

**Assessment Manual**  
**v2021**



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## Introduction

Mid-America Christian University (MACU) offers accredited postsecondary credentials to undergraduate and graduate students in traditional and non-traditional formats. MACU offers those credentials to fulfill our Mission Statement, “Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.”

Currently, MACU has 25 educational programs offering over 100 degrees and certificates to about 2,000 students per year. MACU students earn credentials in a traditional College of Arts and Sciences (CAS) or a non-traditional College of Adult and Graduate Studies (CAGS) environment. Students can earn most of MACU’s degrees and certificates in either college, but the modality between CAGS and CAS can be different. Regardless of the modality by which students earn credentials, MACU ensures educational quality through assessment of student learning.

The procedures and policies surrounding the measurement, analysis, feedback, and review of MACU’s learning outcomes is the purpose of this Assessment Manual (2021). The manual has four sections, Conceptual Framework, Program Assessment, and Related Material. Questions or concerns about this manual should be directed to the MACU Office of Institutional Effectiveness.

## Section One – Conceptual Framework

The Conceptual Framework is grounded in the University’s shared governance documents, which consider what MACU graduates should know, what they should be able to do, what they should value, and what employers want from the college graduates they hire. The Conceptual Framework is now the shared governance document used to guide all University decisions. Assessment of student learning begins with an understanding of the University’s shared governance documents.

### University Mission

*Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society.*

The MACU Board of Trustees approved the current Mission Statement in October 2012.

### University Vision

*Preparing People to Do Greater Things for God and His Kingdom*

### University Seal

The scroll of the University Seal reads, “Scientia, Devotio, Officium.” We connect these Latin words to the idea of *Head, Heart, and Hands*, and use the words to guide our activity. The *Head* represents knowledge not only of general education and of the mastery of the chosen discipline, but of biblical knowledge. These knowledge bases provide our students the cornerstone from which skills and values can be executed in service to our local and global communities in order to fulfill our mission.

The *Heart* represents the values attained at MACU. Values determine how attained knowledge is used thus, are an essential component of university education. As MACU students gain knowledge of Wesleyan Christian perspectives through the study of the Bible, faculty members provide opportunities for students to experience transformation and internalize the Christian values that they will, in turn, use and model in service to others.

The *Hands* aspect of our University Seal is what we want our graduates to do, for Jesus said to his twelve disciples: “Truly, truly, I say to you, he who believes in Me, the works that I do shall he do also; and greater works than these shall he do: because I go to the Father” (John 14:12, NASV). Jesus equipped and sent his twelve disciples out into the world. MACU strives to equip our graduates with the knowledge, values, and skills they need to do good while serving local and global communities.

## Operational Values

Developed in 2019 through a University-wide collaborative effort, the Operational Values declare how MACU activity is accomplished. The five Operational Values are:

1. *Accountability* - We personally own the responsibility to deliver a remarkable MACU experience.
2. *Adaptability* - We willingly navigate change to achieve the highest good.
3. *Communication* - We intentionally share information to empower those we serve.
4. *Integrity* - We do the right things the right way for the right reasons.
5. *People* - We compassionately respond and solve problems to effectively meet the needs of those we serve.

## Board of Trustees ENDS Policies

The President reports the accomplishment of the four ENDS Policies to the MACU Board of Trustees, who see the ENDS Policies as the reason MACU exists. The Policies encompass the University's Mission and Vision and are therefore incorporated into the University's Strategic Plan. The Policies provide four broad areas of learning the University will provide to all MACU students.

1. Our students will have a *Greater Encounter with God*: Encounter with God that evangelizes, disciples, and encourages Holy Spirit-filled living.
2. Our students will have *Greater Engagement in Learning*: Engagement in learning which prepares students to create, collaborate, and innovate in local and global problem-solving.
3. Our students will have global awareness and influence because the University will have a *Greater Global Expansion*: Expansion through partnerships that expand faculty diversity and student accessibility to Christian higher education.
4. Our students will have a *Greater Expression of Doing Good*: Expression in doing good that reflects the life and ministry of Jesus Christ.

## Summary

The Conceptual Framework provides the foundational philosophy for all MACU activities. While the Vision, Seal, and Operational Values guide activities, the Mission is what all activity supports. The Board of Trustees uses the ENDS Policies to determine if the Mission is accomplished. Thus, all activities will support one or more of the ENDS Policies. Section Two describes how MACU assesses activity and Section Three offers additional material that supports assessment. These sections describe how assessment of activity supports and aligns to the ENDS Policies, fulfilling the MACU Mission.

## Section Two – Program Assessment

### Program Outcomes

Student activity begins at the program level. Supporting the ENDS Policies and accomplishing the Mission relies upon programs providing effective learning activities or an effective environment in support of student learning activities. All programs have specific outcomes that must be accomplished to be effective. MACU calls those accomplishments, Program Outcomes. Program Outcomes should be stated and missional to the program as they directly support one or more of the four ENDS Policies. Determining whether a Program Outcome is accomplished relies upon measuring the level of student activity with the program. Each Program Outcome must be measured every two years.

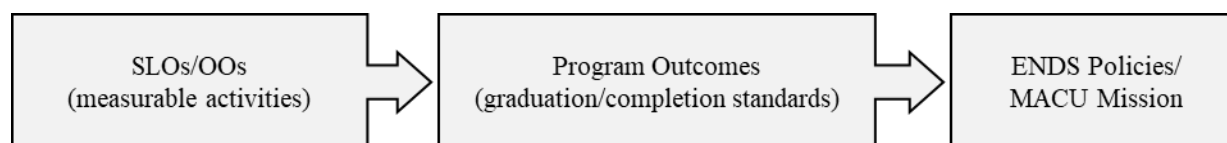
### Measuring Outcomes

Measuring outcomes essentially count activity to make them quantifiable. Quantified activities substantiate how well an activity supports the MACU Mission. Measurements must be valid and reliable—valid because it represents the activity it is supposed to count and reliable enough to measure the same activity multiple times. Because activity begins at the program level, quantifiable measurements allow program directors to know how well their Program Outcomes are being met. Knowing the status of their Program Outcomes is the only way for directors to make informed decisions about their program.

**Student Learning Outcomes.** MACU calls the measurement of learning activities, Student Learning Outcomes (SLOs). An SLO measurement quantifies the student’s performance during a learning activity. Since all learning activities fall within a program, SLO measurements indicate how well one or more of the Program’s Outcomes are being met. Because MACU is a learning organization, SLO measurements are the primary indicators of whether students are achieving the Program’s Outcomes adequately. Programs should seek to use SLO measurements as the primary data source for determining the status of the Program Outcomes they oversee.

**Operational Outcomes.** Some Program Outcomes have necessary activities where student learning is not a single performance. The necessary activities support an effective learning environment, thus making the measurement of student learning too complex for validity or reliability. For those Program Outcomes, MACU calls the measurement of student activity Operational Outcomes (OOs). Like SLOs, OOs inform program directors about the effectiveness of the Program Outcomes they are responsible for accomplishing.

The following diagram shows how Student Learning Outcomes (SLOs) and Operational Outcomes (OOs) both substantiate Program Outcomes, which ensures the ENDS Policies and MACU Mission are accomplished.



**Curriculum Maps.** The President's Cabinet is responsible for meeting the ENDS Policies. Each Cabinet member oversees multiple programs that are led by directors. Directors need to display the measurement of activities within their programs to substantiate ENDS Policies support. MACU uses [Curriculum Maps](#) to display learning activity measurements; thus, Academic and Co-Curricular Programs must have Curriculum Maps. Each program's curriculum map displays the Program's Outcomes, the SLOs and/or OOs, where the measurements of SLOs and/or OOs occur, and how the measurements substantiate the Program Outcomes.

## Assessment Cycle

The measurement of SLOs and OOs is the primary dataset for determining how well programs accomplish the University Mission. However, other assessments also substantiate program efficacy. Assessments are cyclical to ensure routine data collection and analysis. Assessments occur at the end of every semester, annually, and every three years. Results of assessment activity are entered into either the MACU [Assessment Site](#) or a named office such as the program's Cabinet member.

**End of Semester Assessments.** The following assessments are reported on the MACU Assessment Site, which can be accessed via the MACU Portal's Quick Links. The exact due dates for each assessment are listed on a calendar placed on the Site's home page.

- Retention Report – All Program Directors (Academic, Co-curricular, and Department) submit program Retention Reports to the MACU Assessment Site. Directors use Retention Reports to analyze how their program is supporting the retention of students.
- Learning Report – Academic and Co-curricular Program Directors submit program Learning Reports to the Assessment Site. Directors use Learning Reports to analyze the fulfillment of Program Outcomes. Learning Report submissions begin with [electronically reporting](#) a program's Student Learning Outcome/Operational Outcome measurements.
- Course Report – Academic Program Directors will submit a Course Report to the MACU Assessment Site. Directors use the Course Report to analyze how the courses in their program are supporting student learning. This report relies upon an evaluation of the End of Course survey results completed by their course's students and faculty, faculty assessments, and grade comparisons.
- School Summary Report – Academic Chairs will submit a School Summary Report. This report comes after the school's program directors submit their end-of-semester reports and analyzes the school's status using the program reports to inform the analysis.

### Annual Assessments.

- College Summary Report – College Deans (CAGS and CAS) will submit a College Summary Report. The report analyzes their college's fall and spring School Summary Reports submitted during the academic year, summarizing the college's status.

- 4DX Notebook – All Program Directors (Academic, Co-curricular, and Department) will annually submit a 4DX Notebook. The 4DX Notebook captures the program’s Wildly Important Goals (WIGs), showing how the program supports the University’s 5-Year Strategic Objectives. 4DX Notebooks are due by June 30 of every year. Blank 4DX Notebooks are located on the Strategic Planning page of Evangel Net, and completed 4DX Notebooks are submitted to the program’s Cabinet member.
- Department Budget Planning Worksheet – All Program Directors (Academic, Co-curricular, and Department) will annually submit their department’s Budget Planning Worksheet. Each fall, the CFO distributes previously approved worksheets to Cabinet members who distribute them to their program/department directors. Once updated, the director sends the worksheet back to the program/department’s Cabinet member.

**Three-Year Assessments.** The three-year assessment is the academic and co-curricular Program Review, conducted by the program’s director. The Program Review will include the semester and annual assessments listed above and other pertinent material collected over the previous three years to make decisions about the future direction of the program.

## Program Reviews

All academic and co-curricular programs will conduct a Program Review every three years. The purpose of the review is to consolidate data and analysis from the previous three years into one document. The consolidated document allows the program’s director and higher leadership to understand the status of the program using quantified measurements, analysis, and other supporting documentation. The Program Review process also allows the director to project the program’s direction for the next three years and what University support the program will need to meet its goals. Completed Program Reviews are published in the [Academics tab](#) of Evangel Net and the [Institutional Effectiveness page](#) of the MACU.edu website. The sections of the Academic and Co-Curricular Program Review documents are different.

**Program Review Sections.** From 2018 to 2021, Academic Program Reviews had seventeen sections developed by and for MACU. Beginning in 2022, Academic and Co-Curricular Program Reviews will share the same sections developed by the Council for the Advancement of Standards in Higher Education. Section standards and blank Program Reviews can be found in the [MACU Evidence tab](#) of the Assessment Site.

1. Mission
2. Program
3. Organization and Leadership
4. Human Resources
5. Ethics
6. Law, Policy, and Governance
7. Diversity, Equity, and Access
8. Institutional and External Relations
9. Financial Resources



10. Technology

11. Facilities and Equipment

12. Assessment and Evaluation

**Program Review Cycles.** Since program reviews occur every three years, academic and co-curricular directors need to know when their program's review is scheduled. The following tables show what Program Reviews will occur from 2022 to 2024.

<b>Academic Program Review Schedule</b>				
<b>2021 Academic Degree Programs (Yr. began)</b>	<b>Last Review</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Accounting and Ethics, BBA (2011)	2021			X
Biology, BS (2017)	NA	X		
Business Administration, MBA (2006)	2018		X	
Business Administration and Ethics, BBA (2011)	2018	X		
Christian Ministries, BS (1985)	2018	X		
Communications, Media, and Ethics, BS (2017)	2020			X
Counseling, MS (1981)	NA	X		
Criminal Justice and Ethics, BS (2007)	2020		X	
Curriculum and Instruction, MEd (2019)	NA		X	
Cybersecurity, BS (2021)	NA			X
Data Analytics, BS (2020)	NA			X
Digital Marketing, BS (2018)	NA		X	
Early Childhood Education, BA (2012)	2018	X		
Educational Leadership and Administration, MEd (2013)	2021			X
Elementary Education, BA (1985)	2020		X	
English: Literary and Cultural Studies, BA (2008)	NA	X		
General Studies, AA (1985)	2018		X	
Healthcare Management and Ethics, BS (2017)	2020			X
Interdisciplinary Studies, BS (2020)	NA			X
Leadership, MA (2006)	NA	X		
Management and Ethics, BS (1995)	2019		X	
Mathematics, BS (2003)	2018		X	
Ministry Leadership, BS (2018)	NA		X	
Network Management & Security, AS (2021)	NA			X
Psychology, BS (2013)	2018	X		
Secondary Education, BA (1985)	NA	X		

**Co-Curricular Program Review Schedule**

Department	Specific Programs (if needed)	2022	2023	2024
<b>President</b>				
Trifecta (Strategic Planning)			X	
<b>VPAA/CAO</b>				
Institutional Effectiveness				X
Library		X		
Registrar			X	
Student Success	Career Services	X		
	Disability Resources and Services		X	
	Learning Assistance Programs			X
<b>EVP</b>				
Admissions/Enrollment				X
Athletics			X	
Curriculum Services		X		
Financial Aid				X
Student Services		X		
Student Development and Engagement	Campus Housing			X
	Campus Ministries	X		
	Department of Public Safety		X	
	Student Life	X		
<b>CFO</b>				
Business Office			X	
Bursar				X
Human Resources		X		
<b>CIO/COO</b>				
Administrative Systems				X
Facilities			X	
Technology		X		
<b>Advancement</b>				
Advancement			X	

## Section Three – Related Material

### 4 Disciplines of Execution (4DX)

In May 2014, the President trained the University on *The Four Disciplines of Execution* (4DX) by Franklin-Covey. The training establishes an expanded and executable method in strategic planning making the process more fluid. 4DX methodology consists of:

1. Focus on the Wildly Important - Schools and Departments focus on supporting the University's Strategic Objectives and HLC Criterion.
2. Act on Lead Measures – These are predictive and influenceable, routine behaviors that “lead” to the desired Lag Measure. Leads must be measured and accounted for.
3. Create a Compelling Scoreboard – A simple scoreboard should immediately tell whether a department or school is accomplishing its WIGs. The scoreboard is placed in an office area that can be seen by all constituencies, particularly staff or faculty of that department or school. Scoreboard designs are left to the creativity of the department or school.
4. Create a Cadence of Accountability - Department or school leaders have weekly meetings to review the accomplishments made in the previous week towards achieving the team's WIGs. Each department or school team member defines what they will personally do in the upcoming week to accomplish the WIGs. Team members hold one another accountable for completing self-declared action steps.

Departments and schools annually report the status of their Wildly Important Goals (WIGs) using a 4DX Notebook, which can be found in the Strategic Planning tab of Evangel Net.

### Assessment Site

Assessment of student learning is a necessity to MACU making continuous improvement to the educational programming for students. Institutional Effectiveness (IE) developed the MACU [Assessment Site](#) in fall 2018 to streamline student learning assessment activity. The primary reports related to student learning activity are Course, Learning, and Retention Reports, and the Assessment Site supports those reports. All department/unit directors use the Site to submit Retention Reports every semester. All academic and co-curricular program directors use the Site to submit Learning Reports every semester. All academic program directors submit a Course Report every semester.

Other activities conducted in the Assessment Site include presentation of collected data, data-analysis submission forms for University leaders, and feedback of submitted analysis in aggregated formats. IE manages the Assessment Site; it is the Office to contact if users experience technical issues or have questions.

## Course Equivalency Project

MACU participates in the Oklahoma State Regents for Higher Education's Course Equivalency Project (CEP). [CEP](#) is a postsecondary education resource service that provides course equivalency information to facilitate student transfer within the Oklahoma System of Higher Education. Faculty can use the [CEP Appendix](#) as a course equivalency reference and obtain course content descriptions. The CEP Appendix uses the term Student Learning Outcomes to describe what MACU calls Course Objectives. For MACU terminology, Course Objectives are specific to a particular course. Each Course Objective supports one or more Student Learning Outcome. Faculty and Academic Advisors can use CEP's [Accepted Courses](#) to advise students.

## Document Uniformity

To assist in evidence compilation and presentation, the Office of Institutional Effectiveness provides minor labeling requirements that will be presented to outside, non-MACU agencies. While not a University requirement, documents and evidence collected and presented in MACU's *HLC Assurance Argument* will adhere to the following uniformity requirements: Naming saved documents, Header and Footer information, and Font.

**Naming** - All documents will be saved with the following naming convention:

OfficeofOriginationAcronym\_Title of Document\_Date.of.Publication.

For example, this document is saved as IE\_ Assessment Manual\_7.27.2021

**Header** - The header of each document page will list Mid-America Christian University in the left-hand corner and the title of the document in the right-hand corner.

**Footer** - The footer of each document page will have the title of the office of origination in the left margin (abbreviated if necessary), the page number in the center, and the date of publication in the right margin.

**Font** – The suggested document body font size for all routine documents is Times New Roman, 12-sized font. The font for information in the Header and Footer is Times New Roman, 10-size.

## HLC Assurance Argument

The U.S. Department of Education requires all postsecondary institutions to be [accredited](#) by an approved agency in order to receive and distribute grants and loans to students. MACU students often rely on those [Title IV funds](#) to finance their education. The [Higher Learning Commission](#) (HLC) is MACU's regional accrediting agency, and for MACU to continue to distribute Title IV funds to students, it must meet [HLC's Criteria for Accreditation](#). Meeting HLC Criteria ensures the 1,500 colleges and universities accredited by HLC provide an acceptable level of educational standards for students attending those schools.

MACU demonstrates whether it meets HLC Criteria or not during [comprehensive evaluations](#). Comprehensive evaluations affirm MACU's accreditation status every tenth year and re-affirm

accreditation in the fourth year following affirmation. MACU's last comprehensive visit occurred in spring 2018 when the university's accreditation was re-affirmed. The next time HLC will visit MACU to affirm its accreditation will be in AY 2023-2024. All HLC comprehensive visits are preceded by MACU submitting an [Assurance Argument](#) a few weeks before HLC Reviewers arrive on the MACU campus.

As the Academic Liaison Officer, the Vice-President of Academic Affairs (VPAA) oversees the successful completion of the HLC Assurance Argument by assigning staff and faculty to serve on Criterion Committees. Each of the five Committees is headed by a Presidential Cabinet member and led by a Chair or Co-Chair. Committees ensure MACU meets each of the [Core Components](#) in the Assurance Argument. Each of the 18 Core Components must receive a rating of "Met" from the HLC Reviewers to ensure MACU maintains accreditation. All MACU employees can view the current version of MACU's Assurance Argument by going to the [HLC Assurance System](#), using [hlc.reader2023@macu.edu](mailto:hlc.reader2023@macu.edu) as the email address and Assurance2023 as the password.

## Professional Development

Every month, the Office of Institutional Effectiveness presents material to professionally develop staff and faculty on information related to continuously improving student learning at MACU. These monthly presentations are referred to as Dine 'N' Data sessions and past presentations can be found on the [Professional Development tab](#) of the Assessment Site.

## Research/IRB

Human research conducted at Mid-America Christian University (MACU) or by representatives of MACU will obtain approval from the MACU Institutional Review Board and the University President.

### Institutional Review Board

The MACU Institutional Review Board (IRB) is composed of four MACU faculty members, two non-MACU (outside) faculty members, a Chair, and Secretary. The Board Chair will call for IRB meetings when a research proposal is submitted. IRB decisions on research proposals seek unanimity but a simple majority will suffice for IRB decisions for whether to approve or deny research proposals. Notes of IRB meetings are maintained by the IRB Secretary. Persons wishing to conduct research at MACU or with questions concerning the IRB process should contact the Executive Assistant for Academic Affairs.

### Review of IRB Board Approved Research

MACU follows the Policy for Protection of Human Research Subjects established by the U.S. Department of Health and Human Services (HHS) (<https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html#46.107>).

Research approved by the MACU IRB Board will be reviewed by the University President who has the authority to overrule the IRB Board's approval. This authority is outlined in the HHS policy, §46.112 Review by the institution which states: "Research covered by this policy that has been approved by an IRB may be subject to further appropriate review and approval or

disapproval by officials of the institution. However, those officials may not approve the research if it has not been approved by an IRB.”

Further, because our University President must comply with Board of Trustee By-laws (2007), his review of IRB Board approved research will take into consideration By-law 3.1, which states: “With respect to interactions with students or those applying to become students, the CEO shall not cause or allow conditions, procedures, or decisions that are unlawful, unsafe, undignified, unnecessarily intrusive, or that fail to provide appropriate confidentiality or privacy.”

**Proposed Research Checklist.** The proposed research will be loaded into the MACU IRB Website (<https://sites.google.com/mac.edu/macu-irb/home>). Submitted proposals will only be considered by the Institutional Review Board (IRB) if the following elements are included:

1. Proposal Title Page which includes:
  - a. Name of Study
  - b. Name and Contact Information of Researchers(s)
  - c. Name and Contact Information of Advisor if Researcher(s) is a student
  - d. Dates Research will be Conducted
2. Purpose and the research problem of the proposed study. Answer why the research is needed by providing details on what is being done, for whom it is being done, anticipated outcomes, specific general knowledge production, etc.
3. Methodology
  - a. Subjects - provide specific information on desired research participants such as: what is the sampling population, how many samples will be collected, what exclusion criteria will be used, etc.
  - b. Subject Selection - describe the selection methodology (i.e. random, snowball, etc.), and outline how participant recruitment will occur. Include copies of scripts, informed consent forms, flyers, advertisements, posters, and letters to be used in the Appendix section.
  - c. Procedures - provide a detailed description of any methods, procedures, interventions, or manipulations of human subjects. Include facts about the physical location where the research will take place (if applicable).
  - d. Instruments used - describe questionnaires, tests, written instruments, instructions, scripts, etc., that will be used during the study. Detail how interaction with participants will occur, how long will interaction occur, and how will measurements be gathered.
4. Potential risks involved and methods of minimizing risks, inconveniences, or discomforts. How will participants be protected?
5. Describe anticipated benefits and importance of the knowledge that may reasonably be expected to result.

6. Appendices as needed - these would include material from 3.b. as well as interview questions, consent forms, letters of permission, and copies of instruments to be used.

## Satisfaction Inventories

Annually, MACU conducts student and employee satisfaction inventories every spring. Distribution of the CAS Student Satisfaction Inventory (SSI) occurs in February, for the CAGS SSI in March, the Employee Satisfaction Survey in April. Under the direction of the VPAA, the Office of Institutional Effectiveness distributes, collects, and analyzes the inventories and published results in the [Academic tab](#) of Evangel Net and the [MACU Evidence tab](#) of the Assessment Site.

## School Alignment with External Standards

<b>School</b>	<b>State, National or Professional Standards; Licensure or proficiency exams for Specialized Accreditation</b>	<b>Assessment</b>
Adult School of Arts and Sciences	Alignment with Oklahoma State Regents for Higher Education (OSRHE) Policy on Gen Ed requirements	
School of Behavioral Science	Oklahoma Department of Mental Health and Substance Abuse Services: Professional Counselor Licensing Division	National Counselor Exam (NCE) for Licensed Professional Counselors (LPC); Oklahoma Legal and Ethical Responsibilities Examination (OLERE) for LPC; MFT Licensing Exam for Licensed Marriage and Family Therapists (LMFT); Oklahoma Licensed Drug and Alcohol Counselor Exam for Licensed Alcohol and Drug Counselors (LADC); other state policies as appropriate
School of Business Leadership	American Institute of Certified Public Accountants (AICPA); Council for Adult and Experiential Learning (CAEL – Prior Learning Assessment); Association to Advance Collegiate Schools of Business (AACSB) and Accreditation Council for Business Schools and Programs (ACBSP)	Uniformed CPA Licensing Exam
School of English	National Council of Teachers of English (NCTE)	Oklahoma Subject Area Test (OSAT)

School of Gen Education	Alignment with OSRHE Policy on Gen Ed requirements	ETS Proficiency Profile Exam
School of Math	National Council of Teachers of Mathematics (NCTM);	Oklahoma Subject Area Test (OSAT)
School of Ministry	Church of God, Anderson, Indiana	Licensing and Ordaining Process by the Board of Church Service for the Oklahoma Church of God; other state policies as appropriate
School of Science	National Science Teachers Association (NSTA)	Oklahoma Subject Area Test (OSAT)
School of Teacher Education	State – Office of Educational Quality and Accountability (OEQA); Interstate Teacher Assessment and Support Consortium (InTASC); Council for the Accreditation of Educator Preparation (CAEP)	Oklahoma General Education Test (OGET), Oklahoma Subject Area Test (OSAT), Oklahoma Professional Teacher Exam (OPTE); National Association for the Education of Young Children (NAEYC), Association for Childhood Education International (ACEI), National Association for Music Educators (NAME), National Council for Teachers of Mathematics (NCTM), National Council for Teachers of Social Studies (NCSS), and National Council of Teachers of English (NCTE)

## Surveys

Surveys are useful data collectors and MACU uses them to improve University programs, student learning, and the student learning environment. University- and college-level surveys are developed, maintained, and operated by the Institutional Effectiveness Office. With prior approval, the Office will also manage surveys below the college level, but most are conducted by the chairs and directors of those levels. To ensure the University can access all survey-collected data, all surveys will be distributed using an approved platform that allows for the CIO to access all MACU surveys. Improper use of surveys reduces their efficacy, thus all surveys must receive approval from the Vice-President of Academic Affairs prior to their implementation.

### Procedures for Survey Approval

1. Send an email to the IE Director. In the email,
  - a. Clearly state the purpose of the survey by stating why the information is needed for planning/improving services to students.
  - b. Provide a general outline of the survey. What questions do you want answered? Who will answer the questions? How do you want questions answered?
  - c. What are the distribution dates of the proposed survey?
  - d. What office/department will receive the survey results?



2. Using the information contained in the email, the IE Office will collaboratively draft the survey for the requesting office/department.
3. Once the requesting office/department approves the draft, the IE Director will seek the VPAA's approval for the survey.
4. Upon VPAA approval, the IE Office will give the requesting office/department a link for survey respondents to use and a link for the requesting party to access survey results.

**Retention of Survey Data.** The IE Office retains survey-collected data indefinitely. Survey data is retained on the survey software that the University purchases on a yearly basis. Currently, the University uses Survey Monkey and Qualtrics software to conduct surveys, and as long as the contracts with these two software companies are maintained, housing the raw data within the software will continue. Should the University no longer maintain these contracts, the raw data from the surveys will be downloaded and stored in a secured drive that the CIO can access.

## Wildly Important Goals (WIGs)

In support of a 2014 Presidential initiative, each unit (department or school) develops and tracks one or two Wildly Important Goals (WIGs) which support the attainment of two to three Strategic Objectives. Strategic Objectives are presented in 4DX Notebooks located in the Strategic Objective tab of Evangel Net. *The 4 Disciplines of Execution* book by McChesney, Covey, and Huling (2012), provides detailed explanations of WIGs. The Presidential initiative to include 4DX into the strategic planning process helps schools and departments to collectively support the University's Strategic Objectives while also creating strategic WIGs for the school or department's specific advancement of their missions.

Each department or school recognizes its own WIGs and develops its own data collection methods and presentation of findings using a WIG Scoreboard. This collection and presentation freedom gives directors and chairs the opportunity to display how their unit supports University Strategic Objectives uniquely. Department directors annually report the status of their WIGs using a 4DX Notebook.