



THREE RIVERS COLLEGE



Institutional Effectiveness Manual

2023-2024

Preface

The Institutional Effectiveness Manual is intended to serve as a reference guide for Three Rivers College's continuous improvement processes. The manual provides an overview to assist departments as they navigate through the systematic strategic planning, assessment, and budget development processes employed by the College. Three Rivers College has cultivated a culture of continuous improvement through data-informed decision-making to inform planning and responsible budgeting for the purpose of improving its performance. The College learns from its experiences and applies what it learns for improvement, as well as documents evidence of its performance throughout the planning cycle.

At Three Rivers College, planning and continuous improvement are the responsibility of each employee. The College uses an integrated planning process supported by a comprehensive software system, known as DIAMOND Powered by Strategic Planning Online (SPOL), which allows for the tracking of the progress in areas of implementation and evaluation of improvements to educational programs, services, and operations in an ongoing and real-time continuous improvement cycle. SPOL is an electronic planning system that allows for the full integration and alignment of the strategic plan, and the annual planning priorities of the College. Employees designated as SPOL Planning Unit Managers develop unit goals, objectives, intended outcomes, assessment measures, action-oriented tasks, as well as their annual budget using SPOL. SPOL provides a platform for monitoring the progress of all planning activities and aligns with the strategic plan of the College.

Introduction

Strategic Planning: This section of the manual provides an overview of and describes the strategic planning process employed by Three Rivers College. The College uses an electronic software system known as DIAMOND Powered by Strategic Planning Online (SPOL) to facilitate and document strategic planning and budget development efforts. The SPOL Planning Module supports the annual planning functions related to the preparation of the five- year strategic plan. Three Rivers College operates on a fiscal year planning cycle (July 1 to June 30), with a planning and budget development period from January to June annually.

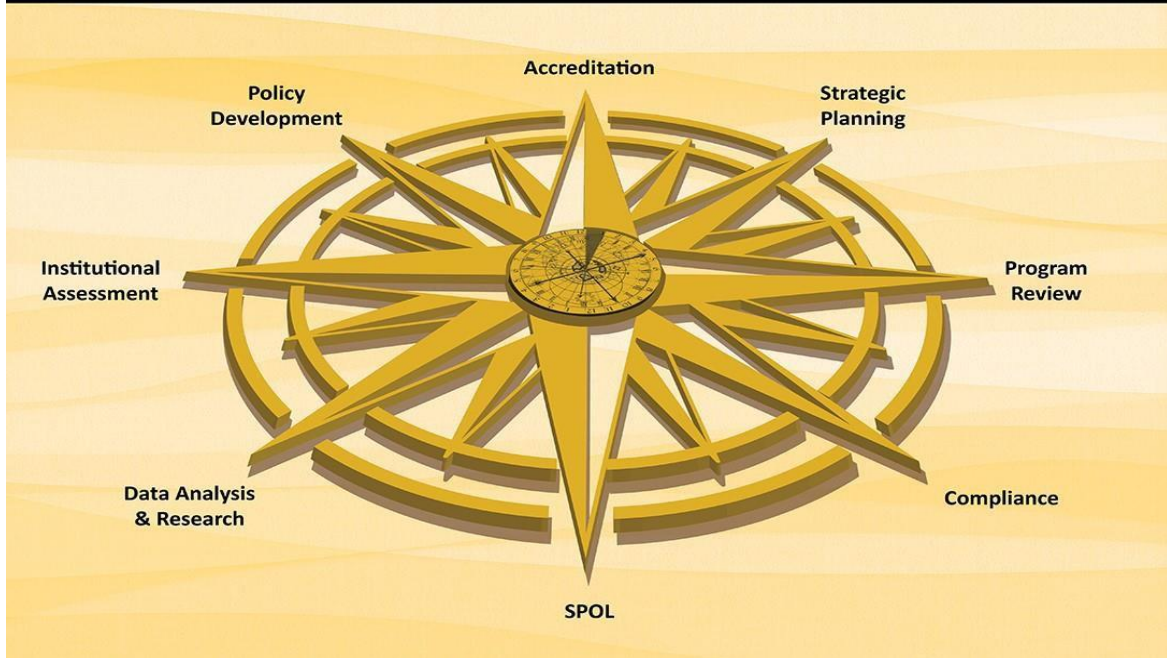
Budget Development: This section of the manual provides an overview of and describes the budget development process employed by Three Rivers College. The College uses an electronic software system known as DIAMOND Powered by Strategic Planning Online (SPOL) to facilitate and document budget development for both the operating and enhanced budget. The SPOL Budget Module is the platform in SPOL that fully supports functions related to the preparation of the annual College budget, data-informed decision-making and reporting of budgetary details and budget justification information.

Assessment: This section of the manual provides an overview of and describes the assessment practices employed by Three Rivers College. The College is committed to assessment that is designed to inform ongoing planning for continuous improvement. The Office of Institutional Effectiveness facilitates the development and implementation of continuous assessment processes that are designed to evaluate the quality of both the instructional and student services operations of the College. Assessment findings are used to ensure sustainability and to better inform the use of resources. The data that results from assessment are also used to determine whether the College is meeting its benchmarks, student learning outcomes, annual planning priorities, and goals. The annual planning cycle purposely precedes budget development to allow time for analysis of data from results of assessment and prior year planning efforts in support of the use of data to inform decisions.

Appendix: This section of the manual contains the following documents in support of this manual: Appendix A: GAP 1140 Institutional Effectiveness & GAR 1140 Institutional Effectiveness; Appendix B: FP 3101 Budget and Financial Processes & FP 3103 Budget Preparation and Adoption; Appendix C: College Planning Priorities; Appendix D: Continuous Improvement Leadership Team (CILT) Peer Review Rubric; Appendix E: College-Wide Outcomes Rubrics; Appendix F: Program Review Template; Appendix G: Annual Student Learning Outcomes (SLO) Report Template; Appendix H: Student Learning Improvement Committee (SLIC) Rubric and Feedback Form; Appendix I: Master Syllabus Template; Appendix J: Curriculum Change Form; Appendix K: GAR 1110 Policy and Regulation Development; Appendix L: Glossary of Terms; Appendix M: ASPIRE 2025.

THE OFFICE OF INSTITUTIONAL EFFECTIVENESS

Guiding Mission-Centric Practices to Navigate Continuous Improvement...



Purpose Statement

The purpose of the Office of Institutional Effectiveness is to support the development of quality planning, assessment, and data analysis practices and procedures across all College departments, programs, and Planning Units. The strategic planning, assessment, and budget development processes are fully integrated and shared through an electronic management system known as Diamond supported by Strategic Planning Online (SPOL).

Three Rivers College is committed to institutional effectiveness by fully supporting the ongoing development of college-wide institutional planning and assessment processes. Institutional Effectiveness is a practice that provides the framework to enable the College to demonstrate achievement in the accomplishment of its mission through the review of the strategic plan, annual planning priorities, unit goals, and outcomes, resulting in data-informed approaches that lead to continuous improvement.

Educational programs focus on quality instruction, as well as an array of effective support services that help students overcome obstacles and minimize barriers to student success. Administrative functions provide the infrastructure for students and employees to perform at their highest level. The Office of Institutional Effectiveness develops sustainable practices that are designed to ensure college-wide, coordinated planning and assessment processes that support a culture of continuous improvement and data-informed approaches to decision-making. This methodology aligns with the vision, mission, strategic plan, annual planning priorities, and unit goals of the College.

Vision

Three Rivers College will be the preeminent, cutting-edge community of learners with a student-first focus, and will operate as a vibrant, dynamic catalyst for the creation of opportunities that foster learning and student success.

Mission

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Commitments that Inform the Mission:

- Open access to educational programs to prepare students for transfer to a four-year baccalaureate institution, as well as programs of career and technical education to prepare students for entry or advancement in the global workforce.
- Comprehensive academic services, learning resources, basic skills development and educational opportunities for students of diverse cultural, socioeconomic and academic backgrounds.
- Support services and student activities to enhance individual growth and academic potential.
- Collaborative partnerships to develop specialized programs that meet the changing needs of business and industry, government, secondary schools and other colleges and universities.
- Lifelong learning opportunities for individuals, who wish to improve job performance, develop new skills or pursue personal interests.
- Community services that support and encourage the economic, civic and cultural vitality of the region.

Core Values

Commitment to Learning: We provide exemplary learning opportunities and maintain the highest standards through continuous improvement.

Hardworking: We are dedicated to working more diligently, smartly, creatively, and innovatively.

Honesty and Integrity: We honor our commitment to the College mission as we hold ourselves to the highest ethical standards in all operations.

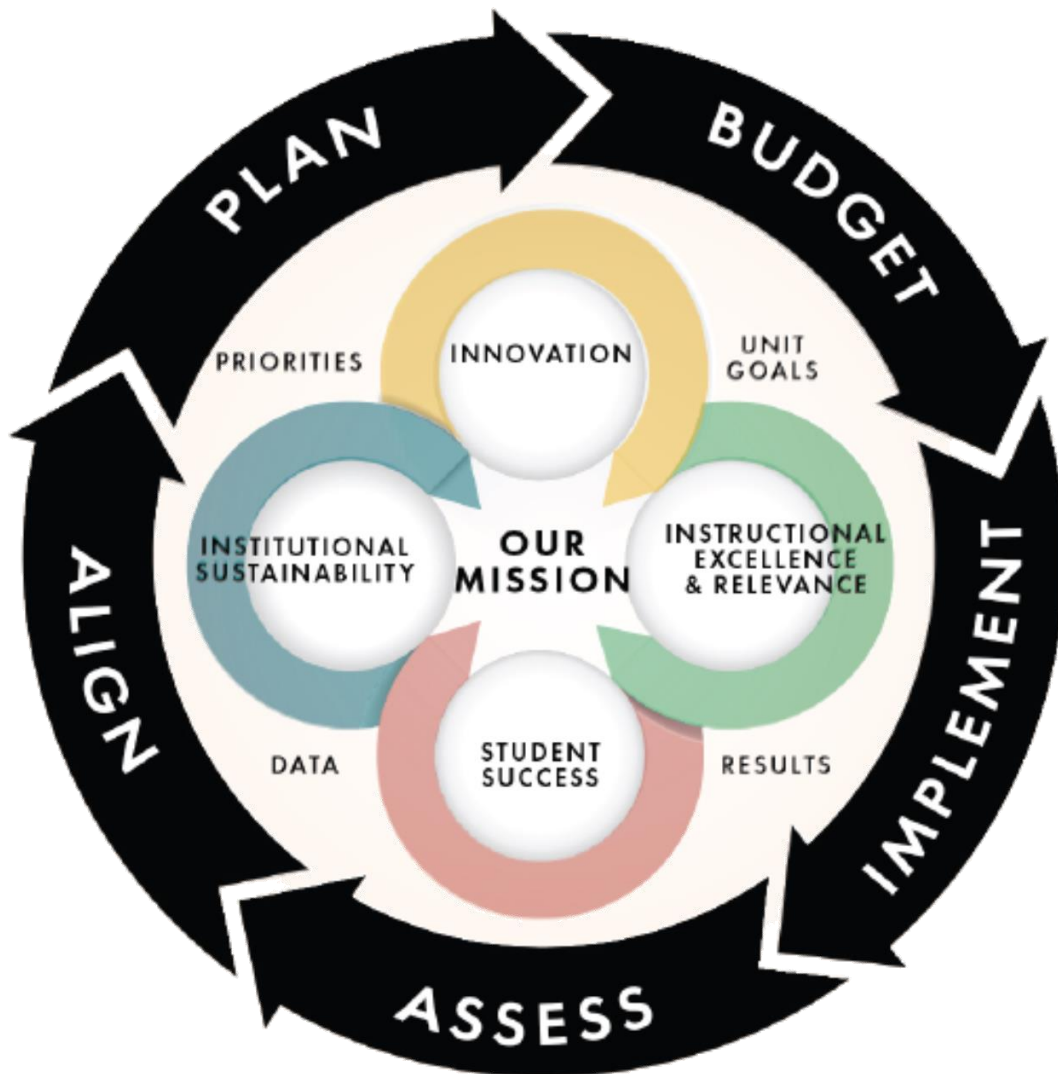
Quality: We take decisive action to shape the future in order to fulfill our commitment to excellence.

Respect: We value the worth of individuals from all backgrounds and treat coworkers and members of the community with courtesy and dignity.

STRATEGIC PLANNING

Strategic Planning: The following section provides an overview of the strategic planning process employed by Three Rivers College. The SPOL Planning Module supports the functions related to the preparation of the strategic plan. Three Rivers College operates on a fiscal year planning cycle (July 1 to June 30) with a planning and budget development period from January to June annually.

The following Strategic Planning section of the manual contains: ASPIRE 2025; Strategic Plan; Diagram of Data Informed Decision Making; Strategic Planning Process; Key Elements of the Process; Annual Strategic Planning Timeline; Description of Responsibilities; Strategic Planning Organization; Diagram of Institutional Effectiveness: Continuous Improvement Processes and Practices; Continuous Improvement Leadership Team (CILT); Examples of Objectives and Goals; SPOL Objective Development Frame; Example of SPOL Objectives Detail Page.



ASPIRE 2025

The following ASPIRE 2025 document provides information on how Three Rivers College will focus its planning efforts over the next five years. The Plan is intentional and provides a road map to expand upon our successes in preparing students for a global society, solving emerging challenges through data-informed approaches, continuing our academic excellence, and ensuring quality learning experiences for our students. The challenges we face as a College come at a defining time that demands an urgent and comprehensive response. Through our steadfast focus on ASPIRE 2025, we will turn these challenges into opportunities and continue to provide our students a high-quality education and transformative learning experience that is the heart of the Three Rivers College mission.

ASPIRE 2025 is a bold and forward-thinking strategic plan developed through shared governance. The work of the fifty-member Strategic Planning Steering Committee is the culmination of over six months of collaboration and analysis that considered the voices of our students, alumni, faculty, local community, staff, as well as numerous internal and external stakeholders. Active participation and transparency were ensured through forums, presentations, campus meetings, community town halls, and surveys. This exchange of ideas led our Strategic Planning Steering Committee to build this ambitious, forward-thinking, and attainable plan. While ASPIRE 2025 guides our planning efforts, our continuous assessment data and annual planning priorities inform our operational planning. We are prepared to adjust to changing conditions and shall continue an open dialogue with our stakeholders on our progress in implementing and/or revising our plans, based on what we learn.

The ASPIRE 2025 Strategic Plan outlines the next five-year chapter in our continued growth and is focused on innovation and sustained excellence. The Plan centers on four strategic themes, which emerged from an extensive data collection and analysis process that included several years of trend data, benchmarking, and input from many constituents. The four themes are: (1) Innovation; (2) Institutional Sustainability; (3) Instructional Excellence and Relevance; (4) Student Success. The Strategic Planning Steering Committee identified specific initiatives under the umbrella of each strategic theme. These initiatives are defined areas of focused effort and resource allocation by academic and administrative units. Through our annual strategic planning processes, these initiatives are developed into operational plans that align with unit-level planning efforts and with appropriate resource allocations. Through this process, the entire College community works together to ensure TRC builds on its successes and continues to move toward excellence for our students.

The ASPIRE 2025 five-year plan is effective July 1, 2020. In closing, we wish to thank the members of the Strategic Planning Steering Committee for their commitment and dedication to this process. Our successes over the past 50-plus years would not have been possible without the confidence and support of our dedicated alumni and College community. Thank you to each of you for your continued dedication and support of Three Rivers College!

STRATEGIC PLAN: ASPIRE 2025

Innovation

Expand operational innovation through newly developed products, tools, and processes designed to enhance performance.

- A. Adopt the usage of the Strategic Planning Online (SPOL) Assessment Module in support of institutional planning and improvement.
- B. Develop the appropriate infrastructure in support of fully online degree programs.
- C. Enhance cybersecurity and data security.
- D. Ensure appropriate oversight of fully online programming.
- E. Fully utilize Office365 to improve operations.
- F. Improve student retention processes.
- G. Improve student support for online learning.
- H. Maintain institutional support for Quality Matters.
- I. Provide additional avenues for learning and communication through technology.
- J. Upgrade outdated systems.

Institutional Sustainability

Improve the operational performance of all processes, systems, resource management, and facilities in order to provide the necessary support for students and employees to thrive.

- A. Actualize data-informed decision-making within all planning and budgeting practices.
- B. Continue to improve community image and relationships.
- C. Coordinate student recruitment efforts that shall include employees across the College.
- D. Develop a plan to address future personnel needs.
- E. Ensure appropriate employee staffing.
- F. Expand the capacity to seek and manage relevant external funding sources and grant projects.
- G. Increase employee knowledge and skills.
- H. Institutionalize a positive student-focused culture.
- I. Maintain compliance with all local, state, federal, and accreditation agencies while remaining transparent to all stakeholders.
- J. Respond to change in anticipation of the developing needs of
- K. our community.
- L. Systematically work to ensure an online presence that is consistent, accurate, current and student focused.
- M. Upgrade outdated facilities.

Instructional Excellence and Relevance

Deliver instructional excellence throughout the curriculum with timely and relevant content for improved student learning and success.

- A. Build an inclusive environment in support of all adjunct instructors.
- B. Design initiatives to ensure that students are competent in the technology needed to succeed in the curriculum.
- C. Develop a student-focused culture to celebrate students' academic goals and achievements.
- D. Enhance the academic assessment process through technology tools and innovation.
- E. Ensure career programming that is relevant, viable and provides skills for meaningful employment.
- F. Ensure relevant academic programming that aligns with the needs and desires of our community.
- G. Improve student learning through maturing the use of student outcomes data.
- H. Maintain a high-quality online learning environment.
- I. Promote quality instruction in all learning modalities.
- J. Provide timely feedback to students.

Student Success

Enhance the experience of every TRC student by reducing barriers and creating an individual path to personal and academic success.

- A. Align academic advising with university transfer programs for improved transfer rates.
- B. Champion a student-focused culture based on the educational goals of each student.
- C. Design a course scheduling process that ensures classes are available when students need them for on-time completion.
- D. Ensure technological and computing literacy skills for all students.
- E. Improve the individualized student experience for every student.
- F. Mature the comprehensive advising process.

DIAGRAM OF DATA INFORMED DECISION MAKING



Three Rivers College Strategic Planning Process

1	•College Mission Review
2	•Identification and Analysis of Challenges and Opportunities
3	•Develop Annual Planning Priorities from ASPIRE 2025 Accomplishments
4	•Communicate Annual Planning Priorities during Annual Planning Retreat
5	•Review Data and Planning Progress; Use Results to Establish Next FY Goals and Objectives
6	•Develop Next FY Goals and Objectives; and Submit Unit Plan for Review
7	•Develop Proposed Budget and Review with Cabinet and Planning Manager
8	•Budget Committee Reviews Proposed Budget Requests
9	•Plans and Budget Requests Prioritized by College Leadership
10	•Finalized Plans along with Proposed Budget (Balanced through the Budget Committee in Coordination with College Leadership)
11	•Budget is Final Proofed and Verified by the Chief Financial Officer
12	•Plans and Balanced Budget are Submitted for approval to College Board of Trustees

The steps above are systematically addressed during the annual planning cycle (January to June). The annual planning cycle begins with the College Cabinet reviewing strategic planning accomplishments, outcomes, and outputs data and reaffirming the Strategic Themes and Initiatives, which inform the Annual Planning Priorities of the College.

The cycle begins with the development of planning objectives, where departmental and unit goals and actions plans are created. Assessment completes the cycle, where the data is gathered and analyzed to determine if College goals, and plans are being realized. This information is necessary to adjust plans in order to achieve greater results in the next FY cycle. This process continues in an ongoing manner and both planning, and assessment details are recorded in Strategic Planning Online (SPOL).

Planning and assessment activities occur at the unit level but are in support of the broader departmental goals and the institution's Mission and Strategic Plan. These activities also help the College establish priorities and make informed decisions about resource allocation for budget development. Each Planning Unit has a primary template in Strategic Planning Online to facilitate data collection, record keeping, and reporting. SPOL assists the College in managing the multiple purposes that operationalize the strategic plan, budget development, that lead to data-informed decision-making.



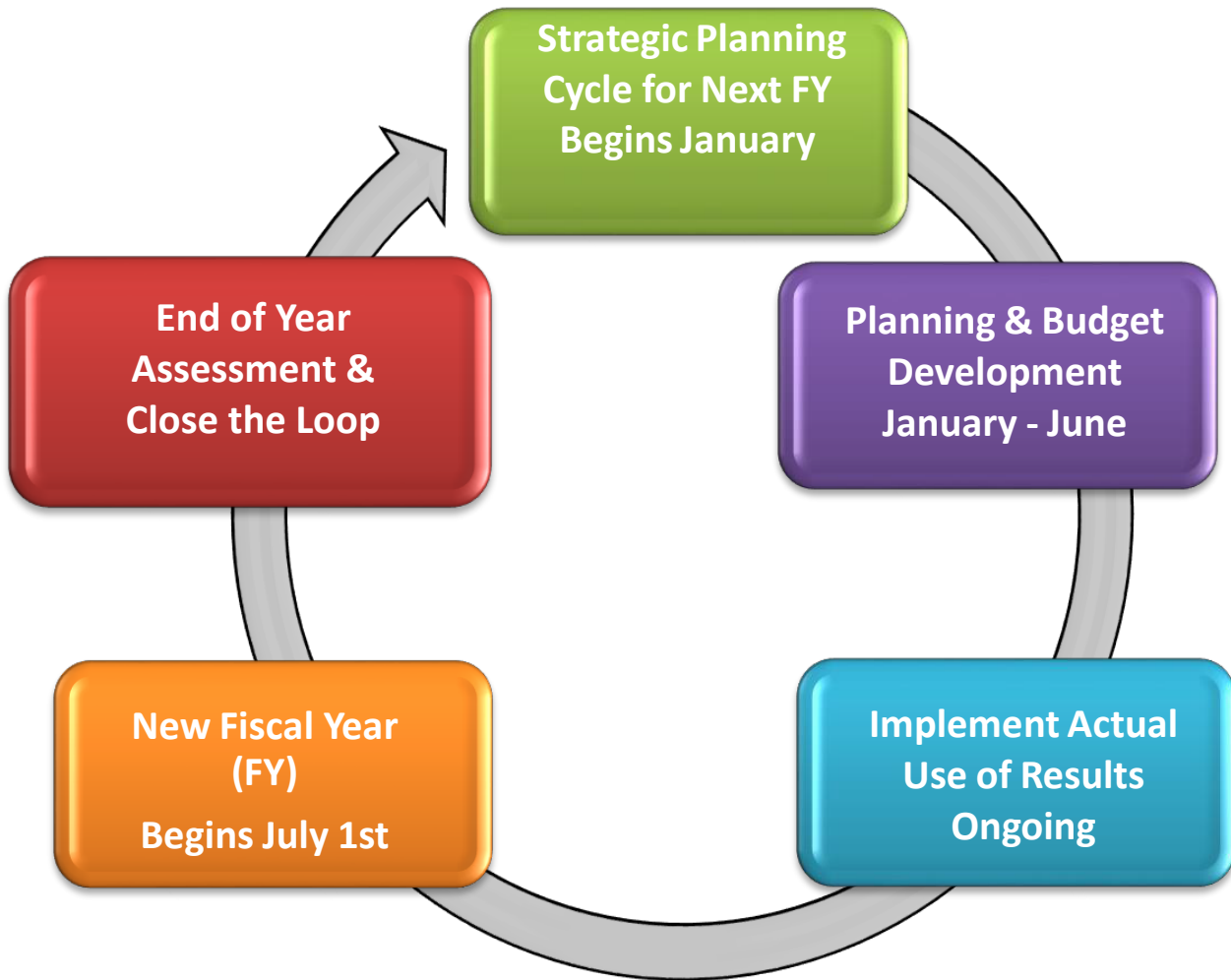
Key Elements of the TRC Strategic Planning Process:

- College Mission
- Strategic Plan: Themes and Initiatives
- Annual Planning Priorities
- Institutional Benchmark Data
- Assessment Results – Challenges
- Development of Departmental Goals and Objectives
- Creation and Implementation of Unit Action Plans
- Assessment of Outcomes
- Analysis, Identification and Communication of Challenges
- Use of Results for Improvement (Closing the Loop)
- Ongoing Process of Continuous Improvement

Annual Strategic Planning Timeline

December – January	<p>Analysis of Challenges and Opportunities</p> <ul style="list-style-type: none"> • Cabinet to review the College Mission, Vision, and Strategic Initiatives • Review annual accomplishments from previous planning cycle • Develop and Revise Annual Planning Priorities of the College
January	<p>Annual College Planning Retreat: Planning Cycle Kick-Off for Next Fiscal Year (FY)</p> <ul style="list-style-type: none"> • College President to Present Next FY Annual Planning Priorities • Strategic Planning Online (SPOL) Planning & Budget training to Unit Planning Managers
January – March	<p>Develop Next FY Unit Goals, Action Plans, & Budgets in Strategic Planning Online (SPOL)</p> <ul style="list-style-type: none"> • Review Assessment Data and accomplishments • Develop Goals, Intended Outcomes and Objectives • Develop College Operational Budgets • Request Enhanced Resources using Data-Informed Decisions • Proposed Unit Plans and Budgets with Justifications are Due by March
February	<p>Mid-Year Evaluation of Current FY Plans</p> <ul style="list-style-type: none"> • Analyze data and Review outcomes within Departments • Present results to Continuous Improvement Leadership Team (CILT) • Continuous Improvement Leadership Team (CILT) provides feedback for Improvement • Make Improvements Based on their Data and as recommended by CILT • Report current FY planning progress to Cabinet member
March – June	<p>Budget Allocation Process for Next FY</p> <ul style="list-style-type: none"> • Unit Plan(s) are Approved at the Departmental Level • President’s Office to review plans, justifications, and budgets in SPOL • Budget Committee Reviews Proposed Budgets with Justifications and Objectives in SPOL to ensure data-informed decision-making • Budget Committee prioritizes budget requests Annual Planning Priorities • Budgets are Approved by Chief Financial Officer (CFO) in SPOL Planning/Budget Module • Present Balanced Budget to the Board of Trustees for Final Approval
June - October	<p>End of Year Assessment and Closing the Loop for Current FY</p> <ul style="list-style-type: none"> • Evaluate & Summarize Objective Outcomes at SPOL Planning Unit Level • Review Objective Assessment Data to Inform Results and Use of Results • Share Results with Stakeholders for Continuous Improvement Planning
July – October	<p>New Fiscal Year (FY) Begins July 1st</p> <ul style="list-style-type: none"> • Approved Budgets are Available in SPOL • Operationalize Plan: Communicate New Goals & Objectives within Departments • Update Status Reports in SPOL & Make Adjustments – By Month • Assess Student Learning Outcomes (SLOs) – By Semester
November - December	<p>Ongoing Planning Process</p> <ul style="list-style-type: none"> • Summarize Actual Results and Use of Results of SPOL Objectives • Review Strategic Planning Progress with Stakeholders • Make Continuous Improvement Adjustments as Necessary • Report Progress to the College Cabinet

Annual Strategic Planning Timeline



Responsibilities

This section provides an overview of the responsibilities of Three Rivers College Planning Units and Planning Unit managers. Strategic Planning Online (SPOL) Planning Units represent functional units (groups, departments, or individual unit managers) within the College who are working collaboratively to accomplish the work of the Strategic Plan. Each SPOL Planning Unit represents various functional areas that collectively form departmental units.

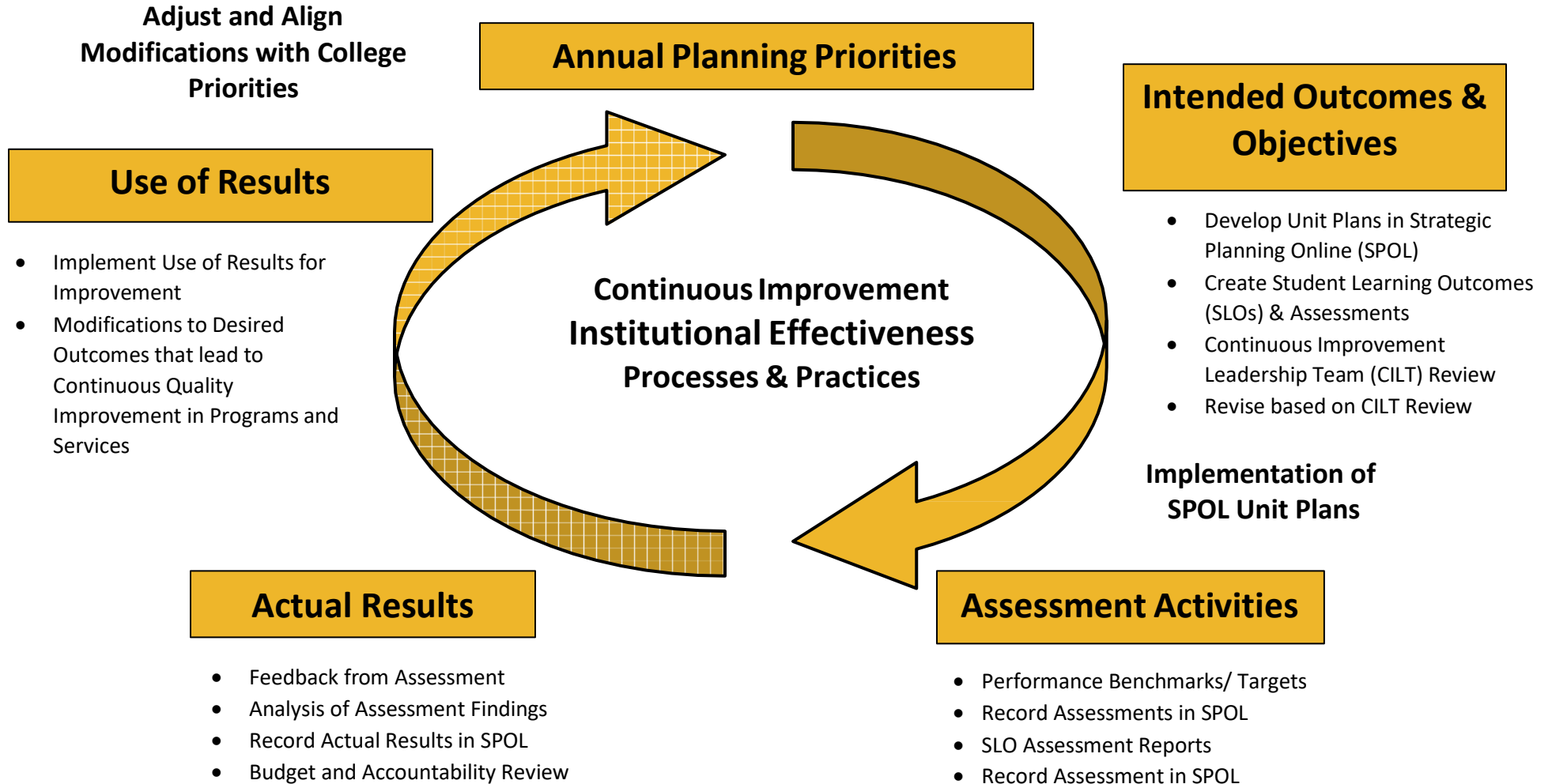
Purpose of a SPOL Planning Unit:

- Develop and document measurable Objectives and Outcomes
- Align with Strategic Plan, annual priorities, and goals
- Provide a framework for planning activities within assigned timeframe in SPOL
- Provide a framework for student learning assessment (where applicable), including academic leadership and faculty in determining improvements based on results
- Monitor, evaluate, and update planning activities for objectives using SPOL
- Submit monthly/quarterly progress reports to Unit Planning Manager as requested
- Submit annual proposed budget for improvement projects to Cabinet member
- Provide a framework to develop and align budget justifications
- Align budget justification(s) with Planning Objective(s) and data to support the need, and demonstrate data-informed decisions

Responsibilities of a SPOL Planning Unit Manager:

- Develop Planning Unit goals, objectives, assessment measures, and budget(s)
- Monitor, evaluate, and update Objectives using the SPOL software tool
- Comply with the College-wide planning and assessment process
- Monitor planning activities of direct report Planning Unit(s)
- Complete planning activities within procedural timeframe
- Develop an assessment plan with measures for each planning objective
- Assess measurable objectives and use data for informed approaches to planning
- Approve and provide feedback to direct reports, departments, and supervisor
- Review status reports on monthly, mid-year, and annual progress reports
- Develop and submit a proposed budget with justifications for the next fiscal year (FY)
- Use ongoing data-informed decision-making

Three Rivers College Mission Strategic Plan



Continuous Improvement Leadership Team (CILT)

The purpose of the Three Rivers College Continuous Improvement Leadership Team (CILT) is to advocate for quality improvement, be champions for the development of a culture of continuous improvement and assessment, and be knowledgeable regarding accreditation requirements, as well as be current on best practices in planning and assessment and the processes employed by the College. This peer review team serves by evaluating Planning Units of the institution and providing recommendations to each Planning Unit manager for improvement.

The Continuous Improvement Leadership Team is comprised of key College employees who have been identified and trained to use the Objective Rubric and to know best practices in continuous improvement planning and assessment that guide the College.

The Three Rivers College Continuous Improvement Leadership Team:

- Supports the implementation of Strategic Planning Online (SPOL).
- Advocates the use of continuous improvement processes.
- Informs the Processes for College-Wide Assessment.
- Provides input during the College Planning Cycle.
- Reviews and Reports on College-Wide Improvement Efforts, program reviews, assessment results, and use of results using College data to “Close the Loop.”
- Models best practices in the field of Institutional Effectiveness.
- Guides the alignment of College goals, accreditation compliance, and closing the loop using data for college-wide strategic planning efforts.
- Serves as champions for college-wide continuous improvement.
- Advocates for accreditation compliance, developing a culture of assessment, and enthusiastically supports data-informed decision-making.
- The Continuous Improvement Leadership Team uses a rubric when evaluating the Planning Units of the institution. The objective rubric is used as a guide and provides a consistent methodology for planning and assessment, aids to shape the conversation with Planning Unit managers, and provides the framework for valuable feedback toward improvement of planning, assessment measures and the use of data informed decision making.

Examples of Objectives and Goals

Example 1:

Unit Goal (Broadly Written): Increase Enrollment at Sikeston. FY 21

Objective: Increase enrollment at the Sikeston location by 10% from the 2019 fall enrollment by January 2021.

Example 2:

Unit Goal (Broadly Written): Reduce Attrition of Transitional Students FY 21

Objective: Reduce attrition of students in transitional courses by 10% based on FY 18 cohort data by fall 2022.

Example 3:

Unit Goal (Broadly Written): Expand Patronage of Library Services. FY 21

Objective: Expand the types of patronage groups using Library Services by 5% over fall 2018 data by January 2021.

Write SMART Objectives

- S **SPECIFIC** – state exactly what you aim to do
- M **MEASURABLE** – qualify it
- A **ACTION ORIENTED** – requires action to achieve
- R **REALISTIC** – can you, do it?
- T **TIME-LIMITED** – set a deadline

Under each Objective, specific tasks or “action plans” are developed and implemented to accomplish stated goals and Objectives.

NOTE: An **Objective** is a statement of what you will achieve and by when. If your statement does *not* meet the **SMART** criteria, it may be a unit **goal**, which is broader in overall scope than an Objective. *Objectives* are specific to each Planning Unit. If it will take longer than one planning year, you may wish to break the *Objective* into two or three phases, each of which can be completed within the given planning year.

SPOL Objective Template

The screenshot shows the 'Create a New Objective' form. It includes the following fields and options:

- Objective ID:** A text field with a red circle '1' next to it, containing '<NEW>'. To its right is the 'Objective Goal' text field.
- ERP ID:** A dropdown menu set to 'Create On Save'.
- Planning Unit:** A dropdown menu with a red circle '2' next to it, labeled 'Select a Planning Unit:'. To its right is the 'Original Planning Year' dropdown menu with a red circle '3' next to it, set to '2018-2019 (Current)'. Further right is a 'Leave "No" Selected' section with radio buttons for 'Yes' and 'No', where 'No' is selected (red circle '4').
- Objective Purpose:** A dropdown menu with a red circle '5' next to it, labeled 'Select an Objective Purpose'.
- Objective Status:** A dropdown menu with a red circle '6' next to it, labeled 'Select an Objective Status'.
- Objective Description:** A text area with a red circle '7' next to it. It has radio buttons for 'Plain Text' and 'HTML'.

Below the description field is a rich text editor toolbar with sections for Clipboard (Cut, Copy, Paste, Print), Editing (Spell Check), Font (Times New Roman, size, bold, italic, underline, text color, background color), and Paragraph (bullet points, numbered list, indent, outdent, text alignment, background color).

- Objective Title/Goal:** The title of your objective should be very brief (just a few words). It may be best stated using the unit goal that best describes the overall intent of the objective, such as “Increase Enrollment”, and is often the stated goal. SPOL often defaults to the Objective Title in the search engine when looking for objectives.
- Planning Unit:** The Planning Unit selected is the place in the planning unit where the actual action plan is created to set the framework for this proposed objective.
- Planning Year:** The planning year selected here is based on the fiscal year (FY) (July 1 – June 30) in which the planning will occur for this proposed objective.
- Multi-Year:** The default in SPOL is set at a single-year objective. However, an objective that may take several years to complete can be created (with each year standing on its own assessment plan).
- Objective Purpose:** The Objective Purpose denotes the high-level rationale for writing an objective, such as Strategic Plan; Budget Objective; Curricular Improvement; Assessment; Strategic Planning; etc. For each objective purpose, you may designate whether or not enhancement budget requests are allowed.
- Objective Status:** The Objective Status may be (at any time during the development or progress of this objective) as follows: 100/75/50/25% Complete; Abandoned; Complete Next FY; Pending; or In Progress. Objective Status should be updated when completed.
- Objective Description:** An Objective is a statement of what will be achieved and by when. Objectives in SPOL should be written as SMART: specific, measurable, action-oriented, realistic, relevant, and time-limited (with an end date). If an objective statement does not meet the SMART criteria, it may be a unit goal, which is broader in scope than an objective. An objective may be written as a “start-up objective” for a new department or initiative until (measurable) baseline data is established.

SPOL Objective Template

The screenshot shows a web-based interface for creating objectives. It is divided into several sections, each with a numbered callout:

- 8 Planning Years:** A table with columns for Planning Year, Start Date, and End Date. The selected row is 2015-2016, with Start Date 07/01/2015 and End Date 06/30/2016.
- 9 TRC Strategic Plan:** A list of strategic themes for 2015-2020. The selected item is 6.5 TEAM MEMBER DEVELOPMENT --> 6-E. Team Member Development.
- 10 Planning Unit Goals:** A list of goals. The selected item is Develop Orientation Program.
- 11 Objective Types:** A list of objective types. The selected item is Strategic Plan.
- 12 Annual TRC Planning Priorities:** A list of priorities. The selected item is 2. Create Opportunities to Provide a Team Atmosphere.

8. **Planning Year:** The planning year is the planning cycle for the College. Three Rivers operates on a fiscal year planning cycle (July 1 to June 30).
9. **TRC Strategic Plan:** 2020 VISION is the five-year strategic plan the College uses to guide planning. 2020 VISION is the framework that guides continuous improvement planning.
10. **Planning Unit Goals:** This is the end toward which effort is directed. A goal is broader in overall scope than an Objective. Unit goals are broad statements that describe desired outcomes or future conditions of the Planning Unit and its members, without the level of specificity and detail required of Objectives. Examples might include the following statements: increase enrollment, increase student success, or decrease dropout rates.
11. **Objective Types:** The objective type denotes the lower-level rationale (as compared to the objective purpose) for writing an objective.
12. **Planning Priorities:** Priorities are established annually from the Strategic Plan by the college cabinet. These provide specific focus to the annual continuous improvement plan of the College.

SPOLE Objective Template

13
Intended Results (Explain what you hope to Accomplish as a result of this Objective).
Add Edit

Date	Description
02/26/2015	At the end of this program, the employee will be confident in their ability to: -apply knowledge learned to their work environment -demonstrate their skills -explain tasks, processes, or procedures to others -identify what resources are available -increase their belief they are more a part of the institution
04/15/2015	Develop an ongoing orientation process for new faculty and staff. Training opportunities will be open to current employees for continuous development. Continuation of objective ID 1710 in 2014-2015.
06/30/2016	Based upon verbal feedback and group discussions as part of the strategic planning committee, develop a meaningful orientation program. Fiscal year 2012 orientation focus group results were also consulted (see attached document HR Focus Group Orientation Results).

14
Assessment Plan Description (How will you Measure this Objective?)
Add Edit

Date	Description
02/26/2015	Survey orientation participants 45 days after completion. Survey current employees who participate in the course offerings.

- 13. Intended Results:** This is a statement that further describes what the planning unit manager or department intends to accomplish because of accomplishing the objective.
- 14. Assessment Plan Description:** Answers the question “How will you measure this objective?” Measurements are tools or strategies used to measure progress toward achieving an objective. A minimum of one assessment measure is necessary for an objective, however several may be used in support of a SPOLE objective or goal. Assessment measures may apply to the overall objective or may apply to a specific task.

15
Action Plan ("Tasks" needed to accomplish this Objective and Rationale).
Add Edit Expand All

Collaborate with all college departments to provide monthly, half-day, programs relevant to the year long orientation process.




Start Date: 07/01/2015	Type: Collaborative	Priority: High	Budget: \$240
Due Date: 06/30/2016	Completion Date: 03/06/2017	Status: Complete	More >>

In conjunction with Institutional Effectiveness, develop a survey to assess the orientation program.

Start Date: 09/11/2015	Type: Develop	Priority: High	Budget: \$0
Due Date: 06/30/2016	Completion Date: 03/06/2017	Status: Complete	More >>

- 15. Action Plan:** The tasks or steps that must be followed to achieve an objective, also known as procedures. Tasks must be of sufficient detail to demonstrate clearly to others what you plan to do. Some tasks may require additional funding in order to carry them out. When that is the case, the budget procedures allow for a detailed request for funding at the task level and is reflected in the budget as an “enhanced” budget request.

SPOL Objective Template

16  **Status Reports: (Report on a "milestone" regarding the status of this Objective for the semester an**  Add  Edit

Date	Description
09/08/2015	The first monthly orientation session was held on September 4. This session covered forms. Charlotte Eubank, Kathy Richardson, Teresa Johnson, and Human Resources personnel led the session. Eighteen participated in the session.
10/22/2015	The second monthly orientation session was held on October 2, 2015. This session covered benefits, policies and regulations, and payroll. Human Resources personnel covered the session. Sixteen participated.
12/02/2015	The third monthly session was held on November 6, 2015. This session covered Customer Service and a Title IX Refresher. Fifteen participated.
12/02/2015	With assistance from Institutional Effectiveness, a feedback survey is complete and will be provided after each monthly session. A copy has been included as part of the document library.

16. Status Report: A status report is a periodic narrative entry intended to document your planning units' progress toward achieving each objective. A status report is entered in SPOL to record a "milestone" regarding the status of the objective such as "purchased the \$50,000 Software."

17  **Actual Results (Describe what was Learned as a Result of this Objective). Show Data**  Add  Edit

Date	Description
06/30/2016	Implemented a year long orientation program to cover areas of the college community, including Financial Services, System Administration, Human Resources, Payroll, Safety and Security, Office of Institutional Effectiveness, Student Services, Off Campus Locations, Communications, Library Services, Technology, as well as the inclusion of annual training requirements such as FERPA, Title IX, and Drug and Alcohol Prevention. See attached document labeled Calendar-Final for the complete orientation schedule for FY16. See also attached document labeled Attendance Sheets for FY16 FINAL.

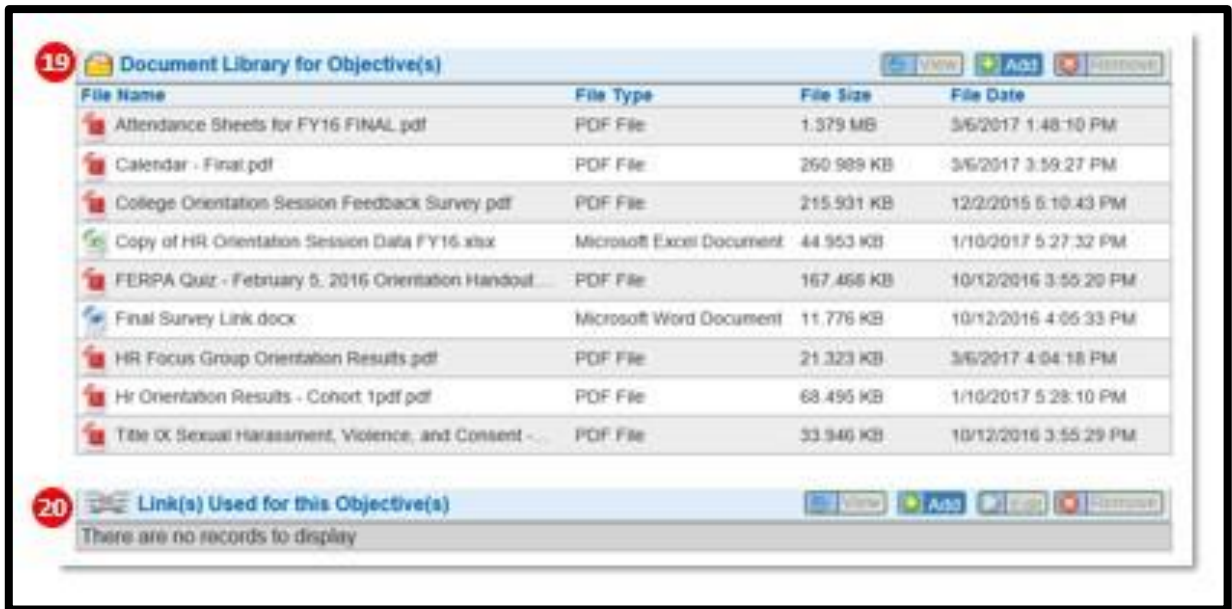
18  **Use of Results (Describe what Improvements will be made from this Data for future use).**  Add  Edit

Date	Description
06/30/2016	Based on verbal feedback and survey result data from participants, revise the schedule and topic order to cover forms and policies by department. Survey data titled HR Orientation Session Data FY16 and Hr Orientation Results-Cohort 1 are attached to this objective and provide participant feedback by session and as well as overall by those completing the entire program.
06/30/2016	Continue with this objective in 2016-2017 to assess, improve and revise the orientation program as additional data is collected and evaluated.

17. Actual Results: Answers the question, "Describe what was learned as a result of this Objective?" At the end of the planning period, Unit Managers must detail the results achieved in working toward an objective and enter narrative statements (referring to the assessment measures). Documentation of Actual Results must be uploaded to the SPOL Document Library System.

18. Use of Results: Describes improvements that may be made based on the actual results (data) for future use. Established after analysis of actual results within a planning unit, department, or the overall institution. Often the Use of Results in SPOL is the basis for the next semester or FY plan. Use of Results closes the planning loop and describes the next steps based on results within a specific planning period.

SPOL Objective Template



- 19. Document Library:** The Document Library in SPOL contains the evidence in support of the objective or the documents resulting from a measurable planning objective or assessment plan. The documentation is entered in SPOL by the user(s) assigned responsibility for maintaining the planning unit, assessment plan, or accreditation standard on an ongoing basis. The electronic SPOL system has numerous document libraries in support of each module.
- 20. Link(s) Used for this Objective:** The links library in SPOL contains evidence in support of the objective or the result of a measurable planning objective or assessment plan. The links documentation is entered in SPOL by the user(s) assigned responsibility for maintaining the planning unit, assessment plan, or accreditation standard on an ongoing basis. The electronic SPOL system has numerous links libraries in support of each module.

BUDGET DEVELOPMENT

The following section of the manual provides an overview of and describes the budget development process employed by Three Rivers College. The College uses an electronic software system known as Diamond powered by Strategic Planning Online (SPOL) to facilitate and document budget development for both the operational and enhanced budget. The SPOL Budget Module fully supports functions related to the preparation of the budget, data-informed decision-making, documenting budget justifications, and reporting of budgetary information.

This section of the manual contains a description of the following: Aligning Planning with the Budget, Budget Grid, Enhanced Budget, and Operating Budget.



Strategic planning and budget development are a continuous process at Three Rivers College. The College uses a zero-based budgeting process, supported by Diamond powered by Strategic Planning Online (SPOL), to identify resource needs. The institution’s fiscal year (FY) runs from July 1 through June 30 (annually). Both the College’s enhanced and operating budgets are developed using SPOL during the spring of each year and are presented to the Board of Trustees for final approval in June. Once approved, the fiscal year begins July 1st.

The budget addresses Annual Planning Priorities based upon data that informs decisions derived from various College-wide planning and assessment activities. Through the planning and assessment process framework provided in SPOL, budget requests are made based upon actual needs. Each request for enhanced funds (those resulting from continuous improvement planning) must be justified from actual assessment results or documented need associated with a planning objective. Enhancement fund requests must have a strong written justification to be considered for budget approval for the next fiscal year.

The final budget serves as the approved operating budget for the upcoming fiscal year. However, budget revisions are anticipated as the year progresses. Adequate contingency funding may be available throughout the year to support unexpected challenges.

Early in the budget process, new initiatives may be identified by the Planning Unit Managers and submitted for consideration. Simultaneously (January-February), prior year budget allocations are reviewed for appropriateness and compatibility with the College's Strategic Plan and annual priorities. The approved new initiatives are considered during the Budget Committee review and are incorporated as funds are available for the upcoming fiscal year. New funds, along with reclassified existing funds may create a funding source for any new priorities.

Planning Units focusing on specific intended goals such as student achievement, curriculum modifications, technological enhancements, cultural programs, and process improvements may be eligible for financial support through special funds and grants not included during the annual budget development period. These ongoing processes for operational and capital budgeting, strategic enhanced funding, individual grants, and awards allow the College to quickly and continuously translate planning initiatives into funding allocations. This practice permits the College to respond quickly to changing conditions while maintaining adequate financial controls, as well as formal authorizations and approvals.

A budget account is an institutional unit. A budget account is set up in the Diamond/SPOL software for each unit in the finance system that is subject to the annual budget development and approval process. This will most likely apply to all units in the general operating fund but not necessarily other funds. It is also possible that multiple budgets to be associated with a single Planning Unit.

Contained within the SPOL Budget Module, the budget grid graphically represents a budget for a specific budget account in a specific planning year. The budget grid resembles a spreadsheet where the rows contain data belonging to specific Object Codes and the columns contain a specific set of financial data.

A budget request refers to proposed dollars requested in Diamond/SPOL according to the institution's defined planning and budget process. A budget request consists of both the operational and enhanced budget (if enhanced dollars are needed to execute the continuous improvement plan entered in the action plan within a Planning Unit Objective) and becomes part of the Planning Unit's budget as shown on the budget grid.

Once the budget is developed, reviewed, and approved by the Board of Trustees, it is moved from Diamond/SPOL to the College financial system and the SPOL software budget grid is locked. The proposed budget in SPOL is saved in the SPOL database and used to inform planning during the next FY planning and budget development phase (January-May).

Budget Grid

Contained within the SPOL Budget Module, the budget grid graphically represents a budget for a specific budget account in a specific planning year. The budget grid resembles a spreadsheet where the rows contain data belonging to specific Object Codes and the columns contain a specific set of financial data, such as proposed and approved.

Historical budget, written justification, and actual expense information from prior locked years is provided for reference in the budget grid to inform the budget development process. A full year of actual expenses for the most recent completed year is provided, along with half a year of budget and actual data for the year in progress.

A proposed budget item may consist of both the operational budget and enhancement budget (if enhancement dollars are needed to execute the continuous improvement plan), therefore it becomes part of the planning unit's budget as shown on the overall budget grid. Enhanced budget requests and Proposed (operational) budget requests are separate columns of the budget grid, making it easy to differentiate from one another. This also allows for a more efficient and detailed budget balancing and reporting process.

Budget Detail

Planning Unit: [Redacted]
 Planning Year: 2015-2016
 Unit Manager: [Redacted]
 Email Unit Manager: [Send Email]

Draft
 -- DRAFT --

No Approval Notes [Icon] Approval Status: [Progress Indicators]
 Note Options [Dropdown] Approval Options [Dropdown]

Budget Details [Select GL Codes]

Object Code	2013-2014 Expenditures	2014-2015 Initial	2014-2015 Modified	2014-2015 YTD Obligations	2015-2016 Proposed	2015-2016 % Change	2015-2016 Enhanced +	2015-2016 Total	2015-2016 Approved
500000	\$61,423	\$62,525	\$62,525	\$52,102	\$64,401	3.00%	\$0	\$64,401	\$64,401
500001	\$67,310	\$67,734	\$67,734	\$54,101	\$60,902	(10.08%)	\$0	\$60,902	\$60,902
500002	\$6,575	\$9,750	\$9,750	\$6,663	\$10,043	3.00%	\$0	\$10,043	\$10,043
500009	\$53	\$100	\$100	\$35	\$100	0.00%	\$0	\$100	\$100
500200	\$9,896	\$10,050	\$10,050	\$8,373	\$10,359	3.07%	\$0	\$10,359	\$10,359
500201	\$5,468	\$5,578	\$5,578	\$4,039	\$5,144	(7.78%)	\$0	\$5,144	\$5,144
500202	\$19,778	\$20,361	\$20,361	\$11,188	\$21,129	3.77%	\$0	\$21,129	\$21,129
500203	\$6,399	\$6,834	\$6,834	\$5,293	\$6,361	(6.92%)	\$0	\$6,361	\$6,361
510000	\$2,939	\$8,433	\$8,333	\$3,278	\$7,008	(16.89%)	\$0	\$7,008	\$5,608
510005	\$1,010	\$1,000	\$1,000	\$730	\$1,300	30.00%	\$0	\$1,300	\$1,300
510100	\$870	\$1,940	\$825	\$0	\$0	(100.00%)	\$900	\$900	\$0
510103	\$1,539	\$0	\$0	\$0	\$0	0.00%	\$1,980	\$1,980	\$0
510200	\$31,399	\$61,700	\$32,175	\$22,016	\$29,020	(52.96%)	\$0	\$29,020	\$26,770
510301	\$3,316	\$1,000	\$50	\$55	\$1,000	0.00%	\$0	\$1,000	\$1,000
510305	\$34,903	\$25,000	\$15,000	\$5,758	\$15,000	(40.00%)	\$0	\$15,000	\$12,000
510400	\$0	\$3,000	\$0	\$0	\$3,000	0.00%	\$0	\$3,000	\$0
510401	\$8,966	\$4,060	\$6,760	\$4,550	\$3,260	(19.70%)	\$0	\$3,260	\$3,060
510403	\$3,239	\$2,669	\$1,094	\$1,084	\$1,090	(59.16%)	\$0	\$1,090	\$1,090
510404	\$8,793	\$9,500	\$7,400	\$6,150	\$7,250	(23.68%)	\$0	\$7,250	\$750
510500	\$277	\$2,000	\$0	\$0	\$250	(87.50%)	\$240	\$490	\$490
510501	\$2,380	\$4,400	\$4,400	\$3,951	\$4,500	2.27%	\$0	\$4,500	\$7,000
510904	\$1,015	\$530	\$530	\$318	\$0	(100.00%)	\$0	\$0	\$0
50-Sal & Ben	\$176,902	\$182,932	\$182,932	\$141,794	\$178,439	(2.45%)	\$0	\$178,439	\$178,439
51-Operat Exp	\$100,646	\$125,232	\$77,567	\$47,890	\$72,678	(41.96%)	\$3,120	\$75,798	\$59,068
Totals	\$277,548	\$308,164	\$260,499	\$189,684	\$251,117	(18.51%)	\$3,120	\$254,237	\$237,507

Enhanced Budget

The enhanced budget represents new funds needed for special projects described by a planning Objective in the Diamond/SPOL Planning Unit. Budget requests for enhanced funds must be supported by data and/or a budget justification and are entered in detail within a specific task belonging to the associated planning Objective. Although the enhanced budget request is made through the planning module, the request is aligned to the budget module and aggregated by Object Code on the budget grid to become part of the overall budget request.

The enhanced budget request is often a one-time request for funds that will support a new initiative within that planning year. Original budget request amounts are retained even if the final approved amount is different. This allows the College to easily identify unfunded requests should a new source of funding become available later in the fiscal year.

The Remarks section may be used by the Chief Financial Officer (CFO), Controller, or the College President to communicate with the Unit Manager regarding their proposed budget request.

Reassign Budget
Save Delete

Enhanced Budget - Forecasted Detail

2015-2016
Human Resources
510500 - Hospitality

Task: Assign Task
 Collaborate with all college departments to provide monthly, half-day, programs relevant to the year long orientation process.

Priority Level: High + **Description:** Hospitality for new employees - monthly orientation

Budget Request Type: 6 New Request + **Classroom:** Yes No **Upgrade:** Yes No

Requested			Approved		
Quantity	Price Per Item	Total Price	Quantity	Price Per Item	Total Price
12	\$20	\$240	12	\$20	\$240

Justification: Not Funded:
 Breakfast for monthly new employee orientation meetings.

Remarks: Add Edit
 There are no records to display

Operating Budget

The operating budget represents any normal expenses (office supplies, salaries, travel) a department or Planning Unit would incur performing its usual functions over the course of a fiscal year. The operational budget is added by the SPOL Planning Unit Manager directly to the budget grid, is saved, and once approved, is uploaded into the College finance system.

Proposed Budget Detail

2015-2016 Human Resources 510403 - Membership & Dues

Priority Level High **Description** Missouri College and University Professional Association (MCUPA)

Budget Request Type 1 Existing Continuous Operation * **Classroom** Yes No **Upgrade** Yes No

Requested			Approved		
Quantity	Price Per Item	Total Price	Quantity	Price Per Item	Total Price
1	\$55	\$55	1	\$55	\$55

Justification
 Membership to the Missouri chapter for HR higher education institutions. Access to listserv to network with colleagues, conference information, and legislative resources.

Remarks
 There are no records to display

Buttons: Reassign Budget, Save, Delete, Close

Requested – The original budget request amounts, along with written justifications, are retained in Diamond/SPOL even if the final approved amount is different. This allows the College to easily identify unfunded requests should a new source of funding become available later.

Justification - A justification must be written for the proposed funds and must be supported with facts and/or data to be considered. An enhanced budget request is not considered without a strongly written justification and is best with supporting data.

Remarks - The Remarks section may be used by the Chief Financial Officer (CFO), the Controller, or the College President to communicate with the Unit Manager regarding the proposed budget request.

ASSESSMENT

Assessment: The following section of the manual describes the assessment practices employed by Three River College. The College is committed to assessment that is designed to inform ongoing planning for continuous improvement. The Office of Institutional Effectiveness facilitates the development and implementation of continuous assessment processes that are designed to evaluate the quality of both the instructional and student services functions of the College. The findings from assessment activities are used to ensure sustainability through the informed use of resources. The data results from assessment are used to determine whether the College is meeting its benchmarks, student learning outcomes, annual planning priorities, and goals. The College planning cycle purposely precedes budget development to allow for analysis of data from results of assessment and prior year planning to inform the use of data-informed fiscal decisions.

This section of the manual contains an overview of the following: Assessment; 9 Principles of Good Practice for Assessing Student Learning; Diagram of Data Informed Decision Making; Institutional Benchmarks; Surveys; Focus Group Interviews; External Location Semester Debrief; Institutional Data used to Gauge Institutional Effectiveness; Alignment Diagram; How to Write Student Learning Outcomes; Creating a Rubric; Bloom's Taxonomy; College-wide Outcomes; College-wide Outcomes Assessment Cycle and Timeline; Course Selection: Semester by College-wide Outcomes; Program Review; Program Review Cycle; Annual Student Learning Outcomes Report; Student Learning Improvement Committee (SLIC); Cocurricular Assessment

According to Suskie (2005), a positive culture of assessment is one in which:

- *Institutional leaders understand and value assessment.*
- *There is adequate support for assessment needs.*
- *Assessment efforts are encouraged, recognized, and rewarded.*
- *Efforts to improve teaching are honored and valued.*

Assessment

Three Rivers College assessment practices include components of an overall evaluation of effectiveness in fulfilling the Mission of the College. The Office of Institutional Effectiveness facilitates the development and implementation of assessment processes designed to evaluate the quality of both the instructional and student services functions of the College. The College is required to analyze and document the level of quality of its academic and administrative units and to demonstrate efforts toward quality improvement. In response, the College embraces this practice and has embedded this central principal in its operations and culture.

Assessment occurs on several levels and attempts to measure achievement with College Benchmarks; Key Performance Indicators; Strategic Plan; Annual Planning Priorities; Departmental Goals; Student Learning Outcomes; and College-wide Learning Outcomes. Academic program and improvement planning, as well as administrative and educational support units, are continuously evaluated in an ongoing cycle of assessment.

Assessment results are used to support College planning and budgeting efforts and to provide information on achieving priorities and goals. Assessment results contribute substantially to the overall evaluation of the College's effectiveness. For continuous improvement planning, assessment is used to measure progress toward achieving a Planning Objective. A minimum of one assessment measure is necessary to evaluate an objective; however, several may be used in support of a Planning Objective or goal. Multiple assessment measures may be applied to an objective due to the need to assess several tasks for their contribution and effectiveness toward meeting that stated Objective.

The College faculty continue the use of the report format designed during the HLC Assessment Academy. Academic Program Review incorporates the assessment of Student Learning Outcomes (SLOs), as well as program outputs and outcomes data. The faculty expanded the program review process to include an executive summary to inform each Program Advisory Board for the purpose of seeking industry feedback to enhance viability and sustainability of each program. The role of Institutional Effectiveness is to facilitate this process for continuous improvement and to work with faculty members to ensure there is an understanding and alignment of the curriculum to program outcomes, to provide advisement on how the outcomes are to be measured, and to ensure clarity of outcomes language for students.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION AND ACCREDITATION

9 Principles of Good Practice for Assessing Student Learning

Astin AW; Banta TW; Cross KP; El-Khawas E; Ewell PT; Hutchings P; Marchese TJ; McClenney KM; Mentkowski M; Miller MA; Moran ET; Wright BD. 9 principles of good practice for assessing student learning. AAHE Assessment Forum, July 25, 1996. <http://www.aahe.org/principl.htm>

These nine principles, which were created by a panel of assessment experts and revised in 1996, provide a fundamental basis and starting place to assist in the design of an assessment plan for an academic program. They have been adopted in full by a large number of universities in the USA and appear in their policy documents and on their websites.

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer basis for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also, and equally, to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

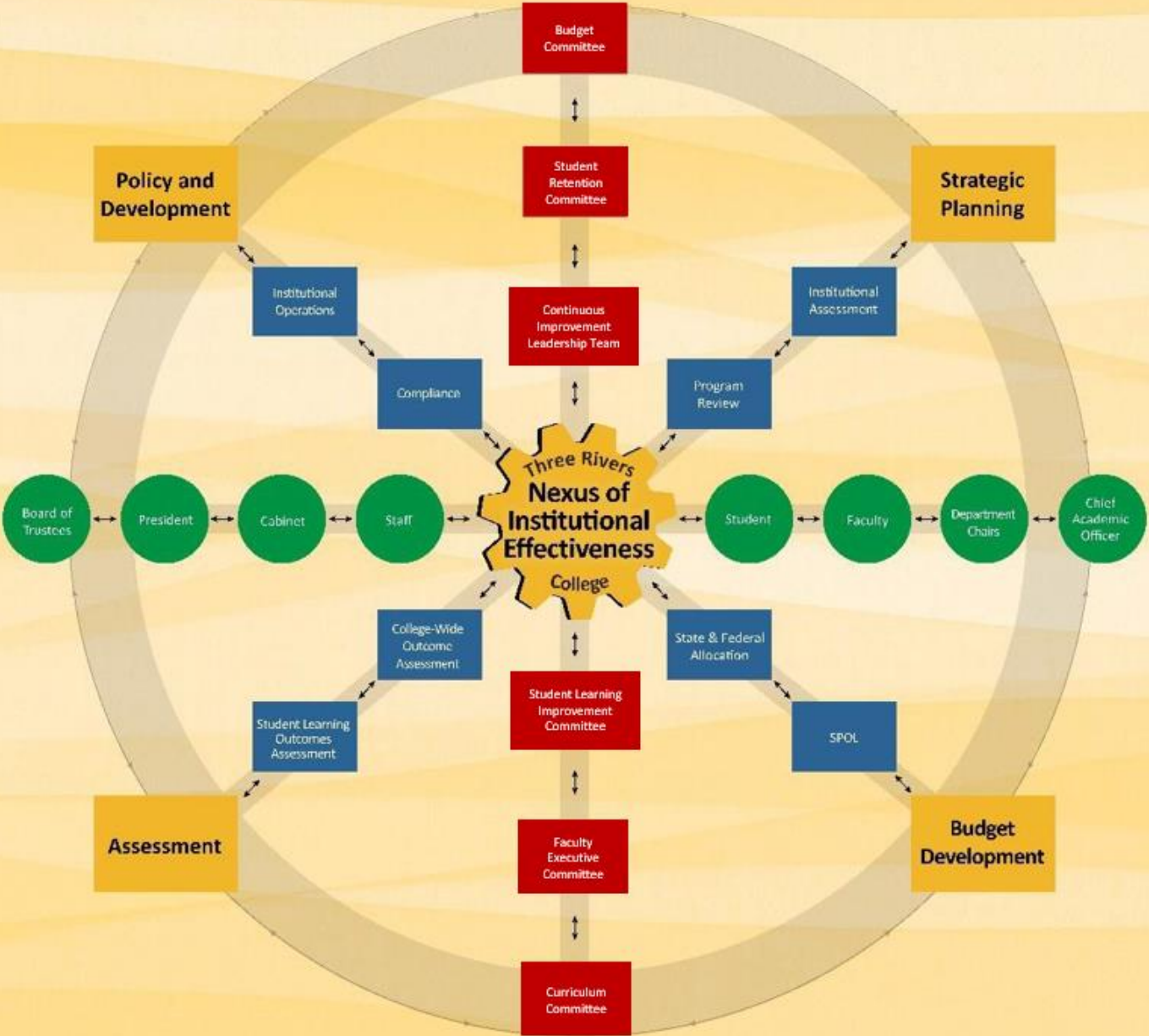
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision-making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation – to ourselves, our students, and society – is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

(This document was developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Postsecondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction.)

DIAGRAM OF DATA INFORMED DECISION MAKING



Institutional Benchmarks

Three Rivers College benchmarking is the process used to evaluate various aspects of the College in relation to best practices and those compared to other institutions. Benchmarking is a way for the College to view results and provide data to inform decision-making and encourage continuous improvement efforts.

I. Enrollment:

Maintain enrollment at or above “similar institutions” in the state of MO. (i.e., Crowder, Mineral Area, State Fair, and East Central)

II. Retention:

Fall to Spring 75% and Fall to Fall 52.5% (All Part Time & Full Time Students)

Fall-to-Fall Retention: Each year’s retention is determined by enrollments of the entire cohort; therefore, a student that skips a semester but returns the next semester is counted as retained. **Semester-to-Semester Retention:** Each semester’s retention is determined by enrollments of only those students enrolled in the previous semester cohort. If student skips any semester, they are not counted as retained, even if the student enrolls again.

III. Student Satisfaction:

(90% or Better) as measured by the Graduation Survey.

IV. Remedial/Developmental Success:

Key Performance Indicator (KPI) (Meet the KPI) through the National Benchmarking Project 66 percentile rank, or improve from prior year or improve by using data from the 3-year rolling average.

V. Completion/Transfer Rates:

Key Performance Indicator (KPI) (Meet the KPI) through the National Benchmarking Project 66 percentile rank, or improve from prior year or improve by using data from the 3-year rolling average.

VI. College Financial Ratio:

A measure that indicates the College is operating with adequate funds necessary to do so. This data is kept by the Chief Financial Officer (CFO) of the College. This rate fluctuates based on the College Debt Ratio and factors in any major building projects.

Surveys

Surveys have become a widely used and accepted assessment instrument that provides qualitative and quantitative data, such as a participant's attitude, preferences, and opinions, within a given context. The data gathered from surveys provide valuable information that informs planning efforts for improvement. To provide consistency of processes, as well as reduce the burden on students, all surveys are developed, disseminated, collected, and analyzed by the Office of Institutional Effectiveness. Three Rivers College uses the software service *Survey Monkey* for online survey development. To request a survey, and Institutional Effectiveness Request Form, found on Gateway, should be completed, and sent through the approval chain for processing.

Focus Group Interviews

Focus group interviews are a form of qualitative research that allows for the assessment of a challenge or innovative idea and to seek opinions, beliefs, and attitudes regarding a given subject. The Office of Institutional Effectiveness coordinates and facilitates all focus group interviews for the College. The interview group meeting is conducted by an interviewer with a predetermined small group of participants in an interactive, "focused" discussion to acquire information often more detailed and enriched than other assessment instruments, such as a survey. Sessions may be audio recorded and all responses are kept confidential by the interviewer and group participants. A transcript of events and summary of results are provided to the requestor. To request a focus group, an Institutional Effectiveness Request Form, found on Gateway, must be completed, and sent through the approval chain for processing.

External Location Semester Debrief

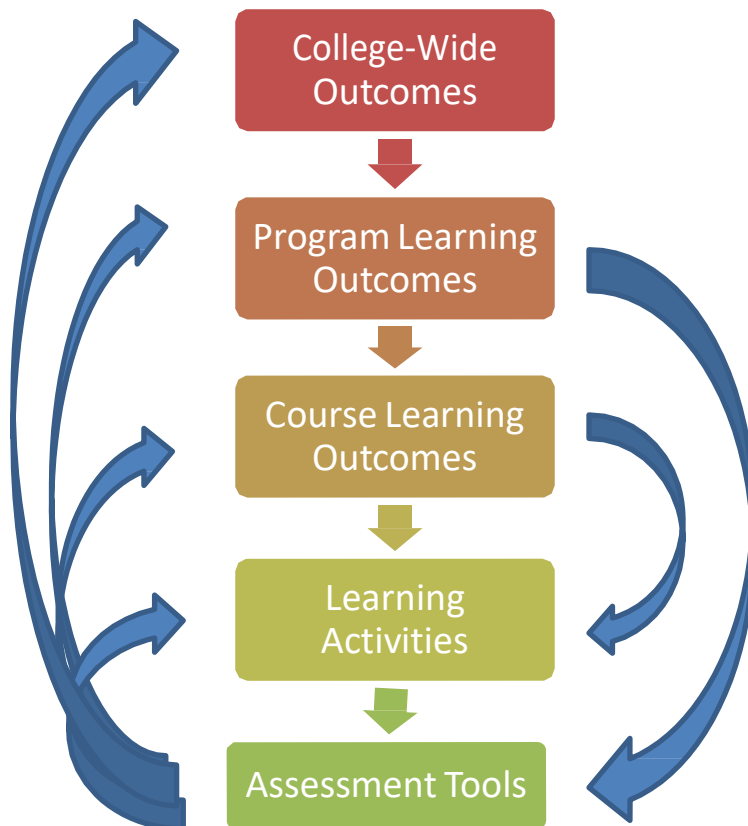
The External Location Semester Debrief is a collaborative meeting in which all External Location Directors for the College locations meet with the College Cabinet. Challenges they may be encountering at their locations are discussed. The Cabinet is often able to provide immediate solutions. The debrief meeting also provides a forum for External Location Directors to collaborate as they work together to find solutions that directors may have in common. The debrief meeting is held annually after the Spring External Location Survey results are recorded. The meeting is facilitated by the Office of Institutional Effectiveness. Student enrollment, retention, and student satisfaction results are shared and discussed. Debrief minutes are disseminated by the Office of Institutional Effectiveness.

Institutional Data Used to Ensure Institutional Effectiveness

Instrument	Timeline	Administration or Collection Timeline
180-Day Report	Annually	February
AAS Retention Report	Annually	After Fall semester reporting is complete
Career Program Outputs Data	Annually	Fall
Employee Feedback Survey	Cyclically	1st and 3rd year of Strategic Plan
External Location Retention Data	Annually	Ad hoc
Factbook Data	Annually	December
Fall State Report (Peer Institution Report)	Annually	October
Graduation Survey: Annually administered in May to all student graduates.	Annually	May
Institutional Benchmarks	Annually	February
IPEDs	Annually	October, February, April
Key Performance Indicators (KPI)	Annually	November
National Community College Benchmarking Project	Annually	August
Noel Levitz: Student Satisfaction Survey (SSI) & Priority Survey for Online Learners (PSOL)	Cyclically	2nd and 4th year of Strategic Plan
Noel-Levitz: Institutional Priorities Survey (IPS)	Cyclically	4th year of Strategic Plan
Registration Survey	Biannually	September and February

Assessments that Guide Institutional Effectiveness

Assessment	Cabinet Member	Administered
Continuous Improvement Leadership Team (CILT): Objective Rubric & Peer Review Process	Chief Institutional Effectiveness Officer	Ongoing
Employee Evaluations	Director of Human Resources	Annual
Employee Feedback Survey	President	Annual
External Location Semester Debrief Meeting	Chief Institutional Effectiveness Officer and Chief Student Services Officer	Ongoing
Focus Group Interviews	Chief Institutional Effectiveness Officer	Ad Hoc
Graduation Survey	Chief Student Services Officer	Annual
Human Resources Orientation Session Feedback	Director of Human Resources	Monthly
New Employee Orientation Focus Group & Survey	Director of Human Resources	Annual
Program Review Process	Chief Academic Officer	Chief Academic Officer
QM Peer Review of Online Courses	Chief Academic Officer	Ongoing
Registration Survey	Chief Student Services Officer	Biannual
Rutland Library Faculty Survey	Chief Academic Officer	Annual
Rutland Library Student User Survey	Chief Academic Officer	Annual
Rutland Library Walk-In Survey	Chief Academic Officer	Annual
Strategic Planning Retreat Survey	Chief Institutional Effectiveness Officer	Annual
Student Learning Improvement Committee (SLIC): SLO Rubric & Faculty Peer Review Process	Chief Academic Officer and Chief Institutional Effectiveness Officer	Ongoing
Student Learning Outcomes Assessment Process	Chief Academic Officer	Annual
Technology Service Request Ticket System (Departmental assessment)	Chief Technology Officer	Ongoing
Technology Survey	Chief Technology Officer	Annual
Tutoring and Learning Center Satisfaction Survey	Chief Academic Officer	Ongoing
Tutoring and Learning Center Satisfaction Survey (Distance Tutoring)	Chief Academic Officer	Ongoing



College-Wide Outcomes (CWO) are assessed to provide an overall portrait of learning determined by the faculty for all students who attend Three Rivers College. The collection and assessment of CWO is completed for general education course offerings. Student Learning Outcomes data informs quality initiatives to improve student learning at the institution.

Program Learning Outcomes are established within a given program to identify the learning goals upon completion of a specific degree or certificate. Programmatic outcomes are more broadly stated than Course Learning Outcomes. Course learning outcomes align with program outcomes to ensure students are receiving the same complete program content.

Course Learning Outcomes are statements of learning that will be taught within a specific course. These Objectives are usually more specific in nature as compared to programmatic or College-wide outcomes.

Learning Activities are tasks directed to students that are likely to achieve the intended learning outcomes. Student learning is the intended outcome of a learning task.

Assessment Tools are the evaluative instruments used to assess the effectiveness of the Learning Activities and the level of student learning that occurred in relation to the intended outcomes. Rubrics are used to assess learning outcomes.

How to Write Student Learning Outcomes

Writing Student Learning Outcomes: Student Learning Outcomes (SLOs) describe what a student should be able to DO at the end of a course or program.

- SLOs use action verbs from “Bloom’s Taxonomy” with an emphasis on higher-order thinking skills
- SLOs should be included in the course syllabi.
- SLOs should be the same for all sections of a course.
- SLOs should be written in language that students (and those outside the field) are able to understand.
- SLOs are typically not content-specific.
- SLOs should focus on big-picture, overarching concepts, skills, or attitudes.
- SLOs ask students to apply what they have learned.
- SLOs must be assessable and should suggest or imply an assessment.
If they do include the method of assessment, it should not be too specific – a given SLO for a course should be appropriate for anyone teaching the course.
- SLOs should focus on what students will be able to do, produce, or demonstrate.
- Avoid starting SLOs with the words such as “understand”, “learn”, “know”, etc. since these indicate internal mental processes for the students.
- Ideally, each course or program should include SLOs from more than one domain (cognitive, psychomotor, and affective).

When writing SLOs, think about how you will assess each one (assignment/assessment; assessment/assignment) since the assignment should be asking your students to demonstrate what they learned from the course.

Constructing a Rubric

Three Rivers College has adopted a four-point rubric system using the Roman numeral classification to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described. The following definitions of each area should help to frame the criteria details for each student competency:

- I. Student totally “missed the mark,” or failed to accomplish competency area.
- II. Student is developing within this competency but made errors or needs additional guidance from the instructor.
- III. Student has met the competency area to pass at minimum expectation; may have minor errors
- IV. Student fully demonstrated the specific competency area with little or no errors.

	I	II	III	IV
Competency 1				
Competency 2				
Competency 3				
Competency 4				

Rubrics are used to evaluate the specific competency area of a learning activity in a course or program. The rubric structure helps instructors to see a student’s strengths and weaknesses in a manner that is consistent and equitable. The rubric structure also helps a student to understand each competency area required in the course and exactly what he/she is expected to know because of taking the course.

Bloom's Taxonomy "Action Verbs"

Requiring Cognitive Outcomes (Ideas)
From Lower (Knowledge) to Higher Level Thinking (Evaluation)

			Critical Thinking		Evaluation
					Judge
			Synthesis		Appraise
			Design		Estimate
			Analysis	Plan	Evaluate
			Compare	Compose	Revise
			Application	Distinguish	Propose
			Use	Differentiate	Formulate
			Comprehension	Diagram	Arrange
			Express	Analyze	Assemble
Knowledge	Restate	Dramatize	Categorize	Collect	Measure
Define	Identify	Sketch	Appraise	Construct	Compare
Repeat	Explain	Practice	Experiment	Create	Value
Name	Recognize	Illustrate	Test	Setup	Assess
Recall	Discuss	Operate	Contrast	Organize	
List	Describe	Demonstrate	Inspect	Prepare	
Relate	Tell	Apply	Debate	Manage	
Record	Locate	Schedule	Inventory	Predict	
Underline	Report	Show	Question		
Outline	Review	Translate	Examine		
Delineate	Summarize	Interpret	Criticize		
Specify		Solve	Relate		
State		Sketch	Solve		
Label			Calculate		
Match			Critique		
			Classify		

College-wide Outcomes (CWO) Assessment

All members of the Three Rivers College faculty who teach General Education Courses (Core 42) are responsible for the CWO assessment depending on the selection in a semester. The faculty researched, created, and adopted four college-wide outcomes. General Education Courses are used for College-wide Outcomes assessment in an effort to improve student learning.

The findings from these assessments are collected and aggregated by the Office of Institutional Effectiveness. The data are then shared with the faculty for further analysis with the Student Learning Improvement Committee (SLIC) and the faculty-at-large. CWO data provides a basis that may help to improve student learning at the institution. All members of the full-time faculty who teach general education courses are responsible for the administration of the college-wide outcomes assessment depending on the courses selected in a semester.

The College-wide Learning Outcomes are:

- **Communication Fluency** – The student will effectively communicate ideas that are clear and coherent.
- **Critical Thinking** – The student will analyze evidence and assumptions to formulate informed judgments and solutions.
- **Cultural Awareness** – The student will identify and analyze one’s own culture, the culture of others, and examine the relationship and interactions among different cultures.
- **Information Literacy** – The student will access and use information from multiple sources while evaluating their accuracy and credibility.

(College-Wide Outcomes Rubrics are in Appendix E)

Explanation of College-wide Outcomes (CWO) Data

To make action-oriented decisions using the CWO data for the purpose of improving student learning, faculty review the percentage totals of students who fell within a particular performance level within the competency areas of the rubric. Viewing this data and using the rubric to review each competency area allows faculty to focus on the knowledge, skills, behaviors, and attitudes that can be improved.

For clarification, the names given to the performance levels (I, II, III, IV) do not indicate a specific benchmark or target but allow for discussion and consistency of nomenclature. Further, these performance levels indicate to stakeholders the exact criteria within the rubric that requires further inquiry to identify and establish challenge areas for improving student learning specific to that competency.

College-wide Outcomes Assessment Cycle Timeline

Collection Phase		
Task	Timeline	Organizer(s)
Course Selection	Previous Semester	Division Chairs & Office of Institutional Effectiveness
Inform Faculty	Beginning of Semester	Division Chairs
Rubric Norming	FT- Faculty: Convocation Week PT – Faculty: 2 nd – 3 rd Week of Semester	Faculty & Office of Institutional Effectiveness
Data Collection Link Email	Immediately after Norming Session	Office of Institutional Effectiveness
Data Collection	Due last day of Finals or before	Faculty
Faculty Feedback	Collected in Assessment Link	Faculty, Office of Institutional Effectiveness, Division Chairs, Student Learning Improvement Committee
Data Compilation	Once data is received, SLIC reviews prior to next meeting following collection	Office of Institutional Effectiveness

Analysis Phase		
Task	Timeline	Organizer(s)
Data and Results Discussion with Student Learning Improvement Committee (SLIC)	First SLIC meeting of following semester	Office of Institutional Effectiveness, Student Learning Improvement Committee (SLIC)
Student Learning Improvement Committee (SLIC) Meeting (Use of Results Recommendations)	Semester following assessment and data collection	Student Learning Improvement Committee (SLIC)
Summary Report of Findings/ Recommendations to Faculty-at- Large	Semester following assessment and data collection	Student Learning Improvement Committee (SLIC) & Faculty Executive Committee
Identify Areas of Improvement/provide recommendation to Division Chairs	Throughout each semester	General Education Division

Implementation Phase*		
Task	Timeline	Organizer(s)
Department Meeting with Results and Discussion	September/February	Division
Action Plan Implementation Review (From Previous Semester)	Convocation	Division
Training Workshops	Throughout Semester	Division(s)
Executive Summary of Action Plans (Final Progress Report)	End of Fall and Spring semesters	General Education Division Chair
SLIC presents a synthesis of previous semester's implementation to faculty at large.	End of Fall and Spring semesters	Student Learning Improvement Committee

*Subject to change based on assessment review cycle.

College-wide Outcomes (CWO): Course Selection

Courses used in the collection of CWO assessment data are selected from the general education (Core 42) curriculum in the Fall and Spring semesters. The Core 42 courses are listed below:

ARTS 123 – History and Appreciation of Art	HIST 112 – American History since 1877
BIOL 100 – Survey of Biology	HIST 121 – World Civilization to the Renaissance
BIOL 101 – General Biology	HIST 122 – World Civilization since the Renaissance
BIOL 102 – Environmental Science	MATH 161 – Mathematical Reasoning and Modeling
BIOL 110 – Human Biology	MATH 163 – College Algebra for Calculus
BIOL 190 – Biology for Majors	MUSC 123 – History and Appreciation of Music
BIOL 231 – Anatomy and Physiology I	MUSC 141 – Theory I, Harmony
BIOL 232 – Anatomy and Physiology II	MUSC 221 – Music Literature I
CHEM 111 – Introductory Chemistry	MUSC 222 – Music Literature II
CHEM 121 – General Chemistry I	PHIL 200 – Introduction to Philosophy
ECON 211 – Principles of Macroeconomics	PHIL 233 – Ethics
ECON 212 – Principles of Microeconomics	PHIL 243 – Religions of the World
ENGL 111 – College Writing	PHYS 100 – Survey of Physics
ENGL 112 – Advanced College Writing	PHYS 101 – Physical Science
ENGL 210 – Introduction to Literature	PHYS 211 – General Physics I
ENGL 221 – World Literature to 1600	PSYC 111 – General Psychology
ENGL 222 – World Literature since 1600	PSYC 243 – Human Development Across the Life Span
ENGL 231 – English Literature to 1798	SCOM 110 – Public Speaking
ENGL 232 – English Literature since 1798	SOCI 111 – General Sociology
ENGL 241 – American Literature to 1870	SPAN 101 – Elementary Spanish I
ENGL 242 – American Literature since 1870	SPAN 102 – Elementary Spanish II
GOVT 121 – National and State Government	THEA 120 – History and Appreciation of Theatre
HIST 111 – American History to 1877	THEA 122 – History and Appreciation of Film

NOTE: CWO Assessment is designed to capture student learning in the areas of Communication Fluency, Cultural Awareness, Critical Thinking, and Information Literacy. General Education assessment assignments are used across disciplines to measure CWO, since all students are required to take these courses.

Program Review

Purpose

Three Rivers College faculty engage in a three-year program review cycle that includes two years of collection and the review occurring in the Fall semester of the third year. The primary purpose of Program Review is to evaluate the viability and enhance the quality of our academic programs by having faculty identify areas for potential improvement. These areas include the review of student learning outcomes assessment, curriculum, courses, enrollment and graduate outputs, job placement, supporting resources, and facilities. Program Review provides a mechanism for Program Managers to engage in long-range planning using data and information to review and help establish priorities and goals for the program and provides the information required to support requests for resources needed to support those goals.

Process

Program Managers engage in a comprehensive program review in accordance with a 2-year collection and review cycle, with the actual Program Review occurring during the Fall semester of the third year. This cycle includes an ongoing discussion between the Program Managers, Program Faculty, and their respective Division Chairs and advisory boards on the program data, as well as any specific improvement initiatives that may be in-progress. A Program Review may be conducted as part of a self-study for specialized accreditation, as a response to an external request (e.g., from the Missouri Department of Higher Education), as part of new program development.

All Program Review Reports include student learning outcomes assessment results for the program and an assessment plan that evaluates the program to determine the degree to which student learning outcomes have been met. Additionally, program review includes any curriculum revisions from the last two-year cycle. Data collection and analysis should be an ongoing effort for the program even in years between formal program reviews. The Annual Student Learning Outcomes Assessment reports provide a structure for reporting various methods of assessment and how frequently data is collected. The SLO data collected annually is used during the Program Review.

Support is provided by the Office of Institutional Effectiveness to assist departments, program managers, and faculty to meet the assessment requirements adopted by the faculty. Additionally, the Office of Institutional Effectiveness supports faculty in identifying ongoing assessment activities that may appropriately fit into an assessment plan and may provide templates for departments to use in their assessment.

All program review reports must include the student learning outcomes for the program and include an assessment plan that allows the Program Manager to determine the degree to which student learning outcomes have been met. Data collection and analysis should be an ongoing effort for the program even in years between the actual program review cycle for that program. The assessment plan provides a structure for reporting assessment data and allows for needs to be determined and recorded, which includes a schedule for re-evaluation of progress once changes to assessment findings are implemented. The report also includes an executive summary analysis of findings.

Program Review Timeline Example

FY 19	FY 19	FY 20	FY 21
Program Review	Data Collection	Data Collection	Program Review
Submission has been reviewed, revised, and finalized.	SLO reports Enrollment Data Retention Data Graduation Data	SLO reports Enrollment Data Retention Data Graduation Data	Curriculum Revisions SLO report data Student Outputs data: Enrollment, Retention, and Graduation Data
			Evaluation of the last 2 years of data along with the program information.
Review has been shared with Program Advisory Board and their feedback has been reported in the final report of the Program Review.	Documenting your improvements in planning and the implementation of the improvements from the program review and advisory board feedback.	Documenting your improvements in planning and the implementation of the improvements from the program review and advisory board feedback.	Submission has been submitted, reviewed by SLIC, revised, and finalized.
			Review has been shared with the Program faculty, Program Advisory Board and their feedback has been reported in the final report of the Program Review.

Annual Student Learning Outcomes (SLO) Report

Program managers create annual student learning outcomes (SLO) reports regarding the current learning progress of their students within their respective programs. These reports are created for the purpose of reporting overall assessment results for program-specific outcomes determined by the faculty. These reports are reviewed annually by the Program Faculty, Division Chairs, the Chief Academic Officer, Director of Academic Assessment, the Office of Institutional Effectiveness, and the Student Learning Improvement Committee (SLIC). Each assessment is intended to provide feedback for the purpose of continuous improvement. A template for the purpose of reporting was created and adopted by the faculty. (See Appendix G - Annual Student Learning Outcomes (SLO) Report Template).

The annual data collection cycle informs curriculum improvement and is compiled to be used when conducting a Program Review. Each Program Manager presents the findings to the Student Learning Improvement Committee (SLIC). SLIC feedback is given to the program managers on their reports, and collaborative discussions regarding student learning. The Program Manager shares results from the SLO Reports with the Faculty-at-Large.

Timeline for Student Learning Outcomes Reporting

Month	Tasks
August	Update to Assessment Reports, Present on Timeline
September	Work with Office of Institutional Effectiveness on first drafts
	Review of First Drafts by Division Chairs, CAO, CIEO, and SLIC
October	Revisions
	2nd Drafts Due
November	Report on Assessment Results
	Reports on Assessment Results (continued)
January	Review Progress, Student Learning Improvement Committee (SLIC)
February	Provide one on one training and/or assistance (as needed)
	Present to Student Learning Improvement Committee (SLIC)
	Use Feedback to Finalize Reports
	Submit Final Reports to Division Chair for Last Review
	Begin presenting information to Faculty at Large.
March	Submit Final Reports to Division Chair for Last Review
	Complete any necessary curriculum changes by end of year
	Reviewed Reports to CAO
	Results of Assessment to Faculty at Large.
April	Final SLO presentations to Faculty at Large
	Combined Report to Website

Student Learning Improvement Committee (SLIC)

The Student Learning Improvement Committee (SLIC) is a standing committee of the faculty. Its purpose is to provide peer review and feedback on the results from the student learning outcomes assessment under the Chief Academic Officer in concert with the Office of Institutional Effectiveness. Duties include the coordination of student learning outcomes assessment for the purpose of improving student learning of general education, specific programs, and the curriculum as a whole and ensuring these activities are used to improve student learning (see Appendix H – Student Learning Improvement Committee (SLIC) Rubric & Feedback Form).

Timeline for Student Learning Improvement Committee Tasks

Month	Tasks
August	SLIC Committee: Role & Duties of Committee
	Scheduling of Meetings
September	CWO Data Presentation
	Feedback Worksheets Disseminated
	Worksheets Collected, Compiled into Report
	DRAFT Report Created
	Send to SLIC for Review
October	Spring Data Presentation(s)
	Feedback Worksheets Disseminated
	Worksheets Collected, Compiled into Report
	DRAFT Report Created
	Send to SLIC for Review
November	Final Report Combined for Website
	Present CWO Data to Faculty at Large
	Charge to Action by Division Chairs
December	Present Spring Data to Faculty
January	Welcome Back, Updates and Follow-Up
	Scheduling
January	CWO Data Presentation
	Feedback Worksheets Disseminated
February	Worksheets Collected, Compiled into Report
	CWO - DRAFT Report Created
	Send to SLIC for Review
	SLO Presentations
	Feedback Worksheets
	SLO Presentations
Feedback Worksheets	
March	Program Reviews
	Feedback Worksheets
	Program Reviews
	Feedback Worksheets
	Present CWO Data to Faculty at Large
	Charge to Action by Division Chairs
April	Final Spring Data Presentation(s)
	Feedback Worksheets Disseminated
	Worksheets Collected, Compiled into Report
	DRAFT Report Created
	Send to SLIC for Review
May	Review of CWO Action Plans
	Final Data Meeting with Faculty

Cocurricular Assessment

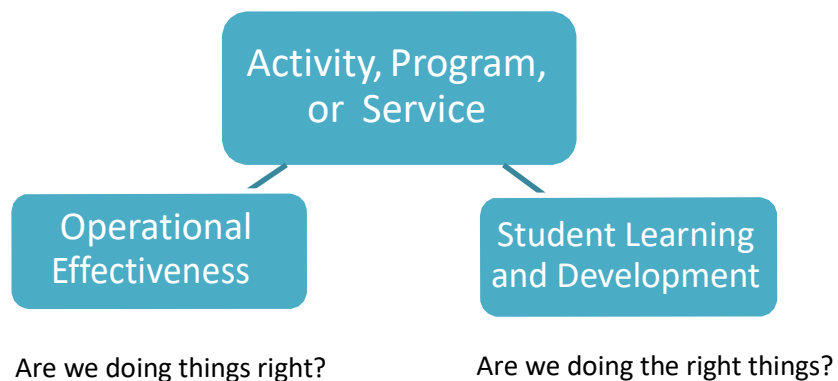
Cocurricular Assessment refers to student learning beyond the traditional curriculum of the College through program offerings and student engagement activities. Cocurricular programs are tailored to the Mission of the College and contribute to the overall educational experience of students. The institution assesses the achievement of learning outcomes that it claims for its co-curricular programs. Cocurricular programming includes the following aspects:

- Promote student learning
- Contribute to an enriched educational environment
- Be conducted outside of the classroom or traditional curriculum
- Assessment should take place to improve student learning

Cocurricular areas of focus currently being assessed at Three Rivers College include:

- Student Leadership

Some examples of Cocurricular Assessment include focus groups, satisfaction surveys, feedback surveys from faculty, staff, and students or evaluations of learning and programming through an assessment tool, such as a rubric. A good way to think of the effectiveness of a cocurricular program is illustrated in the diagram below.



Operational effectiveness can be assessed by evaluating the following aspects of an event, program, or service:

- Facility Usage
- Student Satisfaction
- Cost Efficiencies
- Level of Participation/Student Engagement

Student learning and development can be assessed by evaluating what students are expected to learn as a result of the activity, program, or service using some learning outcomes assessment instrument.

APPENDIX

- Appendix A – [GAP 1140 Institutional Effectiveness & GAR 1140 Institutional Effectiveness](#)
- Appendix B – [FP 3101 Budget and Financial Processes & FP3103 Budget Preparation and Adoption](#)
- Appendix C - [College Planning Priorities](#)
- Appendix D – [Continuous Improvement Leadership Team \(CILT\) Peer Review Rubric](#)
- Appendix E - [College-Wide Outcomes Rubrics](#)
- Appendix F - [Program Review Template](#)
- Appendix G - [Annual Student Learning Outcomes \(SLO\) Report Template](#)
- Appendix H - [Student Learning Improvement Committee \(SLIC\) Rubric & Feedback Form](#)
- Appendix I – [Master Syllabus Template](#)
- Appendix J – [Curriculum Change Form](#)
- Appendix K – [GAR 1110 Policy and Regulation Development](#)
- Appendix L - [Glossary of Terms](#)
- Appendix M – [ASPIRE 2025](#)

Appendix A: GAP 1140 Institutional Effectiveness and GAR 1140 Institutional Effectiveness

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAP 1140 Institutional Effectiveness	Page 1 of 2
Associated Regulations: GAR 1140 Institutional Effectiveness; GAR 1110 Policy and Regulation Development	
References: The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness	
Supersedes: NA	
Responsible Administrator: Chief Institutional Effectiveness Officer; College President	
Initial Approval: 07-20-2016	Last Revision: 09-21-2016

Three Rivers College engages in institution-wide, systematic, and continuous improvement through the assessment of the effectiveness of the institution by all academic and administrative units, as guided by the strategic plan.

Institutional effectiveness is defined as a process that demonstrates achievement in the accomplishment of the institutional mission through review of the institution's strategic plan and related goals and outcomes, resulting in data-informed approaches leading to continuous improvement.

Sustainable institutional effectiveness is ensured through college-wide, coordinated planning and assessment processes supporting a culture of decision making based on data and assessment activities associated with the strategic plan, vision, core values, mission, and goals of the college-wide community.

The continuous assessment of the quality of both instructional and service programs at Three Rivers College is a necessary component of institutional effectiveness. The process of assessment is for the purpose of continuous improvement and sustainability.

Three Rivers College is committed to institutional effectiveness by developing and maintaining institutional planning and assessment processes that lead to improvement. Through the shared governance model, college planning and assessment includes representatives of the college community in establishing institutional priorities, guiding decision-making, and allocating resources to ensure that the College is meeting the needs of its stakeholders.

For more information reference, Regulation GAR 1140 Institutional Effectiveness.

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAP 1140 Institutional Effectiveness	Page 2 of 2
Associated Regulations: GAR 1140 Institutional Effectiveness; GAR 1110 Policy and Regulation Development	
References: The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness	
Supersedes: NA	
Responsible Administrator: Chief Institutional Effectiveness Officer; College President	
Initial Approval: 07-20-2016	Last Revision: 09-21-2016

DOCUMENT HISTORY:

07-20-2016: Initial approval of policy GAP 1140 Institutional Effectiveness.

09-21-2016: The College Board of Trustees approved the name change of the College from Three Rivers Community College to Three Rivers College.

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1140 Institutional Effectiveness	Page 1 of 7
Primary Policy: GAP 1140 Institutional Effectiveness	
Associated Regulation: GAR 1110 Policy and Regulation Development	
References: The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness; The Council for Higher Education Accreditation (CHEA).	
Addendum: "Institutional Effectiveness Process Diagram"	
Supersedes: NA	
Responsible Administrator: Chief Institutional Effectiveness Officer; College President	
Initial Approval: 07-20-2016	Last Revision: 05-24-2017

Three Rivers College engages in institution-wide, systematic, and continuous improvement through the assessment of the effectiveness of the institution by all academic and administrative units, as guided by the strategic plan.

Requirements

Three Rivers College engages in Institutional Effectiveness processes that determine the extent to which the College is operating within its Mission and is meeting the goals and objectives set forth in its Strategic Plan. The process of assessment is defined in such a way to ensure the College's ability to meet the Institutional Effectiveness standards set forth by the regional accreditor the Higher Learning Commission (HLC), as well as other accreditors of college programs and to demonstrate best practices in higher education institutions.

The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness states "the institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future." To systematically facilitate this process and ensure alignment of the colleges annual planning priorities of the strategic plan and mission, an electronic planning and budget development software known as Strategic Planning Online (SPOL) has been adopted.

Planning and Assessment Process

Planning and assessment is conducted by each academic and administrative unit on an annual and ongoing basis. The college planning cycle precedes budget development and begins in January at the annual college planning retreat. The college planning year aligns with the annual fiscal calendar commencing on the first of July. Through use of Strategic Planning Online (SPOL), the culmination of the annual assessment process is the annual planning cycle, this time period is used to document progress made with goals, objectives or outcomes; analyze data; benchmarks; institutional targets; actual results; action plans for units, departments, and academic programs as appropriate; and planning unit progress reports that document the results of action plans. Please see, Addendum: Institutional Effectiveness Process Diagram.

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1140 Institutional Effectiveness	Page 2 of 7
Primary Policy: GAP 1140 Institutional Effectiveness	
Associated Regulation: GAR 1110 Policy and Regulation Development	
References: The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness; The Council for Higher Education Accreditation (CHEA).	
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Supersedes: NA	
Responsible Administrator: Chief Institutional Effectiveness Officer; College President	
Initial Approval: 07-20-2016	Last Revision: 05-24-2017

Assessment results from SPOL planning unit progress reports, surveys, focus group interviews, academic program reviews and the results from student learning outcomes assessment (SLOs) are used to inform programmatic and administrative decisions, strategic planning initiatives, budget requests, and resource allocations. Each department and planning unit shall reference and incorporate its assessment outcomes data for justification of financial requests during the annual planning and budgeting process.

Duties and Responsibilities

The Office of Institutional Effectiveness provides leadership in the design and implementation of processes outlined herein and provides training and support to unit managers in their continuous improvement efforts. The College Cabinet, the Student Learning Improvement Committee (SLIC), the Continuous Improvement Leadership Team (CILT) and the Board of Trustees are fully engaged and invested in the institutional effectiveness processes.

Each unit manager of academic and/or administrative units of the college are responsible for ensuring the ongoing, systematic continuous improvement process is properly aligned with the strategic plan, executed and documented within Strategic Planning Online (SPOL) during each cycle and that specific action is taken (Use of Results) based upon data regarding what is learned from the continuous improvement processes (Actual Results).

Definitions

Academic Program Review (APR): a process to examine the effectiveness of an academic program and inform the continuous improvement efforts of the college. The APR process is applied to degree programs, stand-alone minors, General Education, and academic initiatives. The process provides feedback (a) to the academic unit primarily responsible for the program, (b) to the appropriate academic administrators, (c) to external advisory boards, and to college planning units in the form of confirmation of the existence of the APR process and the sustainability of the program in the form(s) of an executive summary report(s) of outcomes.

Assessment: the process of determining whether the college is meeting its goals established in unit and department operational plans. Assessment is conducted by each academic and administrative unit on an annual basis, and follows the fiscal calendar. The continuous

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1140 Institutional Effectiveness	Page 3 of 7
Primary Policy: GAP 1140 Institutional Effectiveness	
Associated Regulation: GAR 1110 Policy and Regulation Development	
References: The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness; The Council for Higher Education Accreditation (CHEA).	
Addendum: "Institutional Effectiveness Process Diagram"	
Supersedes: NA	
Responsible Administrator: Chief Institutional Effectiveness Officer; College President	
Initial Approval: 07-20-2016	Last Revision: 05-24-2017

assessment of the quality of both instructional and service programs at Three Rivers College is a necessary component of institutional effectiveness. The results of assessment are used to inform the planning and budget development process. The college planning cycle precedes the budget development period to allow time for analysis of data from the results of assessment to ensure the use of data informed decisions. The process of assessment is for the purpose of continuous improvement and sustainability.

Assessment Measures: the tools or strategies used to measure progress toward achieving an objective. A minimum of one assessment measure is necessary, however several may be used in support of a SPOL objective or goal. Assessment measures may apply to the overall objective.

Benchmarking: a process used to evaluate various aspects of the college processes in relation to best practices and may be compared to internal goals or the performance of peer institutions.

Co-curricular: refers to activities, programs, and learning experiences that complement, in some way, what students are learning —i.e., experiences that are connected to or mirror the academic curriculum.

Continuous Improvement Leadership Team (CILT): a representative body of faculty, staff, and administrators who consider challenges related to assessment of administrative and academic programs and activities, review objective reports to ensure consistency with data, institutional expectations for assessment, and to communicate appropriate actions and decisions. The purpose of the Continuous Improvement Leadership Team is to advocate for quality enhancement, be champions for the development of a culture of assessment and continuous improvement, and be current on all matters of accreditation compliance for the college. Objective reports are developed in Strategic Planning Online (SPOL) and the CILT review reports for alignment with the strategic plan, adequacy of supportive data, and consistency of process.

Inputs: resources that the college allocates to a program of study such as faculty, technology, training, facilities, labs, students, curriculum, and support. Activities are learning processes that engage students such as classes, lectures, internships, labs, projects, etc.

Institutional Effectiveness: is a process that demonstrates achievement in the accomplishment of the institutional mission through review of the institution’s strategic plan, related goals and

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1140 Institutional Effectiveness	Page 4 of 7
Primary Policy: GAP 1140 Institutional Effectiveness	
Associated Regulation: GAR 1110 Policy and Regulation Development	
References: The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness; The Council for Higher Education Accreditation (CHEA).	
Addendum: "Institutional Effectiveness Process Diagram"	
Supersedes: NA	
Responsible Administrator: Chief Institutional Effectiveness Officer; College President	
Initial Approval: 07-20-2016	Last Revision: 05-24-2017

outcomes; resulting in data-informed approaches leading to continuous improvement. Institutional Effectiveness is an acknowledged and accepted process commonly used in higher education thorough the established terminology for regional accreditation criteria.

Mission Statement: a written declaration of the core purpose and focus of the college.

Objective: a statement of what will be achieved and by when. Objectives in SPOL must be SMART: specific, measurable, action-oriented, realistic and relevant, and time-limited. If an objective statement does not meet the SMART criteria, it may be a unit goal, which is broader in scope than an objective.

Outcomes: student learning outcomes measure change in learning (and/or the learner) and answer two questions. What do students (graduates) know that they did not know before? What can they do that they could not do before? **Outcomes** are specific measurable changes in learning, attitudes, behaviors, knowledge, skills, status, or level of functioning. "Student learning outcomes are properly defined in terms of the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher educational experiences." CHEA 2016

Outputs: most survey data, as well as graduation, retention, transfer, and employment rates, are outputs and not outcomes referred to as student, program and institutional outputs. Output data do not directly and specifically measure changes in student learning. **Outputs** are the indirect results of program activities such as enrollment, retention rate, graduation data, and external exam pass rates, etc.

Planning Priorities: established annually from the strategic plan by each member of the College Cabinet, they provide specific focus to the annual continuous improvement plan of the College.

Results: at the end of the planning period, planning unit managers in SPOL must detail the actual results achieved in working towards an objective. The unit manager enters narrative statements to answer such questions such as, was the objective met and to what degree. (Refers to the assessment measures) and what lessons were learned that can be applied to future efforts?

Standards: a set of criteria, guidelines, and best practices to which institutions and/or programs must adhere to receive accreditation from the Higher Learning Commission or another

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1140 Institutional Effectiveness	Page 5 of 7
Primary Policy: GAP 1140 Institutional Effectiveness	
Associated Regulation: GAR 1110 Policy and Regulation Development	
References: The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness; The Council for Higher Education Accreditation (CHEA).	
Addendum: "Institutional Effectiveness Process Diagram"	
Supersedes: NA	
Responsible Administrator: Chief Institutional Effectiveness Officer; College President	
Initial Approval: 07-20-2016	Last Revision: 05-24-2017

accrediting body. In SPOL, the term standard in the singular form is used generically to refer to any single statement within a set of standards, principles, criteria, etc., issued by any accrediting body, department, and program or quality initiative.

Student Learning Improvement Committee(SLIC): representative body of faculty and staff that facilitates the analysis related to assessment data of academic programs, reviews assessment reports, and program review summary data to ensure consistency with institutional expectations for academic assessment, considers relevant challenges and communicates results to those entities, their recommended actions and decisions for the purpose of planning for the improvement of student learning across the institution.

Student Learning Outcomes or Objectives: statements of what students should know and be able to do by the end of a learning experience (generally a course or degree program). It focuses on what the student will take away from this learning experience. These statements provide the basis for assessment of student learning in courses and programs.

Sustainable Institutional Effectiveness: ensured through college-wide, coordinated planning and assessment processes supporting a culture of decision making based on data and assessment activities associated with the strategic plan, vision, core values, mission, and goals of the college-wide community.

Use of Results: after analysis of results (what happened and what was learned?), a SPOL planning unit manager must document what is learned for continuous improvement of student learning, customer service, cost effectiveness, etc., within a planning unit, department, division, or the overall institution. Often the Use of Results in SPOL is the basis for the next semester or FY plan. Use of Results closes the planning loop and describes the next steps based on results.

Three Rivers College is committed to institutional effectiveness by developing and maintaining institutional planning and assessment processes that lead to improvement. Through a shared governance model, college planning and assessment includes representatives of the college community in establishing institutional priorities, guiding decision-making, and allocating resources to ensure that the College is meeting the needs of its stakeholders.

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1140 Institutional Effectiveness	Page 6 of 7
Primary Policy: GAP 1140 Institutional Effectiveness	
Associated Regulation: GAR 1110 Policy and Regulation Development	
References: The Higher Learning Commission (HLC) Criterion Five: Resources, Planning, and Institutional Effectiveness; The Council for Higher Education Accreditation (CHEA)	
Addendum: "Institutional Effectiveness Process Diagram"	
Supersedes: NA	
Responsible Administrator: Chief Institutional Effectiveness Officer; College President	
Initial Approval: 07-20-2016	Last Revision: 05-24-2017

DOCUMENT HISTORY:

- 07-20-2016:** Initial approval of regulation GAR 1140 Institutional Effectiveness.
- 09-21-2016:** The College Board of Trustees approved the name change of the college from Three Rivers Community College to Three Rivers College.
- 05-24-2017:** Minor revisions for clarification.

Three Rivers College Mission Strategic Plan

Annual Planning Priorities

Intended Outcomes & Objectives

- Develop Unit Plans in Strategic Planning Online (SPOL)
- Create Student Learning Outcomes (SLOs) & Assessments
- Continuous Improvement Leadership Team (CILT) Review
- Revise based on CILT Review

Implementation of SPOL Unit Plans

Assessment Activities

- Performance Benchmarks/ Targets
- Record Assessments in SPOL
- SLO Assessment Reports
- Record Assessment in SPOL

Continuous Improvement Institutional Effectiveness Processes & Practices

Actual Results

- Feedback from Assessment
- Analysis of Assessment Findings
- Record Actual Results in SPOL
- Budget and Accountability Review

Use of Results

- Implement Use of Results for Improvement
- Modifications to Desired Outcomes that lead to Continuous Quality Improvement in Programs and Services

Adjust and Align Modifications with College Priorities

Appendix B: Financial Policy 3101 Budget and Financial Processes

Section: 3000 Financial	
Sub Section: 3100 Financial Management	
Title: FP 3101 Budget and Financial Processes	Page 1 of 2
Associated Regulation:	
References:	
Supersedes: NA	
Responsible Administrator: Chief Financial Officer	
Initial Approval: 12-09-2015	Last Revision: 09-21-2016

The Three Rivers College Board of Trustees adopts policies to provide direction regarding the College's budget and financial affairs which reflect the educational philosophy of the College and provide a framework in which the administration can effectively operate.

The budget and financial processes of the College shall conform to all federal regulations, state and local requirements as set forth by the Missouri Constitution, state statutes, Department of Elementary and Secondary Education rules, Coordinating Board for Higher Education rules, and to all College policies.

Sound business operations require keeping accurate, legal, and understandable records of receipts and expenditures. It is essential that procedures be followed which ensure the College budget adopted by the Board of Trustees is effective in providing parameters for the fiscal affairs of the College.

The purpose of the College budget and financial policies is to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the educational and financial operations of the College.

Section: 3000 Financial	
Sub Section: 3100 Financial Management	
Title: FP 3101 Budget and Financial Processes	Page 2 of 2
Associated Regulation:	
References:	
Supersedes: NA	
Responsible Administrator: Chief Financial Officer	
Initial Approval: 12-09-2015	Last Revision: 09-21-2016

DOCUMENT HISTORY:

- 12-09-2015:** Initial approval of policy FP 3101 Budget and Financial Processes.
- 09-21-2016:** The College Board of Trustees approved the name change of the College from Three Rivers Community College to Three Rivers College.

Section: 3000 Financial	
Sub Section: 3100 Financial Management	
Title: FP 3103 Budget Preparation and Adoption	Page 1 of 2
Associated Regulation:	
References: RSMO 2000, Sections 67.010 – 67.080	
Supersedes: NA	
Responsible Administrator: Chief Financial Officer	
Initial Approval: 12-09-2015	Last Revision: 09-21-2016

The Three Rivers College budget represents the approved educational plan of the College in fiscal terms. The budget is prepared to meet the stated mission of the College and will be in compliance with all College policies, regulations and procedures as well as federal, state, and local law.

Accordingly, the College President shall submit to the Board of Trustees for its review and approval, a complete, annual, line-item budget for each fiscal year (July 1 to June 30) of all College funds. The submitted budget shall be in accordance with the requirement of state laws and the State Coordinating Board of Higher Education. In the preparation of the budget, the College President shall adhere to the following principles:

1. The budget shall reflect the best possible distribution of available funds in accordance with the College’s mission and annual planning priorities.
2. The budget shall identify sufficient sources of funds to ensure a fiscally balanced budget;
3. The budget shall provide reserves adequate to meet reasonable unforeseen demands;
4. The budget shall include, where appropriate, funds from grants where such grants meet the conditions set forth in policy; and
5. Recurring costs are supported with recurring sources of funds.

The approved line-item budget shall be published to the College website. The College President shall administer the approved budget and is accordingly authorized to approve expenditures in the approved budget and transfers within the approved budget, in accordance with policy. Authorization to perform this function may be delegated by the College President in order to meet organizational objectives.

A comparison of budget to actual is presented to the Board of Trustees no less than quarterly during the fiscal year.

Section: 3000 Financial	
Sub Section: 3100 Financial Management	
Title: FP 3103 Budget Preparation and Adoption	Page 2 of 2
Associated Regulation:	
References: RSMO 2000, Sections 67.010 – 67.080	
Supersedes: NA	
Responsible Administrator: Chief Financial Officer	
Initial Approval: 12-09-2015	Last Revision: 09-21-2016

DOCUMENT HISTORY:

- 12-09-2015:** Initial approval of policy FP 3103 Budget Preparation and Adoption.
- 09-21-2016:** The College Board of Trustees approved the name change of the College from Three Rivers Community College to Three Rivers College.

APPENDIX C – College Planning Priorities

Annual Planning Priorities FY24

The Three Rivers College Annual Planning Priorities are established annually from the strategic plan by each member of the College Cabinet and provide specific focus to the annual continuous improvement plan. The annual planning cycle begins with the College Cabinet reviewing planning accomplishments, inputs, and outputs data and reaffirming the Strategic Themes and Initiatives, which form the Three Rivers College Annual Planning Priorities. Below are the planning priorities for the 2023-2024 (FY24) year:

1. **Instructional Quality:** The College shall act on student learning outcomes data results, expand academic assessment and data analysis processes throughout the curriculum, ensure appropriate and timely staffing, conduct a viability analysis of all College programs, review current marketing and student recruitment practices to involve faculty, expand communication avenues and the involvement of adjunct faculty, and ensure timely feedback to students.
2. **Online Programming and Support:** The College shall improve the operational infrastructure to better support online degree programs, improve the use of virtual advising and student support, develop systems and processes to improve methods to support students, and continue to improve the effectiveness of online instruction methods and courses. Develop methods to evaluate and improve online transitional courses and student success, as well as the technological competency of all online students to enhance their ability to succeed in the virtual learning environment.
3. **Operations:** The College shall expand the use of assessment and data analysis processes in support of continuous improvement planning, with specific focus on improving the budget allocation process, enhancing operations for the management of grant funds, and the use of student retention initiatives.
4. **Expand and Refine Programs:** The College shall seek to offer new instructional programs and pathways, ensure seamless transfer of existing curricular pathways, and ensure all College programs meet the needs of the communities we serve.
5. **Student Focused Culture:** The College shall emphasize a supportive student-focused culture, ensure clarity of individualized student pathways to success, ensure classes are available when students need them for on-time completion, enhance advising training, expand methods to improve timely communication to students on their progress and in general, ensure all forms of College information aligns, is current, and is accurate.
6. **Professional Development:** The College shall develop professional development activities to increase knowledge and skills across all functional areas in the application of assessment practices, the use of data for planning and budget development, With specific emphasis on best practices in online instruction and student retention strategies, as well as grant management from application to closeout.

Appendix D - Continuous Improvement Leadership Team (CILT)
Peer Review Rubric

**Continuous Improvement Leadership Team
Planning Unit Feedback Form**

Reviewer: _____ Date of Review: _____

Planning Unit Name: _____ Planning Unit #: _____

Planning Year: _____ Planning Manager: _____

Objective Number(s): _____

Continuous Improvement Leadership Team Planning Unit Feedback Form

Section I: Objective

The Objective demonstrates the ability to write a **SMART** Objective that is clear and concise, as follow: **S**pecific (states exactly), **M**easurable (qualify it), **A**ction-oriented (task), **R**ealistic (can it be done?), and **T**ime limited (state a deadline).

I	II	III	IV
<p>a) Objective does not demonstrate the ability to write a SMART Objective.</p> <p>b) Is not a clear and concise Objective that is Specific, Measurable, Action-Oriented, Realistic, & Time Limited</p>	<p>a) Objective misidentifies some of the components of a SMART Objective.</p> <p>b) Objective text does not clearly identify the purpose of the Objective.</p> <p>c) The Objective is too broad and is not specific.</p>	<p>a) Objective identifies the purpose of the Objective but makes weak connections to the improvement of the goal.</p> <p>b) Objective is SMART but does not explain the significance.</p>	<p>a) Objective clearly & accurately identifies a written SMART Objective that is concise as follows: Specific, Measurable, Action-Oriented, Realistic, & Time Limited.</p>

Objective Number						
Rubric Score						

If any of the below do not apply, please provide the Objective number(s) and describe.

Each Objective is tied to:	No	Objective Number(s)	Comments
Objective Types	<input type="checkbox"/>		
Strategic Plan	<input type="checkbox"/>		
Annual Planning Priorities	<input type="checkbox"/>		
Planning Unit Goals	<input type="checkbox"/>		

Section I: Objective – Feedback

Continuous Improvement Leadership Team Planning Unit Feedback Form

Section II: Intended Results

Describes the Intended Result(s), or purpose, of the Objective. The description must provide clarity for the supervisor regarding the purpose of the Objective and associated planning efforts or tasks. The Intended Result(s) also must serve to guide the scope of the assessment efforts needed to track the progress of the Objective.

I	II	III	IV
<p>a) Does not describe the Intended Result(s) of the Objective.</p> <p>b) Intended Result(s) do not describe the purpose of the Objective.</p> <p>c) Intended Result(s) do not support the assessment efforts required to measure the impact of the Objective.</p>	<p>a) Intended Result(s) provide a vague description of the intended results of the Objective.</p> <p>b) Intended Result(s) description does not align with the purpose of the stated Objective.</p>	<p>a) Attempts to describe the Intended Result(s) or purpose of the Objective.</p> <p>b) Intended Result(s) provide a rationale for the purpose of the Objective and associated planning efforts or tasks.</p> <p>c) Intended Result(s) provides some information to guide the scope of the assessment efforts needed to track the progress of the Objective.</p>	<p>a) Accurately describes the Intended Result(s) or purpose of the Objective.</p> <p>b) Intended Result(s) provide a clear description regarding the purpose of the Objective and associated planning efforts or tasks.</p> <p>c) Intended Result(s) serve as an excellent guide for the scope of assessment efforts needed to track the progress of the Objective.</p>

Objective Number						
Rubric Score						

If any of the below do not apply, please provide the Objective number(s) and describe.

Objective Description aligns with:	No	Objective Number(s)	Comments
Intended Results	<input type="checkbox"/>		

Section II: Intended Results – Feedback

Continuous Improvement Leadership Team Planning Unit Feedback Form

Section III: Assessment Measure

Demonstrates the ability to create an Assessment Measure that is designed to assess the Objective. Has written a plan that includes a method to gather, interpret, and prioritize information as well as explain their significance as it relates to measuring the Objective.

I	II	III	IV
<p>a) Inaccurately creates an Assessment Measure of the wrong source that does not measure the Objective.</p> <p>b) Assessment Measure misidentifies information related to the Objective and fails to prioritize the assessment information.</p> <p>c) Assessment Measure expresses an unreasonable or invalid method to gather and interpret information and is unable to analyze data and explain the significance as it relates to the Objective.</p>	<p>a) Accurately creates an Assessment Measure that is measurable but of the wrong source that does not measure the Objective.</p> <p>b) Assessment Measure identifies some information related to the Objective but fails to prioritize the assessment information.</p> <p>c) Assessment Measure expresses a reasonable method to gather and interpret information, however, is unable to explain the significance of the analyzing data as it relates to the Objective.</p>	<p>a) Accurately creates an Assessment Measure that is measurable and provide and articulates evidence and assumptions when analyzing and/or interpreting information.</p> <p>b) Assessment Measure identifies a method to gather relevant information but with some information missing and lacks clarity.</p>	<p>a) Provides clear evidence demonstrating ability to create an Assessment Measure that is designed to assess the Objective.</p> <p>b) Assessment Measure is written a plan that includes a method to gather, interpret, and prioritize information and explain their significance as it relates to the Objective.</p> <p>c) Assessment Measure includes clearly written, valid statements, data, facts, questions, graphs, theories, assertions, description, etc.</p>

Objective Number						
Rubric Score						

If any of the below do not apply, please provide the Objective number(s) and describe.

Assessment Plan:	No	Objective Number(s)	Comments
Appropriately measures the Objective	<input type="checkbox"/>		

Section III: Assessment Measure – Feedback

Continuous Improvement Leadership Team Planning Unit Feedback Form

Section IV: Action Plan (Tasks)

Describes the steps that a unit manager will follow to achieve the Objective, also known as procedures or action steps. Tasks must be of sufficient detail to clearly demonstrate to others what is planned to accomplish the Objective and by when. Tasks must address the Objective detail, be action-oriented, and be time limited. Some Tasks may require additional funding to carry them out. When that is the case and budget procedures will allow, the unit manager must enter a detailed justification to request funding at the Task level.

I	II	III	IV
<p>a) Tasks do not describe the steps a unit manager will follow to achieve the Objective.</p> <p>b) Tasks make no connection with the actual purpose of the Objective and do not address the Objective detail.</p> <p>c) Tasks & budget requests do not align with the actual Objective purpose.</p> <p>d) Tasks provide no evidence of data informed decision-making regarding budget requests.</p>	<p>a) Tasks vaguely describes the steps a unit manager follows to achieve the Objective also known as procedures or action steps.</p> <p>b) Tasks do not clearly detail or demonstrates what is planned to accomplish and by when.</p> <p>c) Tasks do not address the Objective detail, are action oriented, and are time limited.</p> <p>d) For funding requests, no data is used to support the request, and no detailed justification to request funding at the Task level.</p>	<p>a) Tasks clearly describes the steps a unit manager follows to achieve the Objective also known as procedures or action steps.</p> <p>b) Tasks are sufficient detail to clearly demonstrate to others what is planned to accomplish the Objective and by when.</p> <p>c) Tasks address the Objective detail, are action oriented, and are time limited.</p> <p>d) Data used to support budget request in Tasks are vague and have a poorly written justification used.</p>	<p>a) Tasks clearly describe the steps a unit manager follows to achieve the Objective also known as procedures or action steps.</p> <p>b) Tasks provide sufficient detail to clearly demonstrate to others what is planned to accomplish the Objective and by when.</p> <p>c) Tasks clearly address the Objective detail, are action oriented, and are time limited.</p> <p>d) Some Tasks that require funding contain procedures, data to support the request, and have a well written and detailed justification to request funding at the Task level.</p>

Objective Number						
Rubric Score						

If any of the below do not apply, please provide the Objective number(s) and describe.

The following are appropriate to the Objective:	No	Objective Number(s)	Comments
Action Plan Details			
Task Type(s)			
Task Status(es)			

Section IV: Action Plan (Tasks) – Feedback

Continuous Improvement Leadership Team Planning Unit Feedback Form

Section V: Actual Results

Communicates effectively in analyzing and determining solutions to complex problems for continuous improvement. Actual Results are based on the Action Plan and the Assessment Plan.

I	II	III	IV
<p>a) Actual Results does not articulate or explain key results or conclusions.</p> <p>b) No evidence of the Actual Results of the Objective.</p> <p>c) Actual Results shows no evidence of the assessment measure aligned with the stated Objective.</p>	<p>a) Actual Results articulates or explains key concepts but in a vague, confusing, or ambiguous manner.</p> <p>b) Does not stay on track when communicating the Actual Results of the Objective and the assessment measure is not appropriate or aligned with the stated Objective.</p>	<p>a) Actual Results articulates and explains key concepts.</p> <p>b) Actual Results stays on track.</p> <p>c) However, Actual Results are not clearly based on the Objective and the assessment is vague.</p>	<p>a) Actual Results articulates and explains key concepts in a clear and concise manner.</p> <p>b) Actual Results stays or track and articulates purpose.</p> <p>c) Actual Results communicates effectively in analyzing and determining solutions to complex problems for continuous improvement.</p> <p>d) Actual Results are based on the Objective as well as the assessment.</p>

Objective Number						
Rubric Score						

Please describe any weakness and include the objective number(s).

Section V: Actual Results – Feedback

Continuous Improvement Leadership Team Planning Unit Feedback Form

Section VI: Use of Results

Communicates clearly what was learned from the Objective and associated Action Plan. Use of Results should communicate how the Objective will be carried forward in the next semester or next planning year. The Use of Results should offer a solution based on the challenges discovered from the actual results data and must close the planning loop by describing the next steps.

I	II	III	IV
<p>a) Does not clearly communicate Use of Results from what was learned from the Objective.</p> <p>b) No evidence of the Use of Results being carried forward into the next semester or planning year.</p> <p>c) Does not offer a solution that aligns with the actual results.</p> <p>d) Does not clearly “close the loop” on this Objective.</p>	<p>a) Communicates Use of Results in a vague manner that does not align with actual results.</p> <p>b) Does not clearly describe how Use of Results are carried forward.</p> <p>c) Weak attempt at “closing the loop” on this Objective.</p>	<p>a) Communicates the Use of Results.</p> <p>b) Describes how the Use of Results shall be carried forward into the next semester or planning year.</p> <p>c) Good attempt to “close the loop” on this Objective.</p>	<p>a) Provides clear explanation of what was learned from the Objective as Use of Results.</p> <p>b) Clearly written Use of Results aligned with the Objective to be carried forward in the next semester or next planning year.</p> <p>c) Use of Results offers thoughtful solutions based on challenges discovered from the Actual Results data.</p> <p>d) Closes the loop by describing the next steps.</p>

Objective Number						
Rubric Score						

Please describe any weakness and include the objective number(s).

Section VI: Use of Results – Feedback

Continuous Improvement Leadership Team Planning Unit Feedback Form

Section VII: Documentation

Offers conclusions & solutions with appropriate data that documents findings based on the Objective & assessment measure. Documentation fits with the assessment measure, and includes an analysis of data and/or executive summary of the assessment findings.

I	II	III	IV
<p>a) No Documentation is included in the plan to base the Objective upon on and unrelated documentation is utilized.</p>	<p>a) Documentation inadequately expresses the logical process of critical inquiry. b) Data used to substantiate findings is not appropriate for the Objective. c) Documentation does not support the assessment measure and/or offers a vague analysis.</p>	<p>a) Documentation expresses the logical process of critical inquiry with minor errors. b) Uses data to substantiate findings, but not clearly written. c) Documentation provides evidentiary support for the assessment measure but does not provide an analysis of the data or an executive summary.</p>	<p>a) Documentation expresses and articulates the logical process of critical inquiry. b) Documentation used is appropriate data to substantiate findings as a result of the Objective. c) Documentation provides clear, evidentiary support of the assessment measure. d) Documentation includes an analysis of data and/or executive summary of the assessment findings "Results and Use of Results".</p>

Objective Number						
Rubric Score						

If any of the below do not apply, please provide the Objective number(s) and describe.

The following are appropriate to the Objective:	No	Objective Number(s)	Comments
Document Library files	<input type="checkbox"/>		
Link Management items	<input type="checkbox"/>		

Section VII: Documentation – Feedback

Continuous Improvement Leadership Team Planning Unit Feedback Form

Section VIII: Objective Page

Demonstrates the ability to consider the entire Objective Process, and all related parts of the Objective page, including a clearly written Objective that aligns with assessment, intended results, the strategic plan, annual division planning priorities, implications, and significant tasks that explain a rationale for the Objective.

I	II	III	IV
<p>a) Objective Page does not demonstrate the ability to consider the entire Objective Process.</p> <p>b) Objective Page does not connect all the related parts within the Objective Page.</p> <p>c) Objective Page expresses unreasonable and inconsistent assumptions.</p> <p>d) Objective Page does not identify or incorrectly identifies assessment methods, implications, throughout each section.</p>	<p>a) Objective Page incorrectly identifies sections of the Objective Process, and all related parts of the Objective page. Including recognizing and assess assumptions, implications, throughout each section.</p> <p>b) Objective Page expresses some assumptions that are reasonable but are inconsistent throughout.</p>	<p>a) Objective Page correctly identifies sections of the Objective Process, and some of the related parts of the Objective page with minor errors. Including recognizing and assessing most of the assumptions, implications, throughout each section.</p> <p>b) Objective Page expresses most of the assumptions that are reasonable but are inconsistent throughout.</p>	<p>a) Demonstrates the ability to consider the entire Objective Process, and all related parts of the Objective page.</p> <p>b) Including a clearly written Objective that aligns with assessment.</p> <p>c) Recognizing intended results.</p> <p>d) Clearly written tasks.</p> <p>e) All parts of the Objective Page align assessment, intended results, the strategic plan, and annual planning priorities, implications, as well as significant tasks that explain a rationale for the Objective.</p>

Objective Number						
Rubric Score						

If any of the below do not apply, please provide the Objective number(s) and describe.

The Objective Page includes:	No	Objective Number(s)	Comments
Planning Unit Goals	<input type="checkbox"/>		

Section VIII: Objective Page – Feedback

Appendix E - College-wide Outcomes Rubrics

Communication Fluency

The student will effectively communicate ideas that are clear and coherent.

	I	II	III	IV
Clarity of Ideas	Ideas are not supported with accurate details relevant to the topic.	Ideas are partially supported without regard for accuracy or relevancy to the topic.	With few exceptions, ideas are supported with accurate details relevant to the topic.	Ideas are fully supported with accurate and credible details relevant to the topic.
Coherent Organization	Does not use a pattern of reasoning that communicates consistency and relevancy to the ideas presented.	Uses a pattern of reasoning that lacks consistency and relevancy to the ideas presented.	With few exceptions, uses a pattern of reasoning that is consistent and relevant to the ideas presented.	Uses a pattern of reasoning that is fully consistent and relevant to the ideas presented.
Effective Communication	The purpose or effect of the idea is not apparent.	The purpose or effect of the idea is vague or unclear.	The purpose or effect of the idea can be discerned.	The purpose or effect of the idea is easily understood and clearly conveyed.

*The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Revised Fall 2019

Critical Thinking

The student will analyze evidence and assumptions to formulate informed judgments and solutions.

	I	II	III	IV
Analyze Evidence	Relevance and credibility of evidence are not established.	Recognizes relevant evidence but fails to establish credibility.	Analyzes relevant evidence and its credibility.	Evaluates relevant evidence and its credibility.
Analyze Assumptions	Assumptions are not identified.	Recognizes relevant assumptions.	Analyzes relevant assumptions.	Evaluates relevant assumptions.
Formulate Judgments & Solutions	Judgments and solutions are not formulated.	Formulates judgments and solutions.	Formulates and articulates reasons for judgments and solutions.	Formulates, articulates reasons for, and recognizes potential consequences of judgments and solutions.

*The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Revised Fall 2019

Cultural Awareness

The student will identify and analyze one’s own culture, the culture of others, and examine the relationship and interactions among different cultures.

	I	II	III	IV
Cultural Self-awareness (Understanding one’s own cultural values)	Does not demonstrate an understanding of one’s own cultural values and biases. (A minimal explanation of facts is not provided.)	Identifies one’s own basic cultural values. (A simple fact-based recognition/summarization is provided without further elaboration.)	Analyze perspectives about one’s own cultural values. (Examines the origin and rationale of one’s own values without making further implications.)	Assesses impact of one’s own cultural values in terms of cultural integration and change. (Makes inferences about how one’s own values integrate within the culture’s dominant beliefs.)
Multicultural awareness (Understanding other’s cultural values)	Does not demonstrate an understanding of the values of other cultures. (A minimal explanation of facts is not provided.)	Identifies the values of other cultures. (A simple fact-based recognition/summarization is provided without further elaboration.)	Analyzes perspectives of values of other cultures. (Examines the origin and rationale of other cultural values without making further implications.)	Assesses impact of other cultural values within the context of other cultures. (Makes inferences about how the other cultures’ values affect the dynamics within those other cultures.)
Intercultural awareness (Understanding cultural similarities and differences)	Does not demonstrate an understanding of the similarities/differences among cultural values. (A minimal explanation of facts is not provided.)	Identifies the primary similarities/differences among cultural values. (A simple fact-based recognition/summarization is provided without further elaboration.)	Compares/contrasts the relationship and interactions among cultural values. (Similarities and differences are clearly identified and discussed.)	Evaluates the relationship among cultural values and assesses the possible outcomes of cultural interactions. (Make inferences and formulate rational conclusions.)

*The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Revised Fall 2019

Information Literacy

The student will access and use information from multiple sources while evaluating their accuracy and credibility.

	I	II	III	IV
Access Information	Does not access information to accomplish the purpose of the assignment.	Accesses information that fails to contribute to the purpose of the assignment.	Accesses information to accomplish the purpose of the assignment but inappropriately accesses the specified number and kind.	Accesses the specified number and kind of information to accomplish the purpose of the assignment.
Use information appropriately to accomplish a specific purpose	Does not use the required sources to accomplish the purpose of the assignment.	Uses the required sources inappropriately.	Uses the required sources appropriately but does not accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment.
Evaluate information and sources critically	Does not evaluate information and fails to assess accuracy and credibility.	Evaluates information but fails to assess both accuracy and credibility.	Evaluates information but only assesses either accuracy or credibility.	Evaluates information to assess both accuracy and credibility.

*The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Revised Fall 2019

Appendix F - PROGRAM REVIEW TEMPLATE

Program Review Section I

Program Overview

Academic Years Under Review:	
Date of Current Review:	
Date of Last Review:	
Degree Type:	
Program Manager:	
Program Manager Contact Information:	
Date(s) of Last and Next Program Accreditation (if applicable):	
Submission Date of this Program Review:	

College Mission Statement:

Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

Indicate how your program supports the College mission.

Program Purpose Statement:

A program purpose statement is a declaration that summarizes the goals and intentions of the program.

Catalog Description:

Does the program description listed in the catalog match your current program description? The current catalog description is located on the college website and may be found by clicking [here](#). Please indicate if the information is accurate and understandable.

Program Outcomes:

Provide a bulleted list of your current program outcomes. Do the program outcomes listed in the catalog match your current program outcomes? The current catalog is located on the college website and may be found by clicking [here](#). Please indicate if the information is accurate and understandable.

Program Cost to Student:

These are program-specific costs incurred by students. (Additional costs and/or fees for students that are associated with the program beyond the institutional tuition and common fees.)

Adequacy of Facilities, Equipment, and Technology:

Describe the state of facilities and equipment used by the program. Explain by what criteria and with what process the department evaluates its facilities and equipment.

- 1. Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities?*
- 2. Is equipment adequate?*
- 3. Is it sufficiently modernized?*
- 4. What recommended program improvements could be made through upgrades to facilities, equipment and/or technology?*
- 5. Is all facilities, equipment, and technologies in compliance with regulatory agencies and standards?*

Impact of Resources to Support Teaching and Learning:

- 1. Does the institution provide adequate resources to support teaching and learning in the program?*
 - a. Faculty and Staff*
 - b. Disposable resources*
- 2. Are there any areas within the program that could reduce expenses for students?*
- 3. For CTE programs, is the cost of the program proportionate to the eventual prevailing wages?*
- 4. Does the program have an [obsolescence plan](#) for large equipment purchases?*

Evaluation of Resources to Support Teaching and Learning:

What recommendations for resources that impact teaching and learning could be made based on the information above?

Program Review Section II

Current State of the Program

Pre-requisites:

Indicate the current pre-requisite courses for your program, if applicable. Also include testing requirements for admission into the program (if applicable).

1. Do the prerequisites continue to be needed? Do they need to be changed? Have changes occurred?
2. Are they imposed by an external agency of some kind, or are they self-imposed?
3. If the second, what data demonstrates or supports the viability of the prerequisites?
4. Do programs other than your own use the pre-requisites required of your program?

Enrollment Trends:

Describe trends in program such as:

- Admitted vs. Applicants
- Course enrollments vs. course [capacity](#)
- Impact of modality and scheduling

Cite all quantitative data.

Complete the following charts by listing the courses in your program, as well as any program-specific pre-requisite courses, in the indicated section. Add additional rows as necessary.

Indicate which courses support other programs with an asterisk (*).

- Course name – list course prefix, number, and name. EG123- Example Course
- # of Sections – the total number of sections of this course offered during the timeframe covered in this report.
- # of Students – the total number of students who took the course during the timeframe covered in this report.
- Average Enrollment – the total number of students divided by the total number of sections.
- Semester(s) Offered – list the semester(s) in which this course is offered.

Program Courses for Years in Review				
Course Name	# of Sections	# of Students	Average Enrollment	Semester(s) Offered
<i>EG123-Example Course</i>	<i>2</i>	<i>12</i>	<i>6</i>	<i>Every Fall</i>

Enrollment Evaluation:

What changes could be implemented, including changes to course scheduling (times/days/duration/modality/number of sections), marketing, and [articulated credits](#) that may improve these trends?

Progress & Completion:

1. *What is the benchmark for program completion? Please explain the rationale for this benchmark.*
2. *Are there identifiable points where [attrition](#) increases?*
3. *Explain any significant findings in different [modalities](#), [locations](#), and [settings](#).*
4. *Describe trends in student success and retention disaggregated by: ethnicity, gender, age, and enrollment status, [settings](#). Cite quantitative data and specific tables from the data packets.*
5. *Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, [pedagogy](#), scheduling, modality) could be implemented to improve these trends?*

Description	2021-2022	2022-2023
Course Enrollment (Duplicated)		
Course Completion Total (Duplicated)		
Course Completion (%)		
Completion Total C or Better (Duplicated)		
Course Completion (C or Better) (%)		
Full-Time Faculty Credit Hours (#)		
Part-Time Faculty Credit Hours (#)		
Full-Time Faculty (% of Credit Hours Taught)		
Program Graduation Total (Unique Students)		

Student Learning Outcomes Assessment (Methodology & Design):

1. *Insert outcomes mapping (Program to Course Outcomes)*
2. *Are all program-specific course-level student learning objectives being systematically and regularly assessed? Describe your assessment plan.*
3. *Do the course offerings provide a clear path to achieving the program learning outcomes? Are the courses sequenced in the most effective manner?*
4. *Does each class have a specific role to play in helping students achieve the program learning outcomes? Is unnecessary duplication of knowledge and/or skills avoided?*

5. *What improvements in your courses have been implemented through student learning outcome assessment? How has student learning been improved through implemented changes?*

Program Learning Outcome Assessment (Analysis of Results & Use of

Results):

1. *Describe your program-level outcomes assessment plan.*
2. *What improvements have been implemented as a result of PLO assessment?*
3. *Is the program arranged so that a full-time student can complete the program in two years or less regardless of modality, location, or setting? If not, what changes could be implemented to facilitate this goal?*
4. *What specific needs does the program fill at the institution that are not filled by similar programs?*

Job Placement:

1. *What is the program’s job placement rate in the appropriate field of study?*
2. *Does the labor market indicate enough need for the program? What are future trends, opportunities, and challenges?*
3. *Are graduates sufficiently prepared to enter the workforce based on the feedback from employers and advisory board?*
4. *What activities does your program participate in to assist students with job placement?(Field experiences, internships, etc.)*

Continuous Improvement Planning:

How will you address the opportunities for improvement that you identified in the above sections? Identify timelines for implementation, responsible party, and resource requirements.

Action Plan Objective	Timeline	Responsible Party	Resources required

Program Review Section III

Analysis of the Program

Articulation (If applicable):

1. *Identify articulation agreements with other institutions.*

2. *How often are these agreements updated, reviewed, renewed? When was last update, review?*
3. *What programmatic changes are needed to accommodate [articulation](#) agreements?*
4. *Are there any opportunities for new or additional agreements?*

Transfer Rates (If applicable):

1. *What are the transfer rates of graduates of the program?*
2. *What are the main receiving schools of our graduates?*
3. *What are the barriers to transferring from this program?*

Changes in Curriculum:

Insert any changes that have occurred in your program's curriculum, scheduling, or modality. Explain the rationale for these changes. This will include both formal and informal changes that have been made. Formal changes would have gone through curriculum committee. Informal changes may include changes in techniques, methodology, etc. that were significant, but did not require committee approval. All curriculum changes should be noted in the program's planning unit in Strategic Planning Online (SPOL).

Program Review Section IV

External Assessment

External Needs Assessment:

Describe how changes in community needs, workforce needs, technology, licensing, or accreditation affect your program. (Programs should identify the dates of their advisory group meetings and attach meeting minutes since the last review separately.)

1. *Does the advisory committee meet regularly?*
2. *How do the external factors impact the curriculum?*
3. *How does your Advisory Board adequately represent the community and workforce needs?*

External Accreditation & Documentation:

If an external accreditation is required for the program, please provide the following information and documentation:

1. *Name of accrediting organization*
2. *Date of last visit*
3. *Date of next upcoming visit*
4. *Are any reports, recommendations, etc. required for the program at this time?*

If you have received any notification, response, etc. from the accreditors, please provide a copy of the correspondence.

Progress Report:

Please discuss all recommendations received on your last program review or program accreditation visit and report on progress made on previous action plans and toward your strategic goals.

Program Review Section V

Executive Summary

Future Improvement Planning:

Please summarize your program's continuous improvement plan. Include justification for the plan supported by data (SLO, program outputs, enrollment, graduation, job placement, etc.).

Program Reflection:

A reflection of your program's strengths, challenges, and opportunities.

- Program Manager Reflection
- Supervisor Reflection

Advisory Board Feedback:

This section is based on this program review being shared with the Program Advisory Board. The valuable feedback collected from the Program Advisory Board should help finalize this section.

(Completion of this section is determined by the Advisory Board meeting schedule.)

Appendix G – Annual Student Learning Outcomes (SLO)
Report Template



THREE RIVERS COLLEGE

[PROGRAM NAME]
Program Level SLO Report
**[PROGRAM MANAGER] – Program
Manager**

[REPORTING YEAR]

Program Purpose Statement

Begin Text Here.

Program Outcomes

Begin Text Here.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the academic year.

[Program Name]: Program Outcomes Mapping

Program Outcome 1: [Program Outcome]	
Course	Course Learning Outcome (CLO)

Introduction

Begin Text Here.

Program Outcomes Rubric

Competency Areas	I	II	III	IV

Program Outcome #
 [Type Program Outcome Here.]

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?

		I	II	III	IV	Total # of Students
Course	#					
	%					
Course	#					
	%					

Assessment Results

Begin Text Here.

Analysis

Begin Text Here.

Use of Results for Improvement

Begin Text Here.

What is the proposed timeline for the changes outlined above?

Begin Text Here.

Additional Summary Notes

Anomalies in the results that were noticed:

Begin Text Here.

Were there any patterns in the data observed?

Begin Text Here.

Addendum

Program Name:

- (1) Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2018-19 SLO report. (Use as many pages as necessary to describe.)

Begin Text Here.

- (2) Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

Begin Text Here.



THREE RIVERS COLLEGE

Student Learning Improvement Committee SLO Report Feedback Form

Date of Review: _____

Program: _____ SLO Report Year: _____

Program Manager: _____ Reviewer Name: _____

Section 1 – General Program Information

- Correctly identify descriptive information for the program.
- A program purpose statement that is clear, concise, and aligns with the college catalog, the program handbook on the website, and all printed marketing materials.
- Program courses are listed and are correctly stated as in all printed materials.

I	II	III	IV
<ul style="list-style-type: none"> • No program purpose statement is provided in the Program Level SLO Report. • Program courses are not listed and are not correctly stated as in all printed materials. 	<ul style="list-style-type: none"> • The program purpose statement provided lacks clarity in one or more areas. • The program purpose statement in the Program Level SLO Report does not align with either what is in the college catalog, on the website, or in printed marketing material for the program. • Program courses are listed but are not correctly stated as in all printed materials. 	<ul style="list-style-type: none"> • The program purpose statement provided in the Program Level SLO Report has only a few minor weaknesses. • Program courses are listed but not exactly stated as in all printed materials. 	<ul style="list-style-type: none"> • No weakness found. • The program information and purpose statement are clear and concise, and all peer reviewers clearly understand the direction and purpose of the program. • The Program Purpose Statement aligns with what is in the college catalog, the program handbook on the website, as well as in all printed marketing materials. • Program courses are listed and are correctly stated as in all printed materials.

Rubric Score:

Program Purpose Statement

Does this match what is stated in the catalog?

Yes

No

Suggestions and Feedback (Section 1):

Action Items (specific to this report):

Section 2 – Program Outcomes

- Correctly stated and measurable Program Outcomes.
- Program Outcomes appropriately mapped to the prescribed program course outcomes.

I	II	III	IV
<ul style="list-style-type: none"> • Program Outcomes are not included. • Program Outcomes are not measurable. • Program Outcomes are not mapped to the prescribed program course outcomes. 	<ul style="list-style-type: none"> • Weakness found throughout. • Program Outcomes are misaligned to the prescribed course outcomes. • Program Outcomes are not clearly written as “measurable” outcomes. 	<ul style="list-style-type: none"> • Few weaknesses found. • Program Outcomes are mapped to the prescribed course outcomes. • Program Outcomes are somewhat measurable. 	<ul style="list-style-type: none"> • No weakness found. • Program Outcomes are correctly stated and measurable. • Program Outcomes appropriately mapped to the prescribed program course outcomes.

Rubric Score:

Program Outcomes

Does this match what is stated in the catalog?

Yes

No

Suggestions and Feedback (Section 2):

Action Items (specific to this report):

Section 3 – Program Outcomes Rubric

- Program Outcomes Rubric is based on the stated outcomes.
- Program Outcomes Rubric uses the college 4-point grid.
- Program Outcomes are described within, and broken down by, competency area.
- Each competency described is based on the level of knowledge, skill, or ability being assessed.
- Program Outcomes are measurable.

I	II	III	IV
<ul style="list-style-type: none"> • No Program Outcomes Rubric found. 	<ul style="list-style-type: none"> • Weakness found throughout the Program Outcomes Rubric. • Program Outcomes grid is not in a 4-point rubric. • Attempt made to break down the Program Outcomes into competency areas. • Outcomes are not measurable. 	<ul style="list-style-type: none"> • Few weaknesses found. • Attempt made to place the Program Outcomes on a 4-point grid. • Program Outcomes are described within and are broken down by competency area. • Each competency described is somewhat based on level of knowledge, skill, or ability being assessed. • Program Outcomes are somewhat measurable. 	<ul style="list-style-type: none"> • No weakness found. • Well written Program Outcomes Rubric based on the stated outcomes. • Program Outcomes Rubric appropriately uses the college 4-point grid. • Program Outcomes are described within and are broken down by competency area. • Each competency described is based on level of knowledge, skill, or ability being assessed within the program outcomes. • Program Outcomes are measurable.

Rubric Score:

Suggestions and Feedback (Section 3):

Action Items (specific to this report):

Section 4 – Measure Program Outcome Data

- Identify assessments for each Program Learning Outcome assessed.
- Identify direct assessment methods in assessing student-learning outcomes.

I	II	III	IV
<ul style="list-style-type: none"> • No measure of assessment is proposed. 	<ul style="list-style-type: none"> • Measures are very limited and do not address the student-learning outcome. • Assessment is given but does not assess the Learning Outcome effectively. • Grades are used as the method of assessment. • Not well described. 	<ul style="list-style-type: none"> • Measures are listed for each intended student-learning outcome. • Direct assessment measures are used with only minor weakness. • Confusing description of results. 	<ul style="list-style-type: none"> • No weakness found. • Assessment measures are listed for each intended student-learning outcome. • Multiple artifacts and assessment methods are indicated for assessing student-learning outcomes. • ONLY the direct assessment method is appropriately applied.

Rubric Score:

Suggestions and Feedback (Section 4):

Action Items (specific to this report):

Section 5 – Actual Results

- Identify data and information collected over time and analyze.

I	II	III	IV
<ul style="list-style-type: none"> Inadequate data were collected to assess the Program Learning Outcome. 	<ul style="list-style-type: none"> Data is not linked to the criteria for success and does not identify whether the criteria was met, unmet, or exceeded expectations. 	<ul style="list-style-type: none"> Data is reported but more data and/or detail would increase confidence in the results. Data results are linked to the criteria for success and identify whether or not the criteria were met, unmet, or exceeded expectations. 	<ul style="list-style-type: none"> No weakness found. Sufficient data is reported in adequate detail for each Program Learning Outcome assessed. Data results are clearly linked to the criteria for success and identify whether or not the criteria were met, unmet, or exceeded expectations.

Rubric Score:

Suggestions and Feedback (Section 5):

Action Items (specific to this report):

Section 6 – Summary Analysis of Actual Data Results

- Analysis of results is provided that includes any anomalies, outliers, explanation of results, and/or patterns in the data.

I	II	III	IV
<ul style="list-style-type: none"> • No analysis of results is provided. 	<ul style="list-style-type: none"> • An analysis of the results is attempted, but with no reference to the data or description of results. 	<ul style="list-style-type: none"> • An analysis of the results is provided, including some interpretation of any anomalies, outliers, explanation of results, and/or patterns in the data, with few weaknesses. 	<ul style="list-style-type: none"> • No weakness found. • An analysis of results is provided. The summary provides an analysis of data that includes anomalies, outliers, explanation of results, and/or patterns in the data.

Rubric Score:

Suggestions and Feedback (Section 6):

Action Items (specific to this report):

Section 7 – Use of Results to Improve Student Learning

- Identify data results in findings should be relevant to the program outcomes.
- Use of results for improvement of student learning should describe findings based on the assessment of the artifacts.
- Identify areas of need for improvement of student learning.
- Fully describes how the information learned from the assessment of programs outcome data will be used to improve student learning.

I	II	III	IV
<ul style="list-style-type: none"> • No academic programming improvements are identified relative to assessment results. 	<ul style="list-style-type: none"> • Some academic programming improvements are identified but may not be relative to assessment results. • Needed areas of improvement have not been identified. • Areas of improvement are limited to the process of assessment and not directly related to improving learning. 	<ul style="list-style-type: none"> • Improvements are identified relative to assessment results. • Needed areas of improvement have been identified. 	<ul style="list-style-type: none"> • No weakness found. • Specific academic program improvements that clearly stem from actual results of assessment are identified. • Needed areas of improvement of student learning have been identified. • Fully describes how the information learned from the assessment of programs outcome data will be used to improve student learning.

Rubric Score:

Suggestions and Feedback (Section 7):

Action Items (specific to this report):

Section 8 – Documentation

- Uses appropriate data to document findings that develop conclusions & solutions based on the program rubric & assessment measures.
- Documentation fits with the assessment plan described, the artifacts used, the program rubric, and measures.
- Documentation includes an analysis of data and/or executive summary of the assessment findings to improve student learning.

I	II	III	IV
<ul style="list-style-type: none"> • No data or documentation is included. 	<ul style="list-style-type: none"> • Inadequately expresses the logical process of critical inquiry. • Data used to substantiate findings is not appropriate for the objective. • No clear documentation or support of the assessment measure. • Documentation included is not referenced in the report. 	<ul style="list-style-type: none"> • Expresses the logical process of critical inquiry with minor weakness. • Uses data to substantiate findings with little weakness. • Documentation provides evidentiary support of the assessment measure but does not provide an analysis of data or an executive summary. 	<ul style="list-style-type: none"> • No weakness found. • Uses appropriate data to document findings that develop conclusions & solutions based on the program rubric & assessment measures. • Documentation fits with the assessment plan described, the artifacts used, the program rubric, and measures. • Documentation includes an analysis of data and/or executive summary of the assessment findings to improve student learning.

Rubric Score:

Suggestions and Feedback (Section 8):

Action Items (specific to this report):

Section 9 – Feedback on Addendum

Addendum Suggestions and Feedback (Section 9):

Action Items (specific to this report):



THREE RIVERS COLLEGE

Master Syllabus

MATH XXX: Title of Class

3 Credit Hours

3 Lecture Hours / 0 Lab Hours

Semester (ex. Fall 20XX)

Class Start Date:

Class End Date:

Class Final Exam Date(s) and Time(s):

Last Day to Drop:

Last Day to Withdraw:

Prerequisite/Corequisite: (This information comes directly from the master course syllabus.)

Instructor: (*To be filled out by Class Instructor*)

Instructor Credentials and Title:

Office Location:

Phone:

Email:

Office Hours:

Required Textbook(s) and Materials: (*This information comes directly from the master course syllabus.*)

Catalog Course Description: (*This information comes directly from the master course syllabus.*)

Student Learning Outcomes: (This information comes directly from the master course syllabus.)

Upon successful completion of this course, student will be able to:

-

The following statement must be on all courses identified as either web or hybrid.

Online/Hybrid Courses: This course has been designed using a best practices approach guided by the Quality Matters design rubric. The time and effort required of students is at least as rigorous as the corresponding face-to-face course as evidenced by the time and effort calculations. The Student Learning Outcomes for the class are the same regardless of modality. Students are required to have regular, reliable access to a computer with a stable broadband

internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components. All Three Rivers College networked computers are configured to use Blackboard and will have most software needed to complete online coursework. If additional software is needed on a Three Rivers lab computer, please contact the instructor or facilitator of the lab for assistance. For more information contact Blackboard Support.

Course Grading and Assessment:

Grading Scale

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

Measures: *This section should explain the ways students will demonstrate achievement of learning outcomes, as well as the quality standards expected by the discipline. Types of assessment should be consistent with the language used to define learning outcomes and produce reliable measurements of student learning.*

Include in this section a listing of the different types of assessment measures used, to include but not limited to: unit exams, final exams, quizzes, written assignments, portfolios, laboratory work, participation, and discussion groups, etc. You should also include any grade weighting to possible points to be earned on these various measurements when possible. Guidelines or expectations should be listed concerning attendance, missed assignments, late assignments, missed labs, etc.

Course Procedures: *Summary of written assignments, research, videos, class discussion, lab safety, cell phone policy, expectations of responsible behavior, timeliness, courtesy, and academic honesty as it applies to each class.*

Appendix J: Curriculum Change Form

CURRICULUM CHANGE FORM

Name of Course or Program Type Here

Complete only relevant information in SECTION 1

SECTION 1 Curriculum Change Information

Textbook Change Only

Effective date Pick One	Submitted by Division Choose an item.
What change is being requested? Pick One	Catalog year (FY) Click or tap here to enter text. Effective semester Choose an item.
Curriculum change requires notification to MDHE <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (If yes, provide explanation) Click or tap here to enter text.	
Rationale for curriculum change (required) Click or tap here to enter text.	

Complete only relevant information in SECTION 2

SECTION 2 Program/Pathway/Certificate Changes **Course Changes** **Outcomes/Assessment Changes**

Current program type Choose an item.		New program type Choose an item.	
Current course prefix / number Type Here	Proposed course prefix / number Type Here	Current Pick One Title Type Here	Proposed Pick One Title Type Here
What changes in the Pick One are required? Type Here			
Current Pick One Description Type Here		Revised Pick One Description Type Here	
Current CIP Code Click or tap here to enter text.		New CIP Code Click or tap here to enter text.	
Total Credit Hours Type Here	=	Lecture Type Here	+ Lab Type Here
Total Contact Hours Type Here	=	Lecture Type Here	+ Lab Type Here
Credit Type <input type="checkbox"/> Institutional /Credit <input type="checkbox"/> Transitional/Non-degree credit			
Maximum number of students per section Pick One			
Rational for maximum number of students Type Here			
Learning outcomes and/or assessment changes Pick One are updated as follows Type Here			

Complete only relevant information in SECTION 3

SECTION 3 Prerequisites / Corequisites Yes No

Change of Pick One	Deletion of Pick One
Explain the changes To Pick One Type Here	Instructor consent required <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

Complete only the relevant information in SECTION 4

SECTION 4 Modality Change Yes No Update

Modality has changed <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Describe change of modality Type Here
Time on task completed <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Quality Matters review completed <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

Complete only relevant information in BOX 4

SECTION 5 Course-Related Fees Yes No

Course Related Fees Required <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <small>(For example, fees associated with OTA or MLT)</small>	Amount Of Requested Fee Type Here
Rational For Course Related Fees Type Here	

Complete only relevant information in SECTION 5

SECTION 6 Interdepartmental Contacts

Office of Institutional Effectiveness has been contacted. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Assessment plan and/or outcomes mapping is developed. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Program review consultation has been conducted. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Change requires notification to Higher Learning Commission. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are there changes being requested that may impact or require collaboration with other departments, such as the Registrar? Advising? Financial Aid? Business Office? Bookstore? Workforce Development? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
If yes, please provide details such as who was contacted and the resolution. Click or tap here to enter text.	

Complete only relevant information in SECTION 6

SECTION 7 Documentation / Additional Information

MDHE documentation attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Old master syllabus attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
New master syllabus attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
University transfer agreements attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
SPOL documentation attached <input type="checkbox"/> Yes <input type="checkbox"/> No
Updated grids attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Outcomes mapping/assessment plan attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Career program advisory notes attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Textbook change form attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Time on task documentation attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Quality Matters review documentation attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Identify all catalog pages affected by this change Click or tap here to enter text.
Accrediting bodies for disciplines contacted about change; documentation attached <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Faculty credentialing has been updated (new courses); form submitted to CAO <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

Faculty: _____ Date: _____

Department Chair: _____ Date: _____

Office of Institutional Effectiveness: _____ Date: _____

Registrar: _____ Date: _____

Chief Academic Officer: _____ Date: _____

For Administrative Use Only:

Approved by:

- Chairs' Review Date: _____
- College Curriculum Committee Date: _____
- College Faculty Date: _____
- College President Date: _____
- Added to College Catalog Date: _____
- Data Entry Completed Date: _____

CIP Code: _____

Career Programs:

- Submitted to MDHE Date: _____
- Approved by MDHE Date: _____
- Submitted to DESE Date: _____
- Approved by DESE Date: _____
- Added to FFA Program Participation List Date: _____
- Added to College Catalog Date: _____
- Sent to HLC (as needed) Date: _____
- Data Entry Completed Date: _____

For Administrative Use Only:

Date Approved: _____
CIP Code: _____
Other reporting information should go here:

Other Fees: Type _____ Amount _____ BO Code _____

All fees must be approved by the College President and coded by the College Financial Services Office before this request can be completed.

Instructions for Curriculum Change Form

These instructions are provided for your use while filling out the form. Do not include these instructions when submitting curriculum request.

- Pick One means there is a preselected list of answers to choose from
- Type Here means field is blank and you type in your response.
- For Textbook Only change all that is required is to select “Textbook change only” and complete the rationale statement in Section 1.
- All responses will appear in blue to make it easier to identify what information has been given.

Complete only the relevant information in each BOX

SECTION 1 Curriculum Change

Click if this is only a Textbook Change → **Textbook Change Only**

Effective Date [Pick One] [Type Here] Pick from the drop list and select either Spring, Summer, Fall or Winter. Then manually type in the Year.
Submitted By Division [Pick One] Pick from the drop down list the Division where the program is located.
Catalog Year (FY) Enter the year.
Curriculum change requires notification to MDHE. Select an option. If “yes” is selected, provide explanation.
Rationale for curriculum change [required response]. Enter reason(s) for requested change.

SECTION 2 Program/Pathway/Certificate Changes **Outcomes/Assessment Changes**

Current program type. Select one.
New program type. Select one.
Current Course Prefix / Number [Type Here] Manually type in your response and explanations. An example of a prefix is SCOM 110, or WELD 157.
Proposed Course Prefix / Number [Type Here] If you are proposing a change to a prefix, manually type in your response and explanations. An example of a prefix is SCOM 110, or WELD 157.
Current [Pick One] Title [Type Here] Pick from the drop down list, select either Course, One-Year Certificate, Program / Transfer Pathways, or Short-Term Certificate. Then manually type in your response and explanations.
Proposed [Pick One] Title [Type Here] If you are proposing a new or a change to the title, pick from the drop down list, select either Course, One-Year Certificate, Program / Transfer Pathways, or Short-Term Certificate. Then manually type in your response and explanations.
What Changes In The [Pick One] Are Required [Type Here] Pick from the drop down list, select either Course, One-Year Certificate, Program / Transfer Pathways, or Short-Term Certificate. Then manually type in your response and explanations.
Current [Pick One] Description [Type Here] Pick from the drop down list, select either Course, One-Year Certificate, Program / Transfer Pathways, or Short-Term Certificate. Then manually type in your response and explanations.
Revised [Pick One] Description [Type Here] If you are proposing a change to the description, pick from the drop down list, select either Course, One-Year Certificate, Program / Transfer Pathways, or Short-Term Certificate. Then manually type in your response and explanations.
Current CIP Code. [Type here]
New CIP Code. [Type here]
Total Credit Hours [Type Here] Manually type in your response identifying the Credit Hours for the course
Lecture [Type Here] Manually type in your response identifying the Lecture Hours for the course.
Lab [Type Here] Manually type in your response identifying the Lab Hours for the course.
Credit Type Click on the correct type of credit for the course.
Maximum Number of Students Per Section [Pick One] Pick from the drop down list the number of students allowed in the course. Select numbers from 5-60.
Rational for Maximum Number [Type Here] Manually type in your response and explanations.
[Pick One] **Are Updated As Follows** [Type Here] Pick from the drop down list, select either Course Outcomes, Multiple Outcomes, Program Assessment, or Student Learning Outcomes. Then manually type in your response and explanations.

SECTION 3 Prerequisite/Corequisite Yes No

Change Of [Pick One] Pick from the drop down list, select either Prerequisite, Corequisite or Both Prerequisite and Corequisite. .
Deletion of [Pick One] Pick from the drop down list, select either Prerequisite, Corequisite or Both Prerequisite and Corequisite.
Explain The Changes To [Pick One] [Type Here] Pick from the drop down list, select either Prerequisite, Corequisite or Both Prerequisite and Corequisite. Then manually type in your response and explanations.
Instructor Consent Required Click Yes, No or NA.

SECTION 4 Modality Change Yes No

Modality Has Changed Click Yes, No or NA.
Describe Change Of Modality [Type Here] Manually type in your response and explanations.
Time On Task Complete Click Yes, No or NA.
Course Is Ready For Quality Matters Review Click Yes, No or NA.

SECTION 5 Course-Specific Fees

Course Related Fees Required (for example, course fees associated with OTA or MLT programs) Click Yes, No or NA.
Amount Of Requested Fee [Type Here] Manually type in your response and explanations.
Rational For Course Related Fees [Type Here] Manually type in your response and explanations.

SECTION 6 Interdepartmental Contacts

Office of Institutional Effectiveness contacted [Select one option]
Assessment plan and/or outcomes mapping developed [Select one option]
Program review consultation has been conducted [Select one option]
Change requires notification to Higher Learning Commission [Select one option]
Are there changes being requested that may impact or require collaboration with other departments, such as academic programs that require a course as a prerequisite for degrees, certificates, or other courses? Registrar? Advising? Financial Aid? Business Office? Bookstore? Workforce Development? [Select one option]
If yes, please provide details such as who was contacted and the resolution. [Type here]

SECTION 7 Documentation/Additional Information

MDHE Career Program Forms Attached Click Yes, No or NA and attach relevant documentation.
University Transfer Agreements Attached Click Yes, No or NA and attach relevant documentation.
Old Syllabus Attached Click Yes, No or NA and attach old syllabus. Make sure old syllabus has a watermark on it that says OLD SYLLABUS.
New Syllabus Attached Click Yes, No or NA and attach new syllabus. DO NOT put a watermark or label the new syllabus.
SPOL Documentation Attached Click yes or no and attach relevant documentation.
Updated Grids Attached Click Yes, No or NA and attach relevant documentation.
Outcomes mapping/assessment plan attached Click Yes, No, or NA
Identify All Catalog Pages Affected By This Change [Type Here] Manually type in your response and explanations.
Career Program Advisory Notes Attached Click Yes, No or NA and attach relevant documentation.
Textbook change form attached. Click Yes, No or NA and attach relevant documentation.
Time on task documentation attached. Click Yes, No or NA and attach relevant documentation.
Quality Matters review documentation attached. Click Yes, No or NA and attach relevant documentation.
Accrediting bodies for disciplines contacted about change; documentation attached. Click Yes, No or NA and attach relevant documentation. For example, Missouri Board of Nursing, ACEN, CoAEMSP, etc.
Faculty credentialing has been updated (new courses); form submitted to CAO. [Select yes or no]

(Department Chair) Once the appropriate department chair has reviewed the application, it should be signed and dated by the department chair and submitted for the Chairs' Review.

(Chief Academic Officer) After the Chairs' Review, the curriculum packet is submitted to the Office of the CAO for review and placement on the College Curriculum Committee agenda.

Appendix K: GAR 1110 Policy and Regulation Development

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1110 Policy and Regulation Development	Page 1 of 6
Primary Policy: BP 0510 Policy Development, Adoption, and Review	
Associated Policy: GAP 1140 Institutional Effectiveness	
Associated Regulation: GAR 1140 Institutional Effectiveness	
References:	
Supersedes: NA	
Responsible Administrator: College President; Chief Institutional Effectiveness Officer	
Initial Approval: 03-25-2015	Last Revision: 08-22-2018

Three Rivers College is committed to clearly articulating and publicly posting policies and regulations that support the advancement of the College Mission. The process of developing, reviewing, approving, and revising college policies and regulations is overseen by the Office of Institutional Effectiveness at the direction of the College President. The Board of Trustees, in consultation with the College President, approves and adopts policies that serve as the general principles for operations. The College President facilitates the process of creating new and revising existing policy and regulations through the Office of Institutional Effectiveness. The College Cabinet is responsible for ensuring that the perspectives of the College's various constituencies are represented in policy and that operations are clearly articulated through regulations. In this capacity, the College Cabinet serves as advisors to the President.

The College Cabinet membership is broad and includes:

- College President
- Executive Assistant to the President
- Chief Academic Officer
- Chief Financial Officer
- Chief Institutional Effectiveness Officer
- Chief Student Services Officer
- Director of Human Resources
- Chief Technology Officer

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1110 Policy and Regulation Development	Page 2 of 6
Primary Policy: BP 0510 Policy Development, Adoption, and Review	
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Roles and Responsibilities

Board of Trustees – Approve and adopt appropriate policies as part of a College governance structure.

College President – Develop policies for submission to the Board of Trustees for approval; Ensure the implementation of policies approved by the Board of Trustees; Develop and ensure implementation of regulations in support of College policies.

College Cabinet – Each member of the College Cabinet serves as a representative of a particular group at the College and/or serves as the leader of a significant function of the College. As a representative of a particular group of college employees, the cabinet member is responsible for communicating with members of the group to gather their input regarding college operations and to inform them of decisions made. Those members of the College Cabinet who serve as the leader of a function are responsible for the creation and review of college policy and regulation, subject to the guidance from the Chief Institutional Effectiveness Officer.

When listed as the responsible administrator for a policy or regulation, the Cabinet Member is responsible for ensuring that the policy or regulation is current, is properly implemented and administered by the institution. The Cabinet Member is further responsible for communicating all changes and alterations as well as any and all training required to properly implement the operations of the regulation.

Office of Institutional Effectiveness – The Chief Institutional Effectiveness Officer is responsible for the oversight of the policy and regulatory development process, under the direction of the College President.

While it is the responsibility of each Cabinet Member to maintain its accuracy, current status, ongoing review, and the creation of new policies and regulations for their area of supervision; the Office of Institutional Effectiveness shall ensure the consistency of all policies and regulations, and initiates the revision of existing policy and the creation of new policies and regulations.

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1110 Policy and Regulation Development	Page 3 of 6
Primary Policy: BP 0510 Policy Development, Adoption, and Review	
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References:	
Supersedes: NA	
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Initial Approval: 03-25-2015	Last Revision: 08-22-2018

This process is facilitated by the Chief Institutional Effectiveness Officer in collaboration with the responsible administrator for each area and other members of the College Cabinet as necessary. The final version of any and all college policies and regulations is submitted to the Office of the President to be processed further by the Executive Assistant to the President.

Initiation of New or Revision of Existing Policy or Regulation

New policies and regulations and the revision to existing policies and regulations are initiated by the responsible member of the College Cabinet by contacting the Office of Institutional Effectiveness. Alternatively, the Office of Institutional Effectiveness, through its role in providing oversight for the creation and revision of policies and regulations, its oversight of college-wide strategic planning or through its responsibilities in ensuring compliance with accreditation standards shall initiate the creation or revision of college policy and regulation.

Once contacted, the Office of Institutional Effectiveness will provide guidance and direction in the creation or revision of policy and/or regulation. Once a draft is ready for review, the Office of Institutional Effectiveness will submit a draft copy of the newly created or revised policy or regulation to the College President for initial consideration and for review by the College Cabinet. Once the proposed document has been reviewed by the Cabinet, the Office of the President sends a draft of the document for the Board of Trustees for consideration. Once approved by the Board of Trustees, the Office of the President will send a protected electronic copy to the college community as appropriate, initiate placing the protected document on the college website and ensure that the official copy of the document is retained by the Office of the President. The fully approved and adopted policy or regulation is then assigned to the responsible office; the respective supervisor of that office will have full responsibility for implementing the policy or regulation and training the college community as necessary. Furthermore, the responsible office shall notify the Office of Institutional Effectiveness when said document must be revised.

If the College policy or regulation requires faculty approval the draft of the document goes to the appropriate governance groups and to the faculty at large for review. Once the draft is revised as appropriate, it is then resubmitted to the Office of Institutional Effectiveness for process. Once the document is finalized, the Office of the President facilitates the process through the Board of Trustees approval process as appropriate. All approved College policies and regulations shall be posted on the college's website through facilitation

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1110 Policy and Regulation Development	Page 4 of 6
Primary Policy: BP 0510 Policy Development, Adoption, and Review	
Associated Policy: GAP 1140 Institutional Effectiveness	
Associated Regulation: GAR 1140 Institutional Effectiveness	
References:	
Supersedes: NA	
Responsible Administrator: College President; Chief Institutional Effectiveness Officer	
Initial Approval: 03-25-2015	Last Revision: 08-22-2018

of the Office of the President. The responsible administrator, as indicated on the policy or regulation, shall provide to the college community an explanation of the purpose, how the policy impacts them and how it may be used.

Definitions

Policy - broad statements that determine a course of action. A policy describes the rationale for the purpose of the action. A policy may provide the foundation for how the Board of Trustees and the College shall operate.

Regulation - provides detailed direction and guidance that initiate policy into practice. A regulation shall have an associated policy. A regulation may describe how, by whom, where, and when things are done. Specific language may include guidance as to the steps in completing or initiating a college process and may include the necessary completion and submission of a form.

Outline of Process

1. Cabinet Member contacts the Office of Institutional Effectiveness to begin the development or review process.
2. Chief Institutional Effectiveness Officer seeks approval of the College President to begin the process.
3. A draft is developed by the responsible administrator in council and guidance with the Chief Institutional Effectiveness Officer. Policy and regulation documents that require faculty approval shall move through the faculty development and review process by the Dean of Instruction.
4. Once prepared for review, the Office of Institutional Effectiveness sends a draft electronically to all Cabinet Members for review prior to the Cabinet meeting whenever possible, time permitting.
5. During the Cabinet meeting, suggestions are recorded. If needed, the Chief Institutional Effectiveness Officer shall revise the draft and resubmit to the Cabinet for a second review. This step may repeat until such time as the Cabinet recommends the document to move forward to the next level in the approval process, as

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1110 Policy and Regulation Development	Page 5 of 6
Primary Policy: BP 0510 Policy Development, Adoption, and Review	
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References:	
Supersedes: NA	
Responsible Administrator: College President; Chief Institutional Effectiveness Officer	
Initial Approval: 03-25-2015	Last Revision: 08-22-2018

appropriate. If the President determines legal counsel is necessary, a draft shall be sent forward to the College President to initiate the legal review process.

6. When legal counsel is needed, the Office of Institutional Effectiveness prepares a draft copy for the President that then goes to legal counsel for review.
7. Any changes to the document made through legal counsel are facilitated through the President to the Chief Institutional Effectiveness Officer, and the revised document shall be shared with the College Cabinet for additional review. The Dean of Instruction shall submit any changes to the document made through legal counsel to the Faculty Executive Committee for review.
8. The Dean of Instruction shall seek approval from the Faculty-at-large as necessary.
9. The Executive Assistant to the President sends the final draft document for the Board of Trustees to review prior to the next monthly board meeting.
10. The final draft document is presented as appropriate to the Board of Trustees during their regular monthly meeting.
11. Any action taken during the Board Meeting is recorded by the Executive Assistant to the President. The recorded action regarding said document is communicated and the final, approved document and the modifiable document is maintained by the Office of Institutional Effectiveness.
12. The Executive Assistant to the President ensures that the newly approved protected document is posted to the college website, and shall send an electronic copy to the college community as appropriate.
13. Once notified of full Board approval or adoption the responsible administrator shall initiate the appropriate implementation and training processes for said document.
14. Each responsible administrator oversees the implementation of and maintains the accuracy, current status and integrity of all college policies and regulations under their supervision.

Section: 1000 General Administration	
Sub Section: 1100 College Operations	
Title: GAR 1110 Policy and Regulation Development	Page 6 of 6
Primary Policy: BP 0510 Policy Development, Adoption, and Review	
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Supersedes: NA	
Responsible Administrator: College President; Chief Institutional Effectiveness Officer	
Initial Approval: 03-25-2015	Last Revision: 08-22-2018

DOCUMENT HISTORY:

- 03-25-2015:** Initial approval of regulation GAR 1001 Policy and Regulation Development
- 09-16-2015:** Revision of position title Dean of Institutional Effectiveness to Chief Institutional Effectiveness Officer; Dean of Student Services to Chief Student Services Officer; and Vice President for Learning as Dean of Instruction.
- 12-09-2015:** Minor edits and added the Chief Institutional Effectiveness Officer as the second responsible administrator.
- 01-13-2016:** Minor revision to GAR 1001 Policy and Regulation Development. GAR 1001 Policy and Regulation Development was revised to GAR 1110 Policy and Regulation Development due to addition of sub section number 1100 college operations to properly align section and subsection numbering system.
- 09-21-2016:** The College Board of Trustees approved the name change of the college from Three Rivers Community College to Three Rivers College.
- 05-25-2017:** Minor language edits and clarification of process.
- 08-22-2018:** Clarification of process to seek faculty approval for policy and regulation documents within section 6000 Instruction, and those with implications for students.

APPENDIX L – GLOSSARY OF TERMS

Academic Freedom

The ability to engage differences of opinion, evaluate evidence and form one's own grounded judgments about the relative value of competing perspectives. This definition implies not just freedom from constraint but also freedom for faculty, staff and students to work within a scholarly community to develop intellectual and personal qualities. (HLC: 2.D.).

Academic Offerings

Any educational experience offered at an institution for academic credit. This includes, but is not limited to, degree and certificate programs and courses. (HLC).

Academic Program Review

Academic Program Review (APR) is a process to examine the effectiveness of an academic program and inform the continuous improvement efforts of the College. The Three Rivers College APR process is facilitated by the Office of Institutional Effectiveness and applied to career and technical degree programs and academic initiatives. The process provides feedback to the academic faculty primarily responsible for the program; to the appropriate academic administrator(s); to external programmatic advisory boards; to the Faculty-at Large; and to College Planning Units in the form of confirmation of the existence of the APR process and the sustainability of the program in the form of an Executive Summary Report of Outcomes.

Accountability Measures

Accountability measures are established by the College, the state, the board of trustees and other governing bodies to provide a framework to measure the degree to which public dollars are resulting in student learning. Many states require that institutions report annually on performance on a number of system-wide accountability measures.

Accreditation Agency

An accreditation agency is a nongovernmental body established to administer accrediting procedures.

Accreditation Liaison Officer (ALO)

The Accreditation Liaison Officer (ALO) is an individual identified by the College President to be the only line of communication (behind him/her) with HLC regarding all accreditation matters such as policies, practices and other accreditation matters.

Accreditation "Maintain"

To maintain accreditation a College must actively participate, as an institution, in HLC's accreditation processes to ensure the institution meets the Criteria for Accreditation. (HLC)

Accreditation Module

The accreditation module is the part of SPOL that supports functions related to the documentation of compliance with regional and specialized (professional) accreditation standards.

Accreditation "Reaffirmation"

Reaffirmation of accreditation is an action by an HLC decision-making body confirming an institution meets all of the requirements necessary to keep its accredited status with HLC. (HLC)

Accreditation "Regional"

Regional Accreditation is a type of institutional accreditation provided by accrediting agencies recognized by the U.S. Department of Education such as the Higher Learning Commission (HLC).

Accreditation "Specialized"

Accreditation that is "specialized" is also known as "program accreditation" and is accreditation of units, schools or programs within a larger educational institution or for the sole program or area of concentration. (HLC).

Accrediting Body

An accrediting body is any organization that confers accreditation on institutions or programs, including regional and specialized accreditation agencies. Accreditation is based on compliance with a set of standards. SPOL supports accreditation review for any set of standards. Three Rivers is accredited by the Higher Learning Commission.

Action Plan

Action Plan are the tasks or steps that must be followed to achieve an objective also known as procedures. Tasks must be of sufficient detail to clearly demonstrate to others what you plan to do. Some tasks may require additional funding in order to carry them out. When that is the case, the budget procedures allow for a detailed request for funding at the task level and is reflected in the budget as an "enhanced" budget request.

Active / Inactive

Records in current use are said to be active. In some cases, rather than delete records no longer being used, the record is made inactive by checking the appropriate box on the add/edit record page within the administration module. For example, you would not want to delete an Object Code that is no longer being used because it is likely referenced in budget requests from previous years.

Actual Results

At the end of the planning period, users must detail the results achieved in working toward an objective. The user enters narrative statements to answer such questions as: Did you meet your objective and to what degree? (referring to the assessment measures) and what lessons did you learn that can be applied to future efforts? Documentation of Actual Results should be uploaded to the SPOL system.

Administration Module

The administration module is the part of SPOL that supports functions related to adding, editing, and deleting system-wide records, such as Planning Units, users, quotations, budget accounts, etc.

Appropriate to Higher Education

Curricular and cocurricular programming of the quality and rigor for the degree level that prepares students to think critically and function successfully. It is distinctly different from K-12 education. (HLC: 3.A.)

Approval Status

The approval status for a given record indicates the levels of approval required, who has approved it, and approvals still pending. Records including objectives, budget requests, and standards should be reviewed by you, the members of your Planning Unit, and/or those to whom you report. The record of this approval is reported as the approval status.

Assessment

Three Rivers College assessment practices include components of an overall evaluation of effectiveness in

fulfilling the Mission of the College. The Office of Institutional Effectiveness facilitates the development and implementation of assessment processes that are designed to evaluate the quality of both the instructional and student services functions of the College. Assessment occurs on several levels and attempts to measure achievement with College Benchmarks; Key Performance Indicators; Strategic Plan; Annual Planning Priorities; Departmental Goals; Student Learning Outcomes; and College-wide Learning Outcomes. Academic programs and continuous improvement planning for administrative and educational support units are continuously evaluated in an ongoing cycle of assessment. This process is supported through the Strategic Planning Online (SPOL) electronic planning, budgeting, and assessment tool.

Assessment Measures

Assessment measures are the tools or strategies you use to measure your progress toward achieving an objective. You must have at least one assessment measure for each objective, but you may have several. The assessment measures may apply to the overall objective or to a particular task.

Assessment Tools

Assessment tools are the evaluative instruments used to assess the effectiveness of the Learning Activities and the level of student learning that occurred in relation to the intended outcomes. Rubrics are used to assess learning outcomes.

Assignments

An assignment occurs for a given standard when you designate the individual(s) responsible for maintaining institutional compliance in whole or in part on a daily basis. SPOL allows the institution to audit compliance with accreditation standards on an ongoing (typically annual) basis. The individuals responsible for maintaining compliance in specific areas are assigned to the relevant

Assumed Practices

Assumed practices are a set of practices shared by institutions of higher education that is unlikely to vary by institutional mission or context. Institutions must meet the Assumed Practices to obtain accreditation with HLC. (HLC)

Assurance Argument

The Assurance Argument is a narrative in which the institution explains how it meets HLC's Criteria for Accreditation, which is supported by linked documents in the Evidence File. (HLC)

Autonomous

The institution's governing board acts independently of any other entity in determining the course of direction and policies for the institution. (HLC: 2.C.).

Auxiliary

Activities and services related to, but not intrinsic to, educational functions: dining services, student housing, faculty or staff housing, intercollegiate athletics, student stores, a Public Radio station, etc. In many institutions, "auxiliary" simultaneously denotes a segregated budget and dedicated revenues. (HLC: 2.A.).

Balanced Scorecard

A method intended to give managers a fast, comprehensive view of the performance of a business; seeks to measure business from the following perspectives 1) financial, 2) customer, 3) internal business, 4) innovation and learning; introduced in 1992 by Robert S. Kaplan and David Norton (Wikipedia.com)

Benchmarking

Three Rivers College benchmarking is the process used to evaluate various aspects of the College in relation to best practices and those compared to other institutions. Benchmarking is a way for the College to view results and provide data to inform decision-making and encourage continuous improvement efforts.

Bricks and Clicks

A business strategy or business model in e-commerce by which a company attempts to integrate both online and physical presences (Wikipedia.com)

Budget

A budget describes the chart of accounts for a specific College unit, for a specific planning year, and provides a set of financial data, including past and current expenditures; current encumbrances; and current, requested, and approved budget broken down by Object Code.

Budget Account

A budget account is an institutional unit. A budget account will be set up in SPOL for each unit in the finance system that will go through the annual budget process. This will most likely apply to all units in the general operating fund, but not necessarily other funds. It is normal for multiple budgets to be associated with a single Planning Unit.

Budget Administrator

The budget administrator is the individual with administrative duties and permissions pertaining to the budget module above and beyond the scope of the system administrator. These duties include the ability to see all budget accounts, approve or reject budgets at any level, and lock/unlock the budget module.

Budget Grid

Contained within the budget module, the budget grid graphically represents a budget for a specific budget account in a specific planning year. The budget grid resembles a spreadsheet where the rows contain data belonging to specific Object Codes and the columns contain a specific set of financial data, such as YTD obligations.

Budget Module

The budget module is the part of SPOL that supports functions related to the preparation of budget requests and reporting of budgetary information.

Budget Request

A budget request refers to dollars requested in SPOL according to the institutions defined budget process. A budget request consists of both the operational budget and enhanced budget (if enhanced dollars are needed to execute the continuous improvement plan) and becomes part of the Planning Units budget as shown on the budget grid.

Business Intelligence

The process of gathering information in the field of business about 1) customer needs, 2) customer decision making processes, 3) the competition and competitive pressures, 4) conditions in the industry, and 5) general economic, technological, and cultural trends; can be described as the process of enhancing data into information and then into knowledge; carried out to gain sustainable communication.

Business Model

The mechanism by which a business intends to generate revenue and profits; a summary of how a company

plans to serve its customers; involves both strategy and implementation (Wikipedia.com)

Capacity

An institution's ability to effectively deliver its educational offerings. Determining capacity refers to an institution's demonstrable ability to establish and maintain academic quality. Indicators of sufficient capacity may include, but are not limited to, the following: Financial resources to support academic offerings at start-up and in the future; Evidence of planning that allocates necessary resources and shows ongoing development; Alignment of academic offerings with the institution's mission and evidence of the institution's long-term commitment; Evidence of new or revised policies and procedures that demonstrate commitment and sustainability; Qualified faculty and staff to serve students; Learning environments (whether classrooms, laboratories, studios or online infrastructure) with technological resources and equipment; Print and electronic media and support for the access and use of the technological resources across modalities. (HLC: 1.A., 5.C.).

Change Management

The process of developing a planned approach to change in an organization, typically to maximize the collective efforts of all people involved in the change (Wikipedia.com)

Civic Engagement

Community service or any number of other efforts (by individuals or groups) intended to address issues of public or community concern. (HLC: 1.C.).

Cocurricular

Learning activities, programs, and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

College Goals

College goals are high level strategic statements consistent with the College or university mission that describe the ideal conditions the institution is working toward maintaining or achieving.

College-Wide Outcomes (CWO)

College-Wide Outcomes are assessed to provide an overall portrait of learning determined by the faculty for all students who attend Three Rivers College. The collection and assessment of CWO is completed for general education course offerings. Student Learning Outcomes data informs quality initiatives to improve student learning at the institution.

Compliance Status

Compliance status refers to the indication for each accreditation standard that the institution is or is not in compliance with the stated standard. When auditing the standards, the user(s) assigned will choose the appropriate compliance status statement from a short list.

Comprehensive Evaluation

The Comprehensive Evaluation is the process used to determine whether an institution meets or continues to meet the Criteria for Accreditation. The comprehensive evaluation includes an Assurance Review, an on-site visit, a student survey and a multi-campus visit, if applicable. Comprehensive evaluations for candidacy, initial accreditation and Reaffirmation of Accreditation also include a Federal Compliance Review. (HLC)

Consortial Arrangement

A consortial arrangement is an arrangement in which an HLC-accredited institution develops an agreement with an institution or group of institutions—that is, the consortial party(ies)—through which the consortial party(ies) agree to provide some portion of one or more educational programs (i.e., degrees or certificates offered for academic credit) offered by the HLC-accredited institution. (HLC)

Continuation Budget

The continuation budget represents all the normal expenses your department or Planning Unit would incur performing its usual functions over the course of a fiscal year. The continuation budget is added directly to the budget grid, either by the unit manager in the form of a budget request or by the budget administrator, depending on your institution's budget process.

Continuous Improvement Leadership Team (CILT)

The purpose of the Three Rivers College Continuous Improvement Leadership Team (CILT) is to advocate for quality improvement, be champions for the development of a culture of assessment and be knowledgeable regarding accreditation requirements, as well as be current on best practices in planning and assessment and processes employed by the College. This peer review team serves by evaluating Planning Units of the institution and providing recommendations to each Planning Unit manager for improvement. The Continuous Improvement Leadership Team is comprised of key College employees who have been identified and trained to use the Objective Rubric and know best practices in continuous improvement planning and assessment within the College.

Contractual Arrangement

A contractual arrangement is an arrangement in which the institution outsources some portion of its educational programs—that is, degrees or certificates offered for academic credit (including instruction, oversight of the curriculum, assurance of the consistency in the level and quality of instruction and in expectations of student performance and/or the establishment of the academic qualifications for instructional personnel)—to: An unaccredited institution; An institution that is not accredited by an accreditor recognized by the U.S. Department of Education; A corporation or other entity.(HLC).

Control

The entity that is responsible for the fiscal and operational oversight of an institution and its programs. Control also includes the structure and organizational arrangements of an institution. Examples include, but are not limited to, the following: The state board or agency that oversees a public university; The board of trustees that oversees a private, nonprofit college; The parent corporation of a private, for-profit college; The public board authorized by Congress to oversee an institution under federal control; Religious bodies and tribal councils. (HLC: 2.B.).

Core Competency

The one thing that a company can do better than its competitors (Wikipedia.com)

Core Components

The Core Components are the subcategories of each Criterion for Accreditation that are reviewed in order to determine whether an institution meets each Criterion. (HLC)

Course Learning Outcomes

Course Learning Outcomes are statements of learning that will be taught within a specific course. These Objectives are usually more specific in nature as compared to programmatic or College- wide outcomes.

Credit Hour

The semester credit hour is the unit of measure for college-credit course work. Three Rivers College's assignment of credit hours conforms to commonly accepted practices in higher education. The College, as a participant in Title IV Federal financial aid funding, shall demonstrate that it has regulations determining the credit hours awarded to courses, that programs are in keeping with commonly-accepted practices and with the federal definition of the credit hour, and has procedures that result in an appropriate awarding of institutional credit in conformity with this policy. Please refer to policy IP 6110 Definition of Credit Hour.

Criteria for Accreditation

The Criteria for Accreditation is the framework for determining an institution's accreditation. (HLC)

Distance Education

Education that uses one or more of the technological means listed below to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

The technologies that may be used to offer distance education include:

- 1) The internet;
- 2) One-way and two-way transmissions through open broadcast, closed circuit, cable, broadband, fiber optics, satellite or wireless communications devices;
- 3) Audio conference; or
- 4) Other media used in a course in conjunction with any of the technologies listed in items 1–3 above.

For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by HLC. (HLC - Based on federal definition 34 CFR 600.2)

Distance-education Courses

A course in which at least 75% of the instruction and interaction occurs using one or more of the technologies listed in the definition of distance education, with the faculty and students physically separated from each other. (HLC)

Distance-education Programs

A certificate or degree program in which 50% or more of the courses may be taken as distance education courses. (HLC)

Document Library

The document library in SPOL contains the evidence in support of the objective, or the result of a measurable planning objective or assessment plan. The documentation is entered in SPOL by the user(s) assigned responsibility for maintaining on the planning unit, assessment plan or accreditation standard on an ongoing basis. The electronic SPOL system has numerous document libraries in support of each module.

Documentation

Documentation is the evidence in support of the compliance status and related narrative, the result of a planning objective, or the result of an assessment. The documentation is entered in SPOL by the user(s) assigned responsibility for maintaining the unit plan, assessment plan, or accreditation standard on an ongoing basis.

Dual Credit

Courses taught to high school students for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; the Core Components that refer to "dual credit" apply to all of them as they involve the accredited institution's responsibility for the quality of its offerings. (HLC: 3.C., 4.A.).

Enhancement Budget

The enhanced budget represents new funds needed for special projects described by a planning objective in the SPOL Planning Unit. Budget requests for enhanced funds are entered in detail for specific tasks belonging to specific objectives. Although the budget request is made through the planning module, the dollars flow through to the budget module and are aggregated by Object Code on the budget grid to become part of the overall budget request.

Environmental Scanning

Environmental scanning is the review of the overall internal and external conditions to detect early signs of opportunities and threats that impact current and future plans.

Evidence File

Documents that an institution provides in its Assurance Filing to support the claims and arguments made in the institution's Assurance Argument. (HLC)

External Location Semester Debrief

The External Location Semester Debrief is a collaborative meeting in which all directors from the external College locations share with the College Cabinet any challenges they may be encountering at their locations. The Cabinet is often able to provide immediate solutions, and this provides a forum to enable collaboration as they work together to find solutions that each Director shares. The debrief meeting is held biannually after the Fall and Spring semester registration and Census has ended. The meeting is facilitated by the Office of Institutional Effectiveness, and student enrollment, retention, and student satisfaction results are shared and discussed. The details are recorded, and the debrief minutes are taken and disseminated by the Office of Institutional Effectiveness.

Federal Compliance Requirements

The Federal Compliance Requirements are the requirements that HLC is obliged to enforce as part of its recognition by the U.S. Department of Education. This includes assuring its members are meeting their Title IV program responsibilities and complying with other expectations. (HLC)

Financial Exigency

Financial Exigency is the formal declaration by the Board of Trustees that Three Rivers College faces imminent financial crisis, that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) for the College as a whole to maintain current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can only be balanced by extraordinary means, which include the termination of existing and continuing academic and non-academic appointments. Please refer to College Policy, GAP Financial Exigency.

Financial Indicators

Financial indicators are a specific set of financial data provided by an institution through the Institutional Update that allow HLC to determine if the institution is operating with integrity in its financial functions. (HLC)

Focus Group Interviews

Focus group interviews are a form of qualitative research that allows for the assessment of a challenge or innovative idea and seek participants' opinions, beliefs, and attitudes regarding a given subject. The Office of Institutional Effectiveness coordinates and facilitates all focus group interviews for the College.

Focus groups are a focused effort that is usually conducted by an interviewer with a predetermined small group of participants in an interactive discussion to acquire information that may be more detailed or enriched than another assessment instruments, such as a survey. Sessions may be recorded, and all responses are kept confidential by the interviewer, as well as the group.

Focused Visit

A Focused Visit is a team visit that occurs between comprehensive evaluations to examine specific aspects of an institution as a form of special monitoring. (HLC)

Forecast

Forecast is a designation given to a Object Codes that requires users to enter budget requests that 1) are broken down into planned purchases of specific items, 2) provide specific details about the individual planning purchases, and 3) project future budgetary needs. When entering a budget request, if the user chooses an Object Code that has been administratively flagged as a forecasted Object Code.

Function

Cost centers in higher education are classified by FUNCTION, which derives from the Financial Accounting and Reporting Manual for Higher Education (FARM), published by the National Association of College and University Business Officers (NACUBO), and includes the following functional classifications: 1) Instruction, 2) Research, 3) Public Service, 4) Academic Support, 5) Student Services.

Fund

A fund is an accounting entity with a self-balancing set of accounts consisting of assets, liabilities, and fund balance. The SPOL budget module is typically used to develop the budget for the general operating fund (fund 1), but it will support budget requests for any fund.

GL Category

The GL category represents groupings of Object Codes by general ledger class. By designating for each Object Code the GL category to which it belongs, the Object Codes can be categorized and totaled appropriately on the budget grid and reports.

Goal

The end toward which effort is directed. (Webster.com)

Good Practice

Practice that is based in the use of processes, methods and measures that have been determined to be successful by empirical research, professional organizations and/or institutional peers. (HLC: 4.B., 4.C.).

Higher Learning Commission (HLC)

An institutional accreditor recognized by the U.S. Department of Education. HLC accredits degree-granting institutions of higher education in the United States. (HLC)

Hybrid Course

A hybrid course combines face-to-face class time with online components for accessing or submitting course work. Hybrid courses meet a portion of time in an online classroom setting as outlined in the course syllabus. Students will be expected to attend scheduled class sessions in person and complete course work online. 30-70% of the course is delivered face-to-face in the classroom with the remaining content delivered asynchronously online. (TRC IP 6510 Distance Learning)

Informed Citizenship

Having sufficient and reliable information about issues of public concern and having the knowledge and skills to make reasonable judgments and decisions about them. (HLC: 1.C.).

Inputs

Inputs are resources that the College allocates to a program of study such as faculty, technology, training, facilities, labs, students, curriculum, and support. Activities are learning processes that engage students such as classes, lectures, internships, labs, projects, etc.

Institutional Actions Council (IAC)

The Institutional Actions Council (IAC) is HLC's decision-making body made up of experienced peer reviewers and representatives of the public. (HLC).

Institutional Effectiveness

Institutional Effectiveness is a process that demonstrates achievement in the accomplishment of the institutional mission through review of the institution's strategic plan, related goals, and outcomes, resulting in data-informed approaches leading to continuous improvement. Institutional Effectiveness is an acknowledged and accepted process commonly used in higher education through the established terminology for regional accreditation criteria. Three Rivers College is committed to institutional effectiveness by developing and maintaining institutional planning and assessment processes that lead to improvement. Through a shared governance model, College planning and assessment includes representatives of the College community in establishing institutional priorities, guiding decision-making, and allocating resources to ensure that the College is meeting the needs of its stakeholders.

Intended Results

Intended Results is a statement that further describes what the planning unit manager intends to accomplish as a result of accomplishing the Objective.

Interactive Television (ITV) Course

An interactive television (ITV) course replicates a face-to-face classroom by using web conferencing or other technology to provide interactive real-time (synchronous) communication between the instructor and students at the campus and/or external locations. An ITV course can be supplemented with an online component for accessing the syllabus, notes, PowerPoints, videos, etc., but students are expected to attend all class sessions in person. 100% of the course content is delivered face-to-face in the classroom or through video conferencing. (TRC IP 6510 Distance Learning)

Knowledge Management

The organization, creation, sharing, and flow of knowledge within organizations. (Wikipedia.com)

Learning Activities

Learning Activities are tasks directed to students that are likely to achieve the intended learning outcomes. Student learning is the intended outcome of a learning task.

Learning Organization Theory

A company's ability to gather, analyze, and use information is a necessary requirement for business success in the information age. (Wikipedia.com)

Link(s) Used for this Objective

The links library in SPOL contains the evidence in support of the objective, or the result of a measurable planning objective or assessment plan. The links documentation is entered in SPOL by the user(s) assigned responsibility for maintaining on the planning unit, assessment plan or accreditation standard on an ongoing basis. The electronic SPOL system has numerous links libraries in support of each module.

Location "additional"

A physical facility that is geographically separate from the main campus of an institution and within the same ownership structure of the institution, where instruction takes place and it is possible for students to do one or more of the following:

- Complete 50% or more of the courses in educational programs leading to a degree, certificate or other recognized educational credential.
- Complete 50% or more of a degree completion program (even if the degree completion program provides less than 50% of the courses leading to the degree).

An additional location may qualify as a branch campus under circumstances that meet the definition of a branch campus.

There is no threshold number of students necessary for a facility to qualify as an additional location.

There is no minimum distance from the campus necessary for a facility to qualify as an additional location. An additional location typically does not have a full range of administrative and student services staffed by the facility's personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video or online teaching. It is an additional location when 50% or more of a distance delivery program is available through one or more of these modalities at that facility. Note: This requirement does not apply for locations in which there is a general computer lab that students might use for distance delivery courses, except for additional locations that are correctional facilities.

A correctional facility where instruction takes place according to any of the 50% thresholds identified above is an additional location even if such instruction takes place primarily through distance education or correspondence courses at that location.

An additional location may have the status of open or closed.

An additional location that is open may have the status of active or inactive. An additional location has active status when students are enrolled at the location. Its status is inactive when students are not enrolled at the location. The status of an additional location can change between active and inactive without approval from HLC. However, a location may only be classified as inactive with no student enrollment at the location for a maximum of two consecutive years. At that point, HLC requires the institution to close the location. (HLC – Based on federal definition)

Management by Objectives (MBO)

A process of agreeing upon objectives within an organization so that management and employees buy in to the objectives and understand what they are (Wikipedia.com)

Member

A member is any user that has been assigned to a Planning Unit. Although one member is identified as the unit manager, all members of a Planning Unit are able to log on and work on records (goals, objectives, etc.) that belong to the Planning Unit.

Mission Statement

The mission statement is the written declaration of our core purpose and focus.

Multi-location Visit

A Multi-location Visit is a visit to a selection of off-campus additional locations of an institution with three or more active additional locations, occurring once every five years. (HLC)

Object Code

An Object Code is an object code or expense code used to classify budgeted and actual costs within the general ledger (GL). Not all Object Codes will be entered into SPOL, only those codes that unit managers will use to prepare their budget requests.

Objective

An objective is a statement of what you will achieve and by when. Objectives must be SMART: specific, measurable, action-oriented, realistic and relevant, and time-limited. If your statement does not meet the SMART criteria, it may be a unit goal, which is broader in scope than an objective.

Objective Description

Objective Description is a statement of what will be achieved and by when. Objectives in SPOL should be written as SMART: specific, measurable, action-oriented, realistic and relevant, and time-limited (with an end date). If an objective statement does not meet the SMART criteria, it may be a unit goal, which is broader in scope than an objective. An Objective may be written as a ‘start-up Objective’ for a new department or initiative until (measurable) baseline data is established.

Objective Purpose

The objective purpose denotes the high-level rationale for writing an objective, such as assessment, strategic planning, new initiatives, etc. For each objective purpose, you can designate whether or not enhanced budget requests are allowed.

Objective Status

The Objective Status may be (at any time during the development or progress of this Objective as follows: 100/75/50/25% Complete; Abandoned; Complete Next FY; Pending; or In Progress. Objective Status should be updated when completed.

Objective Type

The objective type denotes the lower level rationale (as compared to the objective purpose) for writing an objective.

Online Course

A course in which all content, activities, and instruction are delivered online asynchronously. In most cases, there are no required face-to-face sessions and no requirements of on-campus activity. Some courses may require testing, proctoring, or other in-person activities which will be communicated in the course syllabus. 100% of the course content is delivered online. (TRC IP 6510 Distance Learning)

Open Pathway

The Open Pathway is a pathway for maintaining accreditation with HLC that features a 10-year reaffirmation cycle where quality assurance and quality improvement are addressed separately. TRC (HLC)

Operating Budget

The operating budget represents all of the normal expenses your department would incur performing its usual functions over the course of a fiscal year. The operational or “operating” budget is added directly to the budget grid by the SPOL Unit Manager in the form of a proposed budget request.

Operational Staff

Personnel who support the academic enterprise, such as those who may work in the areas of finance, human resources, facilities, dining/catering, information technology, planning, security, student services, academic support, etc. (HLC: 5.B.).

Outcomes

Outcomes are the student learning outcomes that measure change in learning (and/or the learner) and answer two questions: What do students (graduates) know that they did not know before? What can they do that they could not do before? Outcomes are specific measurable changes in learning, attitudes, behaviors, knowledge, skills, status, or level of functioning. "Student learning outcomes are properly defined in terms of the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher educational experiences." CHEA 2016

Outputs

Output data do not directly and specifically measure changes in student learning. Outputs are the indirect results of program activities such as enrollment, retention rate, graduation data, and external exam pass rates, etc.

Peer Corps

The group of faculty, administrators and public members from within HLC's membership who evaluate whether institutions are meeting the Criteria for Accreditation and participate in HLC decision-making bodies. (HLC).

Peer Reviewer

A peer reviewer is a member of HLC's Peer Corps who may also serve as a member of HLC decision-making bodies. (HLC).

Permission Group

Permission groups are used to define a standard set of system permissions for a class of users, such as administrators, faculty, etc.

Permissions

Setting permissions enables system administrators to limit user access to modules (planning, budget, accreditation, administration) and functions within modules (e.g., delete an objective or create a new budget) to provide a greater degree of system security.

Planning Classification

Planning classifications are key sets used to characterize objectives to support advanced reporting functions. Each institution may create planning classifications that best fit its planning framework and reporting needs. Planning classifications might include accountability measures, planning priorities, Objective types, etc.

Planning Module

The planning module is the part of SPOL that supports the management of the strategic plan and functions related to the formulation and reporting of unit plans, including unit goals, objectives, and enhanced budget requests.

Planning Priorities

Planning priorities are established annually from the strategic plan by each member of the College Cabinet

and provide specific focus to the annual continuous improvement plan.

Planning Unit

A Planning Unit is any group of individuals assembled for a specific institutional purpose. For example, the English Department, Financial Aid Office, and Faculty Awards Committee could all be Planning Units.

Planning Unit Code

An alpha-numeric Planning Unit code is assigned to each Planning Unit as a unique identifier.

Planning Unit Type

The Planning Unit type designates the organizational classification into which the Planning Unit falls, such as instructional department, committee, dean/director, etc. The Planning Unit types are established by the individual institution to best fit its organization chart.

Planning Year

The planning year is the planning cycle for the College. Three Rivers operates on a fiscal year planning cycle (July 1 to June 30) with a continuous improvement planning phase from January to June.

Program Learning Outcomes

Program Learning Outcomes are established within a given program to identify the learning goals upon completion of a specific degree or certificate. Programmatic outcomes are more broadly stated than Course Learning Outcomes. Course learning outcomes align with program outcomes to ensure students are receiving the same complete program content.

Public

In phrases such as "makes available to the public" or "states publicly," this refers to people in general, including current and potential students. In phrases such as "the public good," the Criteria refer to public, as opposed to private, good. (HLC: 1.A.).

Public Information

Information publicly available on websites or other materials that are available freely to the public, without having to ask specifically for it. (HLC: 1.A.).

Quality

The desirability of properties or characteristics of a person, object, or process; in manufacturing, the concept of making products fit for a purpose and with the fewest defects (Wikipedia.com)

Quality Initiative

The Quality Initiative is a major quality improvement effort "project" conducted by institutions between Years 5 and 9 of the "Open Pathway" that addresses a current concern or aspiration specific to the institution. TRC (HLC).

Quality Initiative Report

The Quality Initiative Report is a report submitted by an institution on the "Open Pathway" upon completing its Quality Initiative that reflects on accomplishments, documents achievements and strategies, and defines new priorities and challenges. (HLC)

Quotation

A quotation a passage or expression that is quoted or cited from literature, speeches, movie dialogue, etc.

is displayed on the SPOL home page in the Quote of the Day section. The quotation changes each time you visit or refresh the page.

Record

In a database, a record is a collection of related data, arranged in fields and treated as a unit. In SPOL, a set of related data can be called a record, such as an Objective, Planning Unit, User, Task, Object Code, etc.

Register

Register is the act of setting up an individual as a user in SPOL by entering information about him/her and assigning a username and password.

Results

At the end of the planning period, planning unit managers in SPOL must provide detail of the actual results achieved in working towards an objective. The unit manager creates narrative statements to answer such questions as was the objective met and to what degree. Refers to the assessment measure and asks what lessons were learned that can be applied to future efforts. Results are often tallied at the end of the planning period, planning unit managers in SPOL must detail the actual results achieved in working towards an objective. The unit manager enters narrative statements to answer such questions such as, was objective met and to what degree? (Refers to the assessment measures) and what lessons were learned that can be applied to future efforts?

Section/Subsection

The section and subsection represent headers used in the formal standards document issued by an accrediting body for grouping sets of standards. When standards are entered in SPOL, each is identified with its section and subsection.

Standards

Standards refer to a set of criteria, guidelines, and best practices to which institutions and/or programs must adhere to receive accreditation from the Higher Learning Commission or another accrediting body. In SPOL, the term standard in the singular form is used generically to refer to any single statement within a set of standards, principles, criteria, etc., issued by any accrediting body.

Status Report

A status report is a periodic narrative entry intended to document your Planning Units' progress toward achieving each objective.

Strategic Drift

A gradual change that occurs so subtly that it is not noticed until it is too late (Wikipedia.com)

Strategic Management

The process of specifying an organization's objectives, developing policies and plans to achieve these objectives, and allocating resources so as to implement the plans. (Wikipedia.com)

Strategic Planning

The long-term planning (3 to 5 years) for the College.

Student Learning Improvement Committee (SLIC)

Student Learning Improvement Committee is a representative body of faculty and staff that facilitates the analysis related to assessment of academic programs; reviews assessment reports and program review

summary data to ensure consistency with institutional expectations for academic assessment; considers relevant challenges; and communicates results to those entities their recommended actions and decisions for the purpose of planning for the improvement of student learning across the institution.

Student Learning Outcomes or Objectives

Student Learning Outcomes or Objectives are what students should know and be able to do by the end of a learning experience (generally a course or degree program). It focuses on what the student will take away from this learning experience. These statements provide the basis for assessment of student learning in courses and programs.

Student Outcomes

Education-specific results to measure against the objectives or standards for the educational offerings. Examples could be results from licensure or standardized exams, course and program persistence, graduation rates and workforce data. (HLC: 5.C.).

Superordinate Entity

A Superordinate Entity is an entity situated hierarchically above the institution, which includes but is not limited to state boards, private owners, corporate parents, Tribal councils or religious denominations. (HLC: 1.B.).

Survey

Surveys have become a widely used and accepted assessment instrument that provide quantitative data, such as a participant's attitude, preferences, and opinions, within a given context. The data gathered from surveys provide valuable information that informs planning efforts for improvement. In order to provide consistency of processes as well as reduce the burden on students, all surveys are developed, disseminated, collected, and analyzed by the Office of Institutional Effectiveness. Three Rivers College uses the software service *Survey Monkey* for online survey development.

Sustainable Competitive Advantage

An advantage that one firm has relative to competing firms; usually originates in a core competency; to be really effective, must be 1) difficult to mimic, 2) unique, 3) sustainable, 4) superior to competition, 5) applicable to multiple situations (Wikipedia.com)

Sustainable Institutional Effectiveness

Sustainable Institutional Effectiveness is ensured through College-wide coordinated planning and assessment processes supporting a culture of decision-making based on data and assessment activities associated with the strategic plan, vision, core values, mission, and goals of the College-wide community.

SWOT Analysis

A strategic planning tool used to evaluate Strengths, Weaknesses, Opportunities, and Threats (SWOT) involved in a project. Strengths and weaknesses are internal to an organization; opportunities and threats originate from outside the organization. (Wikipedia.com)

Synchronous Online Course

A synchronous online course is delivered online; however, students are required to attend virtual class sessions with the instructor via video conferencing technology at a specifically scheduled time outlined in the course syllabus. 30-70% of course content is delivered face-to-face through web-conferencing, with the remaining content delivered asynchronously online. (TRC IP 6510 Distance Learning)

Tasks

Tasks are the steps that you will follow to achieve an objective also known as procedures or action steps. Tasks must be of sufficient detail to clearly demonstrate to others what you plan to do. Some tasks may require additional funding in order to carry them out. When that is the case and budget procedures will allow, you can enter a detailed request for funding at the task level.

Time on Task

Time on Task is the total learning time spent by a student in a college course, including instructional time as well as time spent completing course assignments (e.g., reading, research, writing, individual and group projects.). Without regard to the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the guideline of a total of 45 hours for one semester credit. The time is historically based on the Carnegie unit, which served as the basis for the determination of an academic credit hour.

Tipping Point

That point where a trend or fad acquires critical mass and takes off (Wikipedia.com)

Traditional/Web-Enhanced Course

Course is delivered in a traditional face-to-face classroom environment where the instructor and students are in the same place. A face-to-face course can be supplemented with an online component for accessing the syllabus, notes, PowerPoints, videos, etc., but students are expected to attend all class sessions in person. 100% of the course content is delivered face-to-face. (TRC IP 6510 Distance Learning)

Transformational Change

A sudden and radical change; typically caused by discontinuities (or exogenous shocks) in the business environment (Wikipedia.com)

Undue Influence

Overreach, suspicious transactions and relationships that are exclusive (without oversight) that could yield influence over the institution's governing board. (HLC:2.C.).

Unit Goals

Unit goals are broad statements that describe desired outcomes or future conditions of the Planning Unit and its members, without the level of specificity and detail required of objectives. Examples might include the following statements: increase enrollment, increase student success, or decrease dropout rates.

Unit Manager

A unit manager is the individual responsible for, or in charge of, a Planning Unit, such as the Division Chair, office supervisor, committee chair, etc. One member of each Planning Unit is designated as the unit manager. The unit manager has unique permissions that include adding members to the Planning Unit and submitting budget requests.

Unit Plan

A unit plan provides the strategic direction a Planning Unit will be pursuing in a given planning year within the framework of its overall mission and goals. The unit plan for any given Planning Unit may consist of the unit purpose, unit goals, and prior year's use of results findings, SWOT/SOAR analysis, objectives, and budget.

Unit Purpose

The unit purpose statement makes explicit the overall goal or function of the Planning Unit. The members

of each Planning Unit formulate their unit purpose statement to provide direction to the overall strategic planning efforts.

Units Impacted

Some objectives may have an impact on the resources of another planning unit for instance, an objective or a specific task may require the assistance of data processing staff. When this is the case, you should list all of the units impacted by the objective.

Use of Results

After you analyze your results (what happened and what did you learn?), you must document how you have or will use what you have learned for continuous improvement of student learning, customer service, cost effectiveness, etc., within your Planning Unit, department, division, or the overall institution. Often the Use of Results is the basis for your next semester or FY plan. Your Use of Results closes the planning loop and describes the next steps you will take based on your results.

User

A user is any individual who is registered to log on and use SPOL. Users would include faculty, staff, administrators, and possibly select students or other stakeholders (such as those that serve on committees) directly involved in your planning process.

User Code

The user code is a unique number assigned to each user. You can interpret this however you wish to fit your institution. The user code might tie to the HR control number assigned to positions.

Vision Statement

An aspirational description of what the College would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action.

Wherever and However Delivered

All modes of delivery of academic offerings and all locations, "wherever and however delivered" modalities and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit and contractual or consortial arrangements. (HLC: 2.E., 5.B.).



THREE RIVERS COLLEGE

ASPIRE 2025

I. Innovation

Expand operational innovation through newly developed products, tools, and processes designed to enhance performance.

- 1.1 Adopt the usage of the Strategic Planning Online (SPOL) Assessment Module in support of institutional planning and improvement.
- 1.2 Develop the appropriate infrastructure in support of fully-online degree programs.
- 1.3 Enhance cybersecurity and data security.
- 1.4 Ensure appropriate oversight of fully-online programming.
- 1.5 Fully utilize Office365 to improve operations.
- 1.6 Improve student retention processes.
- 1.7 Improve student support for online learning.
- 1.8 Maintain institutional support for Quality Matters.
- 1.9 Provide additional avenues for learning and communication through technology.
- 1.10 Upgrade outdated systems.

II. Institutional Sustainability

Improve the operational performance of all processes, systems, resource management, and facilities in order to provide the necessary support for students and employees to thrive.

- 2.1 Actualize data-informed decision-making within all planning and budgeting practices.
- 2.2 Continue to improve community image and relationships.
- 2.3 Coordinate student recruitment efforts that shall include employees across the College.
- 2.4 Develop a plan to address future personnel needs.
- 2.5 Ensure appropriate employee staffing.
- 2.6 Expand the capacity to seek and manage relevant external funding sources and grant projects.
- 2.7 Increase employee knowledge and skills.
- 2.8 Institutionalize a positive student-focused culture.
- 2.9 Maintain compliance with all local, state, federal, and accreditation agencies while remaining transparent to all stakeholders.
- 2.10 Respond to change in anticipation of the developing needs of our community.
- 2.11 Systematically work to ensure an online presence that is consistent, accurate, current and student focused.
- 2.12 Upgrade outdated facilities.

III. Instructional Excellence and Relevance

Deliver instructional excellence throughout the curriculum with timely and relevant content for improved student learning and success.

- 3.1 Build an inclusive environment in support of all adjunct instructors.
- 3.2 Design initiatives to ensure that students are competent in the technology needed to succeed in the curriculum.
- 3.3 Develop a student-focused culture to celebrate students' academic goals and achievements.
- 3.4 Enhance the academic assessment process through technology tools and innovation.
- 3.5 Ensure career programming that is relevant, viable and provides skills for meaningful employment.
- 3.6 Ensure relevant academic programming that aligns with the needs and desires of our community.
- 3.7 Improve student learning through maturing the use of student outcomes data.
- 3.8 Maintain a high-quality online learning environment.
- 3.9 Promote quality instruction in all learning modalities.
- 3.10 Provide timely feedback to students.

IV. Student Success

Enhance the experience of every TRC student by reducing barriers and creating an individual path to personal and academic success.

- 4.1 Align academic advising with university transfer programs for improved transfer rates.
- 4.2 Champion a student-focused culture based on the educational goals of each student.
- 4.3 Design a course scheduling process that ensures classes are available when students need them for on-time completion.
- 4.4 Ensure technological and computing literacy skills for all students.
- 4.5 Improve the individualized student experience for every student.
- 4.6 Mature the comprehensive advising process.

Published by:
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