# Table of Contents

**Introduction** ................................................................................................................................................. 1  
What is Institutional Effectiveness? .................................................................................................................. 1  
Purpose of Assessment ..................................................................................................................................... 1  
A Requirement for Accreditation ...................................................................................................................... 1  
**Current Institutional Effectiveness Process** ............................................................................................... 2  
**Strategic Plan** ............................................................................................................................................... 3  
**Operational Performance** .......................................................................................................................... 4  
**Student Learning** ......................................................................................................................................... 7  
  
  *Survey of Entering Student Engagement (SENSE)* ...................................................................................... 7  
  *Community College Survey of Student Engagement (CCSSE)* ................................................................. 7  
  *Student Satisfaction Survey (SSS)* .................................................................................................................. 8  
  *Internal Environment Survey* ........................................................................................................................ 9  
  *Strategic Enrollment Plan* .............................................................................................................................. 9  
  *Institutional effectiveness model summary* ................................................................................................... 10  
**Methods for the Collection, Analysis and Sharing of Data** ......................................................................... 10  
  *The College Report* ...................................................................................................................................... 10  
  *Snapshot Reports* .......................................................................................................................................... 11  
  *Developmental Education Success Report* ................................................................................................... 11  
  *Internal Environment Report* ........................................................................................................................ 11  
  *Regent Transfer Reports* ................................................................................................................................. 11  
  *IPEDS* ............................................................................................................................................................. 11  
  *CCSSE* ........................................................................................................................................................... 11  
  *SENSE* .......................................................................................................................................................... 11  
  *Annual Program/Department Report* ............................................................................................................. 12  
  *Iowa Department of Education MIS Annual Report* ..................................................................................... 12  
**Ad-hoc Reports** ............................................................................................................................................. 12  
**Benchmarking Projects** .............................................................................................................................. 12  
**Strategic Planning** ........................................................................................................................................ 13
Introduction

What is Institutional Effectiveness?

Institutional effectiveness identifies the methods that an institution is using to measure performance against mission. The purpose of this institutional effectiveness plan is to demonstrate continual efforts and improvement in student learning, educational programs, and support services. Institutional effectiveness has been defined as on-going assessment and evaluation through measurement, working to identify if the institution is meeting the identified goals and mission. This plan provides a set of ongoing, systematic practices and processes that incorporate planning, evaluation, outcome measurement, and the use of assessment and data results to help our institution make data-based decisions. Each of these items are accomplished with the intent of improving our services, programs, and student success.

The process of developing the Institutional Effectiveness plan involved the work of the Institutional Effectiveness Executive Director and the Cabinet. With input from stakeholders this group of individuals work together to ensure the Institutional Effectiveness plan is aligned with the institutional mission, Strategic Plan, Strategic Enrollment Plan, and the assessment project “Infusing Student Learning in Everything”. The goal of the Institutional Effectiveness plan is to provide substantial data to initiate and facilitate change here at Iowa Central Community College. The purpose of the plan is to provide guidance for all stakeholders in terms of planning, assessment, continuous improvement, and strategic planning. Driven by the work of the Strategic Plan, Strategic Enrollment Plan, the institutional mission, and the assessment project the Institutional Effectiveness plan was implemented in the Fall of 2015. With the coordination of the Institutional Effectiveness Executive Director the different components of the plan were implemented and data collection began.

Purpose of Assessment

Assessment is a tool used to determine the level of effectiveness of the institution. As an institution we must assess in order to demonstrate our effectiveness. Assessments provide a way for faculty, staff, and administrators to not only gauge our efforts but also measure the learning outcomes associated with the institutional mission. Assessment involves more than evaluation of good and bad. Assessment is a tool for evaluation of knowledge, skills, attitudes, and opinions working toward continuous improvement. Assessment provides a way for documenting the achievement of students based on the identified goals and objectives associated with the educational outcomes. Communication of assessment results provides quality information for moving our institution forward.

A Requirement for Accreditation

Documentation of institutional effectiveness is a crucial component of Iowa Central Community College’s continual accreditation with the Higher Learning Commission (HLC) and Iowa Department of Education. Criterion 5.D. in the Open Pathways accreditation standards of the HLC specifically discusses institutional effectiveness in terms of learning from operational
experience, and application of the learning to improve the effectiveness of the institution. HLC requires continuous development and documentation of evidence of this performance. Criterion 4.B. involves ongoing assessment, goals, outcomes, assessment based improvements, and good practice in the assessment process.

**Current Institutional Effectiveness Process**

The Institutional Effectiveness process at Iowa Central Community College is intended to pervade every area of the college. The process for creating the Institutional Effectiveness plan at Iowa Central Community College includes the collaboration of the Office of Institutional Effectiveness and the Cabinet. Together these entities created the plan with the input of stakeholders throughout the organization to ensure understanding of purpose and to obtain buy-in in the beginning stages. The process is led by the mission of the institution, “*Iowa Central Community College provides quality educational opportunities in the classroom and outside of the classroom*”, and supported through the vision of the college:

“For all we serve, Iowa Central Community College strives to be the premier learning community, and college of choice, preparing the best citizens and workers for our region and beyond.

*We will aspire to:*

*Contributor effectively to the economic, social, and cultural opportunities of our region.*

*Work proactively with businesses, civic organizations, high schools and other academic institutions to improve collaboration, develop educational and career opportunities, expand Iowa Central’s visibility, and target public and private investment into Iowa Central.*

*Monitor progress against our priorities, commitments, and aims, using relevant performance indicators, benchmarks, and targets. Through this assessment, we will maintain focus on our planning process to ensure we continue to meet academic and institutional needs.*

*Plan and budget annually to provide the framework for making the strategic plan operational.***

By aligning this plan of continuous improvement with the mission, we can ensure that we are evaluating the right measures as outlined in the mission statement and strategic plan. Continuous improvement is utilized as an ongoing process by which an organization creates a plan, fulfills the actions of that plan, assesses the outcomes, and then makes changes accordingly based on those results. This practice strives to move the organization forward and to help fulfill its annual objectives as well as daily operation of the institution.
The Iowa Central Institutional Effectiveness plan is based on the model illustrated in Figure 1 which incorporates three major components of institutional performance – the Strategic Plan, Operational Performance and Student Learning. These elements are the foundation for all planning at the college.

![Institutional Effectiveness Diagram](image)

**Strategic Plan**

The strategic plan is the first component of the Institutional Effectiveness Plan and its primary purpose is to provide the institution with a systematic and ongoing process to anticipate and respond to major changes facing the operations of the organization. This formalized procedure is the center for decision-making and implementation throughout the college. The strategic plan is essentially a targeted focus intended to preserve the mission of the institution. The Institutional Effectiveness Plan provides the groundwork to the Strategic Plan in ensuring data and documentation are obtained on any potential or necessary changes.

The current Iowa Central strategic plan was developed in 2015 with an established Strategic Planning Committee. The plan was launched in August 2015 for implementation through 2020. The Strategic Planning Committee meets biannually to evaluate the progress of the plan along with reviewing the objectives and tasks. These are modified if the situation warrants based on changing needs or redirection within the organization.

The Office of Institutional Effectiveness regularly collects and shares the progress of the strategic plan with all stakeholders both internal and external. Each month a strategic plan progress scorecard is created to reflect the status of each task within the objectives of the plan. Working within the measurable details of the plan, each task is monitored on the progression of the goal. Individuals have been assigned to each task throughout the Strategic Plan. The Institutional Effectiveness Executive Director checks in with each person every month for
updates on the progression, and assists in data collection and analysis. The strategic plan and each monthly scorecard are posted on Iowa Central’s website for everyone to access.

Accountability for the Strategic Plan is based on organizational hierarchy. Those in supervisory roles (Cabinet, Deans, Directors, Coordinators, etc.) regularly discuss with their staff the status of the plan objectives and help to direct or allocate necessary resources to projects to ensure their completion. Any data needed to ensure the plan is on task and the changes are beneficial is collected and analyzed by the Institutional Effectiveness Executive Director. The results of the analysis are shared with those in supervisory roles and decisions are made based on the outcomes. All progress is reported up through the executive level so updates can be given monthly at Cabinet meetings. The President can then report the progress of the Strategic Plan to the Board of Directors so key stakeholders have firsthand information on expected outcomes of the objectives that are driving the plan. At the close of the 2015-2016 school year the Institutional Effectiveness Executive Director created a year-end summary report of the progress on the Strategic Plan.

**Operational Performance**

Another component of the Institutional Effectiveness Plan includes the operational performance of functional areas throughout the organization. These are the day-to-day operations of the institution and not necessarily covered in the strategic plan. The operational performance measures help to build an environment in which faculty and staff better understand how the mission relates to their daily job responsibilities and includes accountability measures. This portion of the plan requires all departments or functional areas of the college to have written annual, measurable objectives related to their primary tasks in order for them to be accountable within their positions and job processes.

These functional areas across the Iowa Central campus include:

- Administration
- Admissions
- Advising
- Athletics
- Business Office
- Campus Activities
- Disability Services
- Counseling
- Facilities
- Financial Aid
- Health - Nurse
- Housing
- Human Resources
- Marketing
- Registrar
- Retention
- Success Center
- Technology
- TRIO
Since these objectives are the primary tasks of each functional area, having them stated and printed in a plan brings more awareness and focus to their daily tasks and processes thus increasing performance. Ongoing and annual reports help to uncover opportunities for improvement and inform stakeholders of progress. If the goals are not being met, then the continuous improvement process is initiated which necessitates action by the staff and faculty involved. Each functional area is asked to monitor and report progress to the Institutional Effectiveness Executive Director. She keeps a scorecard of the progress to keep each area moving forward.

The continuous improvement model used at Iowa Central Community College is based on Deming’s model and is illustrated in Figure 2. Before the continuous improvement process can begin, a problem or issue has to be acknowledged in order for work to be done. For example, an objective of one of the operational performance measures is not being met. Then the first step in the process is to create a plan to reverse the negative trend and improve the situation. If any continuous improvement action is initiated it is captured in the annual progress report including measures for completion. Lastly, there is assessment of the improvement to understand if the intervention was helpful. This process is cyclical in nature and continually repeats itself so there is constant or continuous improvement based on ongoing evaluation. All of the steps of the process are documented for future reference and to help ensure the accountability aspect.

An example of the continuous process model in action can be demonstrated by considering Institutional Goal 1 in the Strategic Plan Objective 1.1 has a goal of increasing persistence from the fall to spring semester by 5%.

Persistence reports (Appendix G) showing student retention from 2011 Fall Semester to 2012 Spring Semester and the same report for the 2012-2013 academic year show no improvement in retention. Receiving this information the Deans looked deeper into the retention data to find if there was a particular group of student that demonstrated a higher rate of attrition. Data showed that local students who did not live on campus had the greatest failure and withdrawal rates. It was also discovered that this group exhibited the greatest number of class absences and there is a direct correlation between absences and final grades received. In response
an Administrative Withdrawal Process and new retention plan was developed and implemented in the fall of 2012. The Administrative Withdrawal Policy removes student from a class once they have exceeded 25% absences. Students receive an email and/or text message when they have reached 15% and 20% at which time they are directed to contact their instructor. This has resulted in improved communication between students and instructors which in turn has produced an overall improvement in class attendance. The first step in the new retention plan includes is a computer generated list of students who miss their first class of the semester. All of these students are called on the day that day to insure that they intended to attend classes this semester and to impress upon them the importance of attending class. During the semester students are contacted if they miss two consecutive days of classes. Also as instructors use the attendance system they can submit a retention alert if they identify a student they feel is at risk. These alerts are received by the retention center and distributed to the appropriate persons who then contact the student.

As the retention rate from Fall to Fall and persistence rate from Fall to Spring stayed fairly consistent the decision was made that the plan needed to be adjusted. During the Spring of 2016 the position of Retention Director was added to our staff, and plans began for a Triton Enrichment Center. This individual was hired to work with faculty and staff to identify our struggling students and those who are at the greatest risk of not succeeding or returning. During the Spring 2016 semester the Retention Director began work with students identified by instructors as struggling. The retention coordinator worked one on one with students attempting to identify the areas of concern and formulating solutions to the lack of success. At the beginning of the Fall 2016 semester data will be pulled and analyzed to identify any change. The data will be evaluated bi-annually to further investigate the outcomes.

The Retention Director immediately began work with the Institutional Effectiveness Executive Director in attempt to pin-point the students we were losing. A series of reports were created in attempt to identify the population of student we were losing. The data identified first-generation students and students with low GPA’s as a leading concern in the retention and persistence numbers. A report was then devised to attempt to identify the returning low GPA and first-generation students. Our plan was to seek these individuals at the beginning of the school year. Our plan is to seek these individuals out before they have the chance to start having issues and concerns. We developed our 1st annual Program Expo and held the event the day before classes started. Every program from our career and technical education areas were on display with hands on activities for students to participate in. We had over 150 students in attendance and saw a number identify a field of study and work with advisors to get them on a track to completion.

Another example of our work toward promoting continuous improvement was an evaluation of the pass/fail rates of students in our math classes. Math faculty and staff expressed a concern in regard to the number of students not successfully completing college level math and the number of students not persisting in math moving from developmental to college level). Faculty and staff in the Math department felt we needed to evaluate our placement tests and procedures for placing students in a math course that is congruent with their level of learning, and evaluate our methods for teaching the coursework. Data showed a decrease in our pass rates at the developmental level and a lack of persistence from one math course to the next. Research was done to evaluate the potential effects of implementing the ALEKS test on pass rates based on better placement and the implementation of the emporium model to increase the consistency in course expectations. The research on ALEKS showed an increase in not only pass rates but
persistence rates of students (Appendix K), yet the emporium model was not appearing to be an ideal learning method for our students. After further evaluation of numbers the decision was made to modify the teaching format. The format for our developmental math classes consists of continual improvement every year with modifications. The courses went from common textbooks and outcomes with everything else left to the teacher’s discretion, to uniform rigor and course design throughout the developmental math courses. The changes are still occurring as the math department evaluates the student outcomes every year and ALEKS has been implemented as our source of math placement scores.

The continual improvements in the math department were incorporated into the strategic plan to better incorporate data collection, analysis, and decision making toward our developmental education and math courses. At the close of the 2014-2015 school year we saw developmental education pass rates that were averaging 40% to 60%. While these are above the national average for developmental education pass rates our goal was to do better for our students. After implementation of the identified changes in placement and teaching we saw percentages increase over 10-20% in multiple courses. At the close of the 2015-2016 school year we saw pass rates at over 70% in both developmental Math and English.

**Student Learning**

As an institution of higher education, student learning is the main function of the organization while everything else provides support for this initiative. There are various ways in which Iowa Central assesses student learning across campus to ensure faculty and the support staff are optimizing students’ opportunities to learn and develop. The student learning assessment processes include analyzing data and providing feedback to stakeholders throughout the organization. With a student-centered focus the institution is continually collecting, assessing, and analyzing data to ensure our focus is on effectiveness and accountability. The implementation of the assessment project began in the Fall of 2015. “Infusing Student Learning in Everything” focuses on student-centered learning and quality assessment. This project began with the development of a team of faculty and staff to be sent to the HLC Assessment Academy. The entire layout of this project can be found in the Assessment Project portion of this report.

**Survey of Entering Student Engagement (SENSE).** Iowa Central Community College has participated in the SENSE survey for the past six years as a means for understanding the engagement of our first-time on campus students. SENSE uses six key benchmarks that have been identified to be important to students entering a college campus for the first time. The Executive Director of Institutional Effectiveness receives the data, devises a SENSE Assessment Team to review the data, develops a report, and shares the information with the Cabinet. The Cabinet then works to share the data with stakeholders, both internally and externally, to evaluate any issues or concerns that may have come up. The SENSE survey findings are posted on the Institutional Effectiveness page to ensure stakeholders have access. Results from the 2014 SENSE report can be found in Appendix M.

**Community College Survey of Student Engagement (CCSSE).** Iowa Central has participated in the CCSSE survey for the past seven years as a means for understanding student engagement across campus. The benchmarks are used to help inform the institution of how Iowa Central is doing in comparison with similar institutions across the country. Iowa Central has created a
CCSSE Assessment Team to take a more targeted approach to understanding the data and in turn, make improvements to current processes. The CCSSE report can be found on the Institutional Effectiveness page. Results of the 2015 CCSSE Survey can be found in Appendix N.

The team consists of faculty members representing each division on campus. The 2012 CCSSE team met with faculty to review, analyze, and share the data. Faculty were broken into small groups within their division and asked to focus on improvement in these low scoring areas: improving student effort, improving academic challenge, and improving support for learners. A list of faculty feedback was created and a number of positive changes have been implemented since.

A primary example of this was the reorganization of the Academic Resource Center (ARC). CCSSE results indicated that the institution scored lower than the other cohorts in providing support for learners. Faculty shared that more tutors should be available, a resource in helping student set up their own study groups should be offered, and more faculty development should be provided among other things. Previously named the Student Resource Center, the ARC was reorganized in order to provide more academic resources for students. The center now focuses on more one on one tutoring for students, faculty development, a source for student accommodations, and a testing center. Students now have the opportunity to receive academic assistance, support, and resources in one, central location at the college.

**Student Satisfaction Survey (SSS).** The Student Satisfaction Survey is sent to students via email once a year. This survey asks questions specific to our institution including admissions, financial aid, housing, activities, counseling, and campus safety. The Institutional Effectiveness Executive Director sets up the survey and sends each individual enrolled at the institution an email with directions for completing the survey. The data is then discussed with members of our administrative team and shared with faculty and staff. Any identified issues or concerns are then discussed and a plan of action is established. A copy of the results gained from the 2015-16 Student Satisfaction Survey can be found in Appendix O and on the Institutional Effectiveness page.

**Student Opinion of Instruction.** Another way for Iowa Central Community College to get feedback and information on student instruction is through the Student Opinion of Instruction Survey. As part of the faculty agreement, each full-time faculty member must conduct a survey of at least one of their courses each year of students’ opinions of the instruction they received in that class. This survey is meant to provide them feedback about their course from the student’s perspective on topics like expectations, fairness, preparedness, amount of effort put into the course, and instructor feedback. Prior to the fall of 2012 data was compiled by the Office of Instruction and feedback provided to each instructor. This process would take several weeks to get information to all faculty. In the fall of 2012 this survey was moved from a paper format to an on-line format. This format has provided greater student participation as well as the results now become available to faculty immediately following the semester. At the end of the year, a compilation report is created for each Dean based on the faculty in their division. This provides valuable feedback to the VP of Instruction, Deans and Faculty on how students perceive the quality of the courses that they have completed. A copy of the survey can be found in Appendix P and a sample of one instructor’s feedback from a course can be found in Appendix Q.
Program/Department Effectiveness (Program/Department Reviews). Iowa Central reviews and evaluates 20% of its programs and departments each year on a rotating basis. Thus, every five years each one is reviewed. The purpose of this process is to ensure that each career and technical program has an effective process for evaluating their success and identifying areas in need of improvement. Additionally, each program has the needed resources to address community needs, comply with the Iowa Department of Education (DOE), and continue to promote community college programs. The process assists programs and departments in maintaining data, making informed decisions, and addressing educational challenges they may face. The final step in the process is to use the data and information collected to develop an improvement plan and goal. In 2016 the implementation of the plan makes the five year review more beneficial and more efficient. An example of the template illustrating the action plan and goal identification can be found in Appendix R. In conjunction with the Action Plan Template coordinators are asked to develop a 5 year plan of improvement for their department/program. The department deans then reviews the goals and communicates with the different areas to ensure the goals are being pursued and documented.

Internal Environment Survey. The Internal Environment Survey was first conducted in 1999 as a means to monitor the environment at Iowa Central Community College and identify areas where process improvements may be necessary. The results are used for comparison analysis against previous years’ data to understand trend lines by category in relation to the college’s environment. After sharing results with all stakeholders and receiving feedback areas of concentration for improvement are identified. The Internal Environment Survey will be sent to faculty and staff in the Fall of 2016.

Strategic Enrollment Plan. The Strategic Enrollment Plan (SEP) was first implemented to identify new strategies for recruiting and enrolling students. The SEP is a process designed and implemented to achieve increased enrollment, retention, and graduation. This past year the SEP Committee surveyed faculty and staff about different ways we could increase our enrollment. Strategies were organized based on the number of associated responses. The SEP then identified the top four enrollment, recruitment, and/or retention strategies and built committees to explore the potential opportunities associated with each. The committee then narrowed the top identified strategies to four. The Strategic Enrollment Plan Committee then asked for volunteers to further investigate the various strategies. Each topic was assigned a group of people to evaluate. Marketing, research, new markets, facilities/housing, best practices, academics, and co-curricular activities were areas explored for each strategy. During the Fall semester two of the four strategies were researched, discussed, and analyzed for effectiveness by the different committees. From this process a Retention Center was started and a Retention Director was hired. The Triton Enrichment Center is now open and ready to serve students based on the research and data gained from the different committees. The other two strategies were explored in the same manner during the Spring semester. The 1:1 device/BYOD and on-campus daycare were determined to be strategies that would not have a significant positive impact on our institution. The decision was made to allow programs to determine if they want to go 1:1 and the institution would work with them. While there is a significant daycare shortage in our area the committees determined this was not a feasible strategy but the institution is working in conjunction with the community to help come up with a solution to the problem. To ensure faculty, staff, and
administration were up to date and aware of the Strategic Enrollment Plan Committees changes a year-end report was emailed to everyone and a copy was placed on the Institutional Effectiveness website. At the close of the 2016 Spring semester the Institutional Effectiveness Executive Director compiled a year end summary of the SEP activities and distributed a copy to all faculty, staff, and administration.

**Institutional effectiveness model summary**

In summary, the Institutional Effectiveness Plan at Iowa Central Community College includes the core components of the strategic plan, operational performance and student learning. These components are aligned with the mission of the college and designed to help inform decisions based on ongoing assessments and evaluation of institutional metrics. The strategic plan was launched in 2015 and is designed to be a five year plan with completion in 2020. The operational performance aspect of the Institutional Effectiveness Plan includes the metrics used to determine the effectiveness of student learning along with the measures from the strategic plan and operational performance components.

**Methods for the Collection, Analysis and Sharing of Data**

All reports and survey results are published for the staff and faculty to view. They are housed electronically on the institution’s institutional effectiveness website, www.iowacentral.edu/ie. This allows access to the information by all stakeholders throughout the organization including external supporters, increasing transparency and accountability. Data reports are emailed to faculty, staff, and administrators to ensure effective communication of the information obtained so all levels of the college can integrate the information. The Institutional Effectiveness Executive Director works directly with all entities of the college to encourage communication of current research and findings. Presentations are provided to board members, cabinet members, faculty, staff, and various stakeholders.

**Institutional Effectiveness Webpage**

The majority of the surveys and reports are compiled through the Office of Institutional Effectiveness and Information Services staff. Requests can be originated through various sources within the institution as well as external stakeholders. When data has been compiled and reports are completed, the Office of Institutional Effectiveness communicates with the faculty and staff to alert them of the completion of the information and where to find it. Also, some information is presented at Cabinet and Dean’s meetings depending on the type of information and priority level.

Examples of ongoing reports that help to inform the organization include:

- **The College Report** – this is an enrollment report published after the 10-day count of each fall and spring semester meant to inform the organization regarding the official enrollment numbers for the term and create a resource for communicating consistent information. This includes credit hour and headcount enrollment by gender, ethnicity, developmental education, high school or undergraduate, instructional programs,
enrollment status, housing, the number of staff and faculty members, faulty-to-student ratio and many other valuable measures.

- **Snapshot Reports** – 1) Semester Snapshot - this is brief report done after each fall and spring semester that illustrates persistence of students enrolled at the institution by week throughout the term and the number of credit hours that students are enrolled in each week. This helps to highlight opportunities to improve retention throughout the semester by making responsible parties aware of the withdrawal behavior of students during a term. 2) Persistence Snapshot – this one page overview readily communicates what happened with the students from the fall to the spring semester in terms of retention and academic behaviors. By giving a brief summary of how many students received a semester of all F’s or all W’s or simply did not return, the college can see where the greatest opportunities are for improving retention. Currently the Advising Team is using this information to improve internal processes that may impact retention.

- **Developmental Education Success Report** – In attempt to increase the progression rates of students from developmental courses to college level courses a baseline was developed for developmental reading, writing, and math. This report is completed at the end of every school year to evaluate the number of students successfully completing developmental education courses. The report is shared with the Dean of Liberal Arts and Sciences and is then passed on to the varying instructors associated with the courses and curriculum design.

- **Internal Environment Report** – Survey results are made available to all stakeholders for review. The Cabinet closely analyzes the data to identify areas that will provide the college with opportunities for improvement.

- **Regent Transfer Reports** – this is a compilation of the data that the three State Regents share on our transfer students. This includes college load, transfer GPA and average GPA after completion of their first term. This information is presented in comparison with the native Regent University students and the average of all other Iowa Community Colleges. This provides a good comparison for Iowa Central to see how they compare to the other community colleges in Iowa. Administration and specifically, Instruction, shares this information with the Academic Deans in order that the college can understand and improve on the instruction that it provides to students.

- **IPEDS** – Integrated Post-Secondary Education Data System; this mandated report is done annually to provide basic data needed to describe and analyze trends in higher education across the country. This includes comparisons of the numbers of students enrolled, staff employed, dollars expended, and degrees earned.

- **CCSSE** – Community College Student Survey of Engagement; this survey and accompanying report provide a way for Iowa Central to understand student engagement in relation to similar colleges throughout the country. A CCSSE Assessment Team evaluates the data, makes recommendations for improvement and presents those findings to the Cabinet. The Cabinet then agrees what plans can be implemented to provide change for improvement.

- **SENSE** – Survey of Entering Student Engagement; this survey and accompanying report provide a way for Iowa Central Community College to understand the experiences of the entering student population.
- **Annual Program/Department Report** – annual analysis of each program/department to understand trends and create knowledge for additional planning based on effectiveness.

**Iowa Department of Education MIS Annual Report**

**Ad-hoc Reports** - examples

- Developmental Education Summary
- Student Withdrawal Analysis
- Technology Utilization
- Retention Report
- Persistence Report
- Gainful Employment

**Benchmarking Projects**

- **VFA** – Voluntary Framework Accountability
- **Peterson Survey**
Strategic Planning

What is the difference between Strategic Planning and Institutional Effectiveness Planning?

Strategic Planning is setting priorities, establish goals, identifying the resources necessary to meet the goals, and communicating the information to both internal and external stakeholders. The concept of a Strategic Plan is to provide a set of goals that work toward fulfilling the mission of the institution. The Strategic Plan is like an action plan for increasing the effectiveness of an institution.

Institutional Effectiveness Planning evaluates the outcomes, focusing on measurement of student learning and institutional operation. The institutional effectiveness plan provides a way to follow up on the progression of the goals highlighted in the strategic plan.

The Strategic Plan is designed to answer the questions involving implementation of the institutional mission and goals, and designed to answer questions concerning student learning and functionality of support services.

Iowa Central Community Colleges Institutional Effectiveness Process

The Institutional Effectiveness Process here at Iowa Central Community College is a series of steps meticulously designed to not only collect data on the processes and effectiveness of the institution but also stimulate new ideas and continual improvement. Institutional transparency is a priority of the Institutional Effectiveness Process to ensure stakeholders, both internal and external, are informed and data-based decisions are made. Each data collection tool is completed during a designated time period to provide the most accurate results. Upon completion of the collection process the Institutional Effectiveness Executive Director compiles and analyzes the data into a report. The reports are then created and distributed to the Cabinet, Deans, and Strategic Planning Committee for further evaluation and discussion.