INSTITUTIONAL EFFECTIVENESS PLAN

NORTHSHORE
TECHNICAL COMMUNITY COLLEGE

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Institutional Effectiveness Planning

Northshore Technical Community College (NTCC) operates a comprehensive Institutional Effectiveness Plan that is systematic, broad and research-based, interrelated and appropriate to the NTCC mission, in that, all units of the college participate in ongoing annual planning and evaluation activities that culminate in an institutional level planning and evaluation process. Since 2014, NTCC has fostered a culture of evidence revolving around student learning outcomes and continuous improvement, and thereby shifting the focus from looking at what higher education institutions do and what they accomplish, to what students learn and ongoing ways to improve the institution.

Beginning fall 2014, NTCC established an Institutional Effectiveness Plan. Institutional Effectiveness employs a college-wide systematic plan that ensures planning is focused on improvement of all programs and services, processes are continuous, and plans are implemented and evaluated with emphasis on continuing improvement. The institutional effectiveness plan and all related activities are coordinated and supervised by the Provost and Vice Chancellor of Academic Affairs.

NTCC operates a sustained, documented history of institutional planning and the evaluation process that incorporates a systematic review of the institutional mission, goals, and outcomes that demonstrate improvement in accomplishing the Institutional mission. Systematic review of NTCC's mission, goals, and outcomes results in continuing improvement in institutional quality and demonstrates that the institution is effectively accomplishing its mission.

Pillars of Institutional Effectiveness:

Planning and assessment at NTCC is supported by six pillars of institutional effectiveness. These pillars demonstrate the comprehensive, continuous, and connected nature of an institutional effectiveness process and represents a paradigm for organizing, managing, and evaluating an institution.

The Six Pillars of Institutional Effectiveness include:

- *Establish a strategic planning process*: The college agreed upon a comprehensive, inclusive, planning process for establishing its vision, mission, and goals.
- *Articulate a vision and mission:* With input from internal and external stakeholders, NTCC developed vision and mission statements that have been approved and well communicated.
- *Institutionalize the planning process*: The responsibility for managing the planning process has been assigned to appropriate college planning units with a directive to obtain broad-based input.
- *Develop an evaluation system:* NTCC has developed a process for measuring the degree to which the college is attaining its goals and fulfilling its mission. This includes identifying critical success factors, establishing success indicators and standards by which the College can evaluate its effectiveness, and determining mechanisms for documentation if standards are met.

- *Use data to improve institutional quality:* The results of assessment are evaluated to determine the extent to which these results affirm the college's effectiveness in attaining its mission or to provide data for corrective action.
- *Communicate the results:* NTCC communicates the data from our institutional effectiveness processes to internal and external constituents/funding agencies. An external communication method is the college's Institutional Advisory Committee.

College Mission, Vision, and Values:

The NTCC mission fulfillment, which serves as the driver of the college's goals and outcomes/objectives, necessitates that NTCC's institution-wide planning and evaluation processes incorporate a systematic review of institutional mission, goals, and outcomes. Therefore, fulfillment of the mission and strategic goals and outcomes/objectives is measured by assessing to what extent the college's indicators of institutional effectiveness are being met. The mission statement and the college's strategic goals and outcomes/objectives and the complementary strategic indicators of institutional effectiveness are periodically reviewed and revised, if necessary, before the next strategic planning cycle. Recommended changes are considered by the Chancellor, the Executive Cabinet, the College Leadership Committee, and the faculty, staff, and students of the College. At that point, any College-wide approved suggested revisions to the mission statement must be sent to the LCTCS Board for approval before adoption.

The Mission Statement, Vision, and Values are published at the following link:
https://catalog.northshorecollege.edu/overview/mission-welcome/#missionvisionvaluestext

Continuous Improvement:

NTCC's institutional effectiveness plan for continuous improvement is a model built on a top-down and bottom-up process. It requires all planning and evaluating units to engage in an ongoing, comprehensive, integrated, research-based, and systematic plan for improvement that is funneled down and up to the institutional level to ensure that the college is accomplishing its strategic goals in fulfillment of the institutional mission.

The mission and goal statements are the basis for all planning and evaluation activities at the college. All units of the college, whether they are academic programs (instructional), administrative, or academic and educational (student) support services units, tie their annual planning and evaluation to the strategic goals of the college. This is accomplished by identifying unit outcomes/objectives, employing the appropriate assessment methods to gauge the attainment of these outcomes/objectives, and using the results obtained in this process to make any necessary changes. Thus, allowing the college to evaluate its success in accomplishing the tenets of its strategic goals, and therefore, fulfilling its mission.

The instruments for data collection are the core of the assessment of institutional performance and the subsequent evaluation process that takes place at the college. These processes represent what the college does on an ongoing basis to make its effectiveness

system relevant to the dynamic nature of the activities taking place within an open-admissions institution like NTCC.

Guiding Principles of Assessment:

Northshore Technical Community College is committed to institutional improvement through planning and evaluation in support of the college mission. The College continually reviews its objectives and operations with the aim of improving the quality and the effectiveness of the institution. Outcomes of these activities are evident at all levels of the College - from the institution as a whole, through divisions and departments, to academic support and administrative units - and demonstrate the Northshore Technical Community College excels in its mission as a technical community college.

Good assessment always begins with the specification of clear, specific, and measurable objectives based on a program's goals. Assessment involves the translation of those goals into a series of objectives that can be specified clearly and precisely stated.

What is an Assessment? Assessment is the ongoing process of:
1. Establishing clear, measurable, expected outcomes that demonstrate institutional effectiveness;
2. Implementing programs and practices designed to achieve those outcomes;
3. Systematically gathering, analyzing, and interpreting evidence to determine how well programs and practices are working at meeting their expected outcomes; and
4. Using the resulting information to understand and improve institutional effectiveness.

The most important step in the assessment plan process is using the data to evaluate how well the program is meeting its stated goals. There are two items to consider when evaluating data from an assessment plan:
- Evaluate the results of the assessment to ensure that the results answer questions regarding how well the objectives of the program are being met.
- Based on the data, decide what improvements might be made to the program to help it better meet its goals and find ways to implement those changes.

Guiding Principles of Assessment:
- Assessments should ensure data integrity, validity, and reliability.
- Assessments should be coordinated and systematic.
- Assessments should be goal-directed.
- Assessments should be used to inform policy and facilitate improvement.
- Assessments should be regularly re-evaluated.

Transparency Framework:

NTCC adopted the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework to ensure information related to the Program Assessment Planning process is openly communicated and assessment documentation is published in an accessible format internal and external stakeholders related to plans, activities, and results.

In alignment with NILOA's Transparency Framework, NTCC commits to making the following assessment related information readily available to internal and external stakeholders on the college website:

- Publishing student learning outcome statements by program of study in the course catalog and on the college website.
- Publishing institutional effectiveness plans that are readily accessible, descriptive, and define student achievement measures.
- Ensuring assessment resources are available and accessible to faculty and staff.
- Current assessment cycle activities are defined and published.
- Evidence of student learning is disseminated.
- Actions related to the use of student learning evidence is described and published.

Student Achievement

Northshore Technical Community College evaluates success with respect to student achievement consistent with its mission. To document the process NTCC employs to assess student achievement, an overview of key metrics of achievement will be reviewed, followed by an overview of key plans and reports which provide evaluative data. Data related to key metrics discussed below is published on the college website.

Threshold of Acceptability: For each of the key metrics established below, a threshold of acceptability for student achievement is established. The threshold is based on achievement levels aligned with the 2020-2025 College Strategic Plan. The **benchmark** level is considered the minimum level of achievement determined based on the baseline rate established at the beginning of the strategic planning period. The **target** level is the annual rate expected to be achieved to remain on target with the goal rate upon conclusion of the strategic planning period. The **goal** level is the ultimate goal established in alignment with the College Strategic Plan for the assessment period.

- **Benchmark** = Minimum performance standard (2020 IPEDS Data Feedback Report baseline)
- **Target** = Annual performance level projected to reach goal
- **Goal** = Target elevated performance standard

Graduation Rate:

A key indicator of student achievement is the student completion of declared programs of study as analyzed by the college graduation rate. To track graduation achievement, NTCC utilizes graduation rate data for full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion from the IPEDS Feedback report. NTCC has set the following benchmarks and goals related to the published IPEDS graduation rate **[Key Student Completion Indicator]**:

The Achievement Threshold range for the 2020-2025 Strategic Planning period is for the graduation rate is **25% to 33%**.

IPEDS Feedback Report	IPEDS Cohort	Graduation *(Target)*	Graduation *(Actual)*
Baseline (2020 IPEDS)	2016 cohort	N/A	25%
Year 1 (2021 IPEDS)	2017 cohort	26%	25%
Year 2 (2022 IPEDS)	2018 cohort	27%	
Year 3 (2023 IPEDS)	2019 cohort	29%	
Year 4 (2024 IPEDS)	2020 cohort	31%	
Year 5 (2025 IPEDS)	2021 cohort	33%*	

IPEDS Comparison Group Median from 2020 report

Note: The graduation rate is disaggregated by specified student populations in the annual Institutional Effectiveness Report.

Credential Completion:

A key indicator of student achievement is the completion of exit points offered by the college, including certificates, diplomas and degrees. To track credential completion, NTCC utilizes the data on the number of subbaccalaureate degrees and certificates awarded, by level, as identified on the IPEDS Feedback report. NTCC has set the following benchmarks and goals related to the credentials awarded:

Associate Degrees:

The Achievement Threshold range for the 2020-2025 Strategic Planning period is: **124 to 149** associate degrees awarded.

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2018-2019	*N/A*	124
Year 1 (2021 IPEDS)	2019-2020	129	119
Year 2 (2022 IPEDS)	2020-2021	134	
Year 3 (2023 IPEDS)	2021-2022	139	
Year 4 (2024 IPEDS)	2022-2023	144	
Year 5 (2025 IPEDS)	2023-2024	149*	

20% increase from baseline

Strategies to increase awarding of associate degrees:
- Full implementation of Degree Works software
- Expansion of success coach program
- Awareness campaigns for Louisiana Transfer Degrees and AAS in Technical Studies

Certificates and Diplomas (at least one year):

The Achievement Threshold range for the 2020-2025 Strategic Planning period is: **645 to 774** certificates and diplomas of at least one year.

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2018-2019	*N/A*	645
Year 1 (2021 IPEDS)	2019-2020	670	757
Year 2 (2022 IPEDS)	2020-2021	697	
Year 3 (2023 IPEDS)	2021-2022	723	
Year 4 (2024 IPEDS)	2022-2023	749	
Year 5 (2025 IPEDS)	2023-2024	774*	

20% increase from baseline

Certificates (of less than 1 year):

The Achievement Threshold range for the 2020-2025 Strategic Planning period is: **1,167 to 1,400** certificates of less than 1 year awarded.

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2018-2019	*N/A*	1,167
Year 1 (2021 IPEDS)	2019-2020	1,213	1,033
Year 2 (2022 IPEDS)	2020-2021	1,260	
Year 3 (2023 IPEDS)	2021-2022	1,307	
Year 4 (2024 IPEDS)	2022-2023	1,354	
Year 5 (2025 IPEDS)	2023-2024	1,400*	

20% increase from baseline

Strategies to increase awarding of short-term certificates:
- Expansion of CTE offerings with dual enrollment high school partners
- Full implementation of Degree Works software
- Expansion of success coach program

Retention:

In addition to program completion rates, it is important to evaluate student persistence towards completion. To track credential completion, NTCC utilizes fall-to-fall retention rate data of first-time, full-time degree/certificate seeking students as identified on the IPEDS Feedback report. NTCC has set the following benchmarks and goals related to the retention:

The Achievement Threshold range for the 2020-2025 Strategic Planning period for the retention rate is **48% to 53%.**

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2019 IPEDS)	Fall 2017	*N/A*	48%
Year 1 (2021 IPEDS)	Fall 2019	49%	56%
Year 2 (2022 IPEDS)	Fall 2020	50%	
Year 3 (2023 IPEDS)	Fall 2021	51%	
Year 4 (2024 IPEDS)	Fall 2022	52%	
Year 5 (2025 IPEDS)	Fall 2023	53%*	

5% point increase from baseline

Student Transfer:

Considering that many students attend NTCC with the goal of facilitating transfer to other institutions towards fulfillment of advanced degrees and programs, the rate at which students successfully make the transition to other educational institutions is important to consider. To track transfer achievement, NTCC utilizes transfer-out rate data for full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion from the IPEDS Feedback report. NTCC has set the following benchmarks and goals related to the published IPEDS transfer-out rate:

The Achievement Threshold range for the 2020-2025 Strategic Planning period is for transfer rate is **9% to 14%**.

IPEDS Feedback	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2016 cohort	*N/A*	9%
Year 1 (2021 IPEDS)	2017 cohort	10%	18%
Year 2 (2022 IPEDS)	2018 cohort	11%	
Year 3 (2023 IPEDS)	2019 cohort	12%	
Year 4 (2024 IPEDS)	2020 cohort	13%	
Year 5 (2025 IPEDS)	2021 cohort	14%*	

*5% point increase from baseline

IPEDS Data Feedback Report (National Center for Education Statistics):

NTCC utilizes the results found from the compilation of many reports to assure our students and other stakeholders of the progress made to meet goals set for the college. As it relates to student achievement, NTCC utilizes the IPEDS Data Feedback Report as a primary data metrics due to standardization across higher education institutions and the additional benefit of peer performance data. Several evaluations comparing NTCC to peer colleges have been reviewed through the use of the National Center for Education Statistics' IPEDS Data Feedback Report. NTCC's peer colleges include medium, public, 2-year colleges, in the southeastern states, rural locale and enrollment of a similar size. Included in the comparisons seen on the feedback report are students enrolled by race/ethnicity, headcount enrollment, FTE enrollment, degrees and certificates awarded, tuition/fees charged, net-price of attendance, and financial aid granted.

Schedule and Deadline Dates:

- **November/December 2022:** The 2022 IPEDS Data Feedback Report is scheduled to be released

- **December 2022:** Findings related to student achievement metrics will be documented in the 2022 Institutional Effectiveness Report.

College Strategic Plan

NTCC's strategic planning takes place under the aegis of the college's mission statement. As a key facilitator towards realization of the mission and continuous improvement efforts of the college, the Strategic Plan is at the core of the College's institutional effectiveness plan.

The implementation of the College Strategic Plan is a shared endeavor and is therefore accomplished by assigning the plan's strategic objectives to the appropriate division. Lead by the Vice Chancellors, each objective is addressed through strategic initiatives and investments designed with the purpose of achievement the stated goals of the College Strategic Plan.

Strategic Planning Process

The following multi-step approach helps guide the development, enactment, and evaluation of the College Strategic Plan:

- Step 1: Developing the College Strategic Plan

    The process for establishing a new College Strategic Plan begins with the approval of a guiding framework by the College Leadership Committee. This framework establishes the process by which the next plan will be developed. The guiding framework should carefully account for the external expectations of the College which include, but are not limited to, institutional accreditation, state and system governing bodies, and internal and external stakeholders, including business and industry partners. To avoid duplication of efforts, the College Strategic Plan should incorporate goals and objectives established in the Louisiana Office of Planning and Budget Strategic Plan.

- Step 2: Approval of the College Strategic Plan

    Once the College Strategic Plan is finalized, it will be sent for formal approval by the College Leadership Committee, the Institutional Advisory Committee and the NTCC Chancellor. In addition to these formal approvals, the College should seek engagement with the Faculty Senate and any other key stakeholder group to ensure the establishment of a truly shared vision for a pathway forward.

- Step 3: Division Oversight of Objectives

Upon formal approval of the College Strategic Plan, the Chancellor assigns each objective within the plan to the appropriate division of the College. Each Vice Chancellor will seek to realize assigned objective through thoughtful allocation of strategic resources and development of strategic initiatives within their division. This includes alignment of expected outcomes and objectives within other areas of the institutional effectiveness plan, including the Administrative Unit Plan model and Program Assessment Plan Model.

☐ Step 4: Establish KPIs and Targets

For each objective within the College Strategic Plan, key performance indicators (KPIs) will be identified and expected targets set for each KPI. Data analysis and progress towards expected outcomes will be tracked annually.

☐ Step 5: Implementation of Strategic Initiatives

Each division will develop strategic initiatives designed to move the needle forward on assigned objectives. These objectives will be carried out over the course of the strategic planning period but may vary in time and length. Each Division will maintain a list of strategic initiatives aligned with assigned objectives and will document impact of strategic initiatives on KPIs and performance targets.

☐ Step 6: Collect Data, Analyze Results, and Plan for Improvement

Each division will establish a system of data collection for each KPI relative to the performance target. Results will be reported out annually. Improvement plans will be established for KPIs that fall short of established targets.

☐ Step 7: Summative Analysis

At the end of the College Strategic Planning period, a formal summative analysis will be developed by the College Leadership Committee. This analysis will summarize efforts made during the period and will determine the final outcome for each objective. This analysis will be utilized to help guide the creation of the next College Strategic Plan.

State Strategic Plan (Louisiana OPB)

As a state agency, Northshore Technical Community College develops a five-year state-level strategic plan submitted to the Louisiana Office of Planning and Budget (OPB), as approved by the Louisiana Technical and Community College System (LCTCS). Objectives in the state strategic plan coincide with goals and initiatives within the College Strategic Plan. The OPB State Strategic Plan is available on the [college website](#).

The State Strategic Plan places focus on the following areas of program activity:

- Objective I: Fall Enrollment
- Objective II: Fall to Fall Retention
- Objective III: Fall to Spring Retention
- Objective IV: Graduation Rate
- Objective V: Certificate (CTC) Completions
- Objective VI: Certificate (CTS) Completions
- Objective VII: Diploma Completions
- Objective VIII: Associate Completions
- Objective IX: Undergraduate (adult) Completers
- Objective X: Underrepresented (minority) Completers

Schedule and Deadline Dates:

- **June 2022:** Submit updated strategic plan to system office and OPB
- **September 2022:** Operational Plan due to Office of Planning and Budget

Administrative Unit Planning

It is critical that administrative support services are provided in an effective and efficient manner in order for NTCC to achieve our college mission statement. To this effect, the Administrative Unit Planning (AUP) model assesses the effectiveness of units at the college that deliver administrative support services. All administrative support units of the institution (as identified below) engage in institutional planning through the AUP model by developing a mission statement, establishing expected outcomes and measuring performance relative to established outcomes.

Administrative Unit Plan Process:

The following seven-step approach helps guide the development of effective assessment plans for administrative support services units:

- **Step 1:** Define the Unit Mission Statement

  A mission statement provides a description of the core values and guiding principles that direct the work of the unit. It should help coordinate the work of the unit to ensure that everyone is working towards a common purpose aligned with the College's overarching mission.

- **Step 2:** Establish Expected Outcomes

  Expected outcomes primarily describe what the unit aims to accomplish related to the unit mission statement. Not only should outcomes align with the unit's mission statement but should also inform how the unit will realize its individual mission. Each administrative support services unit should establish a minimum of three (3) outcomes.

- **Step 3:** Identify Measures

  Once expected outcomes are established, the next step is to identify measures to evaluate the unit's effectiveness. Measures come in a wide variety of forms and from a wide variety of sources. Occasionally, measures require the development and implementation of new tools, but often measures rely on secondary analysis of data that are already collected by the unit, division, or College. Each expected outcome should be assessed by multiple measures, with a minimum of two measures per outcome.

- **Step 4:** Set Performance Targets

  Targets are the specific values for each measure that the unit would like to reach and should be realistically ambitious: What is the minimum result / value that will represent success at achieving this outcome?

☐ **Step 5:** Collect Data

> After measures are identified and targets set, each unit develops a process for collecting data for all measures. The data collection process must align with the assessment cycle established for the AUP assessment model.

☐ **Step 6:** Analyze Assessment Results

> Once data collection process is finalized, the unit should analyze the data to determine whether established targets have been met. Upon review of the data for each target, what assessment does the unit make in regards to whether expected outcomes were achieved? What do these results mean for your unit?

☐ **Step 7:** Utilize Results for Improvement

> The most important part of the assessment cycle is discussion of how assessment results will be used to enhance performance of the unit into the future and implications for the next assessment cycle. The purpose of outcomes assessment is to provide the Unit with meaningful information about the effectiveness of its operations, not to evaluate individual achievement or to reward or punish staff.

Participating Administrative Support Services Units:

Administrative Support Services units serve the educational mission of the College in a more indirect way than do offices related to educational programs or academic / student services, but they are just as critical for the ability of the College to achieve its mission. The College Leadership Committee (CLC) determines, through the Institutional Effectiveness Plan, the criteria for which units are identified as participants in the Administrative Unit Planning process. The criteria are as follows:

- Supports the college mission in a manner that would not be appropriately assessed through the establishment of student learning outcomes.

- Administrative support services units are not considered a "teaching/learning" program nor an academic / student services unit that directly supports student success. Such units participate in the Program Assessment Plan (PAP) model rather than the AUP model

- Is led by a director-level position or higher within the college, reporting within a Division led by a Vice Chancellor of the college.

Based on these criteria, the following units have been identified to participate in the Administrative Unit Planning model for the upcoming year:

Within the Division of Academic Affairs and Provost:

- Deans of Campus Administration
- Divisional Associate Provosts
- Institutional Reporting and Effectiveness
- Library Services
- Online Learning

Within the Division of Finance and Administration:

- Facilities and Maintenance
- Finance
- Human Resources
- Information Technology

Within the Division of Strategic Initiatives:

- Adult Education
- Advancement Services
- Business and Industry Solutions
- Grants and Resources
- Innovative Technologies & STEM Outreach

Within the Division of Student Affairs:

- Accessibility Services
- Admissions
- Career Services
- Financial Aid & Recruitment
- Registrar and CTE

Administrative Unit Plan Assessment Cycle:

The Administrative Unit Plans are assessed based on a one-year cycle that coincides with the academic calendar year. Details for the cycle are outlined below:

- **Plan:** During the "Plan" stage, steps 1-4 of the AUP model as outlined above are of focus. Each unit will review/confirm the unit's mission statement, expected outcomes, measures, and targets for the upcoming cycle. The planning period and development of a new administrative unit plan for the next cycle should be informed by assessments results from the previous cycle.

- **Do:** During the "Do" stage, steps 5 and 6 are in focus. Units actively carry out the plan established through steps 1-4, collect data and then analyze results once the assessment plan concludes.

- **Act/Improve:** During the "Act/Improve" stage, step 7 is in focus. Each unit will reflect upon results from the data analysis. Results will be used to enhance performance of the unit into the future and guide the development of an assessment plan for the next cycle.

Monitoring Status and Action Plans:

Whenever a unit falls below a target level of performance, the unit is placed on a "monitoring status" for that particular outcome. This is NOT a punitive status, but rather alerts the appropriate college leadership team member to provide the necessary support to improve effectiveness and efficiency. As part of the final report, each unit (in collaboration with the appropriate Vice Chancellor) will establish an action plan designed to reach the expected target for the next assessment cycle.

Schedule and Deadline Dates:

- **August 1, 2022:** Administrative Unit Plans for the 2022-2023 Cycle are due

- Data collection for the 2022-2023 cycle runs from **August 1, 2022 through May 31st, 2023**

- **June 29th, 2023:** Final reports for the 2022-2023 cycle documenting data analysis, reflection on results, and improvement implications is due.

- **August 1, 2023:** Administrative Unit Plans for the 2023-2024 cycle are due.

Program Assessment Planning

At NTCC, student achievement of learning outcomes is a key component of institutional effectiveness. Educational programs at NTCC develop student learning outcomes (SLO) and the achievement of SLOs are assessed through the Program Assessment Planning process.

Program Assessment Planning Model:

The process inherent in this program – Plan, Do, Act/Improve – drives the bi-annual assessment of program-level student learning outcomes and the evidence-based evaluation of the extent to which outcomes are achieved.

- **Plan:** NTCC faculty members from within each program of study develop plans designed to assess student learning outcomes for their respective program. Assessment plans are based on a two-year implementation and data collection cycle. Multiple measures are adopted for each program-level student learning outcome, one of which must be a direct measure of learning (i.e. as the results of an exam). The leveraging of course-embedded assessments is encouraged, when feasible, to maximize efficiency and student participation in assessment. Plans are reviewed by the Associate Provost of the division the program resides within. Final plans are coordinated by Academic Affairs Division for formal adoption.

- **Do:** Each year, the appropriate faculty members across all college locations, working with their appropriate Associate Provost and the Academic Affairs Division, collect and analyze data to improve student success. Assessment is conducted over a two-year period. At the conclusion of the two-year cycle, a summative report is submitted for each program which analyzes assessment findings as well as documenting results and evidence.

- **Act/Improve:** At the conclusion of the two-year data collection cycle, an action plan is implemented for each student learning outcome for the following academic year by leveraging lessons-learned from the assessment analysis to improve teaching and learning within the program. This action plan will demonstrate any changes/improvements implemented for the next assessment cycle based on results.

Folding It All (Moving) Up to the Institutional Level: Program Assessment Plans from each program of study are subsequently submitted to the Academic Affairs Division for review and analysis. Any necessary review comments are communicated to the divisions/units, in tandem with the appropriate divisional Associate Provost, for appropriate improvement. Any major findings and recommendations are sent to the College Leadership Committee for final review and/or institutional level improvement.

Program Student Learning Outcomes (PSLOs):

Each program of study should identify Program Student Learning Outcome (PSLO) statements that will be published in the College Catalog. PLSOs are statements that specify what students

will know, be able to do or be able to demonstrate upon completion of the program of study. PSLO's specify an action by the student that must be observable, measurable and able to be demonstrated. Best practices for developing PSLO statements are available on the Assessment section of the Teaching and Learning Center website.

For each assessment cycle, programs of study are expected to assess, at minimum, the following number of PSLOs based on program length:

- 5 – Associate Degree or Technical Diploma
- 3 – Certificate of Technical Studies or Career and Technical Certificate

Measures:

Assessment of a student learning outcome should include multiple measures of student learning, with at least one direct measure. Direct evidence measures student learning by examining student work or performance directly and offers insight into what, and to what degree, students have learned through evaluating exams, papers, performances, observations, or other artifacts of student work. Indirect methods serve as secondary forms of evidence, and often take the form of students reflections on their learning (ex: surveys). For each PSLO being assessed as part of an assessment cycle, a minimum of two measures should be implemented with at least one being a direct measure.

Assessment Cycles:

The Program Assessment Plan model operates on a two-year cycle based around the College's academic year. Program Assessment Plans are implemented in the Fall semester of a new academic year and span across two full academic years, concluding in the Spring semester of the second academic year.

Schedule and Deadline Dates:

The Program Assessment Planning process is currently within the 2021-2023 cycle. Relevant dates and deadlines are provided below.

- Data collection for the 2021-2023 cycle runs from **August 17, 2021 through May 12, 2023.**

- **August 2023:** Each program of study will reflect on results and consider implications towards improvement of the teaching and learning process.

- **August 2023:** Final reports for the 2022-2023 cycle documenting data analysis, reflection on results, and improvement implications are due.

- **August 2023:** Program Assessment Plans for the 2023-2025 cycle are due.

Program Health Index

NTCC assesses program performance through the Program Health Index that is submitted to the Louisiana Technical and Community College System (LCTCS) annually. Program offerings are evaluated at least once every three years as it relates to relevancy, sustainability, effectiveness, and efficiency. Completed reports are reviewed at the system level and recommendations may be made to the college's Chancellor based on the analyses conducted. This assessment supports decisions related to program continuation; modification; expansion; resource allocation; and/or program discontinuation.

Overview of Criteria Used in Analysis:

Program Overview
- Program CIP code
- Program title
- Program STAR Rating
- Types of awards offered

Section I: Program's Focus on Students
- Enrollment
- Retention
- Completion
- Time to Completion Estimates
- Cost of Attendance Average Earnings (where applicable)

Section II: Program's Relation to Workforce
- Employment Opportunities
- Regional demand for graduates
- Average local and state salaries

Section III: Program's Fiscal Health
- Revenue & Cost analysis

Section IV: Program's Link to the Community
- Number of partnerships

Section V: Program Assessment
- Enrollment, Retention, & Completion Goal Setting
- Identification of Learning Outcomes

Upon conclusion of the Program Health Index review process, the Chancellor will make a recommendation in terms of program continuation; expansion; resource allocation; and/or program discontinuation.

NTCC is currently participating in the 2020-2023 Program Health Index as established by LCTCS.

Schedule and Deadline Dates:

- **March 2022:** Program Health Index worksheets due to LCTCS

Program Advisory Committee Review

Considering the importance of stakeholder feedback, including business and industry partners, each program of study at the College is subject to the Program Advisory Committee Policy [AA-022]. This policy aims to provide structure and consistency across advisory committees to guide continued development and improvement of each program of study at the college. Two types of program advisory committees are documented below.

Occupational Advisory Committees. Occupational-focused programs of study maintain an Occupational Advisory Committee (OAC) made up of members from business and industry in the program field of study. Each program is evaluated during OAC meetings. Recommendations and action items are recorded in the OAC meeting minutes.

Transfer Advisory Committee. University transfer-focused programs of study are reviewed annually by the Transfer Advisory Committee (TAC). The purpose of the TAC is to engage relevant external stakeholders to guide continued development and improvement of each transfer program of study at the college to ensure a strong connection between curriculum and university expectations. The TAC should also review and maintain transfer articulation agreements with university/college partners.

Documentation. Recommendations recorded in the Program Advisory Committee meeting minutes may result in additions/changes to strategic operational plans and/or program assessment plans. Documentation, evidence of action, and meeting meetings are maintained for each program of study at the college. Access to evidence and meeting minutes are available on the [college website](#).

Schedule and Deadline Dates:

- **June 2022:** Meeting documentation uploaded to Watermark by Campus Deans

Surveys

Northshore Technical Community College administers multiple surveys to gather feedback related to institutional effectiveness and to assist units with continuous improvement of services. The surveys identified below are not an exhaustive list of all surveys administered by the college, but rather are key sources of information used on an annual basis in connection to the student experience.

Student Experience Survey

At the end of each fall semester, NTCC administers a locally developed survey to collect feedback related to the student experience. This survey includes a focus on services within the Student Affairs Division, Faculty Advising, Bursar's Office, Library Services, Facilities, and Information Technology. Based on survey results, each division sets benchmarks for survey results in the next administration and also initiatives/strategies designed in response to results that do not meet thresholds of acceptability.

Community College Survey of Student Engagement (CCSSE)

In Spring 2022, NTCC will partner with The Center for Community College Student Engagement to administer the Community College Survey of Student Engagement (CCSSE). The Student Affairs Committee will set benchmarks for survey results in the next administration and also initiatives/strategies designed in response to results that do not meet thresholds of acceptability.

Diversity and Equity Campus Climate Survey

Beginning in Fall 2020, NTCC partnered with the Higher Education Data Sharing (HEDS) Consortium to implement the College's first Diversity and Equity Campus Climate survey. The college will administer this survey again in Fall 2022. Results from the survey are reviewed by the Diversity, Equity, and Inclusion Committee. Initiatives and strategies are developed by the committee in response to results.

Student Evaluation of Faculty

At the conclusion of each fall and spring semester, students are provided an opportunity to submit feedback related to their experience within each class and with each instructor. As the semester nears a close, the survey is distributed through the College's learning management system (LMS), Canvas. Survey results are made available to each instructor after the close of the semester and are used by faculty supervisors (campus deans and/or divisional associate provosts) as part of the annual performance review process.

Schedule and Deadline Dates:

- **November 2022:** Student Experience Survey launched

- **April 2022 (Spring) & November 2022 (Fall):** Student Evaluation of Faculty Survey launched