INSTITUTIONAL EFFECTIVENESS COMMITTEE

INTERIM END OF YEAR REPORT 2014/2015

Summary

In response to a SACS request for data produced by the new one-year Institutional Effectiveness (IE) plan, IE planning units were asked to submit their IE End-of-Year (EOY) Reports by April 30. Normally, planning unit IE EOY Reports are to be submitted by August 31. Currently, 79 of 119 planning units have submitted IE EOY Reports (66%). Most of the nonresponses were in the Athletics, Business Services, Public Services and Student Services planning units. This is an increase over the 2013/2014 submissions (52%). Some planning units reported difficulties using the Google document created for the submissions. The committee continued to implement the new the IE one-year plan. In response to input from planning units, the IE Questionnaire and SWOT survey were revised and simplified. The IE Questionnaire and rubric for evaluating planning units' responses was revised to emphasize an ongoing, outcomes-based and data-driven process. The committee began the process of revising the mission/goals statement using terminology that encourages data-driven planning and assessment. The committee is proposing a revision to its purpose.

Recommendations

The Institutional Effectiveness Committee (IE) recommends that:

- The purpose of the committee be revised to eliminate reference to the Institutional Effectiveness Handbook which has been closed and no longer used.
- The purpose of the committee be revised to include, "to ensure assessment occurs institution-wide" and "to review assessment efforts to comment on how well Cisco fulfills its mission."
- The Executive Council (EC) communicate the importance of defining and assessing outcomes directly to the head of each planning unit; that the EC act as a quality assurance unit for unit-level outcomes-based assessment for the IE process.
- An IE workshop be included as part of the Fall 2015 college organizational meetings to focus on planning units that have not submitted IE End-of-Year Reports or those whose processes are not outcomes-based or data-driven.

Narrative

The Institutional Effectiveness (IE) Committee's Purpose and Responsibilities are:

1. To study and make recommendations relating to compliance with the criteria on institutional effectiveness of the Southern Association of Colleges and Schools.

2. To make recommendations for the evaluation of the research, planning and institutional effectiveness functions of the college
3. To study review and make recommendations relating to the college's mission and purpose statements and also the college's long range plans
4. ***To maintain the Institutional Effectiveness Handbook as a current and useable document for use by the college community (to be eliminated)***
5. ***To ensure assessment occurs institution-wide (to be added)***
6. ***To review assessment efforts to comment on how well Cisco fulfills its mission (to be added)***

Cisco College has an ongoing, integrated and institution-wide research-based planning and evaluation process. The Institutional Effectiveness Committee (IE) coordinates institutional effectiveness participation, planning and assessment across the college. College planning units which include programs, divisions, departments, offices and committees, evaluate strengths and weaknesses by assessing the planning units' purposes and outcomes: instructional planning units assess student learning outcomes; non-instructional units asses service or business operation outcomes. Standing committees assess specified college areas or processes as per the committee purpose. The IE committee does not grade planning unit assessment efforts or committee End-Of-Year (EOY) reports. Rather, the IE committee administers the process that ensures assessment is performed at all levels of the college and a comprehensive evaluation of the institution's effectiveness is presented to the college. The IE committee accepts four types of assessment information in order to evaluate the college's success at fulfilling its mission: planning unit IE Questionnaires; committee EOY reports; institutional student achievement data; and institutional survey data. This process is scheduled on an academic year calendar as follows:

- Fall semester – review planning unit participation, review IE Questionnaire and SWOT results and surveying nonparticipating planning units.
- Spring semester – produce IE EOY Report commenting on the college's mission and purpose statements.
- August Kickoff – Institutional Student Achievement Data disseminated.
- August 31 – Planning Units submit IE Questionnaires or IE EOY reports for the previous academic year.
- September 1 – Planning Units begin annual outcomes-based assessment drawing from the previous year's assessment analysis.
- January – SWOT survey for current year conducted.
- April – SWOT survey results disseminated.
- April 30 – IE Committee EOY disseminated college-wide.
- May 1 – IE Questionnaire disseminated.

The IE committee has twelve members and five ex officio members: Jennifer Ashbury - Nursing, Tom Bell – Language & Communication, Joe Carter – Dir. IR & IE, David Jackson – Math, Robert Karlin – Dev. Ed, Jack Matthews – History, Micheline Simmering – VA Counseling, Charlotte Speegle – Dean Workforce Dev., Linda Spetter – Language & Communication, Sarah Wise – Biology, Kathie Wright – Psychology, Clay Wiegand – Government (Committee Chair);

Ex Officio Members: Heather Hicks – SACS Liaison; Jerry Dodson – VP Student Services; Carol Dupree – Provost; Randy Golson – VP Instruction; Audra Taylor – Dean Business Services.

The committee met six times during the 2014/2015 academic year; September 9, October 2, November 18, February 10, February 20 and May 5. Three new members joined the committee and two more new members were added during the Fall semester.

The IE Committee set the following agenda for the 2014/2015 academic year:

- Continue to implement new the IE Plan
- Increase planning unit participation in the IE process.
- Revise the IE Questionnaire and SWOT survey so that planning unit IE EOY reports address an ongoing, data-driven, outcomes-based assessment process.
- Revise the rubric for evaluating planning unit IE EOY reports.
- Increase communication among the Executive Council, Planning Units and Committees.
- Revise the IE committee's purpose.
- Create files and Google documents for posting all submitted reports and IE activity.
- Revise the Mission Statement using terminology that allows data driven assessment.

The IE committee began the 2013/2014 cycle by permanently closing the IE Handbook which was based on a two-year planning cycle. The committee also completed and implemented a new one-year plan for the 2014/2015 cycle. The plan implemented addresses deficiencies in the institutional effectiveness process which were identified through two years of institutional research and analysis and discussed in the 2013-2014 IE EOY Report. The plan includes a five question survey and an IE Questionnaire which facilitate the ongoing assessment of each planning unit's success at fulfilling its outcomes and serves as a template for each planning unit's IE EOY Report. The survey was distributed to the head of each planning unit as a Google form. Planning units are responsible for creating and implementing their assessment plans and analyzing the data in relation to their stated outcomes. To assist planning units in reporting the effectiveness in their IE EOY Reports, the survey includes the following questions: What are the planning unit's outcomes (what are you assessing)? What is your data? Assess the extent to which the outcomes are being achieved? How are the results being used? Planning units are expected to use the survey data as part of an ongoing process to improve their effectiveness.

The IE EOY Reports are compiled by the Director of Institutional Research who also creates a summary of all responses and non-responses. The IE Committee reviews all the responses to insure outcomes are being assessed on an ongoing basis. **Due to the SACS review occurring this summer and to provide quick feedback as to what adjustment might need to be made to the plan (is the plan producing the desired results?), the committee, on a**

one-time basis, distributed the survey early and asked all planning units to submit IE EOY Reports using Fall 2014 and, if necessary, planning year 2013/2014 data.

In an effort to increase planning unit participation and clarify the goals of the institutional effectiveness process, the committee chair, Director of Institutional Research and SACS Liaison discussed the IE Plan at three general faculty/staff meetings, presented and discussed the plan with division chairs and presented updates on the plan at two Executive Council meetings. Additionally, the Executive Council communicated the importance of planning units submitting IE EOY Reports.

To facilitate the submission of planning unit IE EOY Reports the Director of Institutional Research created a Google form for the IE Questionnaire. Appendix II is a summary of the planning unit IE EOY's Reports and IE Questionnaire submissions.

To facilitate IE committee discussions, college-wide IE communications, posting of IE committee minutes and the submission of documentation and reports from planning units, the Director of Institutional Research created an IE site on the college Intranet which includes the IE Plan, annual IE EOY Reports, folders for each planning units' IE EOY Reports, and links to the Google discussions groups and Google forms. This is also part of the committee's effort to promote the broadest possible participation in the IE process. The committee is also contacting non-responsive planning units to identify the reasons for their lack of participation. Additionally, the committee has asked the Executive Council to communicate the importance of planning unit participation in the IE process. The IE committee maintains a list of planning units on the IE Intranet page.

The IE committee revised the rubric for reviewing planning unit IE EOY Reports. The rubric is now focused on the following: Is the plan outcomes-based? Is the plan data-driven? Is the plan ongoing and evolving (a process)? Are the results being used? (Appendix lll)

A summary of the planning unit IE EOY Reports is included in the IE committee's EOY Report and presented to the Executive Committee for their responses and actions.

The IE committee is undertaking an evaluation and revision of the college's mission/goals statement. The current mission/goals statement includes a number of statements that are not conducive to measurement. The revised mission/goals statement will use terminology that allows data-driven assessment. The Director of Institutional Research created two Google discussion groups on the IE Intranet site, one for the IE committee and one for faculty/staff. An e-mail was sent to faculty/staff asking for input. IE committee members reviewed and discussed the mission of the college and reviewed other community colleges' mission statements. The committee chair attended a SACS workshop on analyzing mission statements and creating meaningful goals and assessable outcomes. The Director of Institutional Research created an initial work-product. After considerable editing, a suggested revision model was presented to each member of the Executive Council for comment, input and further editing. The revision recommendation will be finalized and presented to the Executive Council and the college as a whole during the Fall 2015 semester. After the new mission/goals statement is adopted, the committee will then begin the process of reviewing the college's Strategic Plan.

The IE committee will continue to communicate the value of an ongoing IE process to the fulfillment of the College's mission and goals and to the important place IE has in shared governance.

APPENDIX l – Cisco College Institutional Effectiveness Plan

I. *Rationale & Definition*

In order for Cisco College to fulfill its mission, it must continually evaluate its effectiveness. The fundamental component of institutional effectiveness is the student experience: students' learning opportunities in and out of the classroom determine the extent to which the college fulfills its mission. Cisco College defines an effective organization as one that:

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

Cisco College's Strategic Plan, in order to appropriately allocate its resources, will be the product of ongoing effectiveness processes which assess and seek to improve student learning and student service/business operations at all levels of and across the institution.

In order to provide a comprehensive picture of college effectiveness for decision-making, the Institutional Effectiveness Committee coordinates institutional effectiveness participation, planning and assessment across the college. Various planning and assessment levels will determine the best way to create student experiences that will successfully achieve the college mission:

- Mission and Institutional Goals
- Institutional Goals for Student Achievement
- Institutional Strengths, Weaknesses, Opportunities, and Threats Assessment (SWOT)
- Program Objectives
- Student Learning Outcomes
- Student Service/Business Operations Outcomes
- Committee Participation and Recommendations

II. *IE Process*

Cisco College engages in annual, institution-wide, data/research-driven assessment and improvement processes that incorporate a systematic review of student-learning and services. College planning units, which include programs, divisions, departments or offices, and committees, evaluate strengths and weaknesses by assessing the planning units' purposes and outcomes:

- instructional planning units assess student learning outcomes;

- non-instructional units assess service or business operations outcomes; and
- committees assess specified college areas or processes as per the committee purpose.

Planning units identify and review data that helps them determine the extent to which they fulfill their outcomes. Data will vary by unit, as is appropriate for a small institution maintaining a decentralized IE process. Data may include:

- data generated by the planning unit (pre/post scores, outcomes-gradebook data, service statistics);
- IR data requested by the planning unit (completion or success rates, grade distribution);
- college-implemented survey data (SWOT, course evaluations, satisfaction surveys); and/or
- institutional-level IR data (student achievement goals data, course or student demographic data).

Planning units are responsible for analyzing their data; outcomes successfully met are considered strengths and outcomes partially met or not met are considered opportunities. Planning units are responsible for identifying improvement plans, then implementing and analyzing the improvement results in the next academic year. Planning units report their outcomes-based assessment data and analysis via the IE Planning Questionnaire.

III. Participating Areas

All college areas aim to support student learning through instruction, student service, or business operations. Planning units consist of all personnel within a division, department or office, or all members of a committee. The IE Committee maintains a list of planning units on the IE intranet page.

College committees enact shared governance at Cisco College. Committee End-of-Year Reports act as assessment measures for the college administration, providing vital information relating to the strengths and weakness of college operations and processes. Committee recommendations identify opportunities for and avert threats to fundamental college areas.

The Institutional Research Office coordinates institution-wide assessment measures which allow planning units to assess their efforts in light of overall institutional performance. Institution-wide assessment measures solicit feedback from all institutional areas. The IR Office supports planning unit assessment efforts by request, and coordinates the collection of IE submissions for the IE committee.

The IE Committee is the home of assessment at all levels of the college. The committee does not grade planning unit assessment efforts or committee EOY Reports. Rather, the IE committee administers the process that ensures assessment is performed at all levels of the

college and a comprehensive evaluation of the institution's effectiveness is presented to the college. The IE Committee accepts (4) types of assessment information in order to evaluate the college's success at fulfilling its mission: planning unit IE Questionnaires; committee EOY reports; institutional student achievement data; institutional survey data.

IV. Annual IE Schedule

> **August Kickoff** – Institutional Student Achievement Data disseminated.
>
> **August 31 –** Planning units submit IE Questionnaire or EOY Report for the previous academic year.
>
> **September 1** - Planning units begin annual outcomes-based assessment drawing from the previous year's assessment analysis.
>
> **January** - SWOT survey for current year conducted.
>
> **April** - SWOT survey results disseminated.
>
> **April 30** - IE Committee EOY disseminated college-wide.

V. IE Committee Annual Schedule

> **Fall semester** - review planning unit participation and SWOT results; survey nonparticipating planning units.
>
> **Spring semester** - produce IE EOY Report commenting on the college's mission and purpose statements.

APPENDIX II – Summary of Planning Units' IE EOY Reports

Planning Unit Head	Submitted by:	Planning Unit	SWOT Survey results sent	Planning Unit Report
Dupree, Carol	Dupree, Carol	Abilene Educational Center	4/9/2015	✓
Dupree, Carol	Dupree, Carol/Tonkovich, James	AEC - Food Service - Java City		✓
Dupree, Carol	Dupree, Carol	AEC - Information & Reception		✓
Anderson, Robert		AEC - Maintenance & Physical Plant	4/9/2015	
Dupree, Carol	Dupree, Carol	AEC - Operations		✓
Ryan-Randolph, Abbie		AEC - P-16 Council & Interagency Contract		
Speegle, Charlotte	Speegle, Charlotte	AEC - Workforce Ed & Economic Development		✓
Speegle, Charlotte	Speegle, Charlotte	AEC - Workforce Ed & Economic Development - Biotechnology		✓
Speegle, Charlotte	Speegle, Charlotte	AEC - Workforce Ed & Economic Development - Continuing Education		✓
Speegle, Charlotte	Speegle, Charlotte	AEC - Workforce Ed & Economic Development - Fire Academy		✓
Hudman, Steve		Athletic Programs & Facilities	4/9/2015	
Andreatta, Jacky		Athletic Programs & Facilities - Athletic Training		
White, David		Athletic Programs & Facilities - Men's Baseball	4/9/2015	
Dean, Dionte		Athletic Programs & Facilities - Men's Football	4/9/2015	
Mitchell, Charinee		Athletic Programs & Facilities - Women's Basketball		
Drago, Fred		Athletic Programs & Facilities - Women's Soccer		
Dean, Leslie		Athletic Programs & Facilities - Women's Softball		
Moore, Susan		Athletic Programs & Facilities - Women's Volleyball		
Smith, Bobby		Board of Regents		
Taylor, Audra		Business Services	4/9/2015	
Batteas, Renee		Business Services - Accounting	4/9/2015	
Massey, Beverly	Massey, Beverly	Business Services - Accounts Payable		✓

Taylor, Audra		Business Services - Bookstore Operations AEC & Cisco	4/9/2015	
Taylor, Audra		Business Services - Business Office AEC & Cisco	4/9/2015	
Page, Pam		Business Services - Human Resources		
Lavender, Bonnie		Business Services - Print Shop Operations		
Montgomery, Martha	**Montgomery, Martha**	Development		✓
Smith, Bobby	**Smith, Bobby**	Executive Council	4/9/2015	✓
Powell, Steve	**Powell, Steve**	Information Technology	4/9/2015	✓
Carter, Joe	**Carter, Joe**	Institutional Research, IE and Strategic Planning	4/9/2015	✓
Golson, Randy	**Golson, Randy**	Instruction	4/9/2015	✓
Marks, Rick	**Marks, Rick**	Instruction – Ag & Industrial Technology		✓
Terry, Brandi	**Terry, Brandi**	Instruction – Ag & Industrial Technology - Agriculture		✓
Marks, Rick	**Marks, Rick**	Instruction – Ag & Industrial Technology - Automotive Technology		✓
Marks, Rick	**Marks, Rick**	Instruction – Ag & Industrial Technology - Business Systems Technology	4/9/2015	✓
Marks, Rick	**Marks, Rick**	Instruction – Ag & Industrial Technology - Industrial Technology		✓
Marks, Rick	**Marks, Rick/Speegle, Charlotte**	Instruction – Ag & Industrial Technology - Management		✓
Marks, Rick	**Marks, Rick**	Instruction – Ag & Industrial Technology - Real Estate		✓
Marks, Rick	**Marks, Rick**	Instruction – Ag & Industrial Technology - Refrigeration/Air Conditioning		✓
Marks, Rick	**Marks, Rick**	Instruction – Ag & Industrial Technology - Welding		✓
Meyer, Kelly	**Overall reports**	Instruction – Allied Health		✓
Meyer, Kelly	**Meyer, Kelly**	Instruction – Allied Health - Medical Assisting		✓
Meyer, Kelly	**Meyer, Kelly**	Instruction – Allied Health - Pharmacy Technology		✓
Lawrence, Jeff	**Lawrence, Jeff**	Instruction - Allied Health - Respiratory Therapy	4/9/2015	✓
Bingham, Tonya	**Bingham, Tonya**	Instruction – Allied Health - Surgical Technology		✓
Slaton, Debra	**Slaton, Debra**	Instruction – Developmental & Education	4/9/2015	✓
Slaton, Debra	**Slaton, Debra**	Instruction – Developmental & Education - Developmental Integrated Reading & Writing		✓
Slaton, Debra	**Slaton, Debra**	Instruction – Developmental & Education - Developmental Math		✓
Slaton, Debra	**Slaton, Debra**	Instruction – Developmental & Education - Education		✓
Slaton, Debra		Instruction – Developmental & Education - ESL		

Slaton, Debra	Slaton, Debra	Instruction - Developmental & Education - QEP		✓
Jaeger, Rebecca	Jaeger, Rebecca	Instruction - Distance Education and eLearning	4/9/2015	✓
Paredes, Julie	Paredes, Julie	Instruction - Dual Credit Programs	4/9/2015	✓
Hughes, Shawn	Hughes, Shawn	Instruction – Kinesiology		✓
Martinez, Manny		Instruction – Kinesiology - Band		
Andreatta, Alicia	Hughes, Shawn	Instruction – Kinesiology - Cheerleaders		✓
Hughes, Shawn	Hughes, Shawn	Instruction – Kinesiology - Health		✓
Hughes, Shawn	Hughes, Shawn	Instruction – Kinesiology - Kinesiology		✓
Hughes, Shawn	Hughes, Shawn	Instruction – Kinesiology - Physical Education		✓
Baker, Debbie	Hughes, Shawn	Instruction - Kinesiology - Wrangler Belles		✓
Cook, Angie	Cook, Angie	Instruction – Language & Communication	4/9/2015	✓
Cook, Angie	Cook, Angie	Instruction – Language & Communication - English Dept.	4/9/2015	✓
Cook, Angie	Cook, Angie	Instruction – Language & Communication - Foreign Language		✓
Cook, Angie	Cook, Angie	Instruction – Language & Communication - Speech		✓
Cook, Angie		Instruction – Language & Communication - Writing Center	4/9/2015	
Bingham, Makenzie (Speer, Elizabeth)	Speer, Elizabeth	Instruction - Libraries	4/9/2015	✓
Clemons, Jerry	Clemons, Jerry	Instruction – Math & Business		✓
Clemons, Jerry	Clemons, Jerry	Instruction – Math & Business - Accounting		✓
Clemons, Jerry	Clemons, Jerry	Instruction – Math & Business - Business		✓
Clemons, Jerry	Clemons, Jerry	Instruction – Math & Business - Business Computer Information Systems	4/9/2015	✓
Clemons, Jerry	Clemons, Jerry	Instruction – Math & Business - Mathematics		✓
Barton, Debbie	Barton, Debbie	Instruction – Natural Science		✓
Barton, Debbie	Barton, Debbie	Instruction – Natural Science - Biology	4/9/2015	✓
Barton, Debbie	Barton, Debbie	Instruction – Natural Science - Chemistry		✓
Barton, Debbie	Barton, Debbie	Instruction – Natural Science - Geology		✓
Bray, Carl	Barton, Debbie	Instruction – Natural Science - Physics		✓
Tucker, Donella	Tucker, Donella	Instruction - Nursing		✓
Tucker, Donella	Tucker, Donella	Instruction - Nursing - ADN Nursing Program		✓
Tucker, Donella	Tucker, Donella	Instruction - Nursing - LVN Nursing Program		✓
Callan, Amy		Instruction – Public Service		
Callan, Amy		Instruction – Public Service - Art	4/9/2015	
Callan, Amy		Instruction – Public Service - Child Care/Early Childhood		

Maxwell, Tonya	**Maxwell, Tonya**	Instruction – Public Service - Cosmetology		✓
Berry, James		Instruction – Public Service - Criminal Justice		
Callan, Amy		Instruction – Public Service - Drama		
Callan, Amy		Instruction – Public Service - Fire Technology		
Callan, Amy		Instruction – Public Service - Music		
Berry, James		Instruction – Public Services - Homeland Security		
Bartee, Terra	**Bartee, Terra**	Instruction - Social Science	4/9/2015	✓
Bartee, Terra		Instruction - Social Science - Anthropology		
Bartee, Terra	**Clausen, Al**	Instruction - Social Science - Economics		✓
Bartee, Terra	**Kennedy, Kathy/Caraway, John/Wiegand, Clay/Trussell, David**	Instruction - Social Science – Government		✓
Bartee, Terra	**Matthews, Jack/Harrison, Kendall/Hale, Duane/Caraway, John/Tate, Curtis/Robbins, Kay**	Instruction - Social Science - History	4/9/2015	✓
Bartee, Terra	**Cooksey, Dusty (Blu)**	Instruction - Social Science - Philosophy		✓
Bartee, Terra	**Peterson, Jennifer/Gates, Robert/Wright, Kathie**	Instruction - Social Science - Psychology	4/9/2015	✓
Bartee, Terra	**Shoemake, Jennifer**	Instruction - Social Science - Sociology		✓
Donoho, Karen	**Donoho, Karen**	Instruction - Virtual College of Texas		✓
Anderson, Robert	**Smith, Bobby**	Maintenance & Physical Plant - Cisco	4/9/2015	✓
Royall, Linda	**Royall, Linda**	Media, Marketing & Public Relations		✓
Smith, Bobby	**Smith, Bobby**	Office of the President	4/9/2015	✓
Hicks, Heather	**Hicks, Heather**	SACS Accreditation		✓
Dodson, Jerry	**Dodson, Jerry**	Student Services	4/9/2015	✓
Teaff, Brad		Student Services - Campus Safety - AEC & Cisco	4/9/2015	
Leath, Randy	**Leath, Randy**	Student Services - Counseling	4/9/2015	✓
Leath, Randy		Student Services - Counseling - Counselors		
Simmering, Micheline	**Simmering, Micheline**	Student Services - Counseling - Veteran's Services		✓
Odom, Olin		Student Services - Enrollment Services	4/9/2015	

Dove, Shirley		Student Services - Enrollment Services - Admissions		
Sellers, Linda	**Sellers, Linda**	Student Services - Financial Aid	4/9/2015	✓
Tonkovich, James	**Tonkovich, James**	Student Services - Food Service-Dining Hall-Cisco	4/9/2015	✓
White, Shae		Student Services - New Student Recruitment		
Hudman, Steve		Student Services - Student Life		
Pipkin, Deanna	**Pipkin, Deanna**	Student Services - Student Life - Snack Bar		✓
Carlile, Diane	**Carlile, Diane**	Student Services - Student Life - Student Activities	4/9/2015	✓
Webster, Linda		Student Services - Student Life - Switchboard & Mailroom		
Hudman, Steve		Student Services - Student Life-Dorm Supervision		
Grubbs, Lori	**Grubbs, Lori**	Student Services - Student Success Programs & Transition Centers	4/9/2015	✓
Grubbs, Lori		Student Services - Student Success Programs-Tutoring		
Smith, Bobby		The College as a Whole	4/9/2015	

APPENDIX lll – Rubric for Evaluating Planning Units' IE EOY Reports

Institutional Effectiveness Committee

Rubric for Evaluating Planning Unit End of Year Reports

1. What are the planning unit's outcomes (what is being assessed)?

2. Is the planning unit focused on SLO's? (if academic)

3. Is the plan data-driven? What is the planning unit's data?

4. What is the planning unit doing with its data? Are the results being used?

5. Is the IE plan ongoing and evolving?