

Institutional Effectiveness Handbook

A Process for Stating Outcomes, Measuring Accomplishments,
and Using the Results to Improve Programming and Services

Institutional Effectiveness Handbook

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Office of the President

Dear Member of the Volunteer State Community College Community:

This Institutional Effectiveness (I.E.) Handbook was compiled by the Institutional Effectiveness Committee as an introduction and guide to the Volunteer State I.E. process. The administration, faculty, and staff of Volunteer State are committed to improving the institution and enhancing student learning through research, planning, analysis, and the use of results. The assessment and reflection involved in the IE process are critical for our goal of improving student success through data informed decision making. When we enact changes at the college, it should be because we have solid information that has been carefully considered.

Please use this I.E. Handbook as a resource to guide you in planning, implementation, and improvement in your departments and divisions. Vol State is a great college, but there are always things we can do to make it even better for our students and the community we serve. I hope the IE process fosters participation by all employees in the continuing process of improving our college. Your ideas, recommendations, and actions make the difference in how we progress as a college and influence student success.

Please join me in the quest for increased student success.

Sincerely,

A handwritten signature in black ink that reads "Jerry L. Faulkner". The signature is written in a cursive style with a large initial "J".

**Jerry L. Faulkner, Ph.D.
President**

A TENNESSEE BOARD OF REGENTS INSTITUTION

Volunteer State Community College is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation, or veteran status in its programs and activities.

Introduction to Handbook

The Institutional Effectiveness Committee, in conjunction with the Office of Institutional Effectiveness, Research, Planning, and Assessment, has developed this handbook as a tool to assist unit heads and others in the development of their institutional effectiveness plans. The handbook was written as a “how-to” manual that would guide divisions/departments step by step through the institutional effectiveness process.

Each section of the handbook addresses a specific area of the process. The handbook begins with an overview of the planning cycle, and specific advice about writing a plan follows. It concludes with institutional information, such as the College’s strategic plan, that is used as a reference point in the development of each division/department’s objectives.

Hopefully this information will be helpful in evaluating and improving operations.

The Institutional Effectiveness Committee

Contact Information

If you have any questions or find you need help with the I.E. process, please contact:

Kimberly Martin
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Ramer Administration Building, Suite 120
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Kimberly.Martin@volstate.edu

Overview of the IE Process

During the Institutional Effectiveness (IE) process, “the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes; administrative support services; academic and student support services; and community/ public service within its mission.” (SACS)

IE is a “top-down” and a “bottom-up” process.

Top Down: The process is top down in that it is directly tied to the strategic plan which, in turn, is guided by the institution’s mission. Every objective that a division/department develops relates to a goal and objective in the institution’s strategic plan.

Bottom Up: IE is bottom up in that VSCC faculty, staff and administrators collaborate to develop the division/department plans

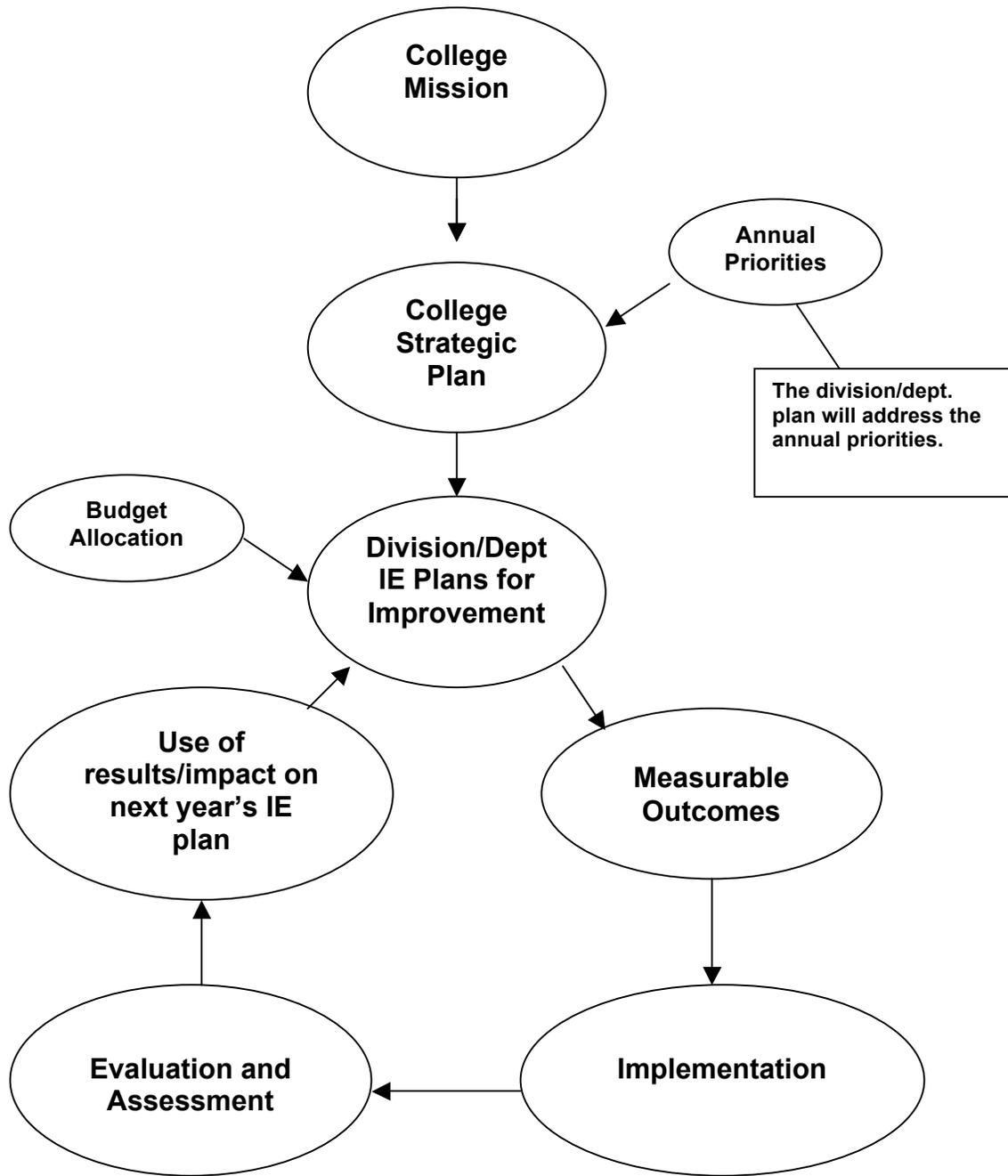
- What is going to be accomplished next year?
- What are the division’s/department’s goals?
- What steps need to be taken to achieve these goals?
- What improvements will be made?
- How will the division/department determine what has been accomplished?
- What data will be collected?
- What does the analysis of the data reveal?
- How will the information gathered be used in planning for next year?

IE is also a “backwards” process.

Backwards: IE is a backwards process because we start with the outcome, or end result, that we’re hoping to achieve. Then we develop a plan to reach that outcome and a measurement to help us know whether or not we have been successful.

The IE process is ongoing. It requires broad-based participation. It is everyone’s business.

The IE Process



Writing the Plan

The following sections were included to facilitate each division's/department's development of annual I.E. plans. Copies of forms, issues to consider, and specific examples of objectives are provided as a guide. Divisions/departments are encouraged to keep their purpose in mind when developing objectives.

Volunteer State Community College Procedures for the Institutional Effectiveness Process

Institutional effectiveness activities are undertaken for the following reasons:

1. Improvement – The activities of the process will result in improvements to the institution. The primary focus of the activities is the creation of college-wide excellence through the concurrent development of people, processes and technology.
2. Accountability – Provides documented proof that the institution is accountable to its constituents. The institution has the ability to provide evidence that citizens will receive a quality education including instruction and support services.

The following must occur on campus to create an environment conducive to institutional effectiveness processes:

1. Public and private endorsements by the President.
2. Participation and endorsement at the Vice President level to include free flow of information and sharing of ideas and thoughts.
3. Repository to obtain information from Academic Affairs, Student Services, Business and Finance, Resource Development, and Executive offices.
4. Access to information from the Office of Institutional Effectiveness.
5. The institutional effectiveness process must be seamless and become part of the daily operational processes of the institution.

All divisions/departments will participate in the following activities:

1. Each department (division) will submit institutional effectiveness plans to the Office of Institutional Effectiveness through the appropriate supervisor and/or Vice President.
2. Institutional effectiveness plans will be developed with input from all personnel in the department.
3. The institutional effectiveness plan must be linked to the five-year strategic plan and mission of the institution.
4. All divisions/departments will define a purpose. The purpose identifies the function of the division/department as it relates to the larger context of the overall mission of the institution. The development of the purpose of the department will be accomplished with input from all personnel employed by the department.
5. The Budgetary Unit Head/Dean will be responsible for the coordination of the departmental institutional effectiveness plan and serve as the contact person.
6. All divisions/departments will define objectives. At a minimum objectives will:
 - a. Specify what the department will achieve.
 - b. Identify criteria to be used by the department to determine whether the objectives have been achieved.
 - c. Be measurable, and may include both quantitative and qualitative measures.
 - d. Be specific to the department, and must be understood by all employees within the department.
 - e. Must cite the source of information, measures to be utilized, and how success will be determined.
7. For academic units, at least one objective must be related to student learning outcomes.
8. Each division/department (division) will identify methods to assess the intended objectives. Two or more methods of assessment are preferable while in some instances only one method may be available. Assessment activities may require more than one year for implementation and must be noted in the institutional effectiveness plan.
9. Improvement plans will be developed based on the information gleaned from reviewing the results of the assessments for each of the specified objectives.

10. The division/department will implement the assessment methods developed to achieve the objectives and to determine the effectiveness of the objectives.
11. The division/department will identify the impact on the quality of what the department does based on the improvement(s) made as a result of the implementation of the institutional effectiveness plan.
12. The plan is linked directly to the budget – if funding is used to support an IE, this funding should be documented on the IE form.

Institutional Effectiveness initiatives will result in:

1. Clarification of the division/departmental purpose and mission of the institution.
2. Improvement in the use of resources.
3. Identification of institutional priorities and division/departmental priorities in support of the overall institution.
4. Improved student and employee performance.
5. Enhancement of student learning.

Institutional Effectiveness Calendar

June 30	Final institutional effectiveness plans for the following fiscal year are due to the Office of Institutional Effectiveness.
July – June	Divisions/departments implement institutional effectiveness plans.
Mid - October	Institutional Effectiveness Linkages Sub-Committee conducts a review of institutional effectiveness plans for the following fiscal year to determine linkage to the Five-Year Strategic Plan.
Mid - November	Institutional budget and planning priorities distributed to campus personnel for use in the development of institutional effectiveness division/departmental plans for the following fiscal year.
Mid - November	Office of Institutional Effectiveness provides feedback on the upcoming fiscal year plans through feedback forms. Individual sessions may be scheduled with the divisions/departments as needed.
January 15	Divisions/departments prepare and submit a mid-year progress report for each institutional effectiveness initiative for the current year to the Office of Institutional Effectiveness.
June 30	Departments submit final progress report on implementation activities for the current year of the institutional effectiveness plan. Departments must demonstrate and provide evidence of improvements made as a result of the institutional effectiveness initiative.

Sources of Assessment Information

1. Job Placement Rates – Percent of graduates obtaining employment in a field related to their major.
2. Student Satisfaction Inventory - Satisfaction with college experience.
3. Alumni survey – Overall experience at the institution. Based on a 4-point scale.
4. Percent of students graduating or transferring – Students are tracked for six years to determine if they graduated or transferred to another institution.
5. Degrees and certificates awarded – Number of degrees and certificates awarded for the specified time period.
6. Percent of first-time freshmen continuing the next year – First-time full-time freshmen enrolling at the institution the following year after initial enrollment.
7. Full-time faculty percentage of total full-time employments – Based on October personnel file.
8. Ratio of full-time students to full-time faculty.
9. Annual state dollars per full-time students – State appropriations per full-time students.
10. Five year average private giving – Includes actual dollars, securities, and in-kind amounts given to the institution.
11. Private giving as percent of total budget – Percent of E and G expenditures.
12. Percent of freshmen receiving financial aid – National Center for Statistics National Survey.
13. Average freshmen student debt – National Center for Statistics National Survey. Debt is based on average student loans which is institutional support.
14. Percent of programs accredited – The percentage of academic programs accredited by an accrediting agency.
15. Percent of standards met in academic audit – The percentage of standards met by programs participating in academic audit.
16. Licensure examination results
17. Employer satisfaction survey results
18. General Education Review:
 - a. ETS Academic Proficiency Profile
 - i. total scaled score
 - ii. proficiency levels
 - iii. content areas
 - b. Rubrics
19. Major Field Testing
20. Community College Survey of Student Engagement (CCSSE)
21. National Community College Benchmark Study
22. Institutional Goals and Initiatives
23. State Strategic Plan Goals
24. Student Right-to-Know Graduation and Transfer Rates
25. Entering ACT scores
26. Entering high school GPA
27. Persistence rates (students meeting 12, 24, and 36 hour benchmarks)
28. Grade distribution
29. Course completion rates
30. Mid-term deficiency analysis
31. Library satisfaction analysis
32. VSCC employee evaluations
33. Evaluation of instructional delivery
34. Adequacy of facilities
35. Adequacy of equipment
36. Standardized tests or common exams

37. Analysis of portfolios or other student work
38. Analysis of rubrics
39. Pre- and Post-Testing of students
40. Use of outside examiners from business, industry and the professions to provide feedback on student's presentations or projects.
41. Design final exam questions to capture cumulative learning in the major.
42. Compare student writing samples at different levels of courses to assess student progress in writing.
43. Unduplicated headcount enrollment in distance education courses.
44. Unduplicated headcount in subpopulations (Adults, African Americans, Hispanics, Veterans, Low Income, Community College Transfers, AA/AS/AST Transfers, Dual Enrollment)
45. Fall to spring progression rate
46. Number of associate degrees or certificates awarded
47. Number of graduates in subpopulations (Adults, African Americans, Hispanics, Low Income, Veterans, First Generation)
48. Number of students with 12, 24, or 36 hours at the end of the spring semester
49. Overall satisfaction rating on survey item, "academic advising system meets student needs"
50. Number of items at or above the peer mean score on the CCSSE survey
51. Number of courses re-engineered for QEP
52. Percentage of programs with an international component
53. First time pass rates on licensure or certification exams
54. Percentage of graduates scoring 70% or higher on exit exams
55. Percentage of accreditable programs with full accreditation
56. Percentage of programs eligible for approval that receive full approval
57. Number of third party grants, contracts, agreements, or partnerships
58. Percentage increase in outside revenue
59. Percentage increase in workforce development contact hours
60. Number of crisis management drills conducted
61. Number of new donor relationships

Divisions and Departments Participating in Institutional Effectiveness

<u>Division</u>	<u>Department (within Division)</u>	<u>Contact</u>
President's Office		Jerry Faulkner
Internal Audit		Nancy Batson
Public Relations		Tami Wallace
V.P. Academic Affairs		Bruce Scism
Asst. V.P. Academic Affairs		Michael Torrence
	Distance Learning	Christine Mayer
	Livingston Center	Mike Powell
	Highland Crest Center	Kelly Miller
	Media Services	Terry Heinen
	Learning Commons	Kay Dayton
	Supplemental Instruction	Toni Murad
	Off-Campus/Dual Enrollment/Perkins	Yolanda Ellison
	Cohort Programs	Kristi Huffine
Asst. V.P. Continuing Educ. & Econ Devel.		Hilary Marabeti
	Tennessee Small Business Development Center	Charles Alexander
	Center of Emphasis	Terri Crutcher
	Cont. Ed. (Pers. Enrichment)	Lisa Haley
	Cont. Ed. (Workforce Devel.)	Bob Jankiewicz
Career Placement/Coop		Rick Parrent
Library Services		Louise Kelly
International Education		Ann-Marie Rутtenbur
Quality Enhancement Plan		Jennifer Pitts
Allied Health Division		Elvis Brandon
	Dental Assistant	Desiree Sutphen
	EMT/Paramedic (EMS)	Robert Davis
	Fire Science	Travis Ford
	Health Information Tech.	Valerie Bowling
	Medical Lab Tech.	Adam Fredette
	Ophthalmic Tech.	Alisha Cornish
	Physical Therapy Asst.	Carolyn Moore
	Radiologic Tech.	Monica Korpady
	Respiratory Care	Cory Martin
	Sleep Diagnostic	Mel Matthews
	Sonography	Jennifer Carroll
Business Division		John Espey
	Business Studies (General Bus. Admin. Disciplines, Bus. & Commerce Disciplines)	John Espey
	Computer Information Systems	Rob Morris
	Logistics	George Wilson
	Office Management Technology	Teresa Moore
	General Technology	John Espey
	Paralegal	Loretta Calvert

V.P. Student Services		Patty Powell
Asst. V.P. Student Services, Enrollment Mgmt.		Emily Short
	Records and Registration	Tim Amyx
	Admissions	Tim Amyx
	Advising Center	Terry Bubb
	Retention Support Services	Heather Harper
	Financial Aid	Sue Pedigo
Disability Services		Kathy Sowell
Student Life and Diversity		Kenny Yarbrough
Athletics		Bobby Hudson
Evening Student Services		Brenda Buffington
Testing		Teresa Brown
TRIO		Andrea Boddie

Institutional Effectiveness Form

Department Name:

For the Academic Year:

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

Link between Institutional Mission and Departmental Mission:

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	
This Outcome will be Assessed Using:	
Baseline Data (Current Level of Performance):	
Three years of trend data (if available):	
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) 2.) 3.)
Results of the Institutional Effectiveness Effort:	
Future Plans Regarding this Outcome:	

Institutional Effectiveness Outcome 2:	
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	
This Outcome will be Assessed Using:	
Baseline Data (Current Level of Performance):	
Three years of trend data (if available):	
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) 2.) 3.)
Results of the Institutional Effectiveness Effort:	
Future Plans Regarding this Outcome:	

Institutional Effectiveness Outcome 3:	
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	
This Outcome will be Assessed Using:	
Baseline Data (Current Level of Performance):	
Three years of trend data (if available):	
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) 2.) 3.)
Results of the Institutional Effectiveness Effort:	
Future Plans Regarding this Outcome:	

General Directions for Completing Institutional Effectiveness Plans

- a. First page of the form – This page will likely stay the same for several years. Enter your department name and the academic year for which you are writing the IE plan. Enter your department’s mission statement. In the third box, explain how your department helps to fulfill the college’s mission statement (in box 1). The fourth box is only for academic departments—administrative departments should leave this box blank. Academic departments should enter their student learning outcomes, how each outcome is assessed, and the next year that the outcome will be assessed on the IE plan.
- b. Institutional Effectiveness Outcome – Identify the measurable outcome you hope to improve in this year. For academic departments, at least one IE each year must be a student learning outcome.
- c. Strategic Planning Goal to Which this Outcome is Linked – Enter the College strategic plan goal and objective from the 5-year strategic plan. Ex: Access Initiative 1 or A.I.1
- d. Funds Budgeted to Support this Outcome – Enter the funds you expect to spend on this outcome in the coming year, whether or not the funds are coming from an increase in your departmental budget. If the funds are from an increase in your departmental budget, please state that.
- e. This Outcome will be Assessed Using – Enter how you will measure improvement in this outcome.
- f. Baseline Data – Identify the baseline level (current state) of performance in this area.
- g. Three Years of Trend Data – If you have been measuring this outcome for several years, enter the three most recent years of data available in this box. If you are just starting to measure this outcome, enter “N/A” or “Not applicable” in this box.
- h. Target – Enter your desired level of performance on the outcome in this box.
- i. Steps to Achieve the Target for this Outcome - Describe the specific steps to be taken to complete the outcome. These should be the steps your department will take this year to make an improvement in the stated outcome.

The following steps are to be completed for the end of year report.

- j. Results of the Institutional Effectiveness Effort – At the end of cycle, you will report the results of each assessment that was completed. Provide detailed information concerning what improvements were made, how these have or will impact student learning or a process, and what will continue to be implemented.
- k. Future Plans Regarding this Outcome – In this box, you should report how the results of each assessment will impact planning for the next cycle. Will this outcome appear on your IE plan for next year with new steps to improve in this area? Is this a student learning outcome that you will assess again in three years? Enter that information here.

EACH IE PLAN SHOULD HAVE AT LEAST THREE OUTCOMES EACH YEAR.

Questions To Consider Before Writing Your Annual IE Plan

You may find it helpful to try to answer the following questions before attempting to write each objective of your IE plan.

Establishing Division/Department Objectives

- What should we focus on doing well or better this year?
Or
- Is there some aspect of our operation that we need to evaluate to find out if we are doing it well?

Writing Measurable Outcomes and Locating Assessment Data

- What would indicate to us that our departmental objectives are being accomplished?
- Where can we find the data necessary to find out how well we've done?
Or
- How can we develop a data source that will tell us how well we've done?
- What results will have to occur for us to know how well we have accomplished what we intended?

Determining Steps to Take and Resources Needed to Accomplish Objectives

- Will we need any other department's help to accomplish our objective? Which other department(s)? Can they provide the assistance needed? Have we asked them?
- What steps do we have to take to make this happen?
- What resources—human, financial, physical, etc.—will be required to make this happen? Are these resources available? If not, should we request a budget increase?
- What is our timeline for making this happen?

Common Mistakes

Failure to tie IEs to the college's strategic plan.

Failure to distinguish objectives from measurable outcomes.

Failure to include at least three IEs on the plan.

Failure to include a student learning outcome (for academic departments or programs).

Failure to note a baseline level of performance.

Failure to specify how performance will be measured.

Failure to include budget implications of the IE.

Failure to list steps necessary to accomplish objectives.

Failure to specify a target level of performance.

Failure to specify the results in terms of the measurement tool used.

Failure to link results of evaluation to improvement and future planning.

Writing a measurable outcome

An area has been identified for improvement. An intervention has been designed to bring the targeted positive change. Assessment data has guided the decision that improvement is needed. After the implementation, was there improvement in the assessment data? Once the data is gathered, it must be analyzed to determine if the expected outcome has been realized.

But before any of this activity can be carried out, a measurable outcome must be written in order to give direction to the solution of the problem. These outcomes should answer 5 questions: Who or what, how, where, when, and how much?

The Outcome Statement:

- Who (or what) will change? For instance, it may have been determined that a group of staff members in a certain office needs to perform a process with greater efficiency. This group should be identified in the outcome statement. In an academic application, a group of students in a learning support course have exhibited a deficiency in the subject treated in the course merely by being placed in the course. The students in the course, not individually but as a group, should be identified in the outcome statement.
- How will it change? This part of the outcome statement should state, in measurable terms, just exactly what change will occur, i.e. the process that will experience an improvement in efficiency, or the material that will be acquired by the students in the learning support course.
- Where will the change occur? The exact location of where the change will occur should be specified.
- When will the change occur? Outcome statements should not be open ended. There should be a definite point in time specified when the change will be complete.

The Target:

- How much change is expected? The amount of change must be quantified. Therefore, the data must be measurable in some form, whether it is in conventional measuring units or in terms of a percentage of change that will occur.

Examples of Measurable Outcomes

Example 1

Suppose a college admissions office has a staff with varying levels of training in processing a certain packet of documents. The staff is composed of people who have been on the job for many years and others who are relatively new to the office. The training has not been consistent through the years as leadership has changed. As a result, some employees process a packet of documents in one way (the old way) while others are using a more recent procedure. As a result, the number of errors and the time required to process the documents is relatively high and very inconsistent. Employee communication is poor as there is no uniform process. The management of the office has decided to implement a training manual in hopes of reducing the number of errors per packet and the time required to complete the process and to improve employee communication.

Possible Outcome statements

Outcome I.

There will be a 10% decrease in the number of errors per packet committed by employees in the admissions office by September 30, 2004.

Who or what will change? The procedure

How will it change? Number of errors per packet

Where will the change occur? In the admissions office

When? By September 30, 2004

How Much? A 10% decrease

Outcome II.

There will be a 10% decrease in the amount of time required by employees to process a packet of documents in the admissions office by September 30, 2004.

Who or what will change? The procedure

How will it change? Time required processing a packet of documents

Where will the change occur? In the admissions office

When? By September 30, 2004

How Much? A 10% decrease

Outcome III.

At least 70% of the employees in the admissions office will feel that there has been an improvement in communication by September 30, 2004.

Who will change? Employees

How will it change? Employees' perception of communication

Where will the change occur? In the admissions office

When? By September 30, 2004

How Much? At least 70%

Identify the Baseline

Once the measurable outcomes have been written, the next step is to identify the current condition of that outcome (the baseline data). It is important to have baseline data so that it is possible to know whether or not there has been an improvement at the end of the year.

Outcome I.

Errors per packet will be counted and recorded for a 1 month period prior to the implementation of the training manual and then again for a 1 month period following the implementation of the manual.

Outcome II.

Processing time for a packet of documents will be measured for 1 month prior to the implementation of the training manual and then again for a 1 month period following the implementation of the training manual.

Outcome III.

A survey will be conducted for employees of the admissions office following the implementation of the training manual. The survey will contain questions pertaining to interoffice communication.

Plan for Gathering Data

Once the baseline has been identified, it is necessary to establish precisely how the data will be gathered.

Outcome I.

An auditing team will be identified. A random sample of 100 packets of documents processed before the implementation of the training manual will be selected and the number of errors recorded. Likewise, a random sample of 100 packets of documents processed after the implementation of the training manual will be selected and the number of errors recorded.

Outcome II.

Employees will use a time sheet to record the time required to process a packet of documents for a 1 month period prior to the implementation of the training manual and then again for a 1 month period following the implementation of the training manual.

Outcome III.

An effort will be made to identify and acquire an already existing office communication survey. If such a survey cannot be located and acquired within a reasonable amount of time, a survey will be developed within the office of admissions.

Analyze the Data

Now that the data has been identified and gathered, it is time to analyze the data and determine whether the outcome has been realized.

Outcome I.

The mean number of errors per packet will be calculated for the sample of documents processed prior to the implementation of the training manual and for the sample of documents processed after the implementation of the training manual. The following calculation will be made:

$$\frac{\text{Mean number of errors before} - \text{Mean number of errors following}}{\text{Mean number of errors before}} * 100$$

If this value is positive and greater than 10%, then the outcome will be realized.

Outcome II.

The mean time required to process a packet of documents prior to the implementation of the training manual will be compared to the mean time required to process a packet of documents following the implementation of the training manual. The following calculation will be made:

$$\frac{\text{Average time to process before} - \text{Average time to process following}}{\text{Average time to process before}} * 100$$

If this value is positive and greater than 10%, then the outcome will be realized.

Outcome III.

The survey questions pertaining to communication will be compiled and the percentage of responses that indicate an increase in communication will be calculated. The 95% confidence interval will be calculated. If the interval contains 70%, then the outcome will be realized.

Example 2

Some mathematics faculty members have expressed an increase in concern over the ability to properly manipulate and simplify rational expressions by students enrolled in the college algebra course. The faculty has agreed to cooperate and have designed a lesson plan that they hope will improve this skill.

Institutional effectiveness outcome statement

Student Learning Outcome: Students in college algebra will demonstrate knowledge of manipulating and simplifying rational expressions.

At least 80% of the students enrolled in the college algebra course at Volunteer State Community College will be able to manipulate and simplify rational expressions by the end of the fall semester.

Who will change? Students

How will it change? Ability to properly manipulate and simplify rational expressions

Where will the change occur? VSCC

When? By end of fall semester, 2006

How Much? An 80% success rate

Identify the Data

Students will be tested using a common exam containing questions that measure knowledge of manipulating and simplifying rational expressions. The results from problems on the exam pertaining to the manipulation and simplification of rational expressions will be identified and recorded.

Plan for Gathering Data

A college algebra end of course exam will be designed by the faculty teaching college algebra. The exam will be given to all students taking college algebra at VSCC each semester.

Analyze the Data

The results will be compiled and analyzed according to the formula

$$\frac{\text{Number of rational expression questions answered correctly}}{\text{Number of rational expression questions on the exam}} * 100$$

If the result of this calculation is at least 80%, then the objective will be met. If not, the faculty will search for an improvement to the lesson plan.

Examples of IE Plans

The following examples have been created as examples only. Each division/departmental objective will be unique to the division/department.

Institutional Effectiveness Form

Department Name: English

For the Academic Year: 2013-2014

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The English Department offers composition courses to enhance the effective use of the English language essential to students' success in school and in the world by way of learning to read and listen critically and to write and speak thoughtfully, clearly, coherently, and persuasively.

Link between Institutional Mission and Departmental Mission: The English Department contributes to the Institutional Mission by providing quality coursework that prepares students to communicate effectively in careers and subsequent educational pursuits.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will demonstrate the skill of self-editing essays and making corrections in grammar, spelling, and punctuation with 80% accuracy.	Writing Rubric	2013-2014
Students will be able to communicate effectively in writing.	Writing Rubric	2014-2015
Students will be able to compose a five-paragraph essay.	Writing Rubric	2015-2016
Students will demonstrate effective written communication by writing clear and effective prose in several forms	Writing Rubric	2015-2016

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Students will demonstrate the skill of self-editing essays and making corrections in grammar, spelling, and punctuation with 80% accuracy.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	End of course paper graded using writing rubric
Baseline Data (Current Level of Performance):	2005-2006: 78% of students demonstrated the ability to self-edit their essay, with an accuracy rate of 80%.
Three years of trend data (if available):	2010-2011: 74% with accuracy of 80% 2011-2012: 80% with accuracy of 80% 2012-2013: 79% with accuracy of 80%
Target (Desired Level of Performance):	85% of students will be able to self-edit their essays with an accuracy rate of 80%.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Instructors will review assigned writings with students on a daily basis. 2.) Students will begin editing other students work and share their findings during scheduled class discussions. 3.) Students will be given a graded editing assignment.
Results of the Institutional Effectiveness Effort:	82% of students demonstrated the skills to self-edit their essay with an accuracy rate of 80%.
Future Plans Regarding this Outcome:	The results improved, but the target was not met. We will continue these interventions in the 2014-2015 and 2015-2016 years and will reassess on the 2016-2017 IE plan.

Institutional Effectiveness Outcome 2:	Increase total enrollment in English courses through expanded course offerings.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.1
Funds Budgeted to Support this Outcome:	None; will use existing faculty at this time
This Outcome will be Assessed Using:	Enrollment in English courses
Baseline Data (Current Level of Performance):	3,571 enrolled in English courses in 2010
Three years of trend data (if available):	2011-2012: 3495 enrolled 2012-2013: 4261 enrolled 2013-2014: 3796 enrolled
Target (Desired Level of Performance):	4000 enrolled in English courses
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Identify potential new courses. 2.) Survey students regarding interest in proposed new courses. 3.) Review survey results. 4.) Decide whether or not to offer courses; if decision is made to offer a course, begin designing the course.
Results of the Institutional Effectiveness Effort:	2014-2015: 3800 enrolled. The target was not met. Survey results showed that students are not interested in a Russian Literature offering at Vol State.
Future Plans Regarding this Outcome:	We will continue to work on this IE goal on the 2014-2015 plan.

Institutional Effectiveness Outcome 3:	English Department faculty and staff will assist in raising funds for the new Humanities Building.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.6
Funds Budgeted to Support this Outcome:	\$25 for posters and supplies for bake sale advertising
This Outcome will be Assessed Using:	Funds raised for the new Humanities Building Faculty and staff participation in fundraising
Baseline Data (Current Level of Performance):	2012-2013: \$1,000,000 raised 10% of faculty and staff participation
Three years of trend data (if available):	Not applicable
Target (Desired Level of Performance):	\$3,000,000 raised. 100% faculty and staff participation
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Meet with Foundation office to discuss participation 2.) Ask faculty and staff to participate 3.) Organize a bake sale fundraiser
Results of the Institutional Effectiveness Effort:	\$3,500,000 raised. 100% participation. After an incredibly successful bake sale and large donation from the department chair, the English Department was able to raise all of the additional funds needed for the Humanities Building and established a surplus fund for new furniture for their offices in the new building.
Future Plans Regarding this Outcome:	This outcome was achieved.

Institutional Effectiveness Form

Department Name: Retention Support Services

For the Academic Year: 2013-2014

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Office of Retention Support Services exists to develop and implement student-centered programs focused on student success through promoting quality interactions and experiences for students.

Link between Institutional Mission and Departmental Mission: Retention Support Services helps the College achieve its mission by helping students be successful while enrolled so that they can achieve degrees or certificates and pursue careers or additional education after graduating from Vol State.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase retention of students who attend orientation.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.I.1
Funds Budgeted to Support this Outcome:	\$1000 for new orientation programming and supplies
This Outcome will be Assessed Using:	The percentage of students who attend orientation and are retained through the following semester of classes. Survey results from post-orientation survey.
Baseline Data (Current Level of Performance):	2011-2012 retention rate for orientation attendees was 55%.
Three years of trend data (if available):	2008-2009: 52% 2009-2010: 45% 2010-2011: 48%
Target (Desired Level of Performance):	80% of students who attend orientation will be retained to the following semester. 85% of students will be satisfied with their orientation and advising experience.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Develop a new on-campus orientation program promoting early interaction and relationship building with faculty and staff. 2.) Continue to require mandatory on-campus orientation for all students who are new freshmen, transfer and certificate students. 3.) Work with Academic Affairs, faculty, and Student Services personnel to target specific cohort advisors for new students. 4.) Train cohort advisors 5.) Work with Institutional Effectiveness to develop an assessment tool to provide students at the beginning of the semester. 6.) Ensure cohort advisors engage advisees monthly throughout the semester. 7.) Administer post-semester survey to gauge effectiveness of student success and engagement.
Results of the Institutional Effectiveness Effort:	75% of students who attended orientation were retained to the following semester. 95% of students indicated they were satisfied or very satisfied with their orientation and advising experience.

Future Plans Regarding this Outcome:	We will continue this method of orientation and advising next year and continue to monitor results for further improvement. This outcome will appear on the 2014-2015 plan.

Institutional Effectiveness Outcome 2:	At-risk students will be retained to graduation.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.3
Funds Budgeted to Support this Outcome:	None
This Outcome will be Assessed Using:	Retention rates of students identified for early alert intervention
Baseline Data (Current Level of Performance):	Establishing a baseline in 2013-2014
Three years of trend data (if available):	Not applicable
Target (Desired Level of Performance):	50% of students identified for early alert will be retained
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Implement a retention/early alert tool 2.) Work with Academic Affairs, Public Relations, and Student Services to select a retention tool that will be best for all parties involved 3.) Work in conjunction with IT to install retention tool 4.) Train faculty and staff as needed 5.) Meet with impacted constituents to ensure campus-wide communication regarding changes. 6.) Develop a test and training plan. 7.) Test the retention tool.

	8.) Make adjustments as needed and test again, repeating until outcomes are successful. 9.) Complete any and all needed staff training. 10.) Go live.
Results of the Institutional Effectiveness Effort:	The Early Alert System was implemented. The system will be ready to use starting in the Fall 2013 semester.
Future Plans Regarding this Outcome:	This outcome will be included on the 2013-2014 plan. We will begin to use the Early Alert System and will be able to measure retention of students referred using the system.

Institutional Effectiveness Outcome 3:	Volunteer State Community College Students will be retained to graduation.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.3
Funds Budgeted to Support this Outcome:	Not applicable
This Outcome will be Assessed Using:	IPEDS retention rate from the fall enrollment survey
Baseline Data (Current Level of Performance):	2009: 57% full time / 45% part time
Three years of trend data (if available):	2009: 57% full time / 45% part time 2010: 54% full time / 45% part time 2011: 50% full time / 43% part time
Target (Desired Level of Performance):	60% full time / 60% part time
Steps to Achieve the Target for this Outcome:	1.) Develop a database that is devoted strictly to issues of retention 2.) Working with Institutional Research, identify all available

(add additional steps as needed)	<p>retention-related data.</p> <p>3.) Identify the data sets that will require having a Banner report written to pull the data.</p> <p>4.) Work with Institutional Research to have Banner reports written and to format the database.</p> <p>5.) Have at least 75% of the data in the database by the end of March 2013.</p>
Results of the Institutional Effectiveness Effort:	<p>The database was constructed and will be ready to use in Fall 2013. At this point, we will be able to use the database to identify warning signs for attrition and to develop plans for improving retention rates.</p>
Future Plans Regarding this Outcome:	<p>This outcome will be included on the 2013-2014 plan. We will begin to use the database and will be able to improve retention of students using the system.</p>

Assessment Links

Learning Outcomes: Recommended Reading	http://www.wvu.edu/depts/assess/slo.htm
Best Practices of Electronically Offered Degree and Certificate Programs	http://www.wcet.info/resources/accreditation/index.asp
Internet Resources for Higher Education Outcomes Assessment	http://www2.acs.ncsu.edu/UPA/assmt/resource.htm
Institutional Effectiveness Resources on the Internet	http://www.dixie.edu/effective/inet-res.htm
Center for the Study of College Student Retention	http://www.cscsr.org/
Assessment and Evaluation Clearinghouse	http://www.psu.edu/president/pia/cqi/index.htm
National Center for Educational Statistics (NCES)	http://nces.ed.gov/
Southern Regional Education Board	http://www.sreb.org

Other Links

Tennessee

VSCC Office of Institutional Effectiveness, Research, Planning and Assessment	http://www.volstate.edu/research
Tennessee Board of Regents	http://www.tbr.state.tn.us
Tennessee Higher Education Commission	http://www.state.tn.us/thec/
Tennessee Association of Institutional Research (TENNAIR)	http://www.tennair.org/

National and Regional

U.S. Department of Education	http://www.ed.gov/index.html
Southern Association of Colleges and Schools (SACS)	http://www.sacs.org
American Association of Higher Education Forums	http://www.aahe.org/assessment/
Association of Institutional Research (AIR)	http://airweb.org
Southeastern Association of Community College Research (SACCR)	http://www.tcc.edu/welcome/collegeadmin/OIE/SACCR/index.htm
Southern Association of Institutional Research (SAIR)	http://www.sair.org

Assessment Glossary

Academic calendar- summer and fall semesters of one year and the spring semester of the following year (i.e., Summer 2010, Fall 2010, and Spring 2011)

Administrative outcome- The result or level of performance an administrative department hopes to achieve

Alumni survey- Administered every two years to gauge the satisfaction of Vol State alumni with their college experience.

Assessment- Assessment can be defined as the systematic and ongoing method of gathering, analyzing and using information from various sources about an administrative unit, department, or division, using measured outcomes, in order to improve student support services, student learning, and other services.

Assessment measure- Tools that provide quantitative or qualitative data used to measure progress toward a goal

Capstone experience- A culminating project, assignment, etc. in a capstone class that is designed to require students to use knowledge gained in various courses or throughout an academic program

CCSSE (Community College Survey of Student Engagement)- administered in the spring each year in randomly selected classes; measures students' reported levels of engagement. This survey can be compared to the CCFSSSE (Community College Faculty Survey of Student Engagement) which measures faculty perceptions of student engagement, and the SENSE (Survey of Entering Student Engagement) which measures student engagement in the first few weeks of college.

Closing the loop- Using the results of an assessment to make further improvements to a program or department; refers to the IE process which requires developing an outcome, developing a plan to reach the outcome, monitoring progress, and using that progress to make further improvements to reach the designated outcome.

College strategic plan- A set of goals and objectives developed by the College in collaboration with the Tennessee Board of Regents; identifies major initiatives of the college and establishes staffing and budget priorities; this strategic plan is active for five years and outlines major changes and benchmarks the College hopes to achieve within the five years. The various departments of the college formulate their goals based on the College's goals and objectives laid out in the strategic plan.

Course completion rates- The percentage of students who complete a course with a grade of C or higher

Course embedded assessment- This definition is listed under "Direct Measure"

Data assessment- assessments that utilize numeric values as measurement

Direct measure- An assessment that uses quantitative data, rather than qualitative data; examples include assignments graded with a rubric, relevant questions answered correctly on an exam, etc.

Division/departmental priorities- Priorities established by the division/department tied to the mission/purpose of the division/department

Evidence of improvement- A demonstration that the change made as a result of the IE made the program or department better in some way, as supported by the data and results of the assessment

Existing budget base- Funds already available in the program or departmental budget for the designated year

Exit exam- A cumulative test administered to graduating students or students enrolled in a capstone class to assess their learning throughout an academic program

Expected outcomes- The desired effect of an academic program on its students; the desired result of an administrative department's functioning

External assessment- A method of evaluation that is developed by an individual, institution, or company outside the College. Often this type of assessment includes national norms to use in comparing the College with other colleges.

Final progress report- Also known as the year-end report or closed loop report- due in June of each year, this report details the results of each IE assessment initiated and how the results were used for improvement

Fiscal calendar- July 1 through June 30

Goals- Goals are broad statements that describe the overarching long-range intended outcomes of the department or division.

Graduation rates- an entering cohort of students is tracked for three years or six years to determine the percentage of students who graduate during that time. Three-year rates are reported to the Department of Education through IPEDS and are used for the National Community College Benchmark Project (NCCBP). Six year rates are used for performance funding.

Increase in base budget- Additional funding required beyond the department's regular budget in order to complete the proposed IE

Institutional effectiveness plan- Submitted in June of each year for the following year; outlines the IEs the department or program intends to pursue in the coming year, the related College strategic planning goal, budget considerations, and steps for completing the objective for each IE listed; requires completing the first four columns of the IE form

Institutional effectiveness process- The process through which Vol State identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes; administrative support services; academic and student support services; and community/ public service within its mission

Institutional priorities- The College's strategic plan

Intervention- activities implemented as a result of assessments to create improvements.

Major field testing- Exit exams showing the cumulative knowledge of students in a specified program; they measure instructional effectiveness and student learning.

Measurable outcome- The intended outcome should be one for which it is feasible to collect accurate and reliable data. Having clearly defined outcomes is an integral part of assessment. Outcomes state expected accomplishments or improvements that the department or division has identified, after careful consideration of the critical processes and functions.

Measurement- Data gathered to document an IE

Mission- A mission statement is a broad statement of the department or divisions direction. Ensure that the mission statement clearly supports the institution's mission. Does your statement distinguish you from other departments or divisions?

Mission distinctive institutional goals- goals established by the institution that recognize the college's uniqueness, such as allied health programs.

Nationally normed- An assessment that generally is purchased from an outside company who offers the same assessment to institutions nation-wide and compiles the results from all institutions. These results, or national norms, are given to all participating institutions so that they can compare their results with the averages of all schools.

Normed/norms- Averages used for comparison purposes

Operating budget- Funds given to each department or program annually to cover the expenses of general activities for the year

Program outcome- What students should know or be able to do upon completion of a program.

Program review- Review of academic program conducted by at least one qualified, out-of-state, external reviewer after the college prepares a self-study.

Purpose- List of reason(s) why the department or division performs major activities or operations.

QEP – Problem solving- Quality Enhancement Plan; a QEP is required by SACS, the College's accrediting agency, with every 10 year reaffirmation. It is designed to foster improvement in an area of need designated by the College. The College determines its plan for initiating the improvement, the plan is approved by SACS, and then the College enacts the plan and reports its progress to SACS; the focus of the College's current QEP is enhancing students' problem solving skills.

Qualitative results- Assessment measures based on subjective responses, such as student opinions gathered from a survey.

Quantitative measure- Assessment results based on objective data, such as correct or incorrect answers, job placement rates, or licensure exam pass rates.

Quantitative Results- Summary of objective responses on a questionnaire or program evaluation; statistics about use by students and various population subgroups; needs assessments, follow-up studies, and self-study reports; institutional research reports and fact books; comparative or benchmark data at local, regional or national level.

Reliability- Likelihood that the results of an assessment can be replicated if the assessment is repeated.

Results-oriented- The outcome should aid in identifying where program improvements are needed. It should state where you would like to be within a specified time period (e.g., 10% increase in funding within one year, 90% satisfaction rating for next year, 10% improvement in student performance within two years).

Rubric- A scale that measures assessment outcomes by designating criteria that must be met in order for each score to be awarded.

SACS- Southern Association of Colleges and Schools; Vol State's regional accrediting body

Student Satisfaction Inventory- SSI; a survey administered to students during the spring semester that measures their level of satisfaction and the level of importance they place on numerous aspects of the College including student services, business office policies, advising, security, instruction, etc.

State strategic goal- established by the governor and specifies the priorities of the state.

Success rates- The percentage who meet a goal, such as course completion, graduation, passing a licensure exam, etc.

Target- A goal

Time- When will change occur? The outcome should indicate the timeframe for assessment, e.g., every spring term.

Top-down process- An initiative started by the highest level of administration, who request participation from lower level employees

Triangulation- Using multiple measures of assessment data to demonstrate progress toward an IE goal; this is particularly useful when using qualitative data

Use of results- Demonstration that assessment data has been used by the program or department to improve its activities in some way.

Action Verbs that Result in Strong Student Learning Outcomes

Add	Distinguish	Prepare
Analyze	Divide	Prescribe
Apply	Draw	Produce
Appraise	Drive	Propose
Arrange	Estimate	Quote
Assess	Examine	Rank
Associate	Explain	Rate
Breakdown	Extend	Read
Calculate	Extrapolate	Rearrange
Categorize	Generalize	Recall
Change	Generate	Recite
Classify	Give examples	Recognize
Combine	Grade	Reconstruct
Compare	Graph	Record
Compile	Group	Relate
Complete	Identify	Related
Compose	Illustrate	Reorganize
Compute	Infer	Repeat
Conclude	Integrate	Reproduces
Contrast	Interpolate	Revise
Convert	Interpret	Rewrite
Count	Judge	Select
Create	Justify	Selects
Criticize	Labels	Separate
Critique	List	Show
Defend	Manipulate	Solve
Define	Match	Specify
Demonstrate	Measure	State
Describe	Modify	Subdivide
Design	Name	Subtract
Detect	Operate	Summarize
Determine	Order	Support
Develop	Organize	Test
Devise	Outline	Transform
Diagram	Outlines	Translate
Differentiate	Paraphrase	Use
Discover	Plan	Utilize
Discriminate	Point out	Write
Discuss	Predict	