

# **MISSISSIPPI DELTA COMMUNITY COLLEGE**



**2020-2021**

## **INSTITUTIONAL EFFECTIVENESS FRAMEWORK AND GUIDELINES**

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# **Mississippi Delta Community College Institutional Effectiveness Framework and Guidelines**

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## **Foreword**

Mississippi Delta Community College has adopted the standard for quality in Institutional Effectiveness from the principles set forth by the Southern Association of Colleges and Schools Commission on Colleges. Mississippi Delta Community College engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness and incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Institutional Effectiveness is the process by which an institution's performance is measured in conjunction with its mission. It is a cyclical process requiring that all programs and services demonstrate continuous improvement and progress toward accomplishing outcomes against the institution's mission. Planning and assessment are supported by internal and external research. Overall, Institutional Effectiveness is an opportunity to ensure that high-quality programs and services are being provided to students and that the needs of various stakeholders are being met. This document outlines Mississippi Delta Community College's planning, assessment, and institutional effectiveness processes.

For questions regarding this publication, please contact Dr. Ben Cloyd, Special Assistant to the President and Accreditation Liaison, at [bcloyd@msdelta.edu](mailto:bcloyd@msdelta.edu) or 662-246-6256.



**MISSISSIPPI DELTA COMMUNITY COLLEGE  
RESEARCH, PLANNING, AND ASSESSMENT CALENDAR  
2020-2021 CALENDAR**

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<b>July</b>	Non-Instructional Personnel Begin Implementing the Institutional Effectiveness Program Outcomes for the 2020-2021 Year <b>(July 1<sup>st</sup>)</b>
<b>August</b>	Instructional Personnel Begin Implementing Student Learning Outcomes and Institutional Effectiveness Program Outcomes for the 2020-2021 Year <b>(August 17<sup>th</sup>)</b>  Assigned Personnel Conduct an Internal Program Assessment and Complete Program Review Instrument <b>(August 17<sup>th</sup>–January 21<sup>st</sup>)</b>
<b>October</b>	Supervisors Conduct Instructional and Non-Instructional Employee Performance Evaluations <b>(October 15<sup>th</sup>–March 1<sup>st</sup>)</b>  Computer Services Administers Course/Faculty Evaluations to Students <b>(October 19<sup>th</sup>– November 19<sup>th</sup>)</b>
<b>November</b>	IE Office Administers the <i>Student Opinion Survey</i> to Moorhead, Greenwood, GHEC, Dual Enrollment, and eLearning Students <b>(November 11)</b>  Academic Chairpersons Submit Embedded Examination Results to IE Office <b>(November 30<sup>th</sup>)</b>
<b>December</b>	VP of Business Services sends out Budget Templates <b>(December 1<sup>st</sup>)</b>
<b>January</b>	IE Office Administers the <i>Campus Climate Survey</i> <b>(January 4<sup>th</sup>)</b>  IE Committee Reviews Instructional and Non-Instructional Programs <b>(January 19<sup>th</sup>–21<sup>st</sup>)</b>
<b>February</b>	Budget Requests due to VP of Business Services <b>(Feb. 4<sup>th</sup>)</b>
<b>March</b>	Computer Services Administers Course/Faculty Evaluations to Students <b>(March 15<sup>th</sup> – April 15<sup>th</sup>)</b>
<b>April</b>	IE Office Administers the <i>MDCC Student Exit Student Survey</i> to Students <b>(April 15<sup>h</sup>)</b>  Board Conducts President’s Performance Evaluation <b>(April or May Board Meeting)</b>
<b>May</b>	Instructional Chairpersons/Directors/Program Coordinators Submit Student Learning Outcomes and Institutional Effectiveness Plans <b>(May 6<sup>th</sup>)</b>
<b>June</b>	Non-Instructional Personnel Submit Institutional Effectiveness Plans to the IE Office <b>(June 30<sup>th</sup>)</b>

## **Planning and Evaluation Processes**

Mississippi Delta Community College (MDCC) demonstrates it is effectively accomplishing its mission through its planning and evaluation processes. The ongoing planning and assessment processes includes activities such as strategic planning, student learning outcomes planning and assessment, program outcomes planning and assessment, program reviews, and additional planning and evaluation processes related to curriculum, personnel, finance, and institutional services.

Planning has become integrated into the daily operations of MDCC. Assessment planning activities have been incorporated into the annual Assessment Planning and Evaluation Calendar (page 4). Planning and evaluation are institution-wide activities at MDCC. Every program and service routinely participates in the assessment and planning process by developing relevant outcomes/goals for the current year. Planning and evaluation are also institution-wide in that Institutional Effectiveness Committee and Strategic Planning members represent diverse areas of the campus. In this way, all areas of the campus participate in annual planning.

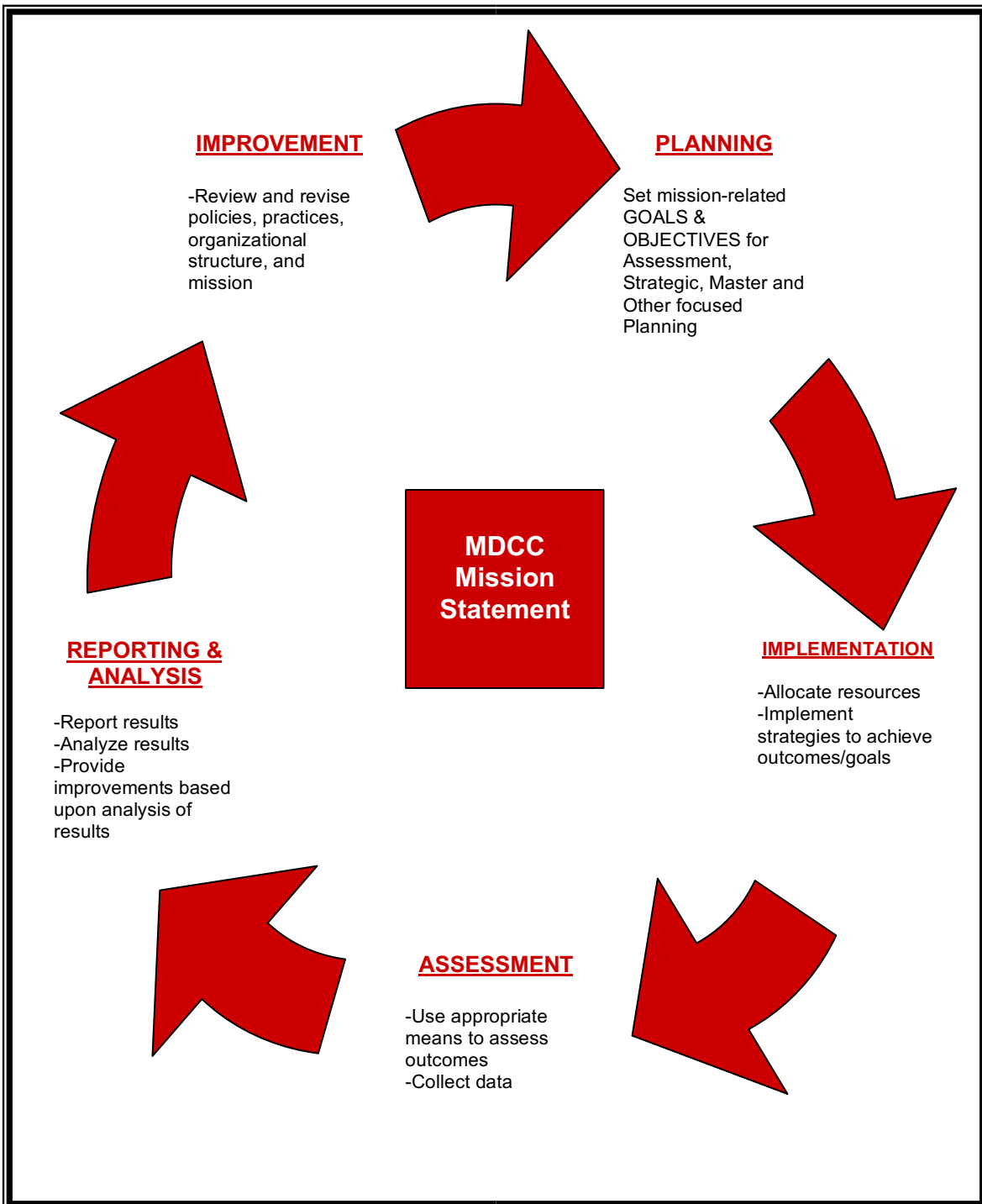
Planning and evaluation are research-based in that each year MDCC collects, analyzes, and disseminates a wide-range of institutional data. Key indicators such as enrollment trends, finances, degree attainment, faculty characteristics, and workforce trends are published in the annual Statistical Profile and in annual Institutional Effectiveness Plans. Part of the planning process involves the use of data analysis to help administrators, faculty, and staff make data-driven decisions.

A systematic review of the institutional mission, goals, and outcomes has been incorporated into the planning process. The institution's mission statement is evaluated every two years and approved by MDCC's Board of Trustees, the institution's governing board. Mississippi Delta Community College also engages in ongoing, integrated, and institution-wide research-based program reviews that result in continuing improvement and demonstrate that the institution is effectively accomplishing its mission. Additionally, as each program and service unit conducts an assessment, outcomes are linked to the appropriate institutional goal(s). The institution also evaluates progress toward completion of goals and outcomes outlined in MDCC's Strategic Plan.

The ongoing, annual evaluation process occurs in addition to the planning process. It includes activities such as reporting the results of the learning outcomes assessment, general education assessment, and program outcomes assessment. Student evaluations of instruction, employee evaluations, and institutional effectiveness surveys are also conducted annually. MDCC's planning and evaluation processes allow the institution to measure and demonstrate that the mission is being accomplished.

## The MDCC Institutional Effectiveness Model

The MDCC Institutional Effectiveness Model is a five-phase, on-going process designed to ensure that Mississippi Delta Community College's mission and goals are being achieved.



## Explanation of MDCC's Institutional Effectiveness Model

The IE Model shown above is a cyclical process that shows how MDCC implements continuous improvement in its programs and services.

**Planning** is the first phase of the Institutional Effectiveness process. It is at this stage that specific goals and outcomes, including student learning outcomes, are established when the college undergoes assessment planning, strategic planning, and other focused planning. The goals and objectives established at the institution level, program level, or unit level must all be linked to the College's Mission and Goals.

**Implementation** involves the allocation of resources necessary to achieve the goals and objectives stated in the first phase of the assessment. Individuals and units implement strategies aimed at meeting the targets established in the stated goals or outcomes.

**Assessment** is the third phase of the Institutional Effectiveness process. Assessment occurs after the planning phase is completed. It is at this point that the institution, program, or unit identifies appropriate methods for assessing the goals and outcomes established in the planning phase. Appropriate means of assessment can include instruments such as national assessments, local exam embedded questions, local surveys, rubrics, learning checklists, and statistical reports. Data are then collected using instruments appropriate for each goal and/or outcome.

**Reporting and Analysis** occur during the fourth phase of the Institutional Effectiveness process. It allows for reporting and analysis of data collected during the assessment phase. It is during this phase that external and internal reports related to the condition of the College are published and made available to those involved in the Institutional Effectiveness process.

**Improvement** is the final phase of the Institutional Effectiveness process. The reports and analysis from phase four are used to guide decisions regarding improvements to the institution. It is at this point that policies may be revised, practices may be improved, changes to the organizational structure or mission statement may be made, and fiscal resources are allocated. After the necessary improvement have been made, the Institutional Effectiveness process repeats in a continuous loop to ensure that continuous improvements at the College are being made on a regular basis.

## **Mission Statement Review and Approval**

The mission statement of Mississippi Delta Community College is the foundation upon which the institution examines itself, allocates its resources, and plans its future. The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Listed below are MDCC's procedures for reviewing, revising, and publishing its mission statement:

1. The Mission Statement Review Committee is responsible for reviewing MDCC's mission statement every two years or before, if needed.
2. The Board of Trustees will review and vote on the institution's Mission Statement during regularly scheduled Board meetings.
3. The Board-approved Mission Statement will be published and shared with MDCC's constituencies on the institution's website and through the College Catalog/Student Handbook and the Policies and Procedures Manual.

## **Strategic Planning and Evaluation**

Mississippi Delta Community College's strategic planning and evaluation reflect the continuing evolution of the institution's successes and opportunities. Developed by the stakeholders of MDCC and MDCC's Strategic Planning Committee, the Five-Year Strategic Plan identifies the institution's mission, goals, objectives, and action steps for Mississippi Delta Community College.

The Strategic Planning Committee is charged with the responsibility of developing, reviewing, and evaluating the institution's Strategic Plan. The Committee meets periodically to assess the progress toward the achievement of the institution's mission, goals, and objectives. Strategic planning reports document the status of the institution's Strategic Plan.



## **Institutional Effectiveness Plans**

Mississippi Delta Community College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of results for its educational programs, administrative support services, academic and student support services, and community/public services within its mission. The following information is reported in the Institutional Effectiveness Plans:

1. Name of Program or Service Area
2. Reporting Year
3. Purpose Statement or Program/Service Area Description
4. Accomplishments/Improvements for the Reporting Year
5. Three-Year Projections
6. Alignment with MDCC's Goals
7. Program/Service Area Outcomes
8. Assessment Criteria/Benchmark
9. Assessment Results
10. Improvements Based on Analysis of Results

Institutional Effectiveness plans are submitted annually to the Office of Institutional Effectiveness. The Institutional Effectiveness Committee uses a rubric as needed to evaluate plans and provide feedback to program and area supervisors.

## **College-Level General Education Competencies**

The faculty members of Mississippi Delta Community College (MDCC) have identified six college-level general education competencies for degree students to attain. Each degree program at MDCC contains the general education core; thus, students enrolled in health sciences, technical programs, and the academic transfer programs of study receive instruction linked to the general education competencies.

Instructors measure the extent to which students have attained the general education competencies through embedded test questions on locally developed examinations. A second evaluation, although an indirect assessment, is MDCC's Student Exit Survey.

Embedded questions and the Student Exit Survey are administered annually. Planning and assessment are integrated across all divisions and locations including the main campus, off-campus instructional sites, dual enrollment courses, and eLearning/distance learning. Instructors analyze findings and use results to enhance and improve teaching, learning, and educational programs.

## **Student Learning Outcomes**

Mississippi Delta Community College identifies student learning outcomes, assesses the extent to which students achieve student learning outcomes, and provides evidence of improvement based on analysis of results.

Student learning outcomes for educational programs at Mississippi Delta Community College have been defined through a collaborative effort of program faculty with consideration of best practices in the field of study and are submitted annually to the Office of Institutional Effectiveness. Student learning outcomes at the program level are evaluated by Career-Technical programs, Health Sciences programs, and the Associate of Arts College Parallel Transfer program. In addition, academic faculty members also evaluate student learning outcomes through academic college core classes through exam embedded questions. The following information is reported in Student Learning Outcomes documents:

1. Name of Program
2. Reporting Year
3. Mission Statement
4. Alignment with MDCC's Goals
5. Student Learning Outcomes
6. Assessment Criteria/Benchmarks
7. Assessment Results
8. Use of Results/Evidence of Improvement Based on Analysis of Results

The Institutional Effectiveness Committee uses a rubric as needed to evaluate plans and provide feedback to instructional faculty chairs, directors, and/or lead faculty.

## **Program Review**

MDCC engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that results in continuing improvement and demonstrates that the institution is effectively accomplishing its mission. The program review process ensures that MDCC maintains instructional and non-instructional programs and services that are directly related and appropriate to its mission and goals as well as to the certificates and degrees awarded.

The primary purpose of the program review is to improve or enhance support services, programs, curriculum, courses, teaching, and learning. Personnel identify strengths and areas for improvement in order to determine current needs and plan for the future direction of the program or area. Reviews include an analysis of data from the Moorhead Campus, Greenville Higher Education Center, Greenwood Center, eLearning, and dual enrollment. Program reviews are conducted every five years.

The following information is reported in the Program Review Instruments:

## Instructional Reviews

1. Quality, Capacity, and Student Achievement
2. Resources and Adequacy of Supportive Services
3. SWOT Analysis
4. Strategic and Annual Planning Summary
5. Acknowledgements Signature Page

## Non-Instructional Reviews

1. Quality and Capacity
2. Resources and Adequacy of Supportive Services
3. SWOT Analysis
4. Strategic and Annual Planning Summary
5. Acknowledgements Signature Page

Members of the Institutional Effectiveness Committee review the program review results to determine the level to which the program is meeting its goals and objectives and the degree to which the program supports the mission and goals of the College. Meetings are held with program personnel to discuss program successes and to identify areas of possibilities for the future.

## **Curriculum Review**

Mississippi Delta Community College's curriculum review provides a mechanism for organizing and developing a course and/or program of study from an educator's perspective. This process ensures faculty involvement in the curriculum development process and provides a broad-based cross-section of faculty and educators to assist the administration in reviewing curricula proposals. This process also assists the college in maintaining consistency between the curricula and the mission and goals of the institution.

With these tenets in mind, the College Curriculum Committee was organized to serve the College in the development and continuous improvement of educational programs, courses and processes, and institutional effectiveness. The Curriculum Committee serves as a recommending body for all new credit courses and programs of study offered by the college; recommends to the President and/or Vice President of Instruction additions, deletions, and/or changes in existing courses or programs; serves as an open forum for discussion of topics related to instruction including policy change recommendations and SACSCOC substantive change recommendations.

## **Employee Evaluations**

Mississippi Delta Community College's employee evaluations are designed to evaluate individual performance, promote professional growth and development, and improve overall institutional effectiveness of college personnel.

Administrators, faculty, and staff are evaluated annually. Mississippi Delta Community College's employee evaluation procedures and evaluation instruments are published in the institution's Policies and Procedures Manual.

### **Evaluation of the President**

The process for evaluation of the President of Mississippi Delta Community College is designated to provide input by all members of the Board of Trustees and the Evaluation Committee of the Board. The President is evaluated in the spring semester each year. The evaluation involves the following steps:

1. Appointment of the Board of Trustees' Evaluation Committee.
2. Evaluation by the full Board of Trustees. Board will receive evaluation instrument and return via postal mail before the next meeting.
3. Evaluation Committee will review evaluation results along with any other materials it deems pertinent to formulate the President's annual evaluation.
4. Evaluation Committee meets with the President to review the evaluation.
5. Evaluation Committee recommends action to the Board of Trustees (in executive session).
6. Board action, if appropriate, will be taken in open session of the Board of Trustees.

### **Budgeting and Planning**

The preparation of Mississippi Delta Community College's annual budget involves instructional and non-instructional personnel. Vice presidents, associate vice presidents, chairs, and directors meet with members of their divisions to plan expenditures based on the area's outcomes/goals and MDCC's mission. Budget requests are submitted on MDCC's Budget Request Forms.

Vice presidents and supervisors then submit budget requests to the Vice President of Business Services for review and consideration by the Budget Committee. The Budget Committee meets annually to evaluate and prioritize budget requests. The Finance Committee of the Board of Trustees meets prior to the regularly Board meet to review the Budget Committee's recommendations and to ensure that the financial resources are adequate to provide a sound educational program. The Board of Trustees grants final approval for the College's overall budget.