Assessment Manual
v2023

Assessment Manual, v2023 replaces the 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 26 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 the assessment of student learning.

The procedures and policies surrounding the measurement, analysis, feedback, and review of MACU's learning outcomes are the purpose of this Assessment Manual (2022). The manual has three sections, Conceptual Framework, Program Assessment, and Related Material. Questions or concerns about this manual should be directed to the MACU Office of Institutional Effectiveness.

The 2023 version of the MACU Assessment Manual has been approved for distribution by:
President Phil Greenwald, Chief Executive Officer for Mid-America Christian University, and
Dr. Sharon Lease, Vice President of Academic Affairs and Chief Academic Officer

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 provide four broad areas of learning to all MACU students, thus encompassing the University's Mission and Vision and incorporated into the University's Strategic Plan.

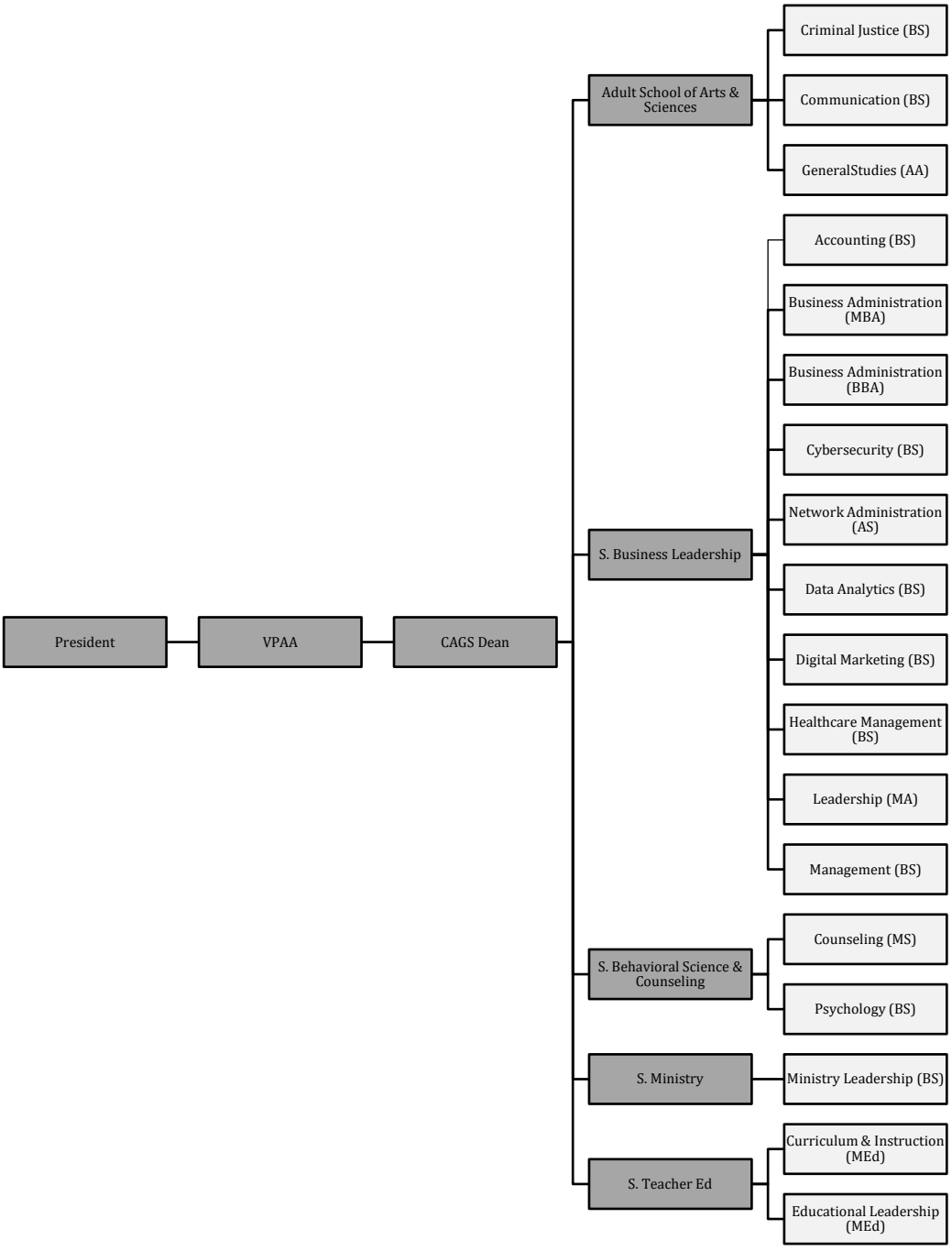
1. Our students will have a *Greater Encounter with God*: Encounter with God that evangelizes, disciples, and encourages Holy Spirit-filled living.
2. Our students will have *Greater Engagement in Learning*: Engagement in learning which prepares students to create, collaborate, and innovate in local 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 activities support. 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. Activities are conducted by academic or co-curricular programs; the following three organizational charts show program alignment with the President's Office. Section Two describes how MACU assesses activity by program, and Section Three offers additional material that supports assessment.

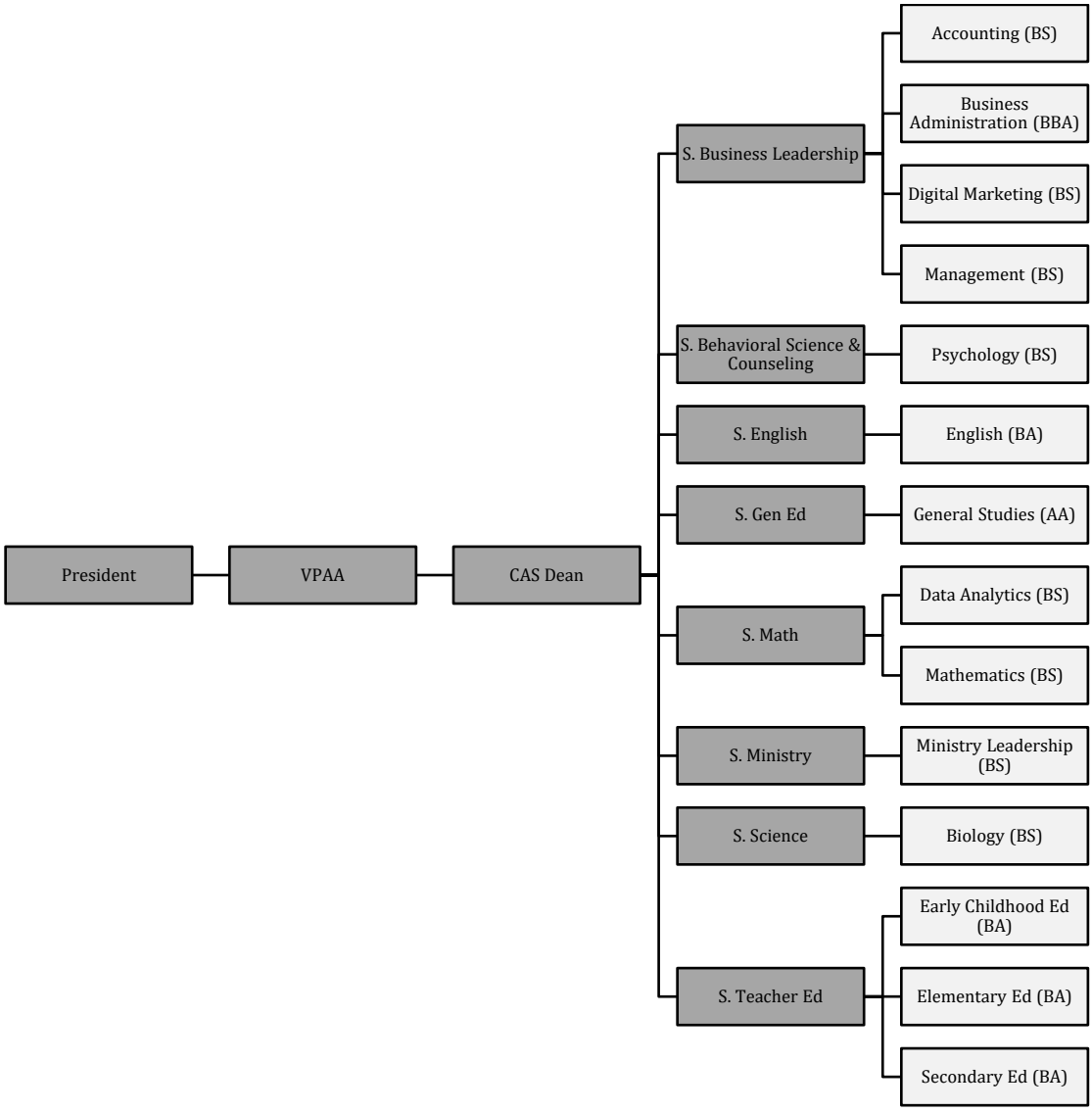
Organizational Chart of the College of Adult and Graduate Studies (CAGS) Programs

Academic Programs are lightly shaded and show which School oversees the program.



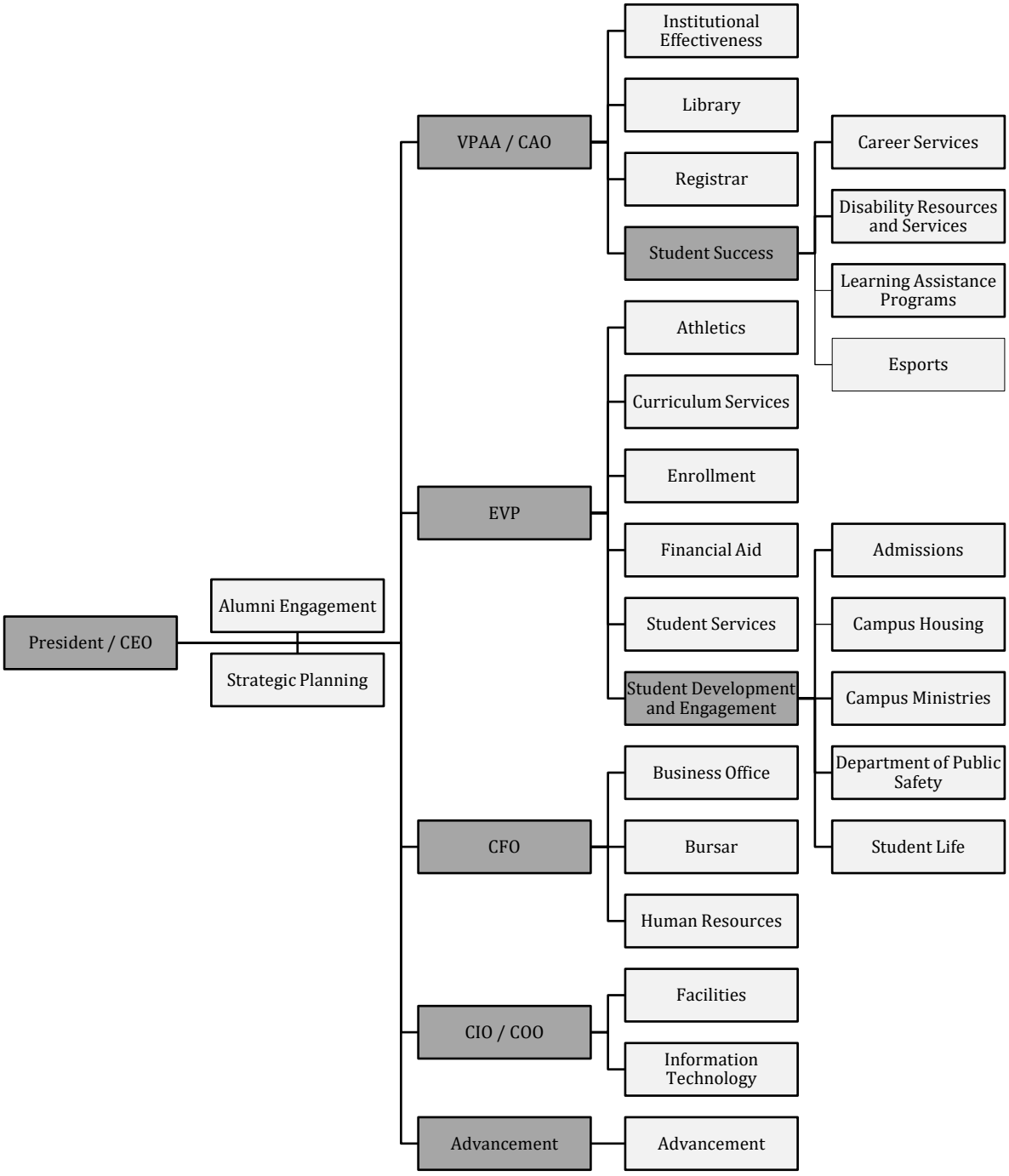
Organizational Chart of the College of Arts and Sciences (CAS) Programs

Academic Programs are lightly shaded and show which School oversees the program.



Organizational Chart of the University's Co-Curricular Programs

Co-Curricular Programs are lightly shaded and show which Office/Department or Cabinet Member oversees the program.



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. Mid-America Christian University (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

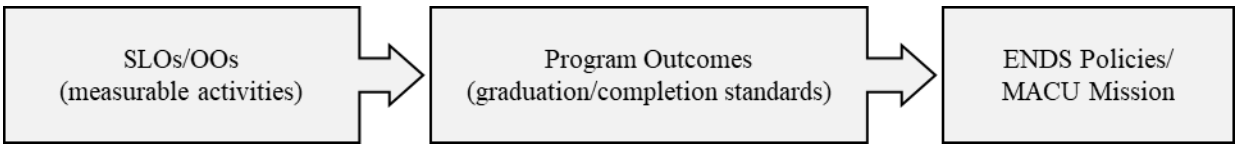
Measuring outcomes is a count of activity to make them quantifiable. Quantified activities substantiate how well an activity supports the MACU Mission. Measurements must be valid and reliable—valid because it represents the activity it is supposed to count and reliable enough to measure the same activity 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 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. Each course within a program should be able to measure at least one SLO.

Course Objectives. The main goals of an individual course are called course objectives, which are posted in all syllabi. Course objectives are not SLOs, but an objective could be an SLO, and each objective should support at least one of the program's SLOs. For example, the course objectives for a 16-week course will likely be different from course objectives for the same course taught in 5 weeks; however, both courses will have the same SLOs.

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.

- 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 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 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.

- Retention Report – All Program Directors (Academic, Co-curricular, and Department) submit program Retention Reports to the MACU Assessment Site by January 31. Retention rates are calculated from Fall to Fall. Rates are finalized at the end of a calendar year but report on the previous academic year. For example, the retention rates for AY 20-21, which ended on June 30, 2021, were finalized on December 31, 2021. Directors use Retention Reports to analyze how their program is supporting the retention of students.
- 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 uses 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, allowing 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. In addition to the Program Review document, the director will produce a presentation that summarizes the review's findings. Completed Program Reviews and presentations are published in the Academics tab of EvangelNet, the Institutional Effectiveness page of the MACU.edu website, and the MACU Evidence tab of the Assessment Site.

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. Academic programs have been conducting reviews since 2018, and Co-Curricular programs began reviews in 2022. The following tables show the Academic and Co-Curricular Program Review cycle over the next three years, from 2023 to 2025.

Academic Program Review Schedule, 2023-2025

Academic Degree Programs (Yr. began)	Last Review	2023	2024	2025
Accounting and Ethics, BBA (2011)	2021		X	
Biology, BS (2017)	2021			
Business Administration, MBA (2006)	2018	X		
Business Administration and Ethics, BBA (2011)	2022			X
Christian Ministries, BS (1985)	2022			X
Communications, Media, and Ethics, BS (2017)	2020		X	
Counseling, MS (1981)	2022			X
Criminal Justice and Ethics, BS (2007)	2020	X		
Curriculum and Instruction, MEd (2019)	Pending	X		
Cybersecurity, BS (2021)	Pending		X	
Data Analytics, BS (2020)	Pending		X	
Digital Marketing, BS (2018)	Pending	X		
Early Childhood Education, BA (2012)	2022			X
Educational Leadership and Administration, MEd (2013)	2021		X	
Elementary Education, BA (1985)	2020	X		
English: Literary and Cultural Studies, BA (2008)	2022			X
General Studies, AA (1985)	2018	X		
Healthcare Management and Ethics, BS (2017)	2020		X	
Interdisciplinary Studies, BS (2020)	Pending		X	
Leadership, MA (2006)	2022			X
Management and Ethics, BS (1995)	2019	X		
Mathematics, BS (2003)	2018	X		
Ministry Leadership, BS (2018)	Pending	X		
Network Management & Security, AS (2021)	Pending		X	
Psychology, BS (2013)	2022			X
Secondary Education, BA (1985)	2022			X

Pending = Program has not been formally reviewed yet.

Co-Curricular Program Review Schedule, 2023-2025

Co-Curricular Program	Last Review	2023	2024	2025
Admissions	Pending		X	
Advancement	Pending	X		
Alumni Engagement	Pending			X
Athletics	Pending	X		
Business Office	Pending	X		
Bursar	Pending		X	
Campus Housing	Pending		X	
Campus Ministries	2022			X
Career Services	2022			X
Curriculum Services	2022			X
Department of Public Safety	Pending	X		
Disability Resources and Services	Pending	X		
Enrollment	Pending		X	
Esports	Pending	X		
Facilities	Pending	X		
Financial Aid	Pending		X	
Human Resources	2022			X
Institutional Effectiveness	Pending		X	
Information Technology	Pending	X		
Learning Assistance Programs	2021		X	
Library	2022			X
Registrar	Pending	X		
Strategic Planning	Pending	X		
Student Life	Pending	X		
Student Services	2022			X

Pending = Program has not been formally reviewed yet.

Program Review Sections. From 2018 to 2021, MACU conducted Academic Program Reviews using seventeen, internally-developed standards. In 2020, the University realized the need to begin conducting Co-Curricular Program Reviews. Leaders used standards developed by the Council for the Advancement of Standards in Higher Education to guide the development of the twelve standards MACU has used for all program reviews since 2022. Those twelve standards are listed below.

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 Training. Directors of Academic and Co-Curricular programs will be offered four training sessions over a four-month period in advance of their program's review. Each training session focuses on three of the twelve standards and provides workshop time for directors to write to each standard.

Before training begins, Institutional Effectiveness (IE) will build a shell for each program that directors can use to fill in responses during the training sessions. Follow this link to the Academic shell template or the Co-Curricular shell template to get an idea of what each director is given before training begins. Directors can use the shells to write to each standard as well as provide evidence to substantiate their claims.

For all questions or needed assistance with the Program Review process, directors should speak directly to Dr. Ray Dillman, Director of the IE office.

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 established an expanded and executable method of strategic planning making the process more fluid. 4DX methodology consists of:

1. Focus on the Wildly Important - Schools and Departments, referred to hereafter as Strategic Planning Units (SPU), support the University's Strategic Objectives and HLC Criterion by setting 1-2 Wildly Important Goals (WIG's) each year. The WIG's must directly influence both HLC criterion and University Objectives and be within the responsibility of the selecting SPU.
2. Act on Lead Measures – action steps which have a predictive influenceable outcome that "leads" to the desired goal known as the "Lag Measure."
3. Create a Compelling Scoreboard – The scoreboard must be simple, compelling, and easily visible to members of the SPU. Creativity in developing the WIG Scoreboard is encouraged.
4. Create a Cadence of Accountability – Each SPU is expected to have brief weekly "WIG Meetings" to accomplish three things: Report on commitments from the previous week, review lag measure data and progress to goal, and select individual lead measures for the coming week. In this way, 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 as of October 2022, can be found in the WIGs section of the Information Exchange, Google Shared Drive.

Assessment Site

Assessment of student learning is a necessity for MACU to make continuous improvements to the educational programming for students. Institutional Effectiveness (IE) developed the MACU Assessment Site in the fall of 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 annually. 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 the presentation of collected data, data-analysis submission forms for University leaders, and feedback on 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 font.

ETS Proficiency Profile Exam

Since 2018, MACU has given the ETS Proficiency Profile Exam (ETS PP) to CAS freshmen and seniors. The ETS PP is a general education outcomes assessment that measures four core skill areas, reading, writing, mathematics, and critical thinking. The ETS PP is nationally-normed, allowing MACU leaders to situate the general education scores of the University's traditional student population using a national reference. Additionally, the exam is given to freshmen to inform advisors who will assist the students with determining their academic pathways. The exam is given to seniors to inform each student about their

baccalaureate experience, but more importantly, inform MACU leaders about academic programming. The exam is given the week before Labor Day.

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 December 2023. All HLC comprehensive visits are preceded by MACU submitting an Assurance Argument a month 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 15 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 as the email address and Assurance2023 as the password.

Information Exchange

In summer 2022, the Office of Institutional Effectiveness developed a Google Shared Drive folder titled, Information Exchange. The intent of the Information Exchange folder is to provide access to shareable University documents, across all departments, to directors and above. The exchange allows University leaders to view each other's documents, and make editing changes to their own documents. For accessibility issues or questions about the Shared Drive, please contact the Office of Institutional Effectiveness.

Professional Development

The Office of Institutional Effectiveness presents material to professionally develop staff and faculty on information related to continuously improving student learning at MACU. 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 (IRB) and the University President by submitting proposals to the MACU IRB site.

Institutional Review Board

The MACU 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 non-expedited 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/macu.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, and the Employee Satisfaction Survey in April. Under the direction of the VPAA, the Office of Institutional Effectiveness distributes, collects, and analyzes the inventories. Inventory results are published to internal constituencies in the Academic tab of Evangel Net and the MACU Evidence tab of the Assessment Site.

School Alignment with External Standards

School	State, National or Professional Standards; Licensure or proficiency exams for Specialized Accreditation	Assessment
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	Oklahoma General Education Test (OGET), Oklahoma Subject Area Test (OSAT), Oklahoma Professional Teacher

	Assessment and Support Consortium (InTASC); Council for the Accreditation of Educator Preparation (CAEP)	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 Strategic Planning Unit (SPU) (department or school) develops and tracks one to two Wildly Important Goals (WIGs) which support the attainment of two to three Strategic Objectives. Strategic Objectives are presented in the "4DX WIG Notebook" unique to each SPU. The notebooks are stored in SPU specific folders on the Information Exchange shared drive located in Google Drive. *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 WIG Notebook.