Institutional Effectiveness Plan

Uniting Mission, Goals, Core Indicators of Effectiveness, and Strategic Priorities for Institutional Effectiveness

Institutional Effectiveness, Research and Planning Committee

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INSTITUTIONAL PROFILE

Mesalands Community College was formalized in 1994 having evolved from Tucumcari Area Vocational School, whose roots go back to the Vocational School Act of 1979. With the institution continuing to grow and mature, the College’s name was changed from Mesa Technical College in 2001 to more adequately reflect its mission. Mesalands Community College is funded primarily through state appropriations according to an operating budget approved by the state’s Higher Education Department that also authorized the institution to offer associate degrees.

The College offers, as of August 1999, the Associate of Arts Degree and the Associate of Applied Science degree in areas including Building Trades, Business Administration, Business Office Technology, Agribusiness, Animal Science, Automotive Technology, Diesel Technology, Farrier Science, Office Systems Technology, and Wind Energy Technology. Several degree programs have multiple options. In addition, there are certificate programs in Farrier Science, Pre-nursing, and Wind Energy Technology.

Mesalands Community College provides a host of services that are available to the community. The Educational Services Center offers services including adult basic education, English as a second language, tutoring, PLATO labs, and GED testing at no cost to members of the community. The College Career Center provides its visitors the opportunity to choose a career and support for the realization of that goal. The College’s University Distance Education Center also makes upper division and graduate courses available from area universities via Polycom (digital ITV system). Courses from Mesalands are also available through the Mesalands Telecommunications Network (MTN), Video Courses (cassette/DVD), Internet Courses, as well as podcasts and webcasts.

In 2009, the institution had an all-time high fall enrollment of 1240 students with a diverse student body of whom over 44% were Hispanic or represent other minorities. This is a reflection of the multicultural character of Quay County that has a population component of 40.9% of these ethnicities. Females comprise over 44% of the College’s enrollment.

The College is situated in Tucumcari, New Mexico, a rural center with a population of 5,989 within a county of about 10,000 people. The local economy is dominated by tourism and agriculture.
INTRODUCTION

The Institutional Effectiveness Plan was developed by the Institutional Effectiveness, Research and Planning Committee with strong faculty support, and emerged from activities centered on the identification of appropriate and useful data research tools. This plan identifies assessment measures of the institutional goals that can be used to measure accomplishment of the institutional mission.

Major effort has been given to centralizing and utilizing data for continuous improvement of institutional operations. In addition, procedures have been established for the dissemination of information meaningful to the College's data-driven decision making assessment process. Sharing of information broadens involvement in decision making, increases knowledge of institutional operation, heightens interest in institutional effectiveness, and thereby increases the number of participants and their commitment to the continuous improvement of the College. To ensure support for the College's institutional effectiveness process, the Institutional Effectiveness, Research and Planning Committee, a standing College committee that is comprised of a cross section of internal staff, is charged with the process of assessing the effectiveness of the institution. In 2009, the Institutional Effectiveness, Research and Planning Committee led the College in the review and updating of the institution’s most recent Strategic Plan, which is in effect from 2009 through 2013. The updating of the Strategic Plan has led to this reviewing and updating of the Institutional Effectiveness Plan.

The College developed and revised the Institutional Effectiveness Plan with the help of the American Association of Community Colleges (AACC) publication entitled Community Colleges: Core Indicators of Effectiveness, which outlines 14 core indicators of effectiveness for community colleges. Utilizing the core indicators as a major focus for measuring institutional effectiveness, this plan links the College mission and associated goals to those indicators, and further to institutional improvement through the priorities of the strategic plan. Additional measures related to the Mesalands Community College mission and goals have been identified and are included in this plan. The College’s Board of Trustees, to assess the College’s performance and to provide the framework/foundation for future planning strategies, uses information gained from assessment of institutional effectiveness in the process of annual mission reaffirmation or revision.
THE ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Mesalands Community College has developed an approach to the assessment of institutional effectiveness that provides for a linking of the priorities in the current Strategic Plan with indicators of effectiveness derived from the AACC’s Core Indicators of Effectiveness and assessment instruments utilized by the College. The mission of the College is:

Mesalands Community College is an institution of higher education that promotes student learning through quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.

In order to accomplish its Mission, the College has the following goals:

- An environment where learning is appreciated, encouraged, and assessed.
- Academic and technical programs for qualified individuals to enhance their lifelong educational opportunities with an emphasis in a general core base of knowledge.
- Accessible, multi-faceted services to qualified participants.
- Opportunities to develop leadership skills and achieve personal growth by valuing academic and social responsibility.
- Quality community service programs responding to the needs of the region.

Each of the College’s goals can be assessed by measures linked to the AACC’s Core Indicators of Effectiveness. These measures are, in turn, linked to one or more of the College’s strategic priorities identified through a comprehensive strategic planning process involving all employees in 2009. The College’s fifth Strategic Plan is a four-year plan that includes five strategic priorities with accompanying strategic goals:

1.0 Capture cultural, employment, and community diversity opportunities
2.0 Implement Library transition to a digital format
3.0 Continue development of the North American Wind Research and Training Center (NAWRTC)
4.0 Assess, review, and expand academic options
5.0 Accommodate growth and enhance services for students
Tactical objectives are developed to implement each of the strategic priorities and goals.

The "Learning" goal expresses the College’s commitment to student learning and the affirmation of learning through systematic assessment on the classroom level, the program level, and an institutional level.

The “Educational Opportunities” goal encompasses the College’s delivery of instruction in the areas of arts and sciences, applied science and technology, and community education. These areas are viewed as the primary business of the institution and provide the necessary components for success opportunities and lifelong learning.

The “Services” goal allows the College to provide the necessary support for students as they progress through their educational programs.

The “Leadership” goal emphasizes the development of appropriate citizenship skills in order for students to effectively take on the task of social responsibility.

The College’s commitment to fostering “Community” relationships in regards to its educational offerings and services is a major focus of the programming and services.

Taken together, these emphases allow the institution’s constituents to reach their individual and collective potential.

The relationship of these elements linked to the mission is illustrated in the following implementation model:
The matrix shown on the following page of the plan presents details of the linkages between the institutional mission, goals, strategic priorities, AACC’s Core Indicators of Effectiveness, and data sources. Strategic priorities are identified by numbers within the matrix.
## MESALANDS COMMUNITY COLLEGE

### Institutional Effectiveness Plan Matrix

**MISSION**

“Mesalands Community College is an institution of higher education that promotes student learning through quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.”

### -COLLEGE GOALS-

<table>
<thead>
<tr>
<th>LEARNING</th>
<th>-DATA SOURCES-</th>
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<tbody>
<tr>
<td><strong>CORE INDICATORS</strong></td>
<td><strong>DATA SOURCES</strong></td>
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<tr>
<td>An environment where LEARNING is appreciated, encouraged, and assessed.</td>
<td>Educational Goals</td>
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<td><em>STUDENT GOAL ATTAINMENT</em></td>
<td>ACT Alumni Survey</td>
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<td><em>PLACE­MENT RATE IN WORKFORCE</em></td>
<td>NMDOL/NM­HED Graduate Placement Data</td>
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<tr>
<td><em>DEMONSTRATION OF CRITICAL LITERACY SKILLS</em></td>
<td>Collegiate Assessment of Academic Proficiency</td>
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### EDUCATIONAL OPPORTUNITIES

<table>
<thead>
<tr>
<th>Strategic Planning Linkages – Priorities 1, 3, 4, and 5</th>
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<tr>
<td><strong>CORE INDICATORS</strong></td>
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<tr>
<td>Academic and technical programs for qualified individuals to enhance their lifelong EDUCATIONAL OPPORTUNITIES with an emphasis in a general core base of knowledge.</td>
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<tr>
<td><em>STUDENT GOAL ATTAINMENT</em></td>
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<td><em>PLACE­MENT RATE IN THE WORKFORCE</em></td>
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<td><em>EMPLOYER ASSESSMENT OF STUDENTS</em></td>
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<td><em>NUMBER AND RATE WHO TRANSFER</em></td>
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<td><em>DEMONSTRATION OF CRITICAL LITERACY SKILLS</em></td>
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### SERVICES

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<tr>
<th>Strategic Planning Linkages – Priorities 1, 2, and 5</th>
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<tr>
<td><strong>CORE INDICATORS</strong></td>
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<tr>
<td>Accessible, multi-faceted SERVICES to qualified participants.</td>
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<tr>
<td><em>PERSISTENCE FALL TO FALL</em></td>
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<td><em>DEGREE COMPLETION RATES</em></td>
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<td><em>SUCCESS IN SUBSEQUENT, RELATED COURSEWORK</em></td>
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<td><em>CLIENT ASSESSMENT OF PROGRAMS AND SERVICES</em></td>
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### LEADERSHIP

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<th>Strategic Planning Linkages – Priorities 1 and 5</th>
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<tr>
<td><strong>CORE INDICATORS</strong></td>
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<tr>
<td>Opportunities to develop LEADERSHIP skills and achieve personal growth by valuing academic and social responsibility.</td>
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<tr>
<td><em>DEMONSTRATION OF CITIZENSHIP SKILLS</em></td>
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### COMMUNITY

<table>
<thead>
<tr>
<th>Strategic Planning Linkages – Priority 1</th>
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<tr>
<td><strong>CORE INDICATORS</strong></td>
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<tr>
<td>Quality COMMUNITY service programs responding to the diverse needs of the region.</td>
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<td><em>RESPONSIVENESS TO COMMUNITY NEEDS</em></td>
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<td><em>PARTICIPATION RATE IN SERVICE AREA</em></td>
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<th>ACT Entering Student Survey</th>
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<td>ACT Alumni Survey</td>
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<td>Enrollment Management Data</td>
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<td>Community Interest Survey</td>
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<td>Financial Aid Awards</td>
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<th>ABE Report</th>
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<td>ESL Participation</td>
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<td>GED Diploma Participation</td>
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<td>Advisory Committees</td>
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<th>High School Interest Survey</th>
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<td>Institutional Assessment Survey</td>
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<td>College Sponsored Community Events</td>
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### STRATEGIC PRIORITIES 2009-2013

1. Capture cultural, employment, and community diversity opportunities
2. Implement Library transition to a digital format
3. Continue development of the North American Wind Research and Training Center (NAWRTC)
4. Assess, review, and expand academic options
5. Accommodate growth and enhance services for students
ASSESSMENT INSTRUMENTS CURRENTLY UTILIZED BY MESALANDS COMMUNITY COLLEGE

The College has developed a survey process designed for data-driven decision making that serves as a foundation for institutional effectiveness, and includes the following assessment instruments:

ACT Alumni Survey (Given every year, early fall): Used to collect information relating to placement, goal attainment, college transfer, employment follow-up, and graduate satisfaction with the College.

ACT Entering Student Survey (Given fall semester, odd years): Survey obtains information from entering students as it pertains to their plans, goals, and perceptions of the College.

ACT Student Opinion Survey (Given spring semester, even years): Used to obtain student assessment of the College’s programs, climate, student activities, counseling services, testing services, tutoring services, and computer services. Student background information relating to educational goals is also collected. Given to sophomores.

ACT Withdrawing, Non-Returning Student Survey (Surveys distributed and collected on an ongoing basis; batched and analyzed periodically): Survey obtains background information from students and reasons for withdrawing.

Community Interest Survey (On demand): Survey done to ascertain the types of classes and services desired by the community.

High School Student Interest Survey/Academic Program Assessment (Given fall semester, even years): Survey obtains information from high school juniors and seniors relating to their future goals and their perceptions of the College. The data collected are used to meet the educational needs of the students while serving as a tool for the College’s academic program assessment.

Institutional Assessment Survey (Given fall semester, even years): Staff and Board of Trustees assessment of the fulfillment of the College’s responsibilities pertaining to: (1) the quality of instructional services; (2) the quality of academic affairs; (3) the quality of student services; (4) the quality of administrative services; (5) the quality of pre-collegiate services; (6) the
quality of College climate; (7) the quality of College employee services; and (8) the quality of College personnel based on the perception of College staff.
These instruments allow the College to assess its effectiveness by measuring the perception of its students, the community, faculty, staff, and elected Board of Trustee members. Thirteen of the AACC’s Core Indicators of Effectiveness are presently used as guidelines to help determine the College’s performance. To determine the College’s performance, as related to the core indicators, the following data sources, along with the office responsible for their collection, are linked, within each of the College’s goals, to each indicator.
MISSION, GOALS, AACC’s
CORE INDICATORS OF EFFECTIVENESS,
AND DATA SOURCES CURRENTLY UTILIZED BY
MESALANDS COMMUNITY COLLEGE

GOAL ONE: An environment where learning is appreciated, encouraged, and assessed.

Mesalands Community College is strongly committed to student learning and the validation of learning through systematic assessment by utilizing an array of methodology on multiple levels. Assessment occurs in the classroom, on the program level, and at the institutional level. In turn, the College utilizes data obtained from assessment to implement changes to improve student learning.

1. Student Goal Attainment: The proportion of students who, on leaving a community college, report that their original goal in attending (or subsequent goal decided while enrolled) has been met.

   Data Sources:
   Educational Goals - Admissions Application
   Coordinator of Institutional and Enrollment Data
   ACT Alumni Survey
   Office of Institutional Development
   ACT Student Opinion Survey
   Office of Institutional Development
   ACT Withdrawing/Non-returning Student Survey
   Office of Institutional Development
   Licensure/Certification
   Faculty members

2. Placement Rate in the Work Force: The proportion of an identified community college student cohort achieving a “marketable skill” (i.e. completing at least three occupational/technical courses in a particular field of training) who obtain employment in a field directly related to this skill within one year of last attendance.
3. Demonstration of Critical Literacy Skills: Assessing literacy requires a multiplicity of methods appropriate to the kinds of literacy tasks that students will be facing in the community and on the job. Mere data collection is not enough. Once the college community agrees that a particular set of literacy skills is important as an outcome, it must ensure that such skills are: (a) taught throughout the curriculum in both transfer and occupationally-related courses, and (b) regularly embodied in local assessments designed by the faculty.

Data Sources:
Collegiate Assessment of Academic Proficiency (CAAP)
Student Learning Assessment Committee Annual Report
Classroom Assessment Techniques (CATs)
Student Learning Assessment Committee Annual Report
Pre-tests/ Post-tests
Student Learning Assessment Committee Annual Report

GOAL TWO: Academic and technical programs for qualified individuals to enhance their lifelong educational opportunities with an emphasis in a general core base of knowledge.

Mesalands Community College perceives its responsibility with regard to providing educational opportunities for the community as three fold. The three components of the College's academic affairs are: arts and sciences, applied sciences, and community education. All three components are integral to the execution of the College's mission and are crucial in providing access to education and opportunities for self-improvement to virtually all segments of the local population.

Mesalands Community College's measurements of effectiveness for educational opportunities are:

1. Student Goal Attainment: The proportion of students who, on leaving a community college, report that their original goal in attending (or subsequent goal decided while enrolled) has been met.
Data Sources:
Educational Goals - Admissions Application
Coordinator of Institutional and Enrollment Data

ACT Alumni Survey
Coordinator of Institutional and Enrollment Data

ACT Student Opinion Survey
Coordinator of Institutional and Enrollment Data

ACT Withdrawing/Non-returning Student Survey
Coordinator of Institutional and Enrollment Data

Licensure/Certification
Various faculty members

2. Placement Rate in the Work Force: The proportion of an identified community college student cohort achieving a “marketable skill” (i.e. completing at least three occupational/technical courses in a particular field of training) who obtain employment in a field directly related to this skill within one year of last attendance.

Data Sources:
NMDOL/NMHED Graduate Placement Data

3. Employer Assessment of Students: The proportion of a sample of regional employers in a given field indicating that their employees who received training at the community college exhibit skills and job performance at rates equivalent or superior to all employees.

Data Sources:
Internship Performance Evaluation
Various faculty members

Preceptors/Practicum
Various faculty members

4. Number and Rate Who Transfer: The proportion of an identified entering community college student cohort actively enrolled in a degree program at that institution and completing at least 12 semester hours of credit (or equivalent) who enroll within two years for at least 12 college-level credits in a degree program at a four-year college or university.

Data Sources:
Graduation Rate Survey
5. Demonstration of Critical Literacy Skills: Assessing literacy requires a multiplicity of methods appropriate to the kinds of literacy tasks that students will be facing in the community and on the job. Mere data collection is not enough. Once the college community agrees that a particular set of literacy skills is important as an outcome, it must ensure that such skills are: (a) taught throughout the curriculum in both transfer and occupationally related courses, and (b) regularly embodied in local assessments designed by the faculty.

Data Sources:
- Collegiate Assessment of Academic Proficiency (CAAP)
- Student Learning Assessment Committee Annual Report
- Classroom Assessment Techniques (CATs)
- Student Learning Assessment Committee Annual Report

GOAL THREE: Accessible, multi-faceted services to qualified participants.

The College views its constituents as valued customers who deserve and expect quality service, and recognizes that without the delivery of that expected service these customers can and will "take their business elsewhere." It is understood that in a world with complex problems there must be provision to facilitate the "whole person" and to provide assistance in overcoming obstacles individuals are sure to encounter as they pursue their educational objectives. The College must also be sensitive to the needs of a population comprised of individuals of various racial, cultural, educational, and socio-economic backgrounds.

Mesalands Community College's measurements of effectiveness for quality services to each individual are:

1. Persistence (Fall to Fall): The proportion of an identified fall term entering community college student cohort that is still enrolled for at least one credit the following fall term and has not completed a degree or certificate, reported each year from entry to exit. An “identified entering student cohort” is defined as all students registering for their first credits at the community college in a given term; a fall term cohort is typically used for data analysis and reporting.

Data Sources:
- Enrollment Management Data
- Coordinator of Institutional and Enrollment Data
2. **Degree Completion Rates:** The proportion of an identified entering community college student cohort officially enrolled in a degree program that actually completes the degree or certificate, as reported at annual intervals.

   **Data Sources:**
   Enrollment Management Data
   Coordinator of Institutional and Enrollment Data

3. **Success in Subsequent, Related Coursework:** The proportion of an identified entering student cohort assessed as deficient in one or more of the basic skills (reading, writing, and computation) who subsequently: (a) successfully completes developmental work intended to remediate this deficiency, and (b) within one year completes, with a grade of “C” or better, their first college-level courses requiring the use of this skill.

   **Data Sources:**
   Enrollment Management Data
   Coordinator of Institutional and Enrollment Data

4. **Client Assessment of Programs and Services:** Responding to the intent of this indicator requires the institution to determine: (a) the array of different clients that it serves; (b) the nature, types, and volume of programs, services, and activities it provides to different clients; and (c) the extent to which clients are involved and satisfied with programs, services, and activities. “Client” is a term that describes many different individuals, groups, and organizations coming into contact with community colleges for many reasons, whose involvement and satisfaction must be independently determined and assessed. Successful reporting of this indicator will thereby require multiple methods for gathering information, including surveys, focus group meetings, face-to-face and telephone interviews, and participant observation.

   **Data Sources:**
   ACT Alumni Survey
   Coordinator of Institutional and Enrollment Data
   ACT Entering Student Survey
   Coordinator of Institutional and Enrollment Data
   ACT Student Opinion Survey
   Coordinator of Institutional and Enrollment Data
   Advisory Committees
GOAL FOUR: Opportunities to develop leadership skills and achieve personal growth by valuing academic and social responsibility.

Mesalands Community College recognizes its responsibility to go beyond simply providing scholastic preparation and technical training. If graduates are to be successful in the work place, they must be afforded opportunities to develop leadership and interpersonal skills. In the context of its diverse population and opportunities for dynamic interactions, the community college provides the ideal environment for nurturing these critical attributes in its students, staff, and local community.

Mesalands Community College's measurements of effectiveness for leadership are:

Demonstration of Citizenship Skills: This attribute requires the use of multiple evidence-gathering techniques to assess adequately, and requires an institution-wide process to ensure that its development and assessment are included in instructional delivery. Examples of tasks include: student portfolios documenting citizenship activities they have participated in while enrolled, such as volunteer work, memberships in student groups, etc.

Data Sources:
Survey of Student Organizations
Student Services Division

Recognition of Academic Achievement
Student Services Division

GOAL FIVE: Quality community service programs responding to the diverse needs of the region.

The College cannot ignore its obligation to the local community and, in its educational offerings and services, must remain sensitive to the unique needs of the diverse population it serves. In this rural, isolated setting it is important that the community college provide educational, cultural, and recreational opportunities to its constituents. The College sees its role as a facilitator of activity for the community where all individuals, regardless of background and needs, find opportunities for personal growth and fulfillment.
Mesalands Community College's measurements of effectiveness for community relationships are:

1. Responsiveness to Community Needs: Responding to the intent of this indicator requires the institution to engage in an ongoing process of (a) identifying community needs and expectations; (b) demonstrating that it is responsive to these needs and expectations by continuously improving and adapting its programs and services; and (c) demonstrating that the constituency groups served are satisfied with and have benefited from these programs and services. “Community” will almost always consist of distinct constituencies and subgroups whose needs and expectations must be independently determined and assessed. Meeting the challenge of this indicator will require multiple methods for gathering evidence but, more importantly, it will require an established, ongoing process of planning and review to ensure that this evidence is appropriately integrated, interpreted, and acted upon by the institution.

Data Sources:
ACT Entering Student Survey
Coordinator of Institutional and Enrollment Data

Adult Basic Education (ABE) Report
Educational Services Center

Advisory Committees
Lead instructors

Community Interest Survey
Coordinator of Institutional and Enrollment Data

English as a Second Language (ESL) and Citizenship Participation
Educational Services Center

Financial Aid Awards
Financial Aid Office

General Educational Development (GED) Diploma Participation
Educational Services Center

High School Interest Survey/Academic Program Assessment
Coordinator of Institutional and Enrollment Data

Institutional Assessment Survey
Coordinator of Institutional and Enrollment Data
2. Participation Rate in Service Area: The proportion of the total population aged 17 or over, residing in the designated service area of the community college, participating in at least one organized activity (course, program, service, event, etc.) sponsored by the College in the past year.

Data Sources:
College Sponsored Community Events
Office of Public Relations

Enrollment Management Data
Coordinator of Institutional and Enrollment Data

Museum Attendance
Director of Mesalands Dinosaur Museum
CONCLUSION

This plan provides the College with the sources and cycles of data collection needed in order to supply information on its current status and planning for the future. As the College grows and adapts to internal and external changes, the need for quantifiable feedback regarding its effectiveness becomes more important. This plan provides a framework for the utilization of that information.

The Institutional Effectiveness, Research and Planning Committee compiles an Annual Report that provides a summary of the information gathered, including institutional strengths along with recommendations for strengthening areas that are, from the data gathered, perceived to be weak. This report will be forwarded to the President’s Cabinet for their review each year.
1. **STUDENT GOAL ATTAINMENT**: The proportion of students who on leaving a community college report that their original goal in attending (or subsequent goal decided while enrolled) has been met.

2. **PERSISTENCE (FALL TO FALL)**: The proportion of an identified fall term entering community college student cohort that is still enrolled for at least one credit the following fall term and has not completed a degree or certificate, reported each year from entry to exit. An “identified entering student cohort” is defined as all students registering for their first credits at the community college in a given term; a fall term cohort is typically used for data analysis and reporting.

3. **DEGREE COMPLETION RATES**: The proportion of an identified entering community college student cohort officially enrolled in a degree program that actually completes the degree or certificate, as reported at annual intervals.

4. **PLACEMENT RATE IN THE WORK FORCE**: The proportion of an identified community college student cohort achieving a “marketable skill” (i.e. completing at least three occupational/technical courses in a particular field of training) who obtain employment in a field directly related to this skill within one year of last attendance.

5. **EMPLOYER ASSESSMENT OF STUDENTS**: The proportion of a sample of regional employers in a given field indicating that their employees who received training at the community college exhibit skills and job performance at rates equivalent or superior to all employees.

6. **LICENSURE/CERTIFICATION PASS RATES**: The proportion of those who complete or graduate from a community college vocational or technical program and then actively seek licensure or certification for the first time within a given year, who actually obtain licensure or certification.
7. NUMBER AND RATE WHO TRANSFER: The proportion of an identified entering community college student cohort actively enrolled in a degree program at that institution and completing at least 12 semester hours of credit (or equivalent) who enroll within two years for at least 12 college-level credits in a degree program at a four-year college or university.

8. PERFORMANCE AFTER TRANSFER: The proportion of regular college-level courses at the transfer (receiving) institution completed with a grade of “C” or better by students who previously attended the community college, compared to a parallel proportion obtained for students who began their studies as first-time freshmen at the transfer institution.

9. SUCCESS IN SUBSEQUENT, RELATED COURSEWORK: The proportion of an identified entering student cohort assessed as deficient in one or more of the basic skills (reading, writing, and computation) who subsequently (a) successfully completes developmental work intended to remediate this deficiency, and (b) within one year completes, with a grade of “C” or better, their first college-level courses requiring the use of this skill.

10. DEMONSTRATION OF CRITICAL LITERACY SKILLS: Assessing literacy requires a multiplicity of methods appropriate to the kinds of literacy tasks that students will be facing in the community and on the job. Mere data collection is not enough. Once the college community agrees that a particular set of literacy skills is important as an outcome, it must ensure that such skills are (a) taught throughout the curriculum in both transfer and occupationally related courses, and (b) regularly embodied in local assessments designed by the faculty.

11. DEMONSTRATION OF CITIZENSHIP SKILLS: This attribute requires the use of multiple evidence-gathering techniques to assess adequately, and requires an institution-wide process to ensure that its development and assessment are included in instructional delivery. Examples of tasks include student portfolios documenting citizenship activities they have participated in while enrolled, such as volunteer work, memberships in student groups, etc.

12. CLIENT ASSESSMENT OF PROGRAMS AND SERVICES: Responding to the intent of this indicator requires the institution to determine (a) the array of different clients that it serves; (b) the nature, types, and volume of programs, services, and activities it provides to different clients; and (c) the extent to which clients are involved and satisfied with programs, services, and activities. “Client” is a term that describes many different individuals, groups, and organizations coming into contact with community colleges for many reasons, whose involvement and satisfaction must be independently
determined and assessed. Successful reporting of this indicator will thereby require multiple methods for gathering information, including surveys, focus group meetings, face-to-face and telephone interviews, and participant observation.

13. RESPONSIVENESS TO COMMUNITY NEEDS: Responding to the intent of this indicator requires the institution to engage in an ongoing process of (a) identifying community needs and expectations; (b) demonstrating that it is responsive to these needs and expectations by continuously improving and adapting its programs and services; and (c) demonstrating that the constituency groups served are satisfied with and have benefited from these programs and services. “Community” will almost always consist of distinct constituencies and subgroups whose needs and expectations must be independently determined and assessed. Meeting the challenge of this indicator will require multiple methods for gathering evidence but, more importantly, it will require an established, ongoing process of planning and review to ensure that this evidence is appropriately integrated, interpreted, and acted upon by the institution.

14. PARTICIPATION RATE IN SERVICE AREA: The proportion of the total population aged 17 or over, residing in the designated service area of the community college, participating in at least one organized activity (course, program, service, event, etc.) sponsored by the College in the past year.