepted into accredited medical, dental, optometry, and chiropractic schools was equal to the target of 30%, the state average.

   Use of the Results: Next year we plan to increase the target by 2 percent.

4. **Results:** Black and Hispanic freshman enrollment increased by 2.5 and exceeded the benchmark of an increase of 2 percent over the base year of 2017-2018.

   Use of the Results: The target increase for next year will be 2.5 percent.

5. **Result:** The average score on the Agriculture department exit exam this year was 74 percent. This was the first year that that the average score has exceeded the benchmark set by the department of 70 percent.
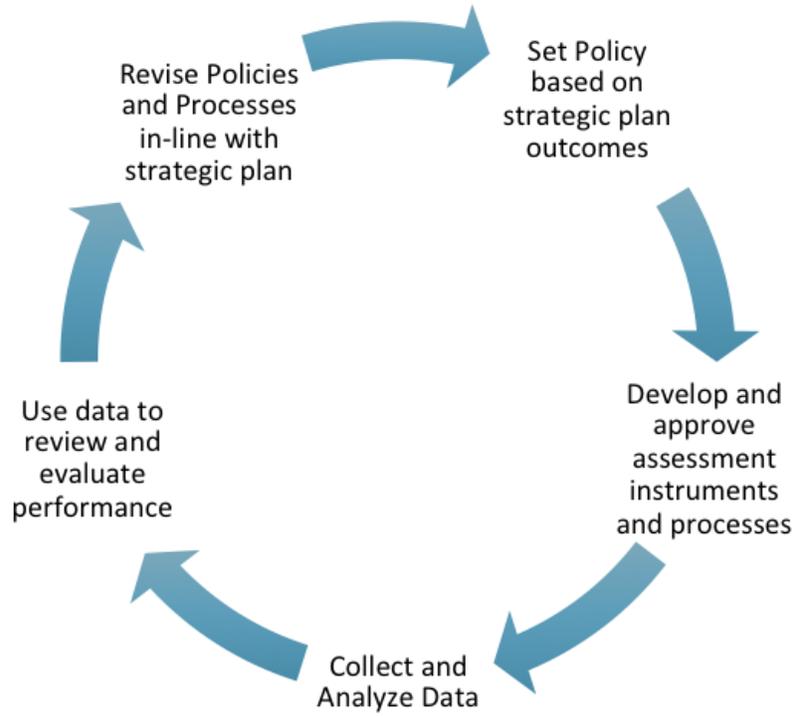
   Use of the Results: We will monitor the pass rate on the exit exam to determine if the trend continues. If students continue to score over 70 per cent, the standard will be raised.

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Part 2:

Assessment of Policies

Assessment of Human, Financial, and Physical Resources

Bennett College Assessment Cycle

A circular cycle diagram with the following stages connected by arrows:

- Set Policy based on strategic plan outcomes
- Develop and approve assessment instruments and processes
- Collect and Analyze Data
- Use data to review and evaluate performance
- Revise Policies and Processes in-line with strategic plan

The Board and its function

Board of Trustees Review/Approval of Assessment Policies and Documents

Annually, at Bennett College, during the Fall Board of Trustees Meeting, Bennett's Trustees discuss, review, and approve Bennett's Faith Statement, Mission, Institutional Objectives, Institutional Policies, and Institutional Publications including the Strategic Plan, Board of Trustees Bylaws, the Policies Manual, Catalog, Faculty Handbook, Employee Handbook, and Student Handbook.

Role of the Board of Trustees in appointing and evaluating a full-time Chief Executive Officer

The Institutions Board appoints and periodically evaluates a full-time Chief Executive Officer who is not the Chair of the Institution's Board or a Chair of any of its sub-committees, and who is granted the legal authority to fulfill the tasks defined in the written job description for this position as the individual responsible for carrying out published Board policies and procedures.
As detailed in the President's contract, the President's job performance is evaluated annually by the Board of Trustees.

Board of Trustees Self-Reflection and Evaluation

The Board of Trustees Governance Committee shall conduct an annual assessment of membership and determine the nomination criteria. The Audit and Assessment Committee shall be responsible for reviewing and recommending to the Board policies affecting internal controls, accountability, and audit. The Audit and Assessment Committee shall have access to internal and external auditors to assess their performance, the scope of audit activities and the adequacy of the system of internal accounting controls to ensure compliance with state and federal laws, regulations and requirements.

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Institutional Polices

Bennett's institutional policies, statements in publications, and public disclosures are all consistent with the College's mission, philosophy, and values. Bennett developed a "Policy on Policies" for the purpose of ensuring the name, reputation, and integrity of the College is not compromised. This policy defines the steps by which College policies are promulgated, ensuring that policies are consistent with the mission as an institution of higher education essentially guarding the integrity of the institution.
From a comprehensive review of various documents, Bennett College consistently and accurately represents itself, its Mission, and its actions.

Link:
https://drive.google.com/file/d/1ek_po6YbjAZm7XFdE8s9Nom4mX6pHOyE/view

While the President is authorized by the Board to implement Board-approved policies, she is also required to "bring such matters to the attention of the Board as are appropriate to keep the Board duly informed to meet its policy-making responsibilities," as stated in Article II, Section 7 (p. 9).

Institutional Publications

The institution develops and implements policies that are comprehensive and provide the guidance necessary for the institution to function appropriately.

The institution's publications are approved annually by the Board of Trustees and include: Board Manual, Policies Manual, Catalog(s), Faculty Handbook, and Student Handbook.

Bennett College's official publications and website are current, accurate and appropriately reflect the institution's mission and operations. The College's official publications include the Bennett College Academic Catalog, Faculty Handbook, Employee Handbook, Student Handbook, Board of Trustees By-Laws, Strategic Plan, and Assessment Handbook.

The Office of Strategic Communications has been designated by the President as the primary contact for news media issues and for coordination of dissemination of information to the public. This office is also responsible for ensuring College-wide compliance with this policy. All due diligence must be taken to ensure that information originating from the College is accurate, complete, reflects the official position of Bennett College and is released to the media and target publics in a timely manner.

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Faculty Performance Assessment

Faculty Bylaws. Role of the Faculty Senate
The Faculty Senate shall implement an annual assessment instrument to be used by full-time faculty members to evaluate their department and division deans.

Roles and Responsibilities of the Faculty
Accepting that effective teachers are enthusiastic learners, all members of the faculty are expected to be active scholars who read, explore, research, and make critical assessment of concepts, which results in the publishing of their research, development of works of art, or presentations of their research to academic audiences. The College evaluates faculty members through the annual Faculty Performance Evaluation process. This includes student appraisals of courses and instructors in addition to other assessments.

Faculty members must complete a self-evaluation form annually, which is submitted to the immediate supervisor of the faculty member, who is either the Department Chair or the Division Dean. The supervisor then prepares a Faculty Performance Evaluation form evaluating the faculty member based on criteria listed in this form. These criteria are listed in the "Guidelines for Faculty Performance Evaluation". The criteria for these evaluations are to accompany each form. In class observations and evaluations of faculty members should also be conducted by the supervisor, and the results of this observation and evaluation are included in the Faculty Performance Evaluation form. After the supervisor completes this Faculty Performance Evaluation form, the supervisor must discuss the evaluation with the faculty member. The faculty member and the supervisor must sign the Faculty Performance Evaluation form. The form is then submitted to the Division Dean and the Provost & Vice President for Academic Affairs by the supervisor.

Professional Development Plan Process
As outlined in the Bennett College Policy Manual, the chair or dean must provide a formal assessment of the performance of the faculty member and, where appropriate or necessary, recommendations for improvement that will maximize the faculty member's contributions to the division and the College.

Student Services

Through the efforts of the Office of Career Services in accordance with the Bennett College Mission, Values, and Faith Statement, students build skills through their ePortfolio that assist them in identifying, assessing and understanding their interests, personality traits, and capabilities about their career and continuing education choices. The Office of Career Services works in collaboration with academic departments, student services, other campus divisions and external constituencies to augment the student's career development.

Innovate 2022

As outlined in the Strategic Plan, Innovate 2022, the institution will conduct several assessments of its Student Services utilizing two specific strategies outlined in Objective 1.4: Implement comprehensive Student Success Plan and Programs.

1. Assess and program educational needs for students.
2. Assess and program physical and mental health needs for students.

Services

Services include assessment, individual counseling for short-term and long- term needs, support specialty groups (according to the interest and needs of students), crisis intervention, psychological consultation, outreach, peer education programs, and personal-growth workshops. Students may also be seen for emergency walk-in appointments. For needs beyond services that the Center provides, professional referrals and resources are available.

Academic Advising

The Academic Advising Coordinator assesses students' needs, goals, interests and prior academic experiences in order to guide students in the design and implementation of a successful academic plan. The Academic Advising Coordinator also collaborates with faculty members to address the academic advising needs of students and is also responsible for understanding and interpreting the College's policies and academic degree programs to help facilitate academic success for all students.

Office of Career Services Assessment

The Office of Career Services is assessed through quantitative data of number of students served as well as qualitative data on student well being.

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Financial Operations, including financial aid as applicable

Institutional Advancement Committee – the Institutional Advancement Committee shall consist of at least three (3) members of the Board. This Committee shall consider and recommend for approval policies and programs relating to philanthropic giving, fundraising initiatives, alumni affairs, communications, and public relations of the College and its various divisions and shall make appropriate recommendations to the Board of Trustees for final action. It shall provide estimates of income from all fund raising.

As outlined in the Strategic Plan, Innovate 2022, the institution will conduct several assessments of its financial operation, including financial aid as possible.

The health and safety measures utilized

Bennett College provides a healthy, safe, and secure environment for faculty, staff, and students at its location in Greensboro, North Carolina. Bennett College has an Emergency Response Management Plan that is regularly reviewed and updated.

Annual safety inspections/assessments and maintenance of facilities are performed throughout the campus. For Bennett's elevators, a Gold Level Elevator service agreement with ThyssenKrupp Elevators. Annual fire system inspections are performed by Modern Systems. The annual inspection of fire extinguishers and fire sprinkler systems is performed by Shipps Fire Equipment. Shipp's Fire also performs the Annual Hood Cleaning Report.

To ensure that all facilities are clean and hygienic, Bennett contracts with Sodexo for full custodial services in all of its facilities. Bennett College also contracts with Waste Management for trash disposal and removal. Within the Residence Halls, Health and Safety Inspections are also conducted monthly by the Residential Staff in each Residence Hall. For maintenance of grounds and landscaping, Bennett contracts with U.S. Lawn and Tru Green Turf Treatment.

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