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# IE Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
</tr>
</thead>
</table>
| May 14 – Aug 31 | Complete IE Evaluation in IE Database.  
|             | - Complete the *Actual Results, Use of Results, and Documentation* for every Action.  
|             | - Complete the *Evaluation Summary*, and save a copy in the Document Management section in the SPOL Planning Module.  
|             | - Complete the *Core Curriculum SLO Analysis* (Email to Tryphena Walker.) |
| Aug 22-23  | **Tech Tuesday & Workday Wednesday:**  
|             | - Finish IE for 2016-2017. Closing the Loop  
|             | - Get help with IE if needed.  
|             | - Work on IE Plan for 2017-2018  
|             | - Work on 2016-2017 Core Curriculum SLO Analysis                        |
| Sept 22    | 2017-2018 Plan finalized (through *Planned Evaluation*)                        |
| Sept 18-28 | **Assessment Committee Evaluates:**  
|             | - Each unit’s 2016-2017 IE in SPOL (the IE Database is in the *Planning Module* of SPOL)  
|             | - Documentation  
|             | - Evaluation Summary  
<p>|             | - IE Plan for 2017-2018 complete                                              |
| Sept. 23-28|                                                                                                                                 |
| Sept 29    | IE Coordinators’ appointments with Assessment Committee to review the 16/17 IE Unit and the 17/18 Plan. An assessment report is sent to the Deans and VP of Instruction. |
| Oct 16- Nov 3 | Revisions/recommendations from Assessment Committee must be completed for both the 2016-2017 completed IE unit and the 2017-2018 IE Plan. |
| Nov 6-17   | Round 2- Assessment Committee Evaluates only the units with recommendations/revisions. An assessment report is sent to the Deans and VP of Instruction. |
| Jan 8-12   | In-service about IE process and the new SPOL software.                        |</p>
<table>
<thead>
<tr>
<th>March (when budget is due)</th>
<th>Only budget items in the 2017-2018 IE Plan are due.</th>
</tr>
</thead>
</table>
<pre><code>                      | • Complete 2017-2018 Core Curriculum SLO Analysis |
</code></pre>
<p>| June 29                  | Complete Core SLO data in Google Sheets for 2017-2018.  |
| Summer or Aug In-Service | Make appointment with Tryphena Walker to get help with your 2017-2018 IE Unit or your 2018-2019 IE Plan. |</p>
Purpose of Institutional Effectiveness

Institutional Effectiveness is the process of evaluating the goals and objectives which support Panola College’s mission for the purpose of continuous improvement and accountability. Data is collected to show how well students master the outcomes/objectives as well as strengths and weaknesses within the curriculum/program. This information is used to make improvements to the curriculum/program.

Section 7. Institutional Planning and Effectiveness

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a.) focus on institutional quality and effectiveness and (b.) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning) (Core Requirement)

7.2 Quality Enhancement Plan (QEP)

7.3 Expected outcomes of administrative support services (Administrative effectiveness)


Statement of Mission

Panola College is dedicated to providing excellence in education. The range of educational offerings includes university transfer programs, technical and workforce programs, instruction designed to increase academic proficiencies, and continuing education to enrich lives and improve skills. Our aim is to engage students to achieve success.

http://www.panola.edu/about/vision-values-mission.html
Panola College Institutional Goals

2017-2022

1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community (Student)

2. To maintain and refine support systems for enhancing college functions and student success (Student)

3. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the college community (Facility)

4. To maintain a strong commitment to excellence through professional development (Student)

5. To seek resources to support the college mission (Student, Facility, Marketing)

6. To distribute resources in a manner that is productive, efficient and consistent with the College’s mission (Student, Facility)

7. To provide college systems and practices that ensure public accountability (Student, Marketing)

8. To support the College’s commitment to expand access, equity, diversity, and enrollment (Marketing)

9. To provide leadership in cultural and economic development in the College’s service area (Student, Marketing)

10. To seek out and cultivate beneficial partnerships (Marketing)
Strategic Planning Objectives 2017
Linked to Institutional Goals 2017 – 2022

IG 1: To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community

1.1 Continue implementation of plans to improve the quality of online courses. (Teresa Brooks)

IG 2: To maintain and refine support systems for enhancing college functions and student success.

2.1 Develop topic for Quality Enhancement Plan. (VP of Instruction)

IG 3: To provide appropriate facilities and a quality and productive work, study, and learning environment aimed at engaging the college community.

3.1 Renovate Smith Building to accommodate Workforce CE. (Executive Council)
3.2 Develop support and plans for new music and technology buildings. (Executive Council)
3.3 Evaluate campus carry regulations. (Bryan Rickert, Campus Carry Committee)

IG 4: To maintain a strong commitment to excellence through professional development.

IG 5: To seek resources to support the college mission.

5.1 Convene focus group to define grant opportunities, encourage submission of grants, and hold workshop on grant development. (Mary Chance)

IG 6: To distribute resources in a manner that is productive, efficient and consistent with the College’s mission.

IG 7: To provide college systems and practices that ensure public accountability.

7.1 Review emergency plan and conduct training for campus personnel. (Mike Edens, Bryan Rickert)

IG 8: To support the College’s commitment to expand access, equity, diversity, and enrollment.

8.1 Work with high schools in the implementation of college prep and additional dual credit technology classes. (Teresa Brooks, Technical & Academic Deans)

IG 9: To provide leadership in cultural and economic development in the College’s service area.

IG 10: To seek out and cultivate beneficial partnerships.

10.1 Pilot software to track contacts with school districts, industry, and businesses, including current status. (Jessica Pace, Whitney McBee)
10.2 Expand advertisement of college programs in out-of-district areas. (Don Clinton)
POLICY:

I. Authority: The Assessment Committee is a Standing Committee of Panola College with a minimum of five members appointed by the Vice President with approval from the President. The Assessment Committee will report to the Vice President of Instruction.

   a. The Chair will be the Director of Institutional Effectiveness. The other four members of the Committee will serve overlapping three year terms (two appointed in odd years, two appointed in even years).
   b. The Technical Assessment Committee and the Academic Assessment Committee will work with the Assessment Committee.

II. Responsibility: The Assessment Committee is responsible for assessing the Institutional Effectiveness of all Departments/Areas required to provide IE plans and/or graduate assessments as well as assessing the Academic Core. Assessment of IE and graduate assessments will be done on an annual basis. Assessment of the Academic Core will be done every five years or more often, if needed. New members to the committee will receive a training manual and orientation by the Chair. The Committee will offer direction and education throughout the campus related to improving the Institutional Effectiveness process.

III. Each Department/Area (hereinafter known as “Unit”) that conducts Institutional Effectiveness will use templates to complete the IE process.

   a. IE form: The IE form covers one academic year and is begun with the Strategic Planning process (usually in January). The planning part of the INSTITUTIONAL EFFECTIVENESS PLANNING FORM should be completed prior to the budget process.
   b. The data collection cycle is ongoing and is typically completed at the end of each semester or the end of a “project” time frame. As data are collected, the results should be described in the “Results” section.
   c. The “Use of Results” section should be completed at the end of the academic year. Reflection and analysis are key elements of this column and should be conducted with input from several sources. Documentation for the results should be noted in the final section. Instructions and samples are provided in Assessment Procedures Handbook.
   d. An Annual Evaluation Summary should be written at the end of the academic year (May to August) prior to the Assessment Process.
   e. All IE forms and supporting data (results and analysis) will be submitted to the Assessment Committee electronically and housed in a central location designated by the Vice President of Instruction.

IV. Assessment: Assessment of IE will be done using one of three templates: Academic Assessment Rubric (1), Technical Program Rubric (2), or Support Services Rubric (3) depending on the area being assessed.
Approved 4/21/2010

DATES OF IE CYCLE:  February: Strategic Planning; February: IE PLAN due to Division Dean and Assessment Team at same time as budget March: Extract items from IE plan that require money and put those into the budget process and budget worksheet May to August: Close the loop for the prior year’s assessment process

August to May: Implement and collect data for plan submitted the previous February

Example:
Approved 4/21/2010

**PROCEDURES** for Assessing Institutional Effectiveness, the Academic CORE and Student Learning Outcomes, including Graduate Assessments

**The Importance of Assessment**

Assessment is important for several reasons. Assessment demonstrates achievement of Unit as well as learning goals and objectives. In addition, it places a responsibility not only on students, but also on the faculty and institution as a whole to achieve these goals and objectives.

**Accreditation**

Accrediting organizations, governing boards, and state governments are increasingly calling upon, if not mandating, colleges and universities to assess student learning. Panola College is accredited by the Southern Association of Colleges and Schools (SACS COC). Many of Panola College’s programs, such as education, nursing, EMS, and OTA, have external accreditation bodies for their field.

**An Assessment Environment**

For assessment to be successful, an institution must have commitment from its leaders and stakeholders. Panola College achieves an environment of assessment when all members of the Panola College community have a vested interest in the mutually achieved learning, as well as how these results relate to students’ education. An environment of assessment is an integral part of the process of change and creation of a results-centered learning environment.

**Good assessments:**

- Give useful information
- Give reasonably accurate, truthful information
- Are fair to all students
- Are ethical and protect the privacy and dignity of all those involved
- Are systemized
- Are cost effective, yielding value that justifies the time and expense we put into them (Suskie, 2004)

[Click here to view Bloom’s Taxonomy](#)
Each Department/Area (hereinafter known as “Unit”) that conducts Institutional Effectiveness (IE) will use templates to complete the IE process.

a. IE software: IE is completed and analyzed in the SPOL (Strategic Planning Online) Planning module that spans each academic year and is begun with the Strategic Planning process (usually in February). The planning part of the INSTITUTIONAL EFFECTIVENESS PLAN/REPORT FORM should begin after the annual Strategic Planning meeting. Budget items should be entered after budgets are approved. The plan should be completed from May through August so data from the previous year can be used in making decisions for the following year’s plan. The plan is for the subsequent academic year (i.e. if the plan is developed in March of 2017, then the implementation of that plan will be from August 2017 to August of 2018). Instructions for the IE software are found on page 29 of this manual.

b. A minimum of 3 GOALS are developed for each unit. Each goal should relate to at least one of the current Institutional Goals developed by the Board and Administration of Panola College.

Academic and Technical Units must have at least one goal related to student outcomes, one of which is graduate assessments (also known as SLOs) or capstone achievement.

c. Each GOAL must have at least one measurable objective and each objective should list the action steps needed to implement the objective.

d. The Evaluation is the plan for data collection. How will the data be collected for each measurable objective? You might set benchmarks here.

e. As the PLAN is implemented during the academic year, data are collected for each objective or action step.

f. The data collection cycle is ongoing but is typically completed at the end of each semester or the end of a “project” time frame. As data are collected, the results should be described in the "Results" section of the IE plan/report.

g. The “Use of Results” section should be completed at the end of the academic year. Reflection and analysis are key elements of this column and should be conducted with input from several sources. HOW the results will be used to make improvements to the unit should be described.

- The idea of “closing the loop” is that there is closure or continuation noted each year.
- For example, it worked, and we will continue this procedure for the coming year. Or, it worked fairly well, but we will change... Or, the procedure did not work out as expected and will be discontinued. Or, the plan was dropped due to..., and we will try again in the coming year.

h. Documentation for the results and use of results should be noted and linked in the final section. Instructions and samples are provided in the IE SPOL Software User’s Guide on page 46.

i. An Annual Evaluation Summary should be written at the end of the academic year (May to August) prior to the Assessment Process by the Assessment Committee (in early fall).
j. The Evaluation Summary, IE Plan/Report and supporting data (results and analysis) will be submitted to the Assessment Committee electronically and housed in a central location designated by the Vice President of Instruction.

V. Assessment

a. Assessment of IE will be done using one of three templates: Academic Assessment Rubric, Technical Program Rubric, or Support Services Rubric depending on the Unit being assessed. The Rubric will be used to provide detailed feedback to a Unit as needed.

Approved 4/21/2010
<table>
<thead>
<tr>
<th></th>
<th>Unit</th>
<th>Core Courses/ Program/ Office</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biology</td>
<td>BIOL 1322, BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, BIOL 2401, BIOL 2402, BIOL 2404, BIOL 2406</td>
<td>Darrell Hudson</td>
</tr>
<tr>
<td>2</td>
<td>Business</td>
<td>ECON 2301, ECON 2302, Office Professional</td>
<td>Dwayne Ferguson</td>
</tr>
<tr>
<td>3</td>
<td>College Preparatory Studies</td>
<td>Developmental Math, Reading and Writing</td>
<td>Teresa Brooks</td>
</tr>
<tr>
<td>4</td>
<td>Communications</td>
<td>ENGL 1301, ENGL 1302, ENGL 2311, SPCH 1315, SPCH 1318</td>
<td>Daron McDaniel</td>
</tr>
<tr>
<td>5</td>
<td>Computer Science</td>
<td>Computer IT and BCIS 1305</td>
<td>Denise Wilkins</td>
</tr>
<tr>
<td>6</td>
<td>Cosmetology</td>
<td>Cosmetology</td>
<td>Paula Fults</td>
</tr>
<tr>
<td>7</td>
<td>Creative Arts</td>
<td>ARTS 1301, MUSI 1306, DRAM 1310, DRAM 2366</td>
<td>Karen King</td>
</tr>
<tr>
<td>8</td>
<td>Education</td>
<td>Education</td>
<td>Teresa Brooks</td>
</tr>
<tr>
<td>9</td>
<td>Emergency Medical Tech</td>
<td>EMT</td>
<td>Ronnie Morton</td>
</tr>
<tr>
<td>10</td>
<td>Energy</td>
<td>Construction, Electrical &amp; Instrumentation, HVAC, Natural Gas Compression, Petroleum, Welding</td>
<td>Daniel Hall</td>
</tr>
<tr>
<td>11</td>
<td>Financial Services</td>
<td>Business Office, Financial Aid, Maintenance, ITS, College Store</td>
<td>Karie Lindsay</td>
</tr>
<tr>
<td>12</td>
<td>Instructional Support</td>
<td>Arts, Sciences, &amp; Technology; Distance Learning; Inst. Research; Library; Marshall; SRTC/SCC; Workforce and Cont. Ed</td>
<td>Tryphena Walker</td>
</tr>
<tr>
<td>13</td>
<td>Language and Culture</td>
<td>ENGL 2322, ENGL 2323, HUMA 1301, HUMA 1302, HUMA 2323, SPAN 1411, SPAN 1412, SPAN 2311, SPAN 23+12, SGNL 1301, SGNL 1302</td>
<td>Kathy Watlington</td>
</tr>
<tr>
<td>14</td>
<td>Mathematics</td>
<td>MATH 1314, 1324, 1325, 1332, 1342, 1350, 1351, 2312, 2413, 2414, 2415</td>
<td>Emily Zabcik</td>
</tr>
<tr>
<td>15</td>
<td>Medical Assisting</td>
<td>Medical Assisting</td>
<td>Lynn Davis</td>
</tr>
<tr>
<td>Unit</td>
<td>Core Courses/Program/Office</td>
<td>Coordinator</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>16  Medical Technologies</td>
<td>Health IT, Medical Lab Tech</td>
<td>Jo Ellen Russell</td>
<td></td>
</tr>
<tr>
<td>17  Nursing ADN</td>
<td>Nursing A.D.N.</td>
<td>Annissa Jackson</td>
<td></td>
</tr>
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<td>18  Nursing LVN</td>
<td>Nursing LVN</td>
<td>Annissa Jackson/Pam Pike</td>
<td></td>
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<tr>
<td>19  OTA</td>
<td>OTA</td>
<td>Cheri Lambert</td>
<td></td>
</tr>
<tr>
<td>20  Physical Sciences</td>
<td>CHEM 1405, CHEM 1407, CHEM 1411, CHEM 1412</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GEOL 1403, GEOL 1404, PHYS 1403, PHYS 1404</td>
<td>Amy Calhoun</td>
<td></td>
</tr>
<tr>
<td>21  Social and Behavioral Sciences</td>
<td>HIST 1301, HIST 1302, HIST 2301, GEOG 1303</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GOVT 2305, GOVT 2306, SOCI 1301, PSYC 2301, CRIJ 1301</td>
<td>Brian Naples</td>
<td></td>
</tr>
<tr>
<td>22  Student Success</td>
<td>Admissions &amp; Records, Counseling &amp; Guidance,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Residence Life, Student Activities, Testing</td>
<td>Jeremy Dorman</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use this document as a basis for writing a detailed narrative of your Unit's institutional effectiveness planning, assessment and evaluation process. This is akin to the abstract of a research article. The IE process is very detailed with data, analysis, results, and use of results for Unit improvement. The Annual Evaluation Summary is the abstract where you summarize the process as well as the results without repeating the detail. This document will be placed in the Document Management folder for your unit.

GOAL 1:

A. Goal / Outcomes:

Type your text here. Answer the following: What is the Unit’s Goal/Outcome? (How was it developed?) Summarize the goal. (Don’t repeat it.)

B. Goal Alignment:

Type your text here. Answer the following: Does the Unit Goal align with the Institutional Goals of Panola College? (If yes, how do you know it aligns? What is the process?) (Don’t repeat the Unit Goal or the IG.)

C. Results:

Type your text here. Answer the following: How is this goal/outcome measured? Be specific. What were the results of the measurements? Did you make improvements from the following year?

D. Planned Improvements:

Type your text here. Answer the following: How did you use the results of those measurements to plan improvements to the Department/Unit? What are the planned improvements?

E. Documentation:

Type your text here. Answer the following: What and where is the documentation of how the results are used to make Departmental improvements?
GOAL 2:

A. Goal / Outcomes:

*Type your text here. Answer the following:* What is the Unit’s Goal/Outcome? (How was it developed?) Summarize the goal. (Don’t repeat it.)

B. Goal Alignment:

*Type your text here. Answer the following:* Does the Unit Goal align with the Institutional Goals of Panola College? (If yes, how do you know it aligns? What is the process?) (Don’t repeat the Unit Goal or the IG.)

C. Results:

*Type your text here. Answer the following:* How is this goal/outcome measured? Be specific. What were the results of the measurements? Did you make improvements from the following year?

D. Planned Improvements:

*Type your text here. Answer the following:* How did you use the results of those measurements to plan improvements to the Department/Unit? What are the planned improvements?

E. Documentation:

*Type your text here. Answer the following:* What and where is the documentation of how the results are used to make Departmental improvements?

GOAL 3:

A. Goal / Outcomes:

*Type your text here. Answer the following:* What is the Unit’s Goal/Outcome? (How was it developed?) Summarize the goal. (Don’t repeat it.)

B. Goal Alignment:

*Type your text here. Answer the following:* Does the Unit Goal align with the Institutional Goals of Panola College? (If yes, how do you know it aligns? What is the process?) (Don’t repeat the Unit Goal or the IG.)
Each academic and technical department (Unit) should have Student Learning Outcomes (SLOs) in order to conduct graduate assessments. These should be included in your IE process. How are SLOs developed? Who is involved? How often are they reviewed? Do your student learning outcomes align with Panola College's Institutional Goals? How do you know? How are those student learning outcomes measured? Be Specific.

How do you use the results of those measurements to make improvements to the Department? Where is the documentation of how the results are used to make Departmental improvements? Please include this documentation, in your narrative.
## 2017 Academic Assessment Report Evaluation Rubric (1)

**Department Name:** __________________________  **Contact Person Presenting Report:**

**Reviewers:** ____________________________

<table>
<thead>
<tr>
<th>Findings related to Assessment of Goals (Include Student Learning Outcomes)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings are not presented.</td>
<td>Findings are the same for each measure or they consistently state “data were not collected” with a reasonable explanation.</td>
<td>Findings are reported for each measure.</td>
<td>Findings clearly report data for each measure. Percentages and number of samples are included.</td>
<td></td>
</tr>
</tbody>
</table>

| Analysis of Findings | Analysis of findings not presented. | Analysis shows reflection about assessment in the past year; how the information will be used in other processes is not clearly stated. | Analysis was done with reflection about assessment in the past year; how the information will be used in other processes is stated but could use additional documentation. | Analysis was done in depth with reflection about assessment in the past year. How the information will be used in other processes is clearly stated and documented. |

| Evaluation Report of Analysis | Evaluation report is not complete. | The evaluation report does not clearly describe how the unit carried out its mission within the College, nor does it describe more than one or two activities undertaken in the past year to try to improve its operations. No details or relation to the unit’s mission or objectives for the year are seen in the Evaluation Report | The evaluation report presents a picture of how the unit carried out its mission within the College and some things it did in the past year to try to improve its operations; the information allows administrators to discuss some aspects of the unit, but not all. Brief descriptions of some of the daily activities or unit objectives in the past year are described in the Evaluation Report. Most activities are related to the unit’s objectives. | As a whole, the evaluation report presents a clear picture of how the unit carried out its mission within the College and what it did in the past year to try to improve its operations; it provides quality information that allows administrators to discuss the unit. The Evaluation Report discusses at a high level what the unit achieved in the past year. Highlights list significant improvements or accomplishments directed by the unit. All activities are related to the unit’s objectives. |

**Specific Comments:**
### 2017 Technical Program Assessment Report Evaluation Rubric (2)

**Program Name:**__________________  
**Contact Person Presenting Report:** ___________________  
**Reviewers:**______________________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Findings related to Assessment of Goals and Program Outcomes</strong></td>
<td>Findings are not presented</td>
<td>Findings are the same for each measure or they consistently state “data were not collected” with a reasonable explanation. Multiple sites are not reported. (Programs with asterisk (*))</td>
<td>Findings are reported for each measure. Programs with asterisk (*) have reported for multiple sites.</td>
<td>Findings clearly report data for each measure. Percentages and number of samples are included. Programs with asterisks (*) have reported for multiple sites.</td>
</tr>
<tr>
<td><strong>Analysis of Findings</strong></td>
<td>Analysis of findings not presented</td>
<td>Analysis shows reflection about assessment in the past year: how the information will be used in other courses, programs or processes is not clearly stated.</td>
<td>Analysis was done with reflection about assessment in the past year; how the information will be used in other courses, programs, or processes is stated but could use additional documentation.</td>
<td>Analysis was done in depth with reflection about assessment in the past year. How the information will be used in other courses, programs, or processes is clearly stated and documented.</td>
</tr>
<tr>
<td><strong>Evaluation Report of Analysis</strong></td>
<td>Evaluation report is not complete</td>
<td>The evaluation report does not clearly describe how the unit carried out its mission within the College, nor does it describe more than one or two activities undertaken in the past year to try to improve its operations. No details or relation to the unit’s mission or objectives for the year are seen in the Evaluation Report.</td>
<td>The evaluation report presents a picture of how the unit carried out its mission within the College and some things it did in the past year to try to improve its operations; the information allows administrators to discuss some aspects of the unit, but not all. A brief description of some of the daily activities or unit objectives in the past year is included in the Evaluation Report. Most teaching activities are related to the unit’s objectives</td>
<td>As a whole, the evaluation report presents a clear picture of how the unit carried out its mission within the College and what it did in the past year to try to improve its operations; it provides quality information that allows administrators to discuss the unit. Evaluation Report discusses at a high level what the unit achieved in the past year. Highlights list significant improvements or accomplishments directed by the unit. All teaching activities are related to the unit’s objectives.</td>
</tr>
</tbody>
</table>

**Specific Comments:**
## 2017 Support Services Assessment Report Evaluation Rubric (3)

### Program Name: ___________________________  
### Contact Person Presenting Report: ___________________________  
### Reviewers: ___________________________

<table>
<thead>
<tr>
<th>Findings related to Assessment of Program Outcomes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings are not presented</td>
<td>Findings are the same for each measure or they consistently state “data were not collected” with a reasonable explanation. Multiple sites are not reported. (Departments with asterisk (*))</td>
<td>Findings are reported for each measure. Departments with asterisk (*) have reported for multiple sites.</td>
<td>Findings clearly report data for each measure. Percentages and number of samples are included. Departments with asterisks (*) have reported for multiple sites.</td>
<td></td>
</tr>
</tbody>
</table>

| Analysis of Findings | Analysis of findings not presented | Analysis shows reflection about assessment in the past year: how the information will be used in other programs or processes is not clearly stated. | Analysis was done with reflection about assessment in the past year; how the information will be used in other programs or processes is stated but could use additional documentation. | Analysis was done in depth with reflection about assessment in the past year. How the information will be used in other programs or processes is clearly stated and documented. |

| Evaluation Report of Analysis | Evaluation report is not complete | The evaluation report does not clearly describe how the unit carried out its mission within the College, nor does it describe more than one or two activities undertaken in the past year to try to improve its operations. No details or relation to the unit’s mission or objectives for the year are seen in the Evaluation Report. | The evaluation report presents a picture of how the unit carried out its mission within the College and some things it did in the past year to try to improve its operations; the information allows administrators to discuss some aspects of the unit, but not all. Brief descriptions of some of the daily activities or unit objectives in the past year are included in the Evaluation Report. Most activities are related to the unit’s objectives. | As a whole, the evaluation report presents a clear picture of how the unit carried out its mission within the College and what it did in the past year to try to improve its operations; it provides quality information that allows administrators to discuss the unit. Evaluation Report discusses at a high level what the unit achieved in the past year. Highlights list significant improvements or accomplishments directed by the unit. All activities are related to the unit’s objectives. |

### Specific Comments:
IE Plan & Evaluation Process

I. Look at your Student Learning Objectives/Outcomes (SLOs) and see which ones you must cover.

II. All instructors will meet with their IE Unit Coordinator.
   a. Collaborate to complete the plan for your 2017-2018 Unit.
   b. The IE Coordinator will be responsible for inputting goals, objectives, actions and documentation into the IE database. (SPOL Planning module)
      i. Coordinate a meeting with all instructors (as a group) under your Unit.
      ii. Determine the goals and objectives that cover everyone’s department/program/office. [see p. 7-8, everyone] [see p. 27-28, academic/technical units]
      iii. Create specific actions pertinent to the objectives.
      iv. Upload documentation to the Document Management section in the appropriate folder (unit and year) in SPOL.
      v. Make sure all instructors (full-time AND adjunct) for your Unit participate and contribute.
      vi. Write an Evaluation Summary for your department/program/office.

III. IE Unit Plan Includes:
   a. **Goals:** List the common goal(s) for the Unit.
      i. This is the overarching target that you want to accomplish- the BIG picture.
      ii. **Required Goal 1 for Academic units:** Assess THECB’s Core Objectives (critical thinking, communication skills, teamwork, & social responsibility) for all [IE Unit name] courses using Panola College’s SLOs (core curriculum SLOs) and the THECB’s ACGM student learning outcomes (SACS graduate assessment) for [IE Unit name] courses.
      iii. Other goal(s) will be based on what the Unit needs to focus on improving.
   b. **Objectives:** This is your plan for how you will accomplish your goal(s).
      i. Specific, measurable target(s) done in specified time frame.
      ii. **Required Objective 1 for Goal 1 for Academic units:** Complete Core SLO Assessment Documentation.
      iii. Academic units: List the common SLOs within the Unit. (Some SLOs will pertain to all courses within the Unit and some may not.)
      iv. Other Objective(s) will be the measurable outcomes needed to meet the goal.
      v. Examples include specific volume goals, a percentage of positive responses on a survey, or average turn-around time related to a received request.
   c. **Actions:** List the task, or steps you will carry out to meet the objective.
      i. This is where the activity, which is used to show how the SLO (or other objective) is being met, is specified.
ii. **Planned Evaluation**: What is the expected result? (Example: 90% of students will pass the exam with a grade of 70 or better.)

iii. **Results**: List the results based on the measure used. (Example: 51/60 students (85%) passed the exam with a grade of 70 or better.) It’s okay if you didn’t meet the measure set. Remember, the purpose of assessment is to help us determine if we are being effective and to allow us to document continuous improvement in programs and student learning outcomes.

iv. **Use of Results**: How will you use the results? What actions were taken or will be taken based on your data? (Example: This same target will be continued next year with plans to improve the curriculum as this was the first year using the new curriculum.)

d. **Documentation**: Evidence of the results of your Objectives and Actions.

i. Documentation will be labeled with the goal #, objective #, and action#. This may be followed by a title if desired. Example: G1 O1 A1_Microscope Purchase Order

ii. Documentation may include items such as faculty created documents, a scanned document, snapshots, links to a website or other source, etc. NOTE: Please upload PDFs (not editable documents).

iii. Documents will be uploaded on the **Objective Details** page in the **Document Management** section in the SPOL software in the appropriate IE Unit folder and academic year.

IV. In May:

a. Begin working on your documentation and evaluation for the 2017-2018 year.

b. Write your Evaluation Summary. *(Please see pp. 16-18 for template.)*

   i. Save to the **Documentation Management** section (at the bottom) of your IE Unit. Example of Title Format: *2017-2018 Fiscal Services Evaluation Summary*

V. May-August:

a. Annual IE training for faculty/staff

b. In-Service week: Appointments scheduled with those who have not completed their Unit.

c. In-Service week: IE Assessment Committee meets for annual assessment training.

d. Final due date to complete the 2017-2018 IE- September 15.

VI. IE Evaluation:

a. IEs are evaluated by Assessment Committee in September- Round 1.

b. Results are submitted to VP of Instruction and IE Coordinators.

c. Recommendations are made and sent to the IE Coordinator.

d. The unit is revised. October 16 – November 3

e. Round 2 of evaluations take place by Assessment Committee.

f. IE Results Report submitted to VP of Instruction and IE Coordinators.

VII. New IE Plan (2018-2019)

a. February: Strategic Planning for new IE Plan

b. March (when budget is due): IE Plan items (that pertain to budget items) due in SPOL.

c. May – August: Complete Plan.

d. Fall Semester: Implement new plan.
Direct and Indirect Measures

There are many ways to collect evidence of student learning. To simplify the options, somewhat, assessment efforts are categorized as direct and indirect measures. Direct measures are probably more familiar to teaching faculty. A direct measure is based on a sample of actual student work, including reports, exams, demonstrations, performances, and completed works. The strength of direct measurement is that faculty members are capturing a sample of what students can do, which can be very strong evidence of student learning. A possible weakness of direct measurement is that not everything can be demonstrated in a direct way, such as values, perceptions, feelings, and attitudes.

In contrast, an indirect measure is based upon a report of perceived student learning. The reports can come from many perspectives, including students, faculty, internship supervisors, transfer institutions, and employers. Indirect measures can provide additional information about what students are learning and how this learning is valued by different constituencies. However, as evidence of student learning, indirect measures are not as strong as direct measures because we have to make assumptions about what exactly the self-report means. For example, if students report that they have attained a particular learning goal, how do we know that their report is accurate? The strength of indirect measurement is that it can assess certain implicit qualities of student learning, such as values, feelings, perceptions, and attitudes, from a variety of perspectives. The weakness of this approach is that, in the absence of direct evidence, assumptions must be made about how well perceptions match the reality of actual achievement.

Because each method has its limitations, an ideal assessment program would combine direct and indirect measures from a variety of sources. This triangulation of assessment methods can provide converging evidence of student learning. Examples of direct and indirect assessment methods are given in the table below.

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay test question</td>
<td>Classroom Assessment Techniques such as “muddiest point”</td>
</tr>
<tr>
<td>Term paper</td>
<td>Survey of current students</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Survey of faculty members</td>
</tr>
<tr>
<td>Multiple-choice test question</td>
<td>Survey of internship supervisors</td>
</tr>
<tr>
<td>Performance piece (e.g., musical recital)</td>
<td>Survey of graduates</td>
</tr>
<tr>
<td>Case analysis</td>
<td>Survey of employers</td>
</tr>
<tr>
<td>Standardized test</td>
<td>Survey of transfer institutions</td>
</tr>
<tr>
<td>Class project (individual or group)</td>
<td></td>
</tr>
<tr>
<td>Poster presentation</td>
<td></td>
</tr>
</tbody>
</table>

Note that many of the examples in the table are already incorporated into our classroom and program activities. Occasionally an assessment plan will lead to developing a new assignment or test, but generally it is advisable to use the data that are already being collected from students about their learning. Time constraints inside and outside of the classroom can be a real obstacle to assessment activities, so it is best to plan assessments that are time efficient. A faculty member may assign a term paper that is graded according to course and instructor goals. Using the term paper to measure a program goal may be as easy as adding a quick rating of each student’s use of reference materials in writing the paper. (This assumes that using reference materials is encompassed within a program goal.)
More Examples of *Direct Measures of Student Learning*

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the "value added" to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practicum, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates’ skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.
More Examples of *Indirect* Measures of Student Learning

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student.

- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program.

- **Comparison between admission and graduation rates**

- **Number or rate of graduating students pursuing their education at the next level**

- **Reputation of graduate or post-graduate programs accepting graduating students**

- **Employment or placement rates of graduating students into appropriate career positions**

- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness.

- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**

- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students’* perception of their own learning.

- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni’s* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school).

- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members’* perception of student learning as supported by the programs and services provided to students.

- **Quantitative data**, such as enrollment numbers.

- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**
Panola College Student Learning Outcomes (SLOs)

Student Learning Objectives (SLOs) were derived from the descriptions given by THECB. The Core Curriculum Committee developed Panola College SLOs for each Core Objective, adhering as closely as possible to the descriptions given. Each general education course will have course-specific SLOs that correlate with the College SLOs.

A. Critical Thinking Skills

1. THECB Description: "to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information"

2. Panola College SLOs:
   i. CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
   ii. CT2: Gather and assess information relevant to a question
   iii. CT3: Analyze, evaluate and synthesize information

B. Communication Skills

1. THECB Description: "to include effective development, interpretation and expression of ideas through written, oral and visual communication"

2. Panola College SLOs:
   i. CS1: Develop, interpret and express ideas through written communication
   ii. CS2: Develop, interpret and express ideas through oral communication
   iii. CS3: Develop, interpret and express ideas through visual communication

C. Empirical and Quantitative Skills

1. THECB Description: "to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions"

2. Panola College SLOs:
   i. EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
   ii. EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion
D. **Teamwork**

1. **THECB Description:** "to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal"

2. **Panola College SLOs:**
   
i. TW1: Integrate different viewpoints as a member of a team
   
ii. TW2: Work with others to support and accomplish a shared goal

E. **Social Responsibility**

1. **THECB Description:** "to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities"

2. **Panola College SLOs:**
   
i. SR1: Demonstrate intercultural competence
   
ii. SR2: Identify civic responsibility
   
iii. SR3: Engage in regional, national and global communities

F. **Personal Responsibility**

1. **THECB Description:** "to include the ability to connect choices, actions and consequences to ethical decision-making"

2. **Panola College SLO:**
   
i. PR1: Evaluate choices and actions and relate consequences to decision-making
IE SPOL Software User’s Guide

NOTES: DELETE is permanent. Make sure you are in the correct Planning Year for what you are working in. Any FORMATTING described below MUST be followed.

Login Screen
(NOTE: Chrome or Internet Explorer browsers work best with SPOL.)

Go to https://panola.strategicplanningonline.com/spolnet/default.aspx, or access a link to the website from the I.R. webpage. Save this to your Favorites so you can access the login screen from your browser.

Enter your Username. It is the first part of your email address before the @ symbol. Example: twalker. To set your password, click Forgot My Password on the login screen. A temporary password will be emailed to you. Once you login, you will be prompted to create your own password. If you ever forget it, you will need to click “Forgot My Password”.

![Login Screen Image]

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**Changing Your Password**

After logging in, click on the profile picture next to your name.

Click on **Password: Change Password**. Follow the steps.
Accessing the Planning Homepage

To access the Planning Homepage, Click on the Planning tab at the top or the Planning icon. Make sure you are in the correct Planning Year.

This will give you access to all of the options with the Planning module.
IE Data Entry Screen
To enter data in your IE unit, you can click on View next to My Planning Units or the Planning side navigation to access your IE unit which begins with “IE: Name of Unit”.

You will see the Units that you are a manager of. For chairs, you will see the Department Unit that you are chair of which will not have any information in it and your IE Unit that answers to that department. Click on View next to your IE Unit.
This takes you to your main overview page for your IE Unit. You can add/edit *Planning Unit Goals* on this page, assign other members (only if they need to be working on the unit with you), and view your *Unit Objectives*. Near the bottom of this page, you will see the Document Management section. This is where you will upload your Evaluation Summary each year. You will also be able to look at your *Budget Accounts*. However, the Budget module is not set up at this time.
Objective Details Page

These pages are where most of the Unit information will be entered. There is an *Objective Details* page for each Objective in your Unit. To access one, double click on one of the listed objectives.
(C1) 1. Obtain/Maintain a 80% pass/retention rate from first semester to second semester (so that students are eligible for clinical rotations).
Working on an Existing IE Unit

1. Choose the appropriate Planning Year.
2. Choose the IE Unit by double clicking on it.
3. Choose the Objective that you want to enter data for by double clicking on it.
4. Use the green arrow near the top of the screen to go back to the main IE overview page to choose a different objective.

My Planning Units for Planning Year: 2016-2017

<table>
<thead>
<tr>
<th>PU Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>42410</td>
<td>IE: Medical Assisting</td>
<td>DAMIS, DEDRA</td>
</tr>
<tr>
<td>42400</td>
<td>Medical Assisting</td>
<td>DAMIS, DEDRA</td>
</tr>
</tbody>
</table>

Unit Objectives

578-(G1) 1. Obtain/Maintain a 90% pass/retention rate from first semester to second semester (so that students are eligible for clinical
579-(G1) 2. Maintain maximum enrollment numbers for 1st semester students. (40)
580-(G2) 1. 80% pass rate on certification exams.
581-(G3) 1. MA program will continue to forge agreements with new clinical sites.
582-(G4) 1. To Maintain the use of technology.
Creating a New Plan and Formatting:  *FORMATTING MUST BE FOLLOWED*

1. *Institutional Goal:*

   **Institutional Goal Detail**

   **Goal Category**
   - College Goals 2017-2022

   **Institutional Goal Parent:**
   - Top Level Institutional Goal

   **Planning Years:**
   - 2017-2018

   **Goal Number:**
   - 1

   **Goal Title:**
   - Excellence in Teaching

   **Goal Description:**
   1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.

   a. Goal Category:
      i. College Goals 2017-2022 (for the 2017-2018 academic year)
      ii. College Goals 2016-2021 (for the 2015-2016 and 2016-2017 academic years)
      iii. College Goals 2010-2015 (for the 2014-2015 academic year)

   b. Planning Years:
      i. 2017-2018
      ii. 2016-2017
      iii. 2015-2016
      iv. 2014-2015

   c. Goal Number- Type number of Institutional Goal. There are 10. (See page 6.)

   d. Institutional Goal Title:
      i. 1. Excellence in Teaching and Curriculum
      ii. 2. Support Systems
      iii. 3. Facilities and Environment
      iv. 4. Professional Development
      v. 5. Resource Development
      vi. 6. Resource Distribution
      vii. 7. Accountability Systems and Practices
      viii. 8. Enrollment, Access, Equity, and Diversity
      ix. 9. Cultural and Economic Development
      x. 10. Beneficial Partnerships

   e. Goal Description: See page 6 for a list of the institutional goals. (i.e. 1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.)
2. **Planning Unit Goal:**
   a. Click on the appropriate planning year.
   b. Click Add in the *Planning Unit Goals* box.
c. Create your goal for the new plan and fill in all fields using the format below.
d. Unit Goal Number- Type # of Goal [i.e. 1]
e. ERP ID: Type IE Unit ID #_goal #_academic year [i.e. 41310_g1_1617]
f. Planning Year: Select appropriate year. [i.e. 2016-2017]
g. Unit Goal Title: Type (IG#) (Goal Type) Goal description. [i.e. (IG 1) (Facility) To maintain the current level of instructional efficiency and safety.]
h. Description: Type Goal #. Unit Goal [i.e. 1. To maintain the current level of instructional efficiency and safety.]
3. **Objectives:**
   a. Choose the appropriate *Planning Year*.
   b. Choose *Copy Objectives OR Create a New Objective*.
   c. Choose the IE Unit.
d. **Objective Title**: (Goal #) Objective # Objective description. ([G1] 1. Purchase a minimum of 14 models and 1 LabQuest Hardware and Probeware equipment set for Biology for Majors, Biology for Non-Science Majors, A&P, Microbiology, and Environmental Biology courses, and resupply/update consumable lab supplies.)

e. **ERP ID**: VERY IMPORTANT- IE Unit ID #_goal #_objective #_academic year [41310_g1_obj1_1617]

f. **Planning Unit**: Choose from drop down menu. [41310 - IE: Biology --- HUDSON, JAMES]

g. **Original Planning Year**: Select appropriate year from drop down menu.

h. **Mulit-Year**: Choose “No.”

i. **Objective Purpose**: Select one.
   i. Unit Plan Objective (with budget)
   ii. Unit Plan Objective (no budget.)

j. **Objective Status**: Select one.
   i. Completed
   ii. Deferred
   iii. Discontinued
   iv. Historical
   v. In Progress
   vi. New Objective

k. **Description**: Type Objective #. and Objective description. [1. Purchase a minimum of 14 models and 1 LabQuest Hardware and Probeware equipment set for Biology for Majors, Biology for Non-Science Majors, A&P, Microbiology, and Environmental Biology courses, and resupply/update consumable lab supplies.]
4. **Action:**
   a. From the *Objective Details* page, go to the Actions section and click Add.

   a. Start Date: First day of the Fall Semester
   b. Type: Departmental
   c. Priority Level: Optional
   d. Date Due: Friday before the beginning of the following Fall Semester
   e. Completed Date: Same as due date.
   f. Status: Select one.
      i. Complete
      ii. Discontinued
      iii. Dropped
      iv. In Progress
      v. Not Begun
      vi. Ongoing
   g. Budget: will be available in the future.
   h. Description: Type Action #. and Description  [1. Purchase models and equipment.]
5. **Planned Evaluation:**
   a. From the Objective Details page, click Add on the *Planned Evaluation: Expected Results* section.

   ![Planned Evaluation: Expected Results]

   b. Fill in the fields.
   c. Date: The date will be the Friday before the beginning of the following Fall Semester. (i.e. 8/25/2017 is the Friday before the first day of class for the 2016-2017 year.)
   d. Planning Year: From the drop down, select the appropriate year.
   e. Description: Label with the number that corresponds to the same numbered Action. This is the measurement for how you plan to evaluate the action/objective. (i.e. 1. Track progress of implementation and training for staff/faculty.)

   ![Planned Evaluation: Expected Results]

6. **Actual Results:**
   a. From the Objective Details page, click Add on the *Actual Results* section.

   ![Actual Results]

   ![Actual Results Table]

   *We did not meet our goal of 100% of the Medical Assisting majors advised by a MA faculty. Overall we advised 147 students out of 208 who had a MA major listed. This is 71% of the MA majors including the associate degree and certificate.*
b. Fill in the fields.
c. Date: The date will be the Friday before the beginning of the following Fall Semester.
   (i.e. 8/25/2017 is the Friday before the first day of class for the 2016-2017 year.)
d. Planning Year: From the drop down, select the appropriate year.
e. Description: Label with the number that corresponds to the same numbered Action. This is
   should include specific results. For example: We advised 71% (147/208 students)
   of the MA majors including associate degree and certificate programs.

![Actual Results]

7. **Use of Results:**

   a. From the Objective Details page, click Add on the Use of Results section.

![Use of Results]
b. Fill in the fields.
c. Date: The date will be the Friday before the beginning of the following Fall Semester. (i.e. 8/25/2017 is the Friday before the first day of class for the 2016-2017 year.)
d. Planning Year: From the drop down, select the appropriate year.
e. Description: Label with the number that corresponds to the same numbered Action. This includes how you are going to use the results to make improvements and if this action will be continued next academic year.

8. **Documentation:**

   a. From the Objective Details page, click Add on the *Document Management* section.
   b. Click Add.
c. Click on the arrow next to your Unit’s folder.

d. Click on the arrow next to the planning year you are working in.

e. Click on the Goal folder that you are working on.
f. Click Upload. The Document Uploader will pop up.
Before you upload your file(s), make sure you title each file using the following format. This is important for anyone other than you who will be reviewing your IE Unit such as the Assessment Committee, Administrators, SACS evaluators, etc. They need to quickly see a clear path from the Action to the specific document(s) that go with it.

i. G# O# A#_Title (Goal #, Objective #, Action #, underscore, and title)
ii. Example: G1 O1 A1_Fall 2016 Advising.pdf
iii. Example: G1 O1 A1_Spring Advising.pdf
iv. Example: G1 O1 A2_CMAA Actual Exam.pdf

Highlight the file(s) you want to attach to this specific Objective that you are working on, and drag the files over to the Document Uploader box. All the files will upload and be attached to this specific Objective Details page that you are working on.
i. If you accidentally upload a file that you didn’t mean to upload, select the file from the list, and click the Delete button.
**Reports:** Planning module reports can be accessed from the Planning homepage or Reports tab.

<table>
<thead>
<tr>
<th>Planning Report</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>A list of all the objectives including the: Planning year, Unit Manager, and Planning Unit Title.</td>
<td>Lists only objectives</td>
</tr>
<tr>
<td>Institutional Effectiveness by Goal</td>
<td>A table for each objective in each IE unit by Institutional Goal. Includes: IG, Objective, Unit Manager, Planning Year, Planning Unit Title, Actions, Results, and Use of Results.</td>
<td>Great report; BUT it only shows 1 objective per page. Good for analysis of Institutional Goals or for a unit manager to share what’s in the IE Plan with faculty in the department.</td>
</tr>
<tr>
<td>Institutional Effectiveness by Planning Unit</td>
<td>A table for each objective by IE unit. Includes: Planning Unit Title, Unit Manager, Planning Year, Objective, Intended Results, Actual Results, and Use of Results.</td>
<td>Great report; BUT it only shows 1 objective per page. Good for Coordinators or Assessment Committee to view.</td>
</tr>
<tr>
<td>Objective Approval Status</td>
<td>A table with a list of all objectives for each IE unit. Includes the: Planning year, Planning Unit Title, Unit Manager, Objectives, and the status of each objective in the approval process.</td>
<td>Good to track which units have been approved or not.</td>
</tr>
<tr>
<td>Objective Summary by Institutional Goal</td>
<td>A summary of all the objectives for each IE unit for a specific Institutional Goal. Includes the: Planning Year, Institutional Goal #, IG Title, Planning Unit Title, Unit Manager, and Objectives that are tied to that specific IG.</td>
<td>Good to track what's being done for each Institutional Goal.</td>
</tr>
<tr>
<td>Objectives by Planning Unit and Status</td>
<td>A list of the Objectives by Planning Unit and the Objective Status (Completed, Deferred, In Progress, etc.). Includes the: Planning Year, Planning Unit Title, Unit Manager, Unit Code, and Objectives.</td>
<td>Good to check the status of Units that haven’t completed or had to discontinue or defer objectives.</td>
</tr>
<tr>
<td>Objectives Impacting Planning Units Summary</td>
<td>N/A</td>
<td>We are not using all the pieces in Planning that create this report.</td>
</tr>
<tr>
<td>Planning Units w/ Status Reports</td>
<td>N/A</td>
<td>We are not using all the pieces in Planning that create this report.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Planning Units w/o Status Reports</td>
<td>A list of the Planning Units under each Planning Unit Parent. Includes the: Planning Year, Planning Units selected and code, Planning Unit Parent and code, and the Unit Manager.</td>
<td>This is a good report to see the hierarchy of IE units and which bigger division they fall under.</td>
</tr>
<tr>
<td>Strategic Planning by Institutional Goal</td>
<td>A list of all data in all IE units by Institutional Goal and Objective Purpose (budget, no budget, or both). Includes Planning Year, IG, Planning Unit and code, Unit Manager, Unit Purpose (select), Unit Goals (select), Objective Type (select), Objective Purpose (select), Objective Status (select), Action (select), Intended Results (select), Actual Results (select), Use of Results (select).</td>
<td>This is helpful when looking up any part(s) of an IE Unit by IG.</td>
</tr>
<tr>
<td>Strategic Planning by Objective Purpose</td>
<td>A list of the Objectives and all information under that Objective by purpose (budget or no budget). Includes Planning Year, IG Title, Planning Unit and code, Unit Manager, Unit Purpose (select), Unit Goals (select), Objective Type (select), Objective Purpose (select), Objective Status (select), Action (select), Intended Results (select), Actual Results (select), Use of Results (select).</td>
<td>This is helpful in looking at Objectives with a budget or without.</td>
</tr>
<tr>
<td>Strategic Planning by Objective Type</td>
<td>A list of the Objectives by Type (Departmental). Includes Planning Year, IG, Planning Unit and code, Unit Manager, Unit Purpose (select), Unit Goals (select), Objective Type (select), Objective Purpose (select), Objective Status (select), Action (select), Intended Results (select), Actual Results (select), Use of Results (select).</td>
<td></td>
</tr>
<tr>
<td>Strategic Planning by Planning Priorities</td>
<td>N/A</td>
<td>We are not using all the pieces in Planning that create this report.</td>
</tr>
</tbody>
</table>
### Strategic Planning by Planning Unit
A list of all parts of the IE Unit by Planning Unit. Includes Planning Year, IG, Planning Unit and code, Unit Manager, Unit Purpose (select), Unit Goals (select), Objective Type (select), Objective Purpose (select), Objective Status (select), Action (select), Intended Results (select), Actual Results (select), Use of Results (select).

### Strategic Planning by Unit Mgrs
A list of all parts of the IE Unit by Planning Manager. Includes Planning Year, IG, Planning Unit and code, Unit Manager, Unit Purpose (select), Unit Goals (select), Objective Type (select), Objective Purpose (select), Objective Status (select), Action (select), Intended Results (select), Actual Results (select), Use of Results (select).

### Task Details
A detailed report of Actions and their associated objectives by Planning Unit. Includes Planning Year, Planning Unit Title, Unit Manager, Objectives with all the action information under each objective.

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**IE Assessment Evaluation**

After the Assessment Committee reviews your IE Unit, the scored Rubric may be accessed on... TBD. A report will be submitted to the Deans and VP of Instruction

Recommendations/revisions for your Unit can be accessed on... TBD. Please complete any recommendations/revisions by the due date.

The Assessment Committee will review recommendations/revisions during Round 2 evaluations. A final evaluation will be submitted to the Deans and VP of Instruction. This closes out the prior academic year’s IE Assessment process.

Data and results from the IE process should be used to drive decisions made to accomplish continuous improvement in your program/department/office.