



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 strategic 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 Plan includes participation, planning and assessment from across the college. Assessment of quality, effectiveness, and efficiency occurs at multiple institutional levels:

Administration:

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

Academic & Student Support Services:

- Effectiveness Outcomes
- Student Learning Outcomes

Educational Programs (academic transfer & CTE):

- Program Evaluation, including enrollment, student success, and expense/revenue.
- Program outcomes, including student learning and effectiveness outcomes
- Core curriculum objectives

Course Level

- Student Learning Outcomes (SLOs)

II. Institutional Effectiveness Process

Cisco College engages in an ongoing, institution-wide, data-driven assessment and improvement process that incorporates a systematic review of the mission, strategic plans, programs, courses, and services. Each program, office, or department is grouped into one of four categories: administrative support service, academic or student support service, academic program, or career and technical program. Each category submits an I.E. report that defines the 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 and including periodic review of the mission	Outcomes linked to Strategic Plan, Strategic Enrollment Management Plan, and/or Institutional Goals for Student Achievement.
Academic Divisions/ Departments	Accounting Agriculture Art Band Biology Business Chemistry Communication Drama Economics Education English Foreign Language Geology Government History Mathematics Music Kinesiology Philosophy Physics Psychology Sociology Speech	Student learning outcomes defined by the THECB and course or department success outcomes defined by program faculty.	Course-level SLO assessment results provide data for assessment of academic transfer programs ;improvement plans may be linked to budget requests.
Career and Technical Programs	Automotive 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	Course-level student learning outcomes and program outcomes defined by advisory boards, accrediting or licensure agencies.	Student learning and program effectiveness assessment results document compliance with external accrediting/ licensure requirements; improvement plans may be linked to budget requests.
Academic & Student Support Services	Tutoring/Math Center Writing Center	Effectiveness and student learning	Outcomes linked to Strategic Plan and/or Strategic Enrollment

	Developmental Educ. Library Services Dual Credit Program Distance Education Enrollment Services Counseling/Advising Veteran Services Financial Aid Student Life/Activities Campus Safety	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.	Management Plan; improvement plans may be linked to budget requests.
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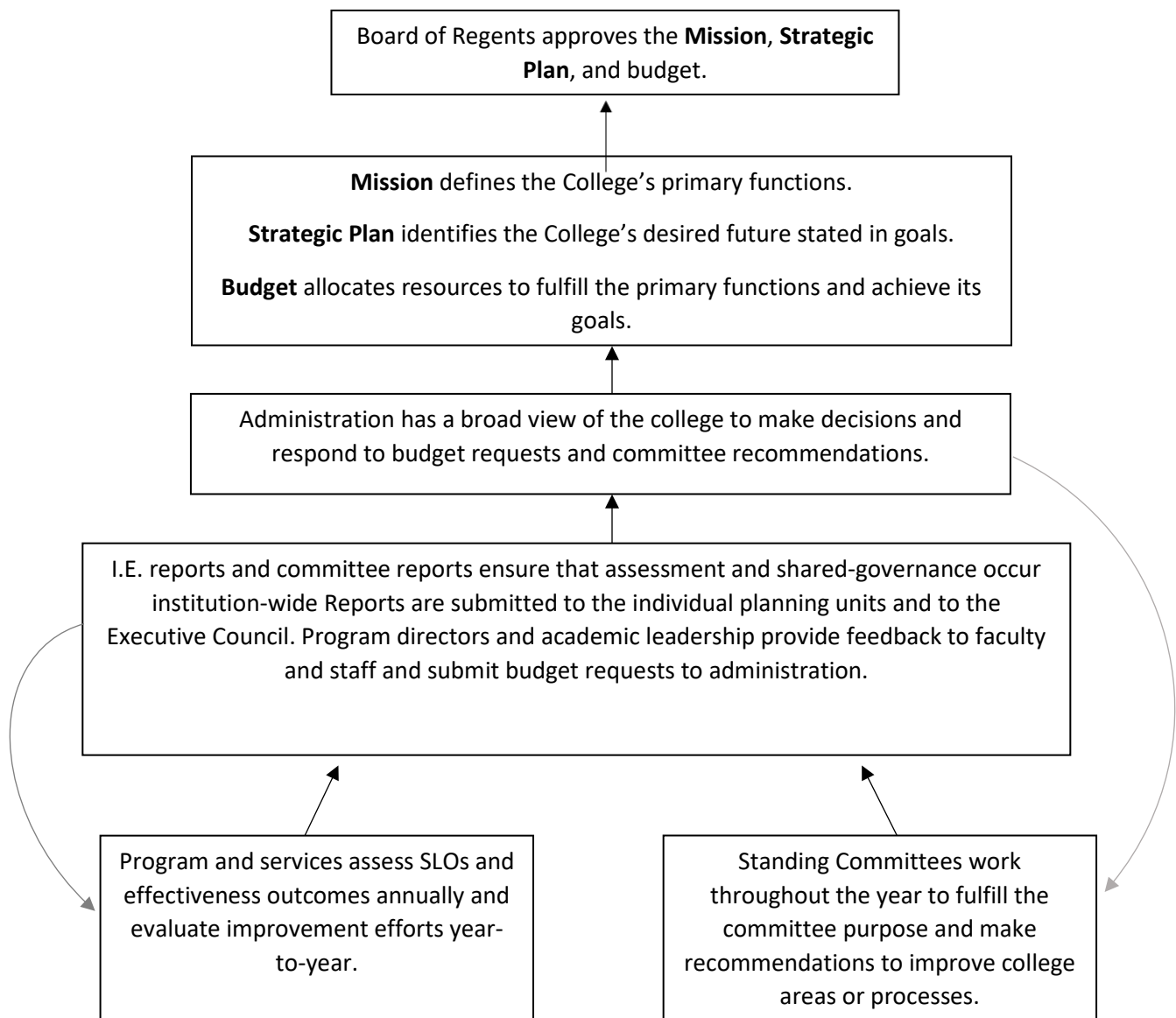
Each service or program establishes an assessment plan that identifies the unit's outcomes, defines success targets for each outcome, and determines the method(s) to assess the extent to which it has met each outcome. Each planning unit identifies and reviews its assessment data. Data will vary by unit, as is appropriate for a decentralized I.E. process. Data may include:

- data generated by the planning unit via direct and indirect (SLO success rates, completion rates, licensure rates; standardized test scores);
- IR data or data reported by the institution to the Texas Higher Education Coordinating Board (disaggregated course/department success rates, cohort SCH or GPA data, student demographic data; enrollment data);
- survey data or student feedback (course evaluations, satisfaction surveys, focus groups)

Outcomes met are considered strengths and outcomes partially met or not met are considered opportunities. Each service or program identifies improvement plans to implement to improve results on the outcome(s) that present the most opportunity for improvement. I.E. reports are submitted each semester or year

III. Institutional Effectiveness as a Strategic Planning Process

The I.E. process ensures institution-wide assessment and supports shared governance. The I.E. Plan requires outcomes-based assessment results from services and programs 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. Program directors, academic leadership, and administration provides feedback directly to faculty and staff. The Director of Institutional Effectiveness and Planning facilitates submission of program and service I.E. reports to the administration.



IV. Participating Areas

Administrative Support Services, Educational Programs, Academic and Student Support Services

All College areas aim to support student learning, student success, or create a superior student experience through instruction, support, service, or business operations. All personnel within a department, division or program, all personnel within a department or office and all members of a committee participate.

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](#).

Program Directors and Academic Leadership, Directors, Deans, and Chairpersons review all I.E. reports and work with faculty and staff to implement improvement plans. Directors, Deans, and Chairs also ensure other improvement and shared governance processes are linked to or utilize assessment results, including department or program initiatives, professional development, faculty training and evaluations, and budget requests.

V. Annual I.E. Schedule

The I.E. process is ongoing and reporting occurs annually. Faculty report course-level SLO assessment results each term in conjunction with course grades. Educational programs, Administrative support services, and Academic and Student Support services report annually each Spring or Summer.

Fall Kickoff:

- Standing committee assignments and previous year EOY reports distributed.
- 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.

- Committee chairs meet with the Director of I.E. as necessary.

Fall semester:

- All programs and services collect SLO assessment data and evaluate progress of the improvement plan, and report results to planning unit heads as required by unit assessment plans.
- Academic and Student Support services and Standing committees hold an organizational meeting and begin work toward their purpose. Additional meetings determined by the committee.

Spring semester:

- Administrative support services collect data and/or meet to review progress toward strategic plans and review budget requests.
- All programs and services collect SLO assessment data, analyze data to determine success at fulfilling outcomes and success of the improvement plan. t

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

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 Faculty Senate and Executive Council by each standing committee located. EOY templates are distributed to committee chairs near the end of each Spring semester.

IE Report – Assessment spreadsheets are maintained by the Institutional Effectiveness, Research and Planning office and used by academic educational programs to report assessment data and analysis. Faculty submit reports individually to chairs or directors and the SACS-COC liaison. Administrative support services, Academic and Student Support Services, and CTE educational programs may report in varied formats including spreadsheets, written reports, or updated planning documents.

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.

Program outcome – measurable end result of a coherent set of courses or a measure end result indicating effectiveness of the program.

Effectiveness outcome – measurable end result of an office or department function, or a CTE educational program that indicates effective service or operations

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.