

Proposal for a Quality and Effectiveness Committee at ETSU

The Quality and Effectiveness Committee (Q&EC) provides ETSU faculty, staff, and administration the information, framework, and tools needed to support an ongoing and sustainable process of continual self-evaluation and improvement in pursuit of excellence. The Q&EC exists to:

- approve, revise, or develop processes and systems that ensure efficient and effective quality assurance practices;
- oversee academic and administrative unit participation of in conducting ongoing self-assessment in an effort to improve student learning, university services, and operations; and
- provide necessary training and feedback to units as pertaining to quality and effectiveness activities.

By achieving this purpose, the Q&EC will help the institution ensure compliance with the Principles of Accreditation: Foundations for Quality Enhancement published by the Southern Association for Colleges and Schools Commission on Colleges; specifically, those sections excerpted below:

- Section 7: Institutional Planning and Effectiveness: Effective institutions demonstrate a commitment to the principles of continuous improvement. These principles are based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.
 - Part 1 (Institutional Planning, Core Requirement): The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.
 - Part 3 (Administrative Effectiveness): The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
- Section 8: Student Achievement: Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student support services to support student success.
 - Part 1 (Student Achievement, Core Requirement): The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.
 - Part 2 (Student Outcomes): The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in (a) student learning outcomes for each of its educational programs, (b) student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs, and (c) academic and student services that support student success.

The Quality and Effectiveness Committee will provide guidance to more than 300 academic programs and administrative units across the university.

The Q&EC has the following charge:

- Define and implement university policies and procedures related to quality and effectiveness
- Develop a format for reviewing unit plans and reports
- Review unit effectiveness plans and reports on a regular schedule, advising units on best practices throughout the review
- Communicate the status of unit plans and reports to University Council
- Develop a format and provide an annual report to the ETSU President and the ETSU Board of Trustees documenting strengths and weaknesses of the university's overall efforts
- Advise the Office of Planning and Decision Support regarding the development and improvement of related processes and data management systems

Membership:

Membership on the committee reflects the institution-wide scope of initiatives. The Committee consists of faculty (see table below), plus administrative representatives (one each) from Academic Affairs, Health Affairs, Student Affairs, Business & Finance, Administration, and University Libraries, as well as a student representative. Members are selected according to the procedures of each unit and appointed by the appropriate Vice President, with preference given to individuals with quality assurance and/or accreditation experience or expertise as defined by the nominating body. The Q&EC may invite representatives to consult with the committee when necessary. The Q&EC will be chaired by the Director of Institutional Effectiveness and Accreditation Liaison. Members will serve renewable three-year terms.

Nominating Body	Number of Q&EC Faculty Representatives
Academic Affairs	3
Health Affairs	2
Faculty Senate	1
Council of Chairs	1
Undergraduate Curriculum Committee	1
Graduate Curriculum Committee	1
General Education Advisory Council	1

Responsibilities:

Members of the Q&EC are responsible for representing their constituents on the committee, attending all meetings, reviewing assigned reports and plans, offering guidance and support to units on related matters, voting on agenda items as necessary, and reporting on and promoting quality and effectiveness

matters to their constituents. In the review of effectiveness reports, members will be assigned to review documents as needed, independent of home college or unit.

The Q&EC Chair calls and presides over meetings and notifies academic and administrative units of related responsibilities. The Q&EC Chair will notify Deans and Vice Presidents of the status of the submission of effectiveness plans and results of the respective college or division, with copies sent to Q&EC representatives, during the spring semester of each year. The Q&EC Chair will send a memorandum to units and academic programs that are not in compliance with requirements at least 30 days prior to the annual report (early to mid-June); copies of this memorandum will be sent to supervisors and Q&EC representatives. The Q&EC Chair will send a final update on the status for the programs or units that fail to complete related tasks to the appropriate Deans or Vice Presidents at the end of the summer semester. The Q&EC Chair will convene ad hoc groups as needed to discuss special issues and to bring those issues to the full Q&EC. The Q&EC Chair will prepare the Quality and Effectiveness Annual Report for presentation to the University Council, ETSU President, and the ETSU Board of Trustees, on behalf of the Q&EC.

Meetings:

The Q&EC will meet each fall to determine a tentative meeting schedule for that academic year, with more frequent meetings typically being held during times of greater need (such as the period of review of divisional reports or in preparation for SACSCOC reviews). The Q&EC sets the final due date for presentation of divisional results and plans reviews to the Q&EC. Additional meetings may be called by the chair when necessary.

Resources:

- *University of Central Florida:* <http://www.ucf.edu/strategic-planning/strategic-planning-assessment-process/>
- *University of Southern Mississippi:* <https://www.usm.edu/institutional-effectiveness/Q&EC>
- *Clemson University:* <https://www.clemson.edu/institutional-effectiveness/committee/>