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<tr>
<td>Date</td>
<td>Item</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
  - Complete the *Actual Results, Use of Results*, and upload *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* for the 19-20 year. (Upload in SPOL) |
| Aug 12-18     | IE Training and Support  
  - Required training for IE Coordinators on updated IE process  
  - Required training for new IE Coordinators on IE software (SPOL)  
  - Work on IE results for 2019-2020. Closing the Loop  
  - Work on 2019-2020 Core Curriculum SLO Analysis  
  - Work on IE Plan for 2020-2021 (established units)  
  - IE appointments (IE support available in person, via zoom, phone, or email throughout the year.) |
| Sept 25       |  
  - 2019-2020 IE Evaluation due  
    - IE Results  
    - Documentation  
    - Evaluation Summary  
  - SLO Analysis due (academic units only) |
| Sept 28- Oct 12 | Assessment Committee Evaluates:  
  - Each unit’s 2019-2020 IE in SPOL (The IE Database is in the *Planning Module* of SPOL.)  
  - Documentation  
  - Evaluation Summary |
<p>| Oct. 14       | Unit scorecards are uploaded in SPOL; assessment report is sent to the deans and VP of Instruction. |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 14 - 30</td>
<td>IE Coordinators’ appointments with Assessment Committee chair to review the 19/20 IE Unit if needed. Revisions/recommendations from Assessment Committee must be completed for the 2019-2020 IE unit. *Required appointments scheduled for IE Units receiving a score of zero, one, or two.</td>
</tr>
<tr>
<td>Oct 30</td>
<td>2020-2021 Plan finalized through <em>Planned Evaluation</em></td>
</tr>
<tr>
<td>Nov 2 - 6</td>
<td>Deans/VP review and approve units that are complete AND have addressed all recommendations.</td>
</tr>
<tr>
<td>Nov 9 – 20</td>
<td>Assessment Committee evaluates the 20-21 IE plans</td>
</tr>
<tr>
<td>Nov 30 – Dec 11</td>
<td>IE Coordinators’ appointments with Assessment Committee chair to review the 20-21 plan if needed. Revisions/recommendations from Assessment Committee must be completed for the 2020-2021 IE plan. *Required appointments scheduled for IE plans that are incomplete.</td>
</tr>
<tr>
<td>Dec 11 - Jan 8</td>
<td>SLO data due in Google spreadsheet.</td>
</tr>
<tr>
<td>2021:</td>
<td>In-service about IE process. Share data on the Student Achievement Measures.</td>
</tr>
<tr>
<td>Jan 5-8</td>
<td></td>
</tr>
<tr>
<td>March (when budget is due)</td>
<td>Only budget items in the 2021-2022 IE Plan are due.</td>
</tr>
<tr>
<td>May 7</td>
<td>Complete Core SLO data in Google Sheets for 2020-2021.</td>
</tr>
<tr>
<td>May 28</td>
<td>SLO data is processed and reported out to each department.</td>
</tr>
<tr>
<td>May 7-Sept 24</td>
<td>• Complete IE results for 2020-2021.</td>
</tr>
<tr>
<td></td>
<td>• Complete 2020-2021 Core Curriculum SLO Analysis</td>
</tr>
</tbody>
</table>
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) [CR]

Section 8: Student Achievement

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

c. Academic and student services that support student success. (Student outcomes: academic and student services)

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 2019
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  Panola College Quality Enhancement Plan (student success points/measures).
  1.2  Co-Requisite Project.
  1.3  Texas Guided Pathways.

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

  2.1  Collection and use of data through 2020.
  2.2  Use of SENSE and CCSSE data.
  2.3  Maintain and/or improve licensure and certification pass rates and performance on national subject examinations.

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

None

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

None

IG 5  To seek resources to support the college mission.

  5.1  Supplement state funding, property tax funding, and tuition through state, federal, private and other revenues, grants, and gifts.

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

None
IG 7  To provide college systems and practices that ensure public accountability.

7.1  Monitor the composite financial index score and its corresponding ratios that are within our control.

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

8.1  Increase overall headcount and full-time equivalent enrollment.
8.2  Dual enrollment initiatives.
8.3  Open Educational Resources.

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

9.1  Develop additional course, program and customized training offerings to respond to emerging markets and trends.

IG 10  To seek out and cultivate beneficial partnerships.

None
### Student Achievement Measures & Outcomes

**PC Achievement Goals and Thresholds**

Panola College goals and thresholds are set by the Strategic Planning committee, Executive Council, and Instructional Council based on our student population.

Achievement goals are target levels of performance/achievement that Panola College aims to reach. Evaluation of previous performance and comparison to our peers, state, and national averages for each of the measures was used to set goals.

The threshold of acceptability is the minimal acceptable level of performance it should maintain. If Panola College falls below the threshold of acceptability, a plan for improvement must be put into place. The minimal target levels were set based on:

- Previous performance,
- Comparison to peer, state, and national averages, and
- In some measures state or outside accrediting body mandate.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Achievement Goal</th>
<th>Threshold of Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>completers (degree/certificate)</td>
<td>25% (Past 3-year average - 23.72%)</td>
<td>20% (Our lowest rate in the past 6 years)</td>
</tr>
<tr>
<td>graduation rate</td>
<td>Exceed the threshold by 5% as Panola College strives to perform above the base standard.</td>
<td>At or above the state-wide community colleges comparison rate for the same year being measured. (i.e. For FY 2017, Panola College had a 32.9% three-year graduation rate and the comparison group was at 21.3% for the same year.)</td>
</tr>
<tr>
<td>(NSC is chosen as our SACSCOC reporting measure)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>transfer rate</td>
<td>20% (Past 3-year average for TX Community Colleges- 22%)</td>
<td>15% (Past 3-year average for Panola College- 14.5%)</td>
</tr>
<tr>
<td>state licensure rates for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ADN</td>
<td>90% (Performance of PC ADN graduates passing the NCLEX-RN on the first attempt; department goal set by faculty based on total program evaluation)</td>
<td>80% (Performance of PC ADN graduates passing the NCLEX-RN on the first attempt; minimum required by TX Board of Nursing)</td>
</tr>
<tr>
<td>• Cosmetology</td>
<td>90% (Departmental goal in IEP; past 3-year average- 84.84%)</td>
<td>70% (Department goal; standard minimum passing standard; no state/national requirement)</td>
</tr>
<tr>
<td>Measure</td>
<td>Achievement Goal</td>
<td>Threshold of Acceptability</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EMT</td>
<td>85% (Department goal in IEP; past 3-year average- 56.67%)</td>
<td>70% [Minimum to pass the National Registry exam required by CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions)]</td>
</tr>
<tr>
<td>VN</td>
<td>85% (Performance of PC VN graduates passing the NCLEX-PN on the first attempt; department goal set by faculty based on total program evaluation)</td>
<td>80% (Performance of PC VN graduates passing the NCLEX-PN on the first attempt; minimum required by TX Board of Nursing)</td>
</tr>
<tr>
<td>MLT</td>
<td>80% (Departmental goal in IEP; past 3-year average- 79.3%)</td>
<td>75% (Minimum required by National Accrediting Agency for Clinical Laboratory Sciences)</td>
</tr>
<tr>
<td>OTA</td>
<td>90% (Departmental goal in IEP; past 3-year average- 93.6%)</td>
<td>80% (Minimum required by Accreditation Counsel for Occupational Therapy Education: The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher regardless of the number of attempts.)</td>
</tr>
<tr>
<td>job placement rates</td>
<td>Exceed the threshold by 5% as Panola College strives to perform above the base standard.</td>
<td>85% ( The Carl Perkins Measures and Standards, a federal program administered by the state, sets an 85% benchmark for all workforce education programs within one year of graduation.)</td>
</tr>
<tr>
<td>student learning outcome (SLO)</td>
<td>80% student mastery for each SLO (At this level, students are skilled at a competitive level not just the base level.)</td>
<td>70% student mastery for each SLO (70 is a commonly used measure for the minimum passing grade at colleges. This has been the minimum standard since before the last reaffirmation.)</td>
</tr>
</tbody>
</table>
Policy and Procedures for Panola College Assessment Committee

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 Program Review Subcommittee and the Academic Program Review Subcommittee 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 software: The IE planning unit covers one academic year and is begun with the Strategic Planning process (usually in early February). The planning part of the institutional effectiveness software 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 of the IE software.
   c. The “Use of Results” section should be completed at the end of the academic year. Reflection and analysis are key elements of this section 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 the Institutional Effectiveness Instruction Manual.
   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 components and forms 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: (1) Academic Assessment Rubric, (2) Technical Program Rubric, or (3) Support Services Rubric depending on the department/area being assessed.
DATES OF IE CYCLE:

February: Strategic Planning; 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:
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 the 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 Commission on Colleges (SACSCOC). 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 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 2020, then the implementation of that plan will be from August 2020 to August of 2021). Instructions for the IE software are found on page 33 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 section 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 uploaded on each Objective Details page in the Document Management section. Instructions and samples are provided in the IE SPOL Software User’s Guide on page 51.
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 in SPOL which is accessible to the Assessment Committee, Chairs, Deans, and the Vice President of Instruction.

V. Assessment

a. Assessment of IE will be done using one of three templates: (1) [Academic Assessment Rubric](#), (2) [Technical Program Rubric](#), or (3) [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; Revised 11/07/2018*
<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT TITLE</th>
<th>Department(s) / Core Courses</th>
<th>IE COORDINATOR</th>
<th>UNIT TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 41140</td>
<td>IE: Art</td>
<td>Art / ARTS 1301</td>
<td>Amanda Clements</td>
<td>Academic</td>
</tr>
<tr>
<td>2 35100</td>
<td>IE: Athletics</td>
<td>Athletics</td>
<td>Don Clinton</td>
<td>Academic</td>
</tr>
<tr>
<td>3 43310</td>
<td>IE: Business</td>
<td>Accounting, Economics / ECON 2301, 2302</td>
<td>Dwayne Ferguson</td>
<td>Academic</td>
</tr>
<tr>
<td>4 41510</td>
<td>IE: College Preparatory Studies</td>
<td>Developmental math, reading, writing</td>
<td>Teresa Brooks</td>
<td>Academic</td>
</tr>
<tr>
<td>5 43110</td>
<td>IE: Computer Science</td>
<td>Computer Science/ BCIS 1305</td>
<td>Charlene Johnson</td>
<td>Academic</td>
</tr>
<tr>
<td>6 41150</td>
<td>IE: Drama</td>
<td>Drama/ DRAM 1310, 2366</td>
<td>Karen King</td>
<td>Academic</td>
</tr>
<tr>
<td>7 43410</td>
<td>IE: Education</td>
<td>Education/ EDUC 1100 (cross referenced- PSYC 1100)</td>
<td>Kathy Watlington</td>
<td>Academic</td>
</tr>
<tr>
<td>8 41160</td>
<td>IE: English</td>
<td>English/ ENGL 1301, 1302, 2311, 2322, 2323</td>
<td>Jeff Brooks</td>
<td>Academic</td>
</tr>
<tr>
<td>9 41260</td>
<td>IE: Geography</td>
<td>Geography/ GEOG 1303</td>
<td>Larry Wade</td>
<td>Academic</td>
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<tr>
<td>10 41220</td>
<td>IE: Government</td>
<td>Government/ GOVT 2305, 2306</td>
<td>Brian Naples</td>
<td>Academic</td>
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<tr>
<td>11 41230</td>
<td>IE: History</td>
<td>History/ HIST 1301, 1302, 2301</td>
<td>Bill Offer</td>
<td>Academic</td>
</tr>
<tr>
<td>12 41170</td>
<td>IE: Humanities</td>
<td>Humanities/ HUMA 1301, 1302, 2323</td>
<td>Haylie Amison-Handley</td>
<td>Academic</td>
</tr>
<tr>
<td>13 41180</td>
<td>IE: Instrumental Music</td>
<td>Instrumental Music</td>
<td>Dwaine Hubbard</td>
<td>Academic</td>
</tr>
<tr>
<td>14 41410</td>
<td>IE: Kinesiology</td>
<td>Kinesiology</td>
<td>Jacky Andreatta</td>
<td>Academic</td>
</tr>
<tr>
<td>15 41310</td>
<td>IE: Life Sciences</td>
<td>Biology/ BIOL 1406, 1407, 1408, 1409, 2401, 2402, 2404, 2406</td>
<td>Darrell Hudson</td>
<td>Academic</td>
</tr>
<tr>
<td>16 41330</td>
<td>IE: Mathematics</td>
<td>Mathematics/ MATH 1314, 1324, 1325, 1332, 1342, 1350, 1351, 2412, 2413, 2414, 2415</td>
<td>Emily Zabcik</td>
<td>Academic</td>
</tr>
<tr>
<td>17 41320</td>
<td>IE: Physical Sciences</td>
<td>Chemistry, Geology, Physics/ CHEM 1405, 1407, 1411, 1412 GEOL 1403, 1404, PHYS 1401, 1402, 1403, 1404, 2425, 2426</td>
<td>Hunter Hines</td>
<td>Academic</td>
</tr>
<tr>
<td>18 41240</td>
<td>IE: Psychology</td>
<td>Psychology/ PSYC 2301</td>
<td>Don Cocklin</td>
<td>Academic</td>
</tr>
<tr>
<td>19 41250</td>
<td>IE: Sociology/Crim Justice</td>
<td>Sociology &amp; Crim Justice/ SOCI 1301, CRIJ 1301</td>
<td>Mark Dickerson</td>
<td>Academic</td>
</tr>
<tr>
<td>20 41190</td>
<td>IE: Spanish</td>
<td>Spanish/ SPAN 2311, 2312</td>
<td>Kathy Watlington</td>
<td>Academic</td>
</tr>
<tr>
<td>21 41111</td>
<td>IE: Speech</td>
<td>Speech/ SPCH 1315, 1318</td>
<td>Daron McDaniel</td>
<td>Academic</td>
</tr>
<tr>
<td>22 41112</td>
<td>IE: Vocal Music</td>
<td>Vocal Music / MUSI 1306</td>
<td>Sandra Bauer</td>
<td>Academic</td>
</tr>
<tr>
<td>23 42800</td>
<td>IE: CNA</td>
<td>Certified Nurse Assistant</td>
<td>Whitney McBee</td>
<td>Prof/Tech</td>
</tr>
<tr>
<td>24 43120</td>
<td>IE: Computer Info Tech</td>
<td>Computer Information Technology</td>
<td>Charlene Johnson</td>
<td>Prof/Tech</td>
</tr>
<tr>
<td>25 43210</td>
<td>IE: Cosmetology</td>
<td>Cosmetology</td>
<td>Paula Fults</td>
<td>Prof/Tech</td>
</tr>
<tr>
<td>26 42610</td>
<td>IE: Emergency Medical Technologies</td>
<td>EMT</td>
<td>Ronnie Morton</td>
<td>Prof/Tech</td>
</tr>
<tr>
<td>No.</td>
<td>Code</td>
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<td>Job Title</td>
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<td>27</td>
<td>42520</td>
<td>IE: Health Information Technology</td>
<td>HIT</td>
<td>Lynn Hanson</td>
</tr>
<tr>
<td>28</td>
<td>42410</td>
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<td>MA</td>
<td>Lynn Hanson</td>
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<td>29</td>
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<tr>
<td>30</td>
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<td>Associate Degree Nursing</td>
<td>Annissa Jackson</td>
</tr>
<tr>
<td>31</td>
<td>42310</td>
<td>IE: Nursing VN</td>
<td>Vocational Nursing</td>
<td>Annissa Jackson</td>
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<tr>
<td>32</td>
<td>42210</td>
<td>IE: Occupational Therapy Assistant</td>
<td>OTA</td>
<td>Cheri Lambert</td>
</tr>
<tr>
<td>33</td>
<td>43330</td>
<td>IE: Office Professional/General Business</td>
<td>Office Professional &amp; General Business</td>
<td>Dwayne Ferguson</td>
</tr>
<tr>
<td>34</td>
<td>43520</td>
<td>IE: Petroleum/Industrial Technology</td>
<td>Construction, Electrical &amp; Instrumentation, HVAC, Maintenance Tech, Natural Gas Compression, Petroleum, Residential/Commercial Electrician</td>
<td>Daniel Hall</td>
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<tr>
<td>35</td>
<td>43530</td>
<td>IE: Welding</td>
<td>Welding</td>
<td>Clint Cassell</td>
</tr>
<tr>
<td>36</td>
<td>27000</td>
<td>IE: Fiscal Services</td>
<td>Business Office, College Store, Financial Aid, Maintenance</td>
<td>Denise Welch</td>
</tr>
<tr>
<td>37</td>
<td>41002</td>
<td>IE: Arts, Science, &amp; Technology</td>
<td>Arts, Science, &amp; Technology</td>
<td>Natalie Oswalt</td>
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<tr>
<td>38</td>
<td>44010</td>
<td>IE: Distance &amp; Digital Learning</td>
<td>Distance &amp; Digital Learning</td>
<td>Teresa Brooks</td>
</tr>
<tr>
<td>39</td>
<td>45010</td>
<td>IE: Harrison &amp; Marion County Operations</td>
<td>Harrison &amp; Marion County Operations</td>
<td>Laura Wood</td>
</tr>
<tr>
<td>40</td>
<td>23010</td>
<td>IE: Information Technology Services</td>
<td>Information Technology Services</td>
<td>Allen West</td>
</tr>
<tr>
<td>41</td>
<td>12100</td>
<td>IE: Institutional Advancement</td>
<td>Inst. Advancement</td>
<td>Jessica Pace</td>
</tr>
<tr>
<td>42</td>
<td>48300</td>
<td>IE: Institutional Research &amp; Planning</td>
<td>Institutional Research &amp; Planning</td>
<td>Tryphena Walker</td>
</tr>
<tr>
<td>43</td>
<td>47010</td>
<td>IE: Library Services</td>
<td>Library Services</td>
<td>Cristie Ferguson</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td>IE: Quality Enhancement Plan</td>
<td>QEP</td>
<td>Dwayne Ferguson</td>
</tr>
<tr>
<td>45</td>
<td>42700</td>
<td>IE: School of Nursing &amp; Health Sciences</td>
<td>School of Nursing &amp; Health Sciences</td>
<td>Kelly Reed-Hirsch</td>
</tr>
<tr>
<td>46</td>
<td>46010</td>
<td>IE: Shelby County Operations</td>
<td>Shelby County Operations</td>
<td>Cancee Lester</td>
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<tr>
<td>47</td>
<td>40010</td>
<td>IE: VP of Instruction</td>
<td>VP of Instruction</td>
<td>Dr. Billy Adams</td>
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<tr>
<td>48</td>
<td>49010</td>
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<td>Workforce/Continuing Ed</td>
<td>Whitney McBee</td>
</tr>
<tr>
<td>49</td>
<td>36000</td>
<td>IE: Student Services</td>
<td>Admissions &amp; Records, Counseling &amp; Guidance, Dual Enrollment, Residence Life, Student Activities, Testing</td>
<td>Leslie Edelen</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.

Each academic and technical department (Unit) must 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?

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.)

Based on the previous year(s) results, the action plan was created to address...

EXAMPLES:
A) Goal #1 was developed to improve and maintain instructional efficiency and safety. Students need a safe and efficient learning environment to maximize their opportunity to be successful in comprehending biological topics. Improvement of the student’s learning experience can contribute to their overall success and retention in the life science courses at Panola College and provide an opportunity to make their learning a meaningful and successful experience.

B) We want 100% of our students to demonstrate mastery of the program goals during their final semester by successfully completing the two capstone courses with a score of 70% or higher. This goal was adopted by OTA faculty because it is the published standard established by the American Occupational Therapy Association. In these two capstone courses, students are applying all that they...
have learned in previous coursework in clinical sites across East Texas. Each student’s learning process is supervised by a qualified, volunteer fieldwork educator as they deliver OT services for eight weeks in a 40-hour work week. If the OTA program effectively prepares students for level II fieldwork (OTHA 2366 and 2367), students show up ready to provide supervised OT services with confidence. A 70% achievement score is required to successfully pass each course. In each course, student performance is evaluated using a 25-item performance assessment with a max score of 4 on each item. If a student “meets standards” he or she earns a score of 3, so if the standard is met on all 25 items, the student scores a 75%.

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.)

This goal is aligned with institutional goal # in addressing...

_EXAMPLES:_

A) This goal aligns with institutional goal #1 regarding teaching excellence and maintaining and revising curricula to meet the needs of individuals in our community/service area. The curricula associated with biological science courses at Panola College are evaluated by Panola College faculty and teaching methodologies and student learning outcomes are evaluated/used to improve and enhance the learning experience of students in the life science courses. Purchases of consumable supplies, laboratory models and kits, and equipment contribute to the quality of the student’s learning experience.

B) The goal of capstone course mastery is most closely aligned with the institutional goal of providing excellence in teaching. Each OTA course in the curriculum requires students to demonstrate specific hands-on technical and interpersonal skills required to succeed in the workforce. As stated earlier, the 70% capstone mastery benchmark is a reflection of the established industry standard.

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 previous year?

The results... increased/decreased from last year(s) by _____.percent. After analyzing the results, _____.is attributed to the changes.

_EXAMPLES:_

A) Both ECON 2301 - Principles of Macroeconomics and ECON 2302 were taught in Fall 2018 and Spring 2019 face-to-face and online both semesters. The only full-time ECON instructor at Panola resigned her position in October 2018 to take another job so adjunct instructors finished out her fall
classes and teaching ECON in the spring. The following data was submitted to the chair by ECON 2301 adjunct faculty and a comparison to institution and last year’s data appears beside each.

- CT1 - 67/84 = 80% Lower than institution mastery of 85%; higher than 72% course mastery last year.
- CS1 - 75/103 = 73% Lower than institution mastery of 85%; lower than 84% course mastery last year.
- ESQ1 - 73/90 = 81% Matches institutional levels of mastery; much higher than 61% course mastery last year.
- SR1 - 73/84 = 87% Higher than the institutional level of 83%; higher than 75% course mastery last year.

Compared to last year’s data, all areas improved except CS1. Both years used a discussion question to assess communication skills, but the new adjunct instructor in the spring changed the question and did not have good results 40/68 = 59%. The chair will discuss the spring results with Fall 2019 instructors and the CS1 assessment may need to be changed.

B) An analysis of the final grading forms reveal that the program met this goal, with 22/22 students passing both rotations with a score of 70% or better. Students performed consistently on both rotations, with an average score of 88.75% on rotation 1 and 89.45% on rotation 2. These scores suggest that the grading tool is accurate and that there is also consistency between raters. The results also revealed that the changes we made based on last year’s action plans were effective in improving the quality of the feedback that students received on the grading form. The grading form instructions were altered in a way that significantly improved qualitative feedback in rotation one from 31% to 81% and in rotation two from 47% to 86%. This improvement in qualitative feedback enhances student learning and subsequent success in the final rotation (OTHA 2367) or on his/her first job.

D. Planned Improvements: (Plan for the following year)

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? This will become your action plan for the following academic year.

Based on the department’s analysis of results, the plan for the following academic year is...

EXAMPLES:
A) Extensive revision of the developmental mathematics and English curriculum and course delivery formats is mandated by the poor results recorded in the 2017-2018 academic year. Both developmental math and English programs will be restructured toward co-requisite instruction and additional support will be scheduled where possible—tutoring, math and English coaching, and closer monitoring of student progress throughout the semester. Student achievement in both programs is unacceptable and cannot be tolerated for even one more semester.
B) Results from the academic year 2018-2019 were close to or above data from the 2017-2018 academic year. However, the EQS category had a slight overall decrease (decreased by six-tenths). A&P 1 data for this category had a slight decrease from the 2017-2018 year but data from both years was below the 70% threshold of acceptability. A&P 1 faculty had created an action plan in 2017-2018 to improve this skill and the results were still lacking. A short introductory video related to this assessment was added to the student’s A&P Canvas shell and was made available (optional) to students prior to the completion the EQS2 assessment. Data for the 2018-2019 academic year did not show an improvement. The BIOL 2401 faculty have modified their previous action plan and will make the introductory video mandatory for the 2019-2020 academic year. Data will be collected and evaluated for the 2019-2020 and compared to 2018-2019. There were also some skills in BIOL 1407 that were near or below the 70% threshold. An action plan will be for the new faculty to evaluate the assessment tools for this course and data from 2019-2020 can be compared to 2018-2019. The department is hoping that in 2019-2020 that all skills for the life sciences will be above the Panola College Achievement Goal of 80%. Faculty will continue to evaluate/re-evaluate and modify assessment tools/activities and implement strategies to improve the overall quality of the instruction process to enhance the learning opportunities of the student as well as to promote student retention and success.

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?

All documentation is housed in the SPOL software on the corresponding Objective Details page.

EXAMPLE:

<table>
<thead>
<tr>
<th>File Name</th>
<th>File Type</th>
<th>File Size</th>
<th>File Date</th>
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GOAL 2:

GOAL 3:
# 2020 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>
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</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:**
## 2020 Technical Program Assessment Report Evaluation Rubric (2)

**Program Name:** ____________________

**Contact Person Presenting Report:** ____________________

**Reviewers:** ____________________

### Findings related to Assessment of Goals and Program Outcomes

<table>
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<tr>
<th></th>
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<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings related to Assessment of Goals and Program Outcomes</td>
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<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>
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</table>

### Analysis of Findings

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<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>
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### Evaluation Report of Analysis

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<td>Evaluation Report of Analysis</td>
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<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>
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### Specific Comments:
### 2020 Support Services Assessment Report Evaluation Rubric (3)

**Program Name:** ____________________  
**Contact Person Presenting Report:** ____________________  
**Reviewers:** ____________________

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<td>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.</td>
<td>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.</td>
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<tr>
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<tr>
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<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. 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</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 activities are related to the unit’s objectives.</td>
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<td>Report of</td>
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</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
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</tbody>
</table>

**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 results for your 2019-2020 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.
      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 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 2019-2020 year.

b. Write your Evaluation Summary. *(Please see pp. 19-22 for template.)*

   i. Save to the *Documentation Management* section (at the bottom) of your IE Unit. Example of Title Format: *19-20_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 2019-2020 IE- September 25.

VI. IE Evaluation:

a. IEs are evaluated by Assessment Committee at the end of September.

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

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

d. Units are revised. October 14 – 30

e. Post-revision results are submitted to VP of Instruction and IE Coordinators.

VII. New IE Plan (2020-2021)

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.
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: Direct and Indirect Measures

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

A. **Critical Thinking Skills**

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

2. **Panola College SLO’s**:
   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 SLO’s**:
   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 SLO’s**:
   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 SLO’s:**
   
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 SLO’s:**
   
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

For questions regarding IE, the assessment process, or SPOL issues, please contact Tryphena Walker (Director of Institutional Research & Planning) for assistance. twalker@panola.edu or 903-693-2075

**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: Browser- Chrome works best with SPOL.)**

Go to [https://panola.strategicplanningonline.com/spolnet/default.aspx](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”.
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, you can click on the Planning tab from three different places. Make sure you are working in the desired Planning Year.

Clicking on the Planning tab at the top or side nav will give you access to all of the options within the Planning module.
**IE Data Entry Screen**

To enter data in your IE unit, you can click on *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 as well as the IE Unit that answers to that department. Click on *View* icon 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.
**Unit Objectives**

1033- DRAFT - (G1) 1. To improve student learning in the Learning Framework course. (QEP)
1034- DRAFT - (G1) 2. To improve student success using retention and progression data. (QEP)
1130- DRAFT - (G2) 1. Set up a mini career center at SRTC. (SCC)
1157- DRAFT - (G2) 2. Improve the College's IE Assessment Process based on self-audit and SACSCOC recommendations. (IE)
1156- DRAFT - (G2) 2. Provide data to College stakeholders. (IR)
1131- DRAFT - (G3) 1. Increase dual credit student enrollment. (DC)
1132- DRAFT - (G4) 1. Increase partnerships with service area ISD's. (DC)
1133- DRAFT - (G5) 1. Seek new partnerships in the service area. (WCE)

**Unit Accreditation Assignments**
No Data to Display

**Planning A SWOT**
No Data to Display

**Document Management**

<table>
<thead>
<tr>
<th>File Name</th>
<th>File Type</th>
<th>File Size</th>
<th>File Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16 Instructional Support Evaluation Summary.pdf</td>
<td>PDF File</td>
<td>208.952 KB</td>
<td>8/16/2017 1:22:12 PM</td>
</tr>
<tr>
<td>16-17 Instructional Support Evaluation Summary.pdf</td>
<td>PDF File</td>
<td>176.498 KB</td>
<td>9/15/2017 1:09:23 PM</td>
</tr>
</tbody>
</table>
**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.

---

**Unit Objectives**

1. **1033- DRAFT - (G1)** To improve student learning in the Learning Framework course. (QEP)

2. **1034 - DRAFT - (G1)** To improve student success using retention and progression data. (QEP)

3. **1130- DRAFT - (G2)** Set up a mini career center at SRTC. (SCC)

---

**Objective Details**

---

**48200 - IE: Instructional Support**

**Unit Manager:** WALKER, TRYPHENA

**Approval Notes:**

---

**Objective ID:** 1033  **Status:** In Progress  **Objective Purpose:** Unit Plan Objective (with budget)

1. To improve student learning in the Learning Framework course. (QEP)

---

**Planning Years**

<table>
<thead>
<tr>
<th>Planning Year</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020 (Current)</td>
<td>08/21/2019</td>
<td>08/07/2020</td>
</tr>
</tbody>
</table>

---

**Institutional Goals**

- **College Goals 2017-2022**
  - 1. Excellence in Teaching

---

**Planning Unit Goals**

- **IG 1** (Student) 1. To improve student learning and student success through the Learning Framework course.
  - **Objective Types:**
    - Departmental

---

**Actions**

1. Measure eight student learning outcomes. To be counted successful, the outcomes must average 70% success.

   **Start Date:** 08/21/2019  **Type:** Departmental  **Priority:** High  **Budget:** $0

   **Due Date:** 08/07/2020  **Completion Date:** 08/07/2020  **Status:** In Progress  **More >>

**Total Objective Budget:** $0

---

...Screen shot continued on next page.
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 blue arrow near the top of the screen to go back to the main IE overview page to choose a different objective.
Creating a New Plan and Formatting: **FORMATTING MUST BE FOLLOWED**

1. **Institutional Goal:**

   **Institutional Goal Detail**

<table>
<thead>
<tr>
<th>Goal Category</th>
<th>Institutional Goal Parent</th>
<th>Planning Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Goals 2017-2022</td>
<td>Top Level Institutional Goal</td>
<td>2017-2018</td>
</tr>
</tbody>
</table>

   **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; 2018-2019; 2019-2020; and 2020-2021 academic years)
      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. 2020-2021
      ii. 2019-2020
      iii. 2018-2019
      iv. 2017-2018
      v. 2016-2017
      vi. 2015-2016
      vii. 2014-2015

   c. **Goal Number- Type number of Institutional Goal. There are 10. (See page 7.)**

   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 7 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 the + (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. Planning Year: Select appropriate year. [i.e. 2019-2020]
f. Unit Goal Title: Type (IG#) (Goal Type) Goal description. [i.e. (IG 1) (Facility) To maintain the current level of instructional efficiency and safety.]
g. Description: Type Goal #. Unit Goal [i.e. 1. To maintain the current level of instructional efficiency and safety.]
h. Click Save.
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. **Planning Unit:** Choose from drop down menu. [41310 - IE: Biology --- HUDSON, JAMES]

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

g. **Multi-Year:** Choose “No.”

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

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

j. **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.]

k. Click Save.
4. **Action:**
   a. On the *Objective Details* page, go to the Actions section and click + (add).

   a. Start Date: First day of the Fall Semester (8-21-2019)
   b. Type: Departmental
   c. Priority Level: Optional
   d. Date Due: Last day of last semester (8-06-2020)
   e. Completed Date: Same as due date (8-06-2020)
   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.]
   i. Click Save.
5. **Planned Evaluation:**
   a. On the Objective Details page, click + (add) on the *Planned Evaluation: Expected Results* section.

   ![Planned Evaluation: Expected Results]

   b. Fill in the fields.
   c. Date: Last day of last semester (8-06-2020)
   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.
   f. Click Save.
6. **Actual Results:**
   a. On the Objective Details page, click + (add) on the Actual Results section.

   b. Fill in the fields.
   c. Date: Last day of last semester (8-06-2020)
   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.
   f. Click Save.
7. **Use of Results:**

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

b. Fill in the fields.

c. Date: Last day of last semester (8-06-2020)

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.

f. Click Save.
8. **Documentation:**

   a. On the Objective Details page, click Add on the *Document Management* section.
   b. Click Add.

   c. Click on the arrow next to the appropriate unit 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.

![Document Uploader Screenshot]

<table>
<thead>
<tr>
<th>File Name</th>
<th>File Type</th>
<th>File Size</th>
<th>File Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 O1 A1 Etiquette Dinner Assignment</td>
<td>PDF File</td>
<td>73.57 KB</td>
<td>08/26/2019 01:27 PM</td>
</tr>
<tr>
<td>G1 O1 A1 Mock Interview &amp; Etiquette</td>
<td>PDF File</td>
<td>96.16 KB</td>
<td>08/26/2019 01:27 PM</td>
</tr>
<tr>
<td>G1 O1 A1 Mock Interview Assignment</td>
<td>PDF File</td>
<td>29.67 KB</td>
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</tr>
<tr>
<td>G1 O1 A2 Mock Interviews Student Rate</td>
<td>PDF File</td>
<td>183.41 KB</td>
<td>08/26/2019 01:27 PM</td>
</tr>
</tbody>
</table>

![Upload Documents]

![Select the file you want to upload or Drag and Drop the File under the Select File button.]

g. 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, SACSCOC 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

h. 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.
1. **Approving Objective Details pages:**
   a. After completing all elements of an Objective Detail page (including the Status of the objective and action to Completed if appropriate), approve the page.
   b. Near the top right of the page under Draft, click the dropdown menu, and click Approve Objective.
   c. When the popup box appears, click the Approve button.
d. The radio button(s) will turn green when approved and the next approval level will be yellow until the next person in the hierarchy approves the *Objective Details* page. The word *Draft* changes to *Awaiting Approval*.

e. Instructional units hierarchy
   i. IE Coordinator
   ii. Department Chair
   iii. Dean
   iv. VP of Instruction

f. Support Services units hierarchy
   i. IE Coordinator
   ii. VP of Department

**Objective Details**

43310 - IE: Business

Unit Manager: FERGUSON, CHARLES

---

**Objective ID:** 831  **Status:** Completed  **Objective Purpose:** Unit Plan Objective (no budget)

1. Based on results from the previous year, all students enrolled in POFT 2312 - Business Correspondence & Communications (100% of the class) will be required to successfully complete mock interviews with a 70 or above as part of their capstone course.
**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>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></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------</td>
<td></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></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></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>
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<tr>
<td>Strategic Planning by Planning Priorities</td>
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<td></td>
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<tr>
<td>Strategic Planning by Planning Unit</td>
<td>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).</td>
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</table>

This is a good report to see the hierarchy of IE units and which bigger division they fall under.

This is helpful when looking up any part(s) of an IE Unit by IG.

This is helpful in looking at Objectives with a budget or without.

We are not using all the pieces in Planning that create this report.

This is the best report for sharing the whole unit with the other faculty in your department.
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.

IE Assessment Evaluation

After the Assessment Committee reviews your IE Unit, the scored Rubric may be accessed on the overview page of the IE unit in the Document Management section. (see below) The scorecard will have the committee’s recommendations at the bottom of the form. Please complete any recommendations/revisions by the due date.

A report will be submitted to the Deans and VP of Instruction with the scorecard for each unit. Then there will be a revision period to address all recommendations in SPOL. The Assessment Committee will be available to assist IE managers. Any unit with a score(s) of 0, 1, or 2 in any area will need to make an appointment with the IE Director to work on the unit.

After the revision period, a second report 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.
Overview page of IE Unit:

43310 - IE: Business

Unit Manager: FERGUSON, CHARLES

Planning Unit Purpose
The General Business program can provide the training needed to prepare you for an exciting career. Combining both applied hands-on courses and university transfer courses, this program promises to be valuable to those who want to develop marketable business skills while preparing to...

Planning Unit Goals
1. (G1) 1. Require Office Professional and General... 
2. (G1) 2. Assess THECB's four Core Objectives (or... 
3. (G2) (Marketing) 3. Generate student involvement in Panel... 
4. (G3) 4. Maintain computer lab.

Planning Unit Members
FERGUSON, CHARLES
BREWER, ASHLEY
COLLINSWORTH, ROBERTA
LAMBERT, CHERI
OFFER, WILLIAM
REED-HIRSCH, KELLY
SMITH, BOBBIE
VANCE, LAURA

Budget Accounts
Business20-6064-1
Business20-6064-2
Business20-6064-3
Office Systems Technology 10-7010-1
Office Systems Technology 20-7010-1
Office Systems Technology 20-7010-2
Office Systems Technology 20-7010-3

Impacting Objectives
No Data to Display

Unit Objectives
831-(G1): 1. All POFT 2312 - Business Correspondence & Communications students (100% of the class) will participate in mock interview... 
832-(G2): 1. CT1: Upon completion of their economic course, students will demonstrate the ability to generate and communicate ideas... 
833-(G2): 2. CS1: Upon completion of their economic course, students will demonstrate the ability to develop, interpret and express ide... 
834-(G2): 3. EQS1: Upon completion of their economic course, students will demonstrate the ability to manipulate and analyze numer... 
835-(G2): 4. SR3: Upon completion of their economic course, students will demonstrate the ability to engage in regional, national and g... 
837-(G3): 1. Recruit 10 students to join Phi Beta Lambda. 
838-(G4): 1. Purchase and install software on all computers in Room 206.
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<th>File Date</th>
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