

## H. Council Trenholm State Community College

<b>POLICY NAME</b>	<b>Institutional Effectiveness</b>
<b>EFFECTIVE:</b>	<b>3/19/2014</b>
<b>REVISED:</b>	<b>3/18/2014</b>
<b>APPROVED BY POLICY COMMITTEE:</b>	<b>Yes</b>
<b>APPROVED BY PRESIDENT'S CABINET:</b>	<b>4-9-2014</b>

### I. GOAL

To engage in an institutional effectiveness process that is college-wide, systematic, research-based and continuous with the primary purpose to improve institutional quality and demonstrate the achievement of the college mission.

#### **Policy Statement**

Trenholm State's policy is to develop and maintain an institutional effectiveness process for campus-wide, systematic, on-going collection of institutional data to assist units of the College in creating unit/assessment plans which will achieve the goals and outcomes they have set in relationship to the College mission. Institutional effectiveness results derived from the planning and assessment process that all academic and administrative units at Trenholm State undertake are used to measure and improve institutional quality.

The President's Cabinet and the Office of Institutional Research and Advancement are responsible for producing the guidelines for initiation, review, approval, and publication of the policies, practices, and management of data related to such a program.

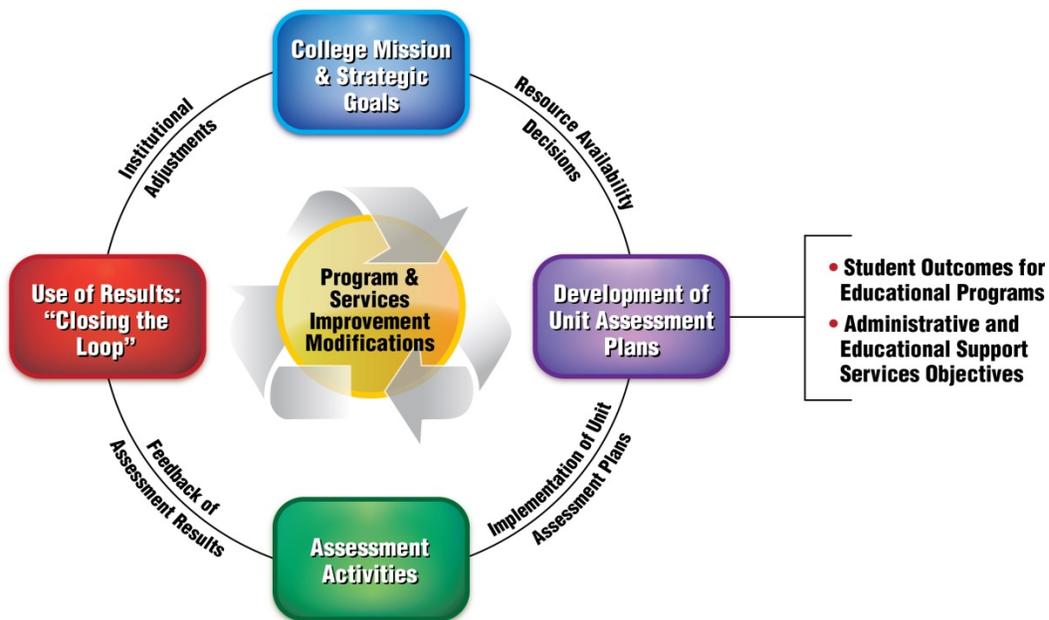
It is the responsibility of Trenholm State to (a) assess student learning outcomes in order to ensure that students are well prepared for the workforce; (b) assess the academic and social environment to improve student success as measured by retention, placement, licensure passage and completion rates; and (c) assess academic and administrative support services to increase student learning and satisfaction as evidenced by instructor evaluations, new student surveys, student satisfaction surveys, library satisfaction surveys, completer exit surveys, alumni satisfaction surveys, and other forms of evaluation in order to improve institutional efficiencies.

## II. Background and Information

Trenholm State Community College (Trenholm State) is committed to the effective evaluation of its educational programs, its academic and administrative support services, and the use of assessment results for continuous improvement. The College has implemented a systematic, comprehensive, integrated and college-wide interrelated five-year cycle for strategic planning and evaluation process that addresses the following four components of educational activities: educational programs, administrative support services, educational support services and community/public service. Each unit's progress toward these goals and outcomes is assessed using annual progress updates through the College's web-based planning software, Compliance Assist. This five-year cycle, along with annual implementation and assessment cycles, guarantees Trenholm State regularly and systematically reviews its missions, goals, and outcomes, continuously improves and documents its effectiveness at accomplishing its mission.

Institutional effectiveness (see model below) is the systematic, explicit, and documented process of measuring performance against the institution's mission with a commitment to continuous improvement. Further, it is a continuous, cyclical process that is participative, flexible, relevant, and responsive. Trenholm State's approach to institutional effectiveness is inclusive of all programs, services, and constituencies and is linked to the decision-making process at all levels, including the college's budgeting process.

### The Institutional Effectiveness Model



Institutional effectiveness (IE) at Trenholm State has five key components:

1. Executing clearly defined mission, value statements, and institutional goals;
2. Developing instructional, administrative, and instructional support goals and outcomes consistent with the mission of Trenholm State;
3. Implementing college-wide planning and assessment of those goals and outcomes;
4. Implementing college-wide planning and budgeting; and
5. Using the results of evaluation to improve programs and services.

Trenholm State uses a data-driven, closed loop approach in its planning and assessment process. Constituent groups and stakeholders establish institutional goals, intended outcomes, and performance indicators; assess results; recommend strategies for improvement; and track follow-up activities (see Data-driven and Closed Loop Process diagram below). Assessment results are used to guide future decisions and programmatic improvements.

## Data-Driven and Closed Loop Process



### III. Process

- A. The President's Cabinet, along with the Institutional Planning and Evaluation Council reviews the institutional mission. Using input from various stakeholders and various planning documents the College develops its five-year Strategic Plan. The resulting Strategic Plan guides the actions taken at the college, program and departmental levels in enhancing student success and collegiate operations.
- B. Trenholm State's Strategic Plan is revised every five years; however, its goals and objectives are reviewed on an annual basis by the President's Cabinet, Institutional Planning and Evaluation Council, College Advisory Council, Trenholm Tech Foundation Board, and Administrative Council and revised as

deemed appropriate. To conduct this review, the aforementioned entities consult assessment results (i.e., Completer Exit, New Student, and ACT Student Opinion) and program outcomes (completion, placement, licensure, enrollment trends) among other pertinent data.

- C. All of Trenholm State's instructional programs have identified a set of student learning outcomes (SLOs) based upon the technical/occupational skills graduates should possess. Programs assess these SLOs yearly using a variety of measures: rubrics, lab sheets, skills check-off sheets, clinical forms, and specific parts of certification preparatory or departmental exams. The assessment cycle begins with the fall term each year and runs through the summer term of the same year. Results are gathered throughout that academic year. When results have been gathered and compiled, programmatic instructors examine the data and then use the data to form instructional improvements to impact student learning in a positive way.
- D. Unit/Assessment Plans are prepared annually by instructional and non-instructional leadership to carry out the strategic initiatives and institutional goals set forth in the College's five-year strategic plan, these plans contain departmental and programmatic goals and outcomes for the upcoming year and uploaded into Compliance Assist.
- E. Unit planning and budgeting are done simultaneously. Budget center managers create new unit plans based on the assessment results from the previous year and, in doing so, develop their proposed annual budgets. All requests for funds must be related to a unit outcome, institutional goal and intended outcome. Budget hearings are held for budget center managers to express why the funds are needed to complete their stated outcomes.
- F. The loop is closed with the evaluation of the annual assessment/unit plans which is done in Compliance Assist. Each unit outcome is assessed to ascertain whether the department achieved the outcomes, provide evidence of improvement based on the analysis of the results.

Documentation:

- 1) **Institutional Effectiveness Resource Manual** (Revised: 2013; available at [IE Resource Manual](#))
- 2) **Department and Unit Outcomes Assessment Plans** (available on Compliance Assist)