



CISCO COLLEGE

Institutional Effectiveness Plan

Contacts for IE Questions or Information

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I. Rationale & Definition

In order for the college to fulfill its mission, it must continually evaluate the effectiveness of its processes and services, seek improvement in achieving its primary functions, and measure progress toward its goals. 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, embraces opportunities and 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.

The college's Strategic Plan, in order to allocate its resources appropriately, will be the product of ongoing effectiveness processes that 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. Assessment occurs at multiple institutional levels to determine the best way to create student experiences that will successfully achieve the college mission:

- Strategic Goals
- Institutional Goals for Student Achievement
- Committee Participation and Recommendations
- Program Assessment and Evaluation
- Student Learning Outcomes Assessment
- Student Service/Business Operations Outcomes Assessment

II. IE Process

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

- instructional planning units assess student learning outcomes at the course- and program-level;
- non-instructional planning units assess service or business operations outcomes;
- standing committees assess specified college areas or processes as per the committee purpose.

Planning units establish an assessment plan that identifies the unit's outcomes, sets benchmarks for success for each outcome, and identifies the assessment method(s) the planning unit will use to assess the extent to which it has met the outcome. Assessment plans for instructional planning units may be established by department, division, or program as appropriate for the discipline or field and/or as necessitated by state or accrediting body requirements.

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 decentralized IE process. Data may include:

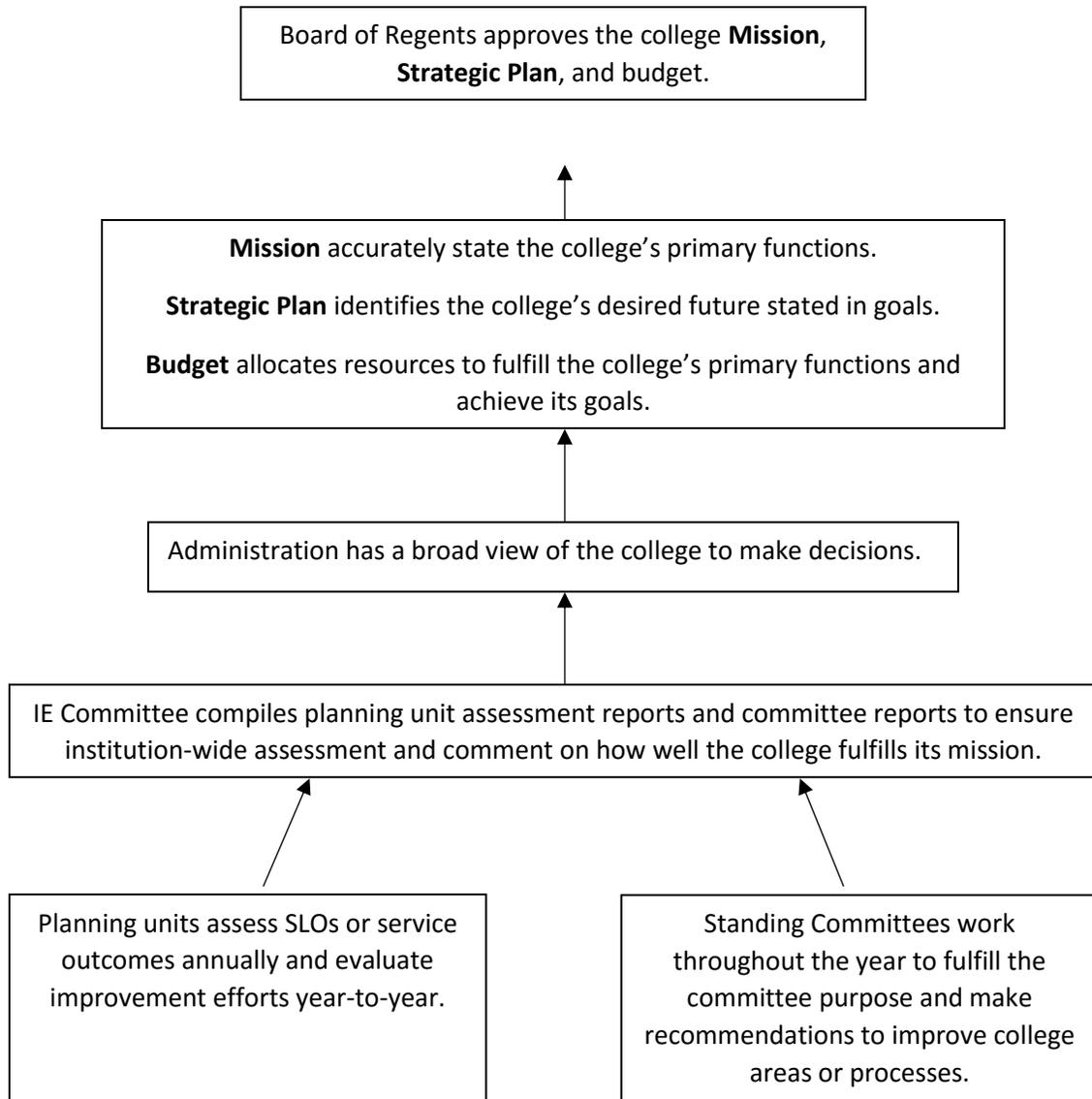
- data generated by the planning unit (assessment method success rates, completion rates, licensure rates; standardized test scores);
- IR data (disaggregated course/department success rates, cohort SCH or GPA data, student demographic data);
- survey data (course evaluations, satisfaction surveys);

Planning units are responsible for analyzing their data to determine which outcome benchmarks are being met. Outcomes met are considered strengths and outcomes partially met or not met are considered opportunities. Planning units identify improvement plans comprised of activities or actions that the unit will implement in the subsequent year to improve results on the outcome(s) that present the most opportunity for improvement.

Planning units report their outcomes-based assessment data and analysis annually via the IE Planning Unit Report. Planning units that do not submit an IE report, or who's reports are found non-compliant by the IE Committee, will be required to submit an assessment plan to the IE Committee for review.

III. IE Plan Visual Diagram

The college IE Plan ensures institution-wide assessment and supports shared governance. The IE 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.



IV. Participating Areas

Planning units

All college areas aim to support student learning through instruction, student 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 IE 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.

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 planning unit assessment efforts by publishing dashboards and providing data upon request, and coordinates the collection of IE submissions for the IE committee.

Institutional Effectiveness Committee

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

The IE 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. IE Annual Schedule

Fall Kickoff – Standing committee assignments and previous year EOY reports distributed. Planning units meet to review the unit assessment plan and prepare for implementation.

August 31 – Planning unit heads submit IE Planning Unit Report for the previous academic year.

September 1 – Planning units begin annual outcomes-based assessment drawing from the previous year's assessment results and implement improvement plans.

Fall semester - IE Committee reviews planning unit reports for the previous year and requests assessment plans from non-reporting or non-compliant planning units. Planning unit personnel collect assessment data and evaluate progress of the improvement plan, and report results to planning unit heads as required by unit assessment plans. Standing committees meet to begin work toward their purpose.

Spring semester – IE Committee EOY report compiled. Planning unit personnel collect assessment data, analyze data to determine success at fulfilling outcomes and success of the improvement plan. Planning unit personnel report assessment results for the Fall and Spring terms to the planning unit head (i.e. department head, division chairperson, program director, supervisor) as required by unit assessment plans.

May – August – 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.

VI. IE 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 IE 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 IE 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.

VII. Considerations for Planning Unit Heads

Heads of IE planning units have specific responsibilities within the college IE Plan. Heads of planning units may always request assistance at any time from the IE Committee Chair, the IR office, an Executive Council member, or the Accreditation Liaison.

Instructional Planning Units	Administrative, Business and Student Service Planning Units
1. Develop the department, division, or program assessment plan that includes SLOs that align with the THECB and/or state or accrediting body standards. Coordinate the determination of benchmarks that represent success for each outcome.	1. Develop the office or department assessment plan that includes service outcomes reflective of the office or department's primary duties.
2. Oversee the assessment plan, which includes syllabi approval, setting assessment submission requirements and deadlines, considering IE within faculty evaluations, and requesting institutional research data.	2. Oversee the assessment plan, which includes personnel training, setting data requirements and submission deadlines, considering IE within personnel evaluations, and requesting institutional research data.
3. Coordinate department, division, or program meetings to interpret data and set improvements plans.	3. Coordinate office or department meetings to interpret data and set improvement plans.
4. Complete and submit the planning unit IE report.	4. Complete and submit the planning unit IE report.
5. Act as an Assessment Committee member to ensure that course-level assessment is considered within program-level assessment.	

Heads of planning units should consider the following questions when developing and updating the planning unit's assessment plan:

Instructional Planning Units	Administrative, Business and Student Service Planning Units
1. What assessment methods are appropriate for the discipline?	1. Do your unit's outcomes state the things that the unit will achieve in order for students to succeed and the college to fulfill its mission?
2. Which SLO(s) should faculty or the planning unit focus on based on student performance from the previous semester/year? Will faculty identify the SLO(s) to focus on, or will you	2. What success rate or benchmark for each outcome will the office or department aim to achieve?

determine the SLO(s) focus for the planning unit?	
3. What success rate or benchmark for each SLO will faculty or the planning unit aim to achieve?	3. What data or feedback will the office or department staff provide? Will office or department staff interpret the data or feedback?
4. Will the department, division, or program use a common assessment method or common assessment tool (i.e. all faculty will give an essay exam vs. all faculty will give the same essay exam)?	4. Will the data be disaggregated by campus? By off-site instructional location? By semester? By student population (distance ed, online, dual credit, day/evening, core curriculum / elective / technical specialty course)?
5. What data will the faculty provide and interpret?	5. Will office or department staff submit individual improvement plans to you?
6. Will faculty submit individual improvement plans to you?	6. How and when will office or department staff submit assessment requirements to you?
7. How and when will faculty submit assessment requirements to you?	7. Will you provide institutional research data to the office or department staff?
8. Will you provide institutional research data to faculty?	

Heads of all planning units should consider the following when completing and submitting the unit's IE report. Heads of planning unit *will submit* the official planning unit report for consideration by the IE Committee, regardless of whether a planning unit head requires faculty or staff to submit individual reports.

Compliance Standards for IE Reports	Response Considerations
List your unit's student learning or service outcomes or program outcomes. Each outcome should have a success benchmark.	<ol style="list-style-type: none"> 1. Did you include the specific outcomes? 2. Did you include all outcomes?
Which outcomes were achieved, and which outcomes indicate an opportunity for improvement?	<ol style="list-style-type: none"> 1. Did your unit meet the success rates or benchmarks it set? 2. Can you identify which SLO(s) faculty need to focus on as a unit, or did faculty identify which SLO(s) they'll focus on individually? 3. Did you indicate which outcomes were met and which outcomes were only partially met or not met? 4. Did you indicate what your unit's strengths and weakness are based on meeting your outcomes?

<p>List or summarize the data used to assess the outcomes. Files or spreadsheets may be shared via a Google doc link.</p>	<ol style="list-style-type: none"> 1. Did you provide an executive summary of the data that interprets and explains what the data revealed to the planning unit? 2. Did you attach files, or share files saved to your google drive?
<p>What will your unit do next semester/year to improve the results? Include specific activities and actions you plan to implement.</p>	<ol style="list-style-type: none"> 1. Did you explain what your unit will do next year to increase success rates on the outcomes identified as opportunities for improvement? Do not state that the unit will use the results; explain what the unit has decided to do based on the results. 2. Do your explanations include specific actions or plans or changes that your unit feels will improve success rates?
<p>Did the activities and actions planned in last year's report result in improvements for this year?</p>	<ol style="list-style-type: none"> 1. Did you state whether the success rates increased or decreased from last year's report? (Request previous year report from IR or the IE Committee Chair, if necessary.) 2. Did you state whether the actions, plans or changes from the previous year had an impact on the success rates?

VII. IE Planning Unit Report

Cisco College - Institutional Effectiveness Questionnaire - for Academic Year 2017-18

If you've received this questionnaire, you have been designated as the head of a Cisco College Planning Unit for the purposes of Institutional Effectiveness planning and reporting.

The Planning Unit Head list for 2017-18 will be sent to you in a separate email along with the 2016-17 submitted questionnaire.

This form should be used to report your assessment for the Fall 2017 and Spring 2018 semesters. 2017-18 Questionnaires are due by August 31, 2018.

College-wide IE participation continues to increase and the quality of assessment continues to improve. The most common causes for non-compliance are:

- 1) a unit not using assessment data to conclude on the extent to which outcomes were met.
- 2) a unit not including a specific plan to improve assessment results in the upcoming year.

If you have questions about the End of Year report, please contact the 2017-18 IE chair, Robert Karlin.

If you have questions about the college IE Plan, please contact Heather Hicks.

If you have trouble accessing the IE questionnaire, please contact Karen Donoho.

Note that all the questions on the form require a response.

Your email address (heather.hicks@cisco.edu) will be recorded when you submit this form. Not [heather.hicks](#)? [Sign out](#)

* Required

This questionnaire must be finalized and submitted by August 31, 2018.

Please get started early. You will have the opportunity to access and edit your questionnaire responses at will until the submission deadline.

1. Please enter your name *

2. From the drop-down list below, please select the Cisco College Institutional Effectiveness Planning Unit to which this questionnaire response applies. *

Mark only one oval.

- 00.00.00 The College as a Whole
- 00.01.00 SACSCOC Accreditation
- 00.02.00 Media, Marketing & Public Relations
- 00.02.01 Website
- 00.03.00 Institutional Research
- 01.00.00 Cisco College - Abilene Campus
- 01.02.00 Abilene Campus - Information & Reception
- 01.03.00 Abilene Campus - Operations/Maintenance & Physical Plant
- 02.00.00 Athletic Programs
- 02.01.00 Athletic Programs - Men's Baseball
- 02.02.00 Athletic Programs - Women's Soccer
- 02.03.00 Athletic Programs - Women's Softball
- 02.04.00 Athletic Programs - Women's Volleyball
- 02.05.00 Athletic Programs - Men's Football
- 02.06.00 Athletic Programs - Women's Basketball
- 03.01.00 Business Services - Accounting
- 03.02.00 Business Services - Bookstore Operations - Abilene & Cisco Campuses
- 03.03.00 Business Services - Business Office - Abilene & Cisco Campuses
- 03.04.00 Business Services - Human Resources
- 03.05.00 Business Services - Print Shop Operations
- 03.06.00 Business Services - Purchasing & Payment Services
- 04.00.00 Development
- 05.00.00 Information Technology
- 06.00.00 Instruction
- 06.01.00 Instruction - College Libraries
- 06.02.00 Instruction - Distance Education & eLearning
- 06.03.00 Instruction - Virtual College of Texas
- 06.04.00 Instruction - Dual Credit Programs
- 06.05.00 Instruction - Industrial Technologies
- 06.05.01 Instruction - Industrial Technologies - Criminal Justice
- 06.05.02 Instruction - Industrial Technologies - Refrigeration/Air Conditioning
- 06.05.03 Instruction - Industrial Technologies - Welding
- 06.05.04 Instruction - Industrial Technologies - Industrial Technology
- 06.05.05 Instruction - Industrial Technologies - Real Estate
- 06.05.06 Instruction - Industrial Technologies - Fire Academy & Fire Technology
- 06.05.07 Instruction - Industrial Technologies - Management
- 06.05.08 Instruction - Industrial Technologies - Automotive Technology

- 06.06.00 Instruction - Kinesiology
- 06.06.01 Instruction - Kinesiology - Athletic Training
- 06.07.00 Instruction - Liberal Arts
- 06.07.01 Instruction - Liberal Arts - Art
- 06.07.02 Instruction - Liberal Arts - Developmental English
- 06.07.03 Instruction - Liberal Arts - Education
- 06.07.04 Instruction - Liberal Arts - English/Literature
- 06.07.05 Instruction - Liberal Arts - Foreign Language
- 06.07.06 Instruction - Liberal Arts - Government
- 06.07.07 Instruction - Liberal Arts - History
- 06.07.08 Instruction - Liberal Arts - Music
- 06.07.09 Instruction - Liberal Arts - Philosophy
- 06.07.10 Instruction - Liberal Arts - Psychology
- 06.07.11 Instruction - Liberal Arts - Sociology
- 06.07.12 Instruction - Liberal Arts - Speech
- 06.07.13 Instruction - Liberal Arts - Writing Center
- 06.08.00 Instruction - Mathematics, Business & Science
- 06.08.01 Instruction - Mathematics, Business & Science - Accounting
- 06.08.02 Instruction - Mathematics, Business & Science - Biology
- 06.08.03 Instruction - Mathematics, Business & Science - Business
- 06.08.04 Instruction - Mathematics, Business & Science - Business Computer Information Systems
- 06.08.05 Instruction - Mathematics, Business & Science - Chemistry
- 06.08.06 Instruction - Mathematics, Business & Science - Developmental Mathematics
- 06.08.07 Instruction - Mathematics, Business & Science - Economics
- 06.08.08 Instruction - Mathematics, Business & Science - Geology
- 06.08.09 Instruction - Mathematics, Business & Science - Mathematics
- 06.08.10 Instruction - Mathematics, Business & Science - Physics
- 06.09.00 Instruction - Nursing Programs
- 06.09.01 Instruction - Nursing Programs - ADN Nursing Program
- 06.09.02 Instruction - Nursing Programs - LVN Nursing Program
- 06.09.03 Instruction - Nursing Programs - Allied Health
- 06.09.03.01 Instruction - Nursing Programs - Allied Health - Medical Assisting
- 06.09.03.02 Instruction - Nursing Programs - Allied Health - Pharmacy Technology
- 06.09.03.03 Instruction - Nursing Programs - Allied Health - Respiratory Care
- 06.09.03.04 Instruction - Nursing Programs - Allied Health - Surgical Technology
- 06.10.00 Instruction - Workforce Development
- 06.10.01 Instruction - Workforce Development - Biotechnology
- 06.10.02 Instruction - Workforce Development - Cosmetology
- 06.10.03 Instruction - Workforce Development - Child Development

- 06.11.00 - Instruction - Performing Activities
- 06.11.01 Instruction - Performing Activities - Agriculture
- 06.11.02 Instruction - Performing Activities - Band
- 06.11.03 Instruction - Performing Activities - Cheer
- 06.11.04 Instruction - Performing Activities - Rodeo
- 06.11.05 Instruction - Performing Activities - Theater
- 06.11.06 Instruction - Performing Activities - Wrangler Belles
- 07.00.00 Maintenance & Physical Plant - Cisco Campus
- 08.00.00 Student Services
- 08.01.00 Student Services - Campus Safety
- 08.02.00 Student Services - Counseling
- 08.03.00 Student Services - Counseling - Veteran's Services
- 08.04.00 Student Services - Enrollment Services
- 08.05.00 Student Services - Financial Aid
- 08.06.00 Student Services - New Student Recruitment
- 08.07.00 Student Services - Student Life
- 08.08.00 Student Services - Student Life - Student Activities
- 08.09.00 Student Services - Student Success Programs - Tutoring & Math Lab

3. List your unit's service outcomes or student learning outcomes or program outcomes (if reporting for a technical/workforce program). Each outcome should have a success benchmark (i.e. 85% of students will achieve a test average of B or better or 85% of students will successfully complete Assignment X). *

4. Which outcomes were achieved and which outcomes indicate an opportunity for improvement? *

5. List or summarize the data used to assess the outcomes. Files or spreadsheets may be shared via a google doc link. (For instructions on how to copy a link to your data files, click on the following link:

<https://docs.google.com/document/d/1jBUArMd5U9MzNAF6rho9u6clUQLzt2NNIXZaC3kHo-o/edit?usp=sharing>) *

6. What will your unit do next semester/year to improve the results? Include specific activities and actions you plan to implement. *

7. Did the activities and actions planned in last year's report result in improvements for this year? *

8. Do you need assistance with identifying outcomes or gathering assessment data? (If you click "No", the options will show up. Just click "Next" to continue to the next section.) *

Mark only one oval.

- Yes
 No

Assistance Requested

(Continue to next section if you need no assistance.)

9. Please check all that apply:

Check all that apply.

- Writing or revising expected outcomes
- Identifying assessment methods
- Gathering assessment data
- Using data results for improvement
- Other questions related to Institutional Effectiveness
- Other: _____

Important Last Step

Be sure to click the Submit button below. You will receive an email acknowledgement of your submission along with a link to this form. By clicking the link in the acknowledgement email, you can access this form and edit it at will until the questionnaire closes.

A copy of your responses will be emailed to heather.hicks@cisco.edu

Powered by
 Google Forms

Assessment Plan Reporting Form

NAME: _____

IE PLANNING UNIT: _____

Please use the tablet below to report your planning unit's assessment plan. Assessment plans should include multiple outcomes, but outcomes may be assessed on a schedule or rotation.

- If you're a faculty member assessing a course, your outcomes will be SLOs from the ACGM.
- If you're a chair/dept head assessing an academic department, your outcomes will be the things that the department wants to achieve cumulatively, or the outcomes assigned for all department members to assess.
- If you're a supervisor assessing a college operations department or office, your outcomes will be service outcomes determined by you or the unit that the department wants to achieve cumulatively, or the outcomes that are assigned for all department personnel to assess.
- If you're a CTE program director or chair assessing an educational program, the outcomes will be the cumulative achievements of the program or students that may be determined by the program advisory committee or program accretitor.

Course/Department/ Office/Program	OUTCOMES	ASSESSMENT METHOD	SUCCESS TARGET OR BENCHMARK	ASSESSMENT DATA	ASSESSMENT FREQUENCY

Hit the return/enter key with your cursor in the last cell of the last column to add new rows.