



CISCO COLLEGE

Institutional Effectiveness Plan

Contacts for I.E. Questions or Information

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I. Rationale & Definition

Institutional effectiveness must be an ongoing and evolving process that recognizes connections between individual areas and the overarching goals of the institution. In order to fulfill the Mission, Cisco will continually evaluate the effectiveness of processes and services, seek improvement in achieving our primary functions, measure progress toward our goals, and enact our core values of student success and excellence. The student experience includes programs, courses, instruction, services, and the learning environment and we must strive for excellence in all of those areas so that students may register for, access, successfully complete, and receive credit for their courses.

Cisco College defines an effective organization as one that:

- prioritizes quality and efficiency;
- capitalizes on strengths, shores up weaknesses, embraces opportunities, averts threats;
- integrates ongoing, evolving, outcomes-based, and data-driven assessment across all institutional levels;
- provides opportunities for distinct and complimentary roles in shared decision-making to consider issues affecting the institution's ability to fulfill its mission.

Cisco's Strategic Plan, in order to allocate its resources appropriately, will be the product of ongoing effectiveness processes that assess and seek continuous improvement at all levels of and across the institution.

In order to provide a comprehensive picture of effectiveness for decision-making, the Institutional Effectiveness Committee coordinates institutional effectiveness participation, planning and assessment across the college. Assessment of quality, effectiveness, and efficiency occurs at multiple institutional levels:

Institutional Level:

- Strategic Goals
- Institutional Goals for Student Achievement
- Committee Participation and Recommendations

Department Level:

- Service Outcomes

Program Level:

- Program Evaluation, including enrollment, student success, and costs.
- Program outcomes, including student learning, program competencies, and workplace competencies.
- Program success outcomes, including accrediting agency requirements.
- Core curriculum objectives

Course Level

- Student Learning Outcomes (SLOs)

II. Institutional Effectiveness Process

Cisco College engages in an annual, institution-wide, data-driven assessment and improvement process that incorporates a systematic review of programs, courses, and services. Each program, office, or department is identified as an I.E. planning unit and grouped into one of four categories: administrative support service, student support service, academic program, or career and technical program. Each category uses an I.E. report form that defines the type of outcomes appropriate for the category and identifies how that category links to strategic planning.

IE Planning Unit Category	College Areas Included in the Category	Type(s) of Outcomes Assessed	Link to Strategic Planning Processes
Administrative Support Services	Board of Regents President VP of Student Services CAO/Provost Director of Athletics Director of Marketing Business Services	Progress toward strategic plans and operational efficiency goals.	Outcomes linked to Vision 2023 Strategic Plan, Strategic Enrollment Management Plan, and/or Institutional Goals for Student Achievement.
Academic, Athletic, & Performing Activities Divisions/ Departments	Accounting Agriculture Foreign Athletics Language Athletic Geology Training Government Band History Belles Mathematics Biology Music Business Kinesiology Cheer Philosophy Chemistry Physics Communication Psychology Economics Sociology Education Speech English Theater	Student learning outcomes defined by the THECB and course or department success outcomes defined by program faculty.	Student learning assessment results provide data for assessment of academic transfer programs and institutional goals for student achievement reported in the administrative category; improvement plans may be linked to budget requests.
Career and Technical Programs	Biotechnology Child Dev./Early Childhood Cosmetology HVAC Industrial Technology Management Criminal Justice Fire Tech/Academy Real Estate Welding Medical Assisting Pharmacy Technology Licensed Vocational Nursing Associate Degree Nursing Respiratory Care Surgical Technology	Student learning outcomes defined by the THECB and program student learning outcomes and program success outcomes defined by advisory boards, accrediting or licensure agencies.	Student learning assessment results and program success data document compliance with external accrediting/licensure requirements and provide data for assessment of institutional goals for student achievement reported in the administrative category; improvement plans may be linked to budget requests.

Student Support Services	Tutoring/Math Center Writing Center Developmental Educ. Library Services Dual Credit Program Distance Education Enrollment Services Counseling/Advising Veteran Services Financial Aid Student Life/Activities Campus Safety	Delivery and efficiency outcomes for the services that ensure students can pursue their educational goals. Outcomes may remain consistent year-to-year, or be removed once considered complete and replaced with new outcomes targeting service improvements or expansions.	Outcomes linked to Vision 2023 Strategic Plan and/or Strategic Enrollment Management Plan; office and department assessment results provide data for assessment of strategic goals reported in the administrative category; improvement plans may be linked to budget requests.
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Each planning unit establishes an assessment plan that identifies the unit’s outcomes, defines success targets for each outcome, and determines the method(s) to assess the extent to which it has met each outcome. Each planning unit identifies and reviews its assessment data. Data will vary by unit, as is appropriate for a decentralized I.E. process. Data may include:

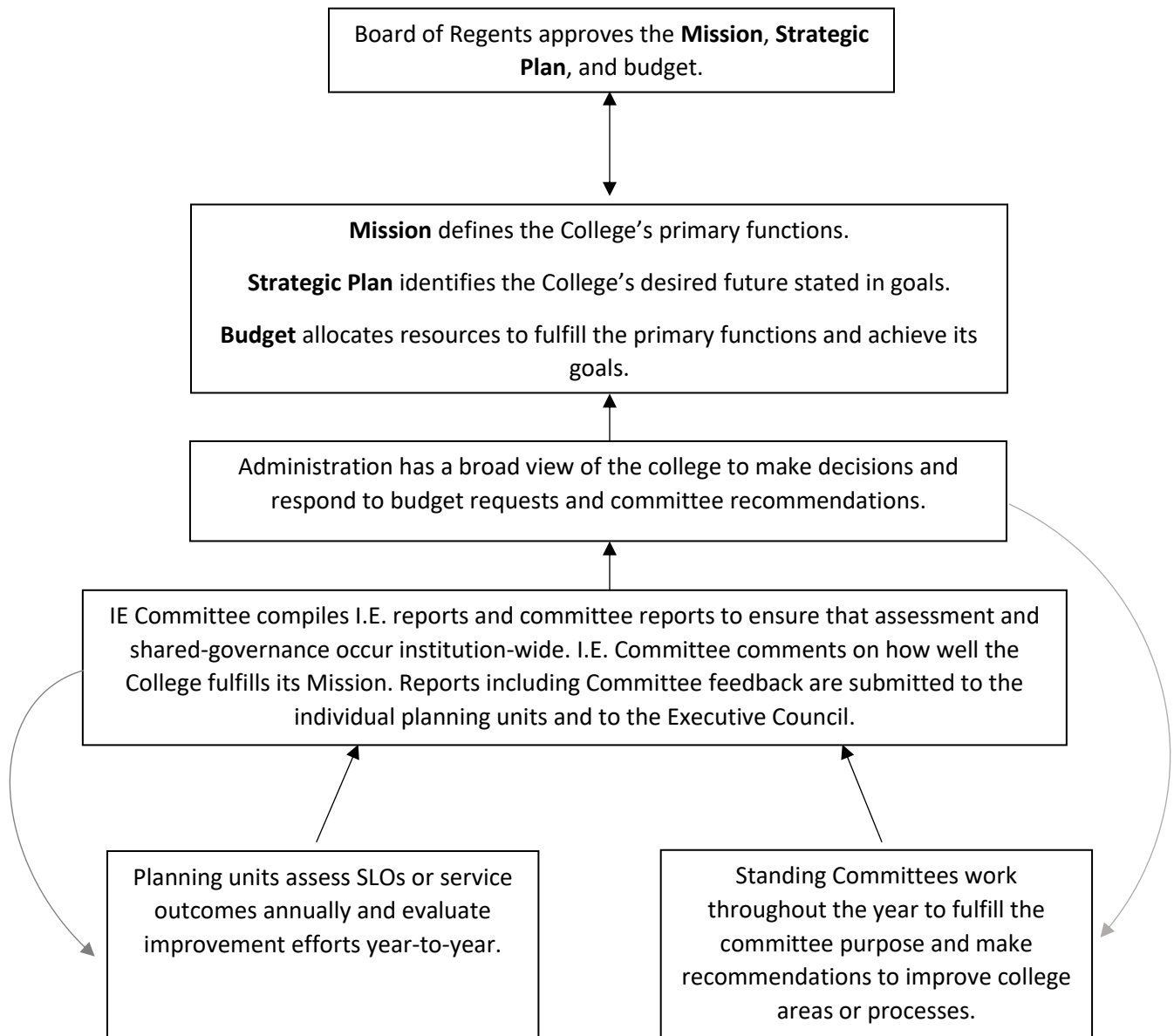
- data generated by the planning unit (assessment method success rates, completion rates, licensure rates; standardized test scores);
- IR data (disaggregated course/department success rates, cohort SCH or GPA data, student demographic data; enrollment data);
- survey data (course evaluations, satisfaction surveys);

Outcomes met are considered strengths and outcomes partially met or not met are considered opportunities. Each planning unit identifies improvement plans to implement to improve results on the outcome(s) that present the most opportunity for improvement. Each planning unit submits an I.E. report each August, reporting results for the year just completed and identifying improvement plans for the year just beginning.

If a planning unit does not submit an I.E. report, or submits an I.E. report that is determined non-compliant by the I.E. Committee, the unit will be required to submit an assessment plan to the I.E. Committee for review. See the [Assessment Plan](#) form in the appendix.

III. Institutional Effectiveness as a Strategic Planning Process

The I.E. process ensures institution-wide assessment and supports shared governance. The I.E. Committee collects outcomes-based assessment results from planning units and recommendations from standing committees in order to provide a comprehensive picture of the institution's improvement efforts to the administration as part of the college's strategic, data-driven evaluation and planning. The I.E. Committee provides feedback directly to planning units. The Director of Institutional Effectiveness and Planning facilitates submission of the I.E. Committee's work to the administration, and facilitates feedback from the administration to the standing committees including the I.E. Committee.



IV. Participating Areas

Planning units

All College areas aim to support student learning, student success, or create a superior student experience through instruction, support, service, or business operations. Planning units consist of all personnel within a department, division or program; all personnel within a department or office; or all members of a committee. The I.E. Committee maintains a list of planning units on the college website under Institutional Effectiveness, Research and Planning.

Standing Committees

College committees enact shared governance at the college. Committee End-of-Year (EOY) Reports provide vital information relating to the strengths and weakness of college operations and processes. Committee recommendations identify opportunities to strengthen fundamental college areas. Past years' committee reports and assignments, and the current year committee assignments, may be located on the [Faculty and Staff webpage](#) under Committee Assignments and Documents.

Institutional Effectiveness, Research and Planning Office

The Institutional Effectiveness, Research and Planning (IR) Office provides data that allows planning units to assess their efforts in light of overall institutional performance. IR supports the I.E. process by maintaining dashboards and providing data upon request, coordinates the collection of I.E. reports for the I.E. Committee, and facilitates communication and feedback between planning units, committees, and the administration. The Director of I.E. maintains I.E. documents on the [IE webpage](#).

Institutional Effectiveness Committee

The Institutional Effectiveness (IE) Committee is the home of assessment at all levels of the College. The I.E. Committee does not determine or grade I.E. reports. Neither does the I.E. Committee determine or approve the purpose of standing committees. The I.E. Committee establishes the standards for planning unit compliance, administers the I.E. process, collects and committee reports for institutional review, collects assessment plans for review as necessary, and reports institutional-wide participation in the I.E. process to the administration.

The I.E. Committee reviews all planning unit reports to determine compliance with (4) standards:

- is the planning unit's assessment plan outcomes-based?
- Is the planning unit's assessment plan data-driven?
- Is the planning unit's assessment plan ongoing and evolving?
- Is the planning unit using its assessment results to seek improvement?

V. Annual I.E. Schedule

The I.E. process is always assesses the year just completed and identifies plans for the year just beginning. The I.E. process includes course SLO

Fall Kickoff:

- Standing committee assignments and previous year EOY reports distributed.
- Planning units meet to review the unit assessment plan and prepare for implementation.
- All academic and CTE divisions and departments hold start-of-year meetings to review assessment results from the previous year and confirm SLOs, SLO assessment methods, and improvement plans for the year just beginning.
- Academic Leadership Team reviews core curriculum objectives assessment report from the previous year and identifies improvement plans for the year just beginning.
- I.E. Committee chair meets with the Director of I.E.
- Committee chairs meet with the Director of I.E. as necessary.

August 31: I.E. Reports are due to the I.E. Committee.

Fall semester:

- IE Committee reviews planning unit reports for the previous year and requests assessment plans from non-reporting or non-compliant planning units.
- All planning unit personnel collect SLO and core curriculum assessment data and evaluate progress of the improvement plan, and report results to planning unit heads as required by unit assessment plans.
- Standing committees hold an organizational meeting and begin work toward their purpose. Additional meetings determined by the committee.

Spring semester:

- I.E. Committee EOY report compiled and submitted to the administration.
- All planning unit personnel collect SLO and core curriculum assessment data, analyze data to determine success at fulfilling outcomes and success of the improvement plan. Planning unit personnel report assessment results to the planning unit head as required by unit assessment plans.

May 15: Standing Committee End-of-Year reports are due to Director of I.E.

May 31: Core curriculum assessment results are due to the Vice Pres. of Instruction.

May – August:

- VPI coordinates completion of the core curriculum assessment report.
- Planning unit heads compile assessment data from all planning unit personnel, analyze the data to approve individual personnel's improvement plans and/or determine planning unit improvement plans for the upcoming year.

- Standing committee reports are reviewed by the administration.

VI. Terminology

Assessment – examination and review of evidence representing levels of performance, accomplishment and knowledge.

Benchmark – a standard or point of reference against which performance can be measured. Benchmarks for outcomes measurement should identify the type and level of performance that the planning unit identifies as success.

EOY Report – End-of-Year Report submitted to the I.E. committee by each standing committee located. Google forms are distributed to committee chairs near the end of each Spring semester.

IE Planning Unit Report – Google form maintained by the Institutional Effectiveness, Research and Planning office and used by planning units to report assessment data and analysis. The report form is provided to planning unit heads each Spring semester. The head of each planning unit submits the official report for the unit. Planning unit heads may require that planning unit personnel submit reports individually and link the compiled individual reports to the official unit report.

Institutional data – performance, perception, or success data regarding the student body or specific student populations, or the college or specific college areas.

Institutional Goals for Student Achievement – measurable level of success or performance the college intends for its students to demonstrate or reach; goals are published at the end of each academic year on the college website per the SACS-COC policy on Institutional Obligations for Public Disclosure.

IR data – data drawn from college wide surveys or the college enrollment management system compiled and/or disaggregated by the Institutional Research Office.

Mission statement – statement of the primary functions of the college or college area.

Outcome – measurable end result.

Planning unit – a college area required to participate in the I.E. Process.

Program objective – measurable end result of a coherent set of courses.

Service or business operations outcome – measurable end result of an office or department function.

Strategic goal – goals for change and improvement outlined in the college strategic plan.

Student Learning Outcome – measurable end result of a course.

Success target – the minimum or desired level of performance or completion a planning unit defines for an outcome to be considered achieved; a success target may be a total or percentage, or confirmation of implementation or completion.

VII. Appendices

Assessment Plan reporting form

Academic Program & Core Curriculum Assessment Plan & Timeline

Core Curriculum Objective Assessment Rubrics

Core Curriculum Assessment Results Spreadsheet

Assessment Reporting Form

NAME: _____

IE PLANNING UNIT: _____

Please use the table below to report your planning unit's assessment plan to the I.E. Committee. Assessment plans should include multiple outcomes. Please review the appropriate I.E. report for information regarding types of outcomes appropriate for your planning unit. Contact the Director of I.E. or the Accreditation Liaison if you need assistance. Your planning unit should track and assess these outcomes beginning with the current academic year and will report on this assessment plan using the appropriate I.E. report form at the end of the current year.

Outcome #1:

Assessment method:

Outcome #2:

Assessment method:

Outcome #3

Assessment method: