

**INSTITUTIONAL EFFECTIVENESS PLAN—CONTINUOUS QUALITY
IMPROVEMENT CYCLE**

UA Cossatot embraces diversity and is committed to improving the lives of those in our region by providing quality education, outstanding service, and relevant industry training.

UA Cossatot is committed to improving the lives in our region by providing quality education that serves the needs of students and the community. The College aims to achieve this overarching goal by providing affordable, convenient learning opportunities and relevant industry training. In order to ensure the College is making progress toward our mission and strategic goals, all of the College's departments and programs must engage in an ongoing assessment and continuous improvement process. UA Cossatot assessment involves the collection, analysis, and interpretation of data in order to determine if institutional performance is meeting expectations. At the institutional level, the College conducts an annual assessment of student outcomes, College operational accomplishments, and resource allocation.

UA Cossatot has developed an infrastructure that provides resources to support a culture of quality. The College ensures continuous quality improvement and is making an evident and widely understood impact on institutional culture and operations by documenting evidence of performance in its operations. The system for continuous quality improvement that the College employs for learning from its operational experiences is sustained through: 1) Strategic Planning; 2) Division/Department Annual Planning; 3) Annual Personal Development Plan; 4) Department and Academic Program Reviews or Specialized Accreditation Reviews; and 5) an Annual Evaluation of Institutional Effectiveness. This cycle of Continuous Quality Improvement is illustrated in Figure 1 below.

Components of the CQI cycle include: 1) Gathering data; 2) Analyzing data results; 3) Developing action plans that address the analysis; 4) Implementing the action plans; and 5) Evaluating the action plans. This five-step process provides a systemic methods approach to continuous quality improvement for most tasks related to carrying out the College mission.

Process adopted from Institutional Effectiveness Plan created by Dr. Donna Wood

Figure 1: UA Cossatot, Continuous Quality Improvement Cycle



HLC Criterion: 1A.3; 4A.1; 4C.2; 4C. 3; 5C; 5D.1; 5D.2

Policy History:

November 5, 2019

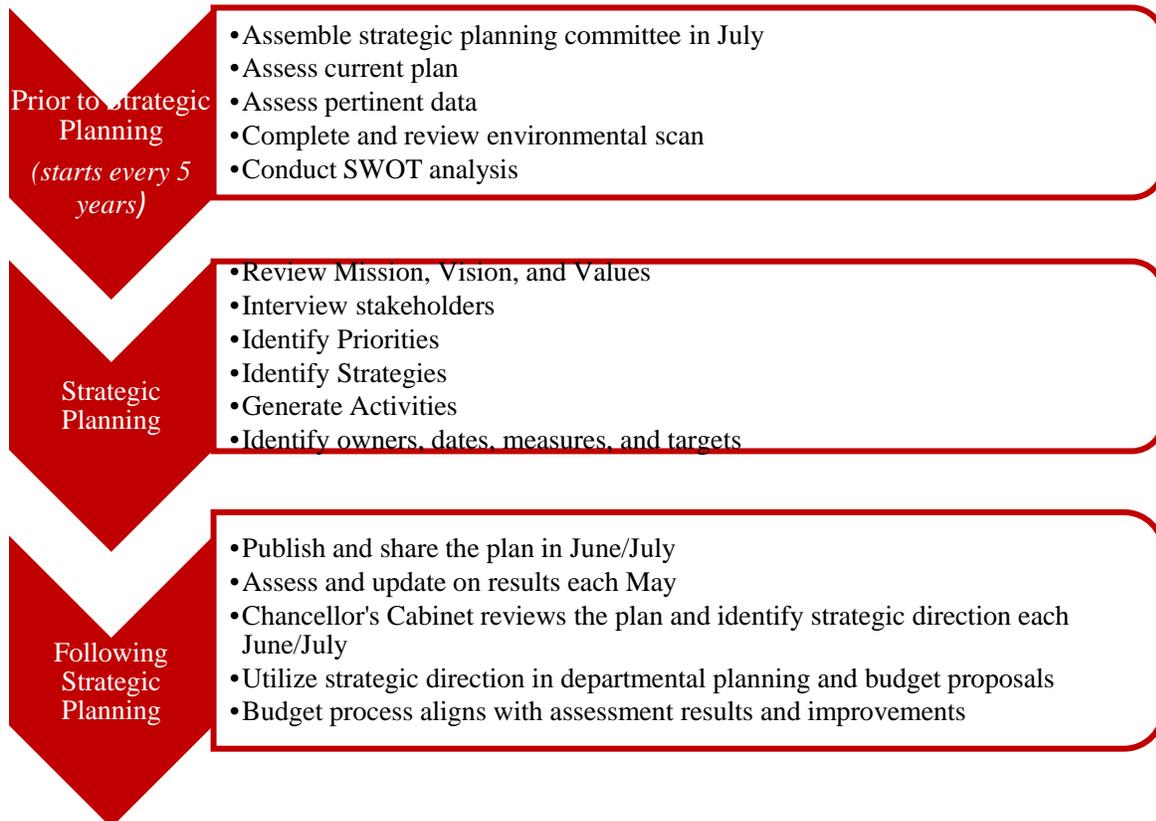
CONTINUOUS QUALITY IMPROVEMENT CYCLE

Step 1: The Strategic Plan

The source for documentation of evidence of performance begins with the UA Cossatot strategic planning process that is an inclusive college-wide process generating a document that articulates College Goals and Strategic Initiatives to be implemented and evaluated over a five-year period. UA Cossatot prepares for this process by creating a strategic planning committee that oversees the conception and completion of the UA Cossatot strategic plan. This committee is created one year prior to the release of the strategic plan and works under the oversight of the Chancellor’s Cabinet and ensures that the strategic planning process and procedures are current and properly serve the needs of the college and stakeholders. The strategic planning committee consists of persons recommended by the Chancellor including representation from administration, at least three faculty members and two current students. All college employees, the entire student body, and community members participate in the SWOT analysis and stakeholder survey processes.

The current strategic plan can be found at <https://www.cccua.edu/about-ua-cossatot/strategic-plan>

The strategic planning process is outlined below:



College-wide assessment is not limited to academic programs or even programs that provide direct services to students. Every UA Cossatot department plays an important role in supporting student success and providing high-quality educational experiences to students and the communities we serve. The push for continuous quality improvement centers on:

- 1) the desire to know how well each department or unit is doing relevant to its mission
- 2) the need to inform strategic planning and resource allocation at the College.

Most importantly, the assessment of quality provides valuable feedback to departments regarding their own achievements, and the assessment process engages unit staff and leadership in discussions about the department’s goals and its contributions to the strategic plan. Program review assessment informs the College’s strategic plan results, specialized accreditation, and ADHE and Arkansas Legislative requirements for academic program review. Below is an illustration of the relationship and alignment for the continuous quality improvement for institutional effectiveness:



Step 2: Division/Department Annual Plan

Division/Department Annual Plans (DAP) are developed and implemented on an annual basis. The department plans align with the goals and objectives of the strategic plan, using the results, analysis, and action plans for continuous improvement at the departmental and institutional levels. Table 1 below provides an example of a departmental annual plan.

Table 1: Instructional Example for Division/Department Annual Plan

Division/Department: General Education		DEVELOP Date: 5/1/2016
Division/Department Lead:		EVALUATE Date: 4/1/2017
DEVELOP	Strategic Goal: Student Success	
	Strategic Objective: Achieve the required points or higher on mandatory Performance Funding Measures	
	Measurement: Course Completion Rate through students' access to and use of tutoring and instructional support	
	Strategic Initiative (Action Plan): Increases in F2F tutoring; online tutoring through greater communication	
EVALUATE	Results: Course completion rate increased by 2	
	Analysis: Met target	
	Next Steps: For 2017-18, course completion rate target will increase by an additional 2%.	

Table 2: Non-Instructional Example for Division/Department Annual Plan

Division/Department: Human Resources		DEVELOP Date: 5/1/2016
Division/Department Lead:		EVALUATE Date: 4/1/2017
DEVELOP	Strategic Goal: Engagement	
	Strategic Objective: Increase employee satisfaction	
	Measurement: Increase PACE results for the question to employees, "Do you believe UA Cossatot supports employee development?"	
	Strategic Initiative (Action Plan): Increase professional development opportunities from previous year	
EVALUATE	Results: PD rate increased by 2%. Are We Making Progress results for this question increased by 1%	
	Analysis: Met target	
	Next Steps: For 2017-18, PD rate target will increase by an additional 2%.	

Instructional Departments may use Key Performance Indicators appropriate to the mission of the department. The following are examples of KPIs for instructional departments.

- Academic Program Completion Rate
- Program Learning Outcomes Mean/Average
- Course Completion Rates
- Graduates
- Employment Rate
- Enrollment
- Retention Rate
- Average Class Size
- Transfer Rate if applicable
- Success at 4-year institution if applicable

Non-Instructional Departments may use Key Performance Indicators appropriate to the mission of the department. The following are examples of KPIs for non-instructional departments.

- Are We Making Progress results
- Stakeholder satisfaction
- Training programs
- Awards and recognitions
- Marketing activity
- Analysis of work flow
- Efficiency of performance
- Advisory group activity
- Environmental scanning results
- Contribution to student learning

The College publishes through college communication and discusses faculty/staff meetings the status of strategic planning. At the conclusion of each academic year, programs/departments present their outcomes, analyses, and improvement plans in a college-wide venue.

Division/Department Annual Plan and Program Review Timeline

The following timeline sets the dates when various stages of the program review process is completed. The timeline coincides with the strategic planning cycle and individual academic years in the event that one of these dates falls on a weekend, the completion date is the first working day following the set date.

The DAP form is located in Appendix A

July 1—June 30	Division/Department Annual Plans (DAP) action plans cycle
End of Each Semester	IR posts results of traditional Key Performance Indicators (graduation rate, completion rate, retention rate, etc.)
April 1	Evaluation of the DAPs (Results, Analysis, and Next Steps from previous year)
May 1	Current Fiscal Year DAP's due to VC/Chancellor
June 1	New Fiscal Year DAP's due to VC/Chancellor (annually) Program and Department Reviews due to VC/Chancellor (on cycle)
First Friday Meetings and EOY	College-wide presentations program and department reviews Strategic Plan Status Reports

Step 3: Personal Development Plan (PDP) -- PART OF ANNUAL EVALUATION

Each spring all employees of UA Cossatot are evaluated by their supervisor for performance, and for meeting individual goals. The Personal Development Plan within the evaluation form includes an employee's short and long-term goals and what can the College do to assist the employees in meeting their goals. The employee completes the PDP plan and then meets to discuss with the supervisor.

PDP Goals align with strategic, departmental, position or career goals allowing alignment with the CQI cycle through employee, department, and institutional goals. Each employee must list any resources needed for accomplishment of the stated goals, which connects to the budget. Supervisors and IR maintain aggregated data on how the Personal Development Plans have

contributed to the Departmental Annual Plans which informs the Institutional Effectiveness Report.

Is this based on the evaluation of the supervisor or an employee action plan that aligns with the department results of assessment? In other words, PDA are usually associated with employee performance, where an employee's action plan is aligning employee's goals with department goals, connecting the CQI alignment with employee, department, and institutional goals.

Steps 4: Department Reviews and Academic Program Reviews (follow strategic plan cycle and ADHE program review cycle)

A regular program review provides the following benefits:

- Provide opportunity for the self-evaluation of the department/program by the faculty and/or staff;
- Identify department/program needs and the basis for determining those needs;
- Establish a procedure for the systematic improvement of departments/programs;
- Assist in faculty and staff development;
- Ensure currency and quality of curricula and programs;
- Suggest means of appropriately allocating the resources of the institution.
- Departmental reviews align with the strategic planning cycle outlined on page 8

Program Review Process

An Overview

Since the review of a program is designed to incorporate assessment and evaluation from many perspectives, the process necessitates involvement of representatives from several different levels or College departments. Because of the variance in program supervision by title of supervisor, the supervisor of a program may not be according to the following description. The following describes a typical approval process, but may not represent some areas, e.g., in some programs, the Director may be the Supervisor of the Program.

Role of the Supervisor of the Program/Department

Supervisors prepare the report of a program/area from the overall perspective of the department.

Role of the Vice Chancellor

The Vice Chancellor reviews the report of a program/area from the overall perspective of the particular area. The Vice Chancellor's specific duties include:

1. Reviewing the report and all supporting documentation;
2. Preparing an assessment and attaching it to the report;
3. Forwarding the entire report to the Chancellor.

Role of the College Chancellor

The Chancellor reviews a program/area from the perspective of the chief executive officer of the college. The Chancellor's specific responsibilities include:

1. Reviewing all materials;
2. Conferring with the vice chancellor and director of program and participating in the development of an action plan and implementation strategies as needed.

The following appendices provide forms for developing the Division/Departmental Annual Plan and the Program Review.

- Appendix A: Division/Department Annual Plan Template
- Appendix B: Review Submission Page
- Appendix C: Non Academic Program/Department Assessment Report
- Appendix D: Academic Program Review Report
- Appendix E: Personal Development Plan (PDP)

DEPARTMENT REVIEW FORMAT

The Department Review Report is an aggregation of the Unit Plan results from the previous three years. It consists of a description of strategies that each department demonstrates over the last three years) in meeting its objectives. The report form consists of a Summary, Program Overview, Program Review, and Follow-Up Action Plan.

March 1, 2020 Benchmark Program Review Due
July 2022 Program Review Due
July 2024 Program Review Due
July 2025 New Strategic Plan
July 2027 Program Review Due
July 2029 Program Review Due
July 2030 New Strategic Plan

<p>Departments include:</p> <ul style="list-style-type: none"> • Adult Education • Chancellor’s Office/Athletics • ERC/Tutoring • Student Services/Testing Center/Center for Student Success/Registrar • Facilities/Building & Grounds/Maintenance/Safety • Workforce Continuing Education • Institutional Advancement • High School Programs • Business Office/Financial Aid/Human Resources • General Education • Medical Education • Professional Studies

The narrative must summarize (1) progress over previous years; (2) identify strengths and weaknesses, and (3) suggest possible improvements from the perspective of the program/area’s review. The narrative will contain the following:

1. Summary/Abstract (1 page)
2. Program Overview (1-2 pages)
3. Program Review (progress and strengths and weaknesses)
4. Plan for Improvement

Forms Needed:

- Appendix A: Division/Department Annual Plan Template
- Appendix B: Review Submission Page
- Appendix C: Non Academic Program/Department Assessment Report

ACADEMIC PROGRAM REVIEW FORMAT

ADHE 7 Year Review for Program Viability on a 3-Year Average

The Vice Chancellor for Academics works with ADHE to maintain the program review schedule. Request a schedule from the Office of Academics.

At the seven-year point, programs with specialized accreditation will submit the onsite report from the review to the Vice Chancellor for Academics to be reported to ADHE. Programs without specialized accreditation will use the program review criteria based on AHECB POLICY 5.12: ACADEMIC PROGRAM REVIEW AND PROGRAM VIABILITY.

All certificate and degree programs offered by public colleges and universities in Arkansas are reviewed through the Existing Academic Program Review Process. This review process includes the following parameters:

- An average of four (4) graduates per year for career and technical education certificates (CTE) and career and technical associate degree programs (AAS);
- An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;
- A comprehensive self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to, information related to: **program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes, and recent/planned program improvements.**

Forms Needed:

Appendix A: Division/Department Annual Plan Template

Appendix B: Review Submission Page

Appendix D: Academic Program Review Report

Appendix A
Division/Department Annual Plan Template
 (to be completed each year)

Division/Department:	DEVELOP Date: Click here to enter a date.
Division/Department Lead:	EVALUATE Date: Click here to enter a date.

DEVELOP	Strategic Goal:
	Strategic Objective:
	Measurement:
	Strategic Initiative (Action Plan):
EVALUATE	Results:
	Analysis:
	Next Steps:
DEVELOP	Strategic Goal:
	Strategic Objective:
	Measurement:
	Strategic Initiative (Action Plan):
EVALUATE	Results:
	Analysis:
	Next Steps:

DEVELOP	Strategic Goal:
	Strategic Objective:
	Measurement:
	Strategic Initiative (Action Plan):
EVALUATE	Results:
	Analysis:
	Next Steps:

Appendix B
Review Submission Page

(Department/Division)

Submitted on _____
(Date)

Chair/Director (Program Review Developer)

Comments:

Vice Chancellor

Comments:

Chancellor

Comments:

Action Plan should present an action plan that relays how findings will be addressed and resources needed. The action plan should be implemented through the program review where budget needs are linked to the results. This section should be around one page.

Appendix D
Academic Program Review Report

Each section should include a narrative self-assessment and supporting data. The questions provided in each section are meant to guide the Program Review process as well as indicate the type of information most relevant to the process.

Supporting Data

- Please provide 3-years of trend data for the KPIs appropriate to the unit’s mission:

Instructional Key Performance Indicators				
For Cycles Ending:	YEAR	YEAR	YEAR	YEAR
Academic Program Completion Rate				
Enrollment				
Program Learning Outcomes Mean/Average				
Retention Rate				
Course Completion Rates				
Average Class Size				
Graduates				
Employment Rate				
Success at 4-year institution if applicable				

Existing Program Review
Institutional Self-Study Guidelines

The AHECB Existing Program Review Policy adopted in October 2008 requires the review of all academic programs every 7-10 years. A major component of the policy is an internal review (self-study) by institutions and an external review by consultants of programs that do not have program-specific accreditation/ licensure/certification. The institution’s self-study, consultants’ written evaluation, and the institution’s response to the consultants’ findings will be submitted to ADHE.

The institutional self-study to be reviewed by external consultants should contain the following information:

Goals, Objectives, and Activities

1. Describe specific educational goals, objectives, and activities of the program.
2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.
3. Document market demand and/or state/industry need for careers stemming from the program.
4. Document student demand for the program.

Curriculum

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).
2. Provide an outline for each program curriculum, including the sequence of courses.
3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.
4. Indicate the semester/year the major/program courses were last offered. Exclude general

education courses.

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.
6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.
7. List courses in the proposed degree program currently offered by distance delivery.
8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

Program Faculty (full-time/adjunct/part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.
2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.
3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.
4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

Program Resources

1. Describe the institutional support available for faculty development in teaching, research, and service.
2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.
3. Provide the annual library budget for the program or describe how library resources are provided for the program.
4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).
5. Provide a list of program equipment purchases for the past three years.

Instruction via Distance Technology

This section should be completed if at least 50% of any program/major course is delivered electronically.

1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.
2. Summarize the policies and procedures to keep the technology infrastructure current.
3. Summarize the procedures that assure the security of personal information.

4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:
 - Advising
 - Course registration
 - Financial aid
 - Course withdrawal
 - E-mail account
 - Access to library resources
 - Help Desk
5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.
6. Describe the orientation for students enrolled in distance technology courses/programs.
7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

Majors/Declared Students

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.
2. Describe strategies to recruit, retain, and graduate students.
3. Provide the number of program graduates over the past three years.

Program Assessment

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).
2. Describe program/major exit or capstone requirements.
3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.
4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.
5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.
6. Provide aggregate results of student/alumni/employer satisfaction surveys.
7. Describe how the program is aligned with the current job market needs of the state or local communities.
8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

For undergraduate career and technical education programs only, provide the following:

- Names and location of companies hiring program graduates.
- Average hourly rate for program graduates.
- Names of companies requiring the certificate/degree for initial or continued employment.

Program Effectiveness (strengths, opportunities)

1. List the strengths of the program. (perform a SWOT analysis of the program)
2. List the areas of the program most in need of improvement.
3. List program improvements accomplished over the past two years.

4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

Institutional Review Team

List the names/departments of the self-study committee chair and committee members.

Academic Program Review External Reviewers Report Template

The report prepared by the External Reviewers will be used by the Arkansas Department of Higher Education (ADHE) to verify the student demand and employer need for the program, the appropriateness of the curriculum, and the adequacy of program resources. The report should not include a recommendation to ADHE on program continuation or program deletion.

The External Reviewers written report must include a summary of each area examined and should provide examples that document the conclusions. The questions below should be used by the reviewers as a guide in preparing the summary for each area. Responses to the questions should not be simply “yes or no”.

I. Review of Program Goals, Objectives and Activities

- A. Are the intended educational (learning) goals for the program appropriate and assessed?
- B. How are the faculty and students accomplishing the program’s goals and objectives?
- C. How is the program meeting market/industry demands and/or preparing students for advanced study?
- D. Is there sufficient student demand for the program?
- E. Do course enrollments and program graduation/completion rates justify the required resources?

II. Review of Program Curriculum

- A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?
- B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?
 - C. Are program exit requirements appropriate?
- D. Does the program contain evidence of good breath/focus and currency, including consistency with good practice?
- E. Are students introduced to experiences within the workplace and introduced to professionals in the field?
- F. Does the program promote and support interdisciplinary initiatives?
- G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

III. Review of Academic Support

- A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?
- B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

IV. Review of Program Faculty

- A. Do program faculty have appropriate academic credentials and/or professional

- licensure/certification?
 - B. Are the faculty orientation and faculty evaluation processes appropriate?
 - C. Is the faculty workload in keeping with best practices?
- V. Review of Program Resources
- A. Is there an appropriate level of institutional support for program operation?
 - B. Are faculty, library, professional development and other program resources sufficient?
- VI. Review of Program Effectiveness
- A. Indicate areas of program strength.
 - B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.
 - C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.
- VII. Review of Instruction by Distance Technology (if program courses offered by distance)
- A. Are the program distance technology courses offered/delivered in accordance with best practices?
 - B. Does the institution have appropriate procedures in place to assure the security of personal information?
 - C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?
 - D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?
 - E. Are policies on intellectual property in accordance with best practices?
- VIII. Review of Program Research and Service
- A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?
 - B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?
- IX. Local Reviewer Comments
- A. How is the program meeting market/industry demands and/or preparing students for advanced study?
 - B. What program modifications are needed?
- X. Report Summary
- A. Include reviewer comments on the overall need for program graduates/completers in the local area, region and/or nation over the next 5 years.
 - B. Include reviewer comments on overall program quality, state program review process, etc.

**Appendix E
Personal Development Plan**

PERSONNEL DEVELOPMENT PLAN

Employee Name:

During the evaluation/interview with the supervisor, a Personnel Development Plan will be completed that takes into account the following three categories.

1. Three specific areas to improve upon:

- A. _____
- B. _____
- C. _____

2. What specific training or actions will be needed to achieve the desired improvements?

- A.. _____
- B. _____
- C. _____

3. Supervisor/Division Chair-how will you help your employee accomplish desired areas of improvement?

- A. _____
- B. _____
- C. _____

Supervisor _____
Date

Employee _____
Date

*This plan must be completed and on file in the human resource office in order for the employee to be eligible for the Educational Assistance Plan in Board Policy 447.

Procedure History:
October 28, 2019
