

INSTITUTIONAL EFFECTIVENESS

A PLAN FOR CONTINUOUS IMPROVEMENT

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COMPONENTS OF INSTITUTIONAL EFFECTIVENESS PLAN

Institutional Effectiveness Plan: North Central Texas College ensures continuous improvement in fulfilling its purpose and achieving expected educational outcomes through the establishment of Institutional goals and an annual action plan that structures effectiveness planning, evaluation, and improvement of personnel, policies, and programs.

Mission Statement: North Central Texas College is a two-year comprehensive community college primarily serving residents of Cooke, Denton, and Montague counties by offering technical and academic courses for certification or associate degrees; continuing education; remedial and compensatory education consistent with open-admissions policies; and programs of counseling and guidance. The College insists on excellence in all academic areas, instruction and public service.

COMPONENTS OF INSTITUTIONAL EFFECTIVENESS PLAN

Assessment: The College gives credibility to ongoing, integrated, institution-wide planning through the establishment of an assessment process. The educational, administrative and support services have identified goals, competencies, objectives, and/or outcomes based on the purpose of the discipline, office, program or function. These identified components link the various parts of the institution into an integrated whole and also provide purposeful direction for each individual unit. The education results that students are expected to attain are defined and are dependent upon the program in which students are enrolled – the academic transfer program, a technical program, or for continuing education and workforce development purposes. The goals, competencies, objectives, and outcomes are established by the faculty and staff and are fulfilled through the curriculum and services provided to students.

COMPONENTS OF INSTITUTIONAL EFFECTIVENESS PLAN

Strategic Plan: The College engages in integrated and institution-wide research-based planning, evaluation, and improvement processes. Through Institutional Effectiveness, departments incorporate a systematic review of programs and services to identify goals and objectives that address the strategic plan. The component units of the college (departments, disciplines, offices, and functions) select improvement activities associated with the Unit's purpose and expected outcomes and/or particular institutional needs. Thus, each year each unit of the college is in the process of implementing improvement activities, evaluating Unit and institutional success, and planning/selecting improvement activities for the next year.

COMPONENTS OF INSTITUTIONAL EFFECTIVENESS PLAN

Formal Evaluation and Reporting: Data is collected on a semester and annual basis for the evaluation of the improvement activities in TracDat software. The results are provided to personnel as available and in an end-of-assessment period report. Instructional units contribute results and analysis to an annual assessment report. An institutional fact book containing various charts of demographic data is also available to the college community along with various studies and surveys. All data and reports are continually available to the college community via the Office of Institutional Research. Each planning and evaluation unit is responsible for providing analysis of success/failure and future plans of action to effect improvement.

Key Performance Indicators: The system-wide goals that are identified and tied closely to the strategic plan's 3 Vision 20/20 areas are located in TracDat and reviewed by college leadership throughout the year and changes are made as needed.

COMPONENTS OF INSTITUTIONAL EFFECTIVENESS PLAN

Institutional Effectiveness Schedule: The Effectiveness Schedule is tied to the academic year. The activities of each year contain both the implementation of a plan of action and the development of an action plan for the following year. Instructional units began their first 2 year cycle starting in the Fall of 2013, while operational units began their first 2 year cycle starting in the Fall of 2014. The final one year cycle for Instruction was the 2012-2013 year and the final one year cycle for operational units was 2013-2014. However, due to some goals functioning on a yearly basis, some units still operate on a yearly cycle at the discretion of their department. The schedule for the fall semester directs the formulation of an action plan for the following year, and the schedule for the spring semester directs the completion of the plan as activities are finalized and resource requests are integrated into the final institutional budget.

ASSESSMENT LEVELS

Vision 20/20

- College Mission
- Key Performance Indicators
- NCTC

Program

- Technical Program Outcomes and Competencies
- Academic Transfer Program Competencies

Course

- Course Level Learning Outcomes
- Outcomes Based Syllabi

Operational

- Goals that are tied to managing a process or procedure
- Community Service

Learning

- Operational unit learning outcomes

2 YEAR INSTRUCTIONAL UNITS ASSESSMENT TIMELINE



Plan
August 2022



Assessment Results
May 2023



Departmental Meetings
May 2023-May 2024



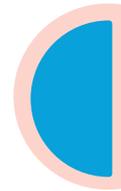
Use of Results
May 2024

1 YEAR OPERATIONAL UNITS ASSESSMENT TIMELINE



Plan

August 2022



Assessment Results
and Use of Results

May 2023

2 YEAR OPERATIONAL UNITS ASSESSMENT TIMELINE



Plan
August 2022



Assessment Results
May 2023

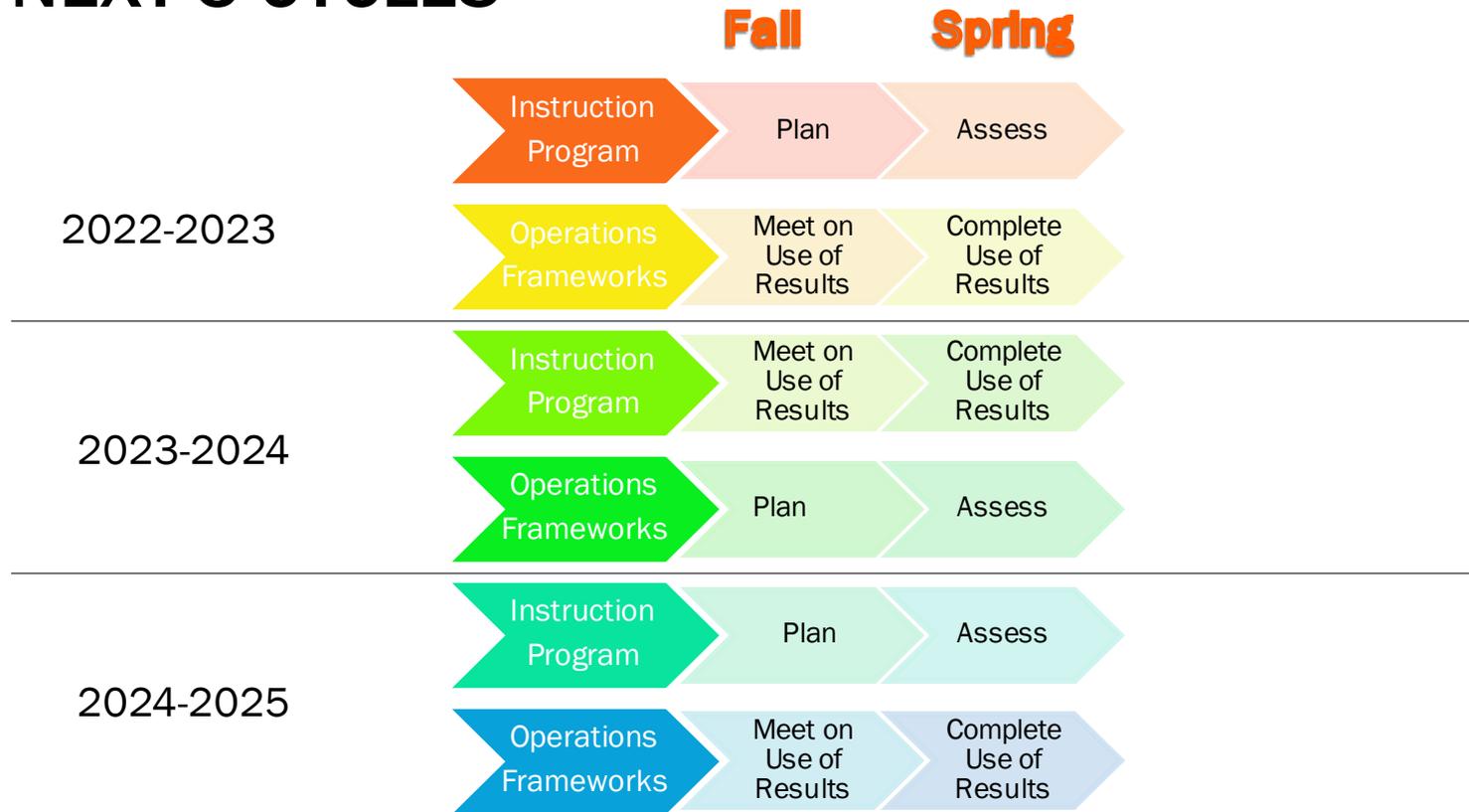


Departmental Meetings
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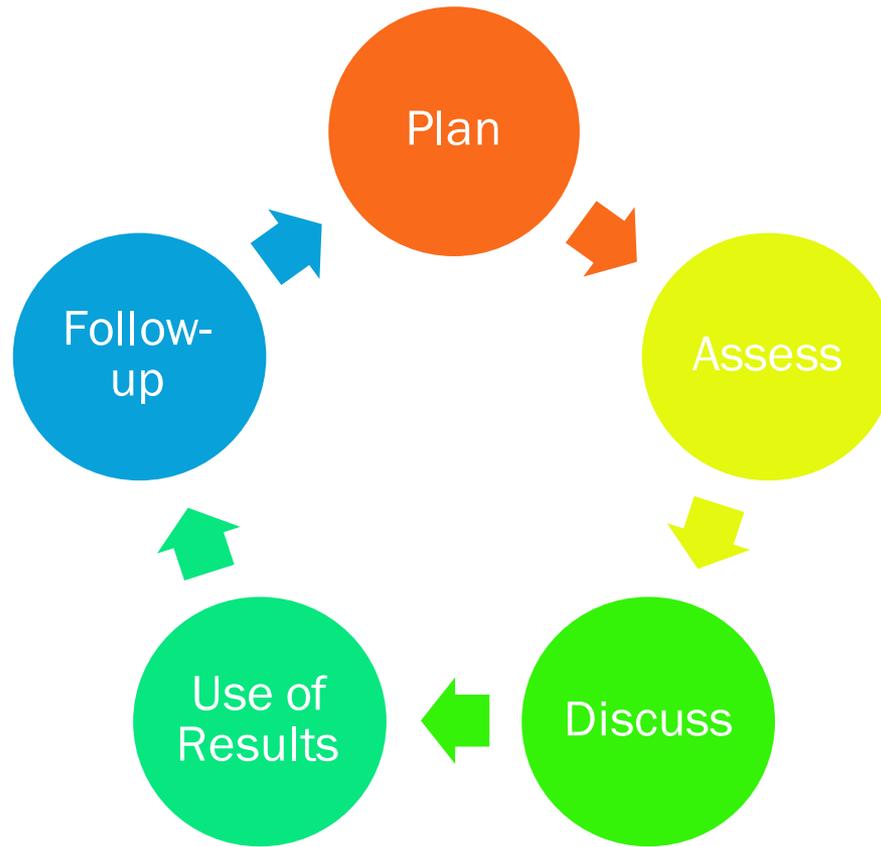


Use of Results
May 2024

NEXT 3 CYCLES



ASSESSMENT FLOW



COMPONENTS OF INSTITUTIONAL EFFECTIVENESS

