

ICPR Junior College



INSTITUTIONAL ASSESSMENT PLAN 2018-2022

Presented by
Olga Rivera
President/CEO

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INTRODUCTION

This ICPR Junior College Institutional Assessment Plan supersedes the Institutional Assessment Plan of March 2002. Significant changes were introduced in relation to its content and format to facilitate its conceptualization and implementation.

The ICPR Assessment Plan foundation is within the quality philosophy that assessment should be an ongoing, institution-wide activity, the results of which should be used to integrate institutional improvement and accountability at all levels. It is a means to an end rather than a final product. Therefore, the ICPR Junior College Assessment Plan has been developed and revised for continuous improvement with the intent to coordinate the efforts of all the Institution's divisions to evoke change and enhancing student learning by improving organizational and operational effectiveness. With the awareness that such a process does not come without a cost, the ICPR Junior College has linked its assessment of outcomes to its long term strategic planning and budgetary processes. Outcomes assessment should include all aspects of ICPR Junior College that imply evaluation of the Institutional mission, goals and objectives. A holistic assessment is crucial to evaluate the overall effectiveness, aimed to develop self-reflection and self-improvement processes and link the findings to the Institutional Strategic Plan.

To assure the Institution's ongoing assessment efforts best reflect the changing nature of the institution, the ICPR Junior College conducts an annual review of its mission, goals and objectives. The process is initiated by the President's Cabinet, cascading to the respective campus management teams, and ultimately engaging all of the ICPR Junior College's constituencies, including students. If it is determined that the institutional mission is to be modified, the proposed modifications are ultimately reviewed and adopted by the ICPR Junior College's Board of Directors.

The first step toward ensuring that the ICPR Junior College upholds its assessment philosophy is to develop a well-conceptualized assessment plan that is based on agreed-upon assessment principles stemming from a well-formulated framework designed to guide and organize all assessment activities.

The framework for this comprehensive outcome assessment plan is derived from Standards 7 and 14 of *Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* (Middle States Commission on Higher Education, 2011) which addresses institutional assessment and the assessment of student learning.

Standard 7 stipulates that institutions perform assessment of overall effectiveness in areas such as achieving mission and goals, resource planning, leadership and governance and institutional integrity. These non-instructional data assure that the institution supports student outcomes.

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Standard 14 addresses student competencies, knowledge and skills throughout and at the completion of programs of study. This conceptual relationship between Standards 7 and 14 ensures that the focus of institutional assessment, strategic planning, and the budgetary process is ultimately student learning.

GOVERNING PRINCIPLES OF ASSESSMENT

In an effort to provide a solid foundation for outcomes assessment, the ICPR Junior College has developed several assessment principles that represent the framework in which assessment operates at the Institution. These principles are as follows:

- Assessment involves determining the degree or level in which the students reach the expected academic standards and the degree or extent that the Institution fulfills its mission, goals and objectives.
- Assessment is an ongoing collaborative, systematic and comprehensive process that is characterized by a realistic timetable that periodically examines all areas of the ICPR Junior College and its services, processes, leadership structures and constituencies.
- Assessment results are used to improve learning and the established institutional processes in order to guide strategic planning, resource allocation and institutional improvement.
- Assessment activities require that the information be collected and documented in an organized manner. This facilitates maximizing the analysis of the results and determining in a precise, valid and trustworthy way the effectiveness of the educational endeavor.
- Quantitative and qualitative assessment results are communicated to the ICPR Junior College community.
- Assessment activities should be self-perpetuating and therefore, should continue to exist independent of mandates from outside accrediting and governmental bodies, while simultaneously being supported and guided by such agencies.

To ensure that assessment is a continuous process, the ICPR Junior College appointed an Institutional Assessment Coordinator who is part of the management team and reports to the President. The primary responsibility of the Institutional Assessment Coordinator is to oversee the *Institutional Effectiveness Assessment Plan* and to ensure that the ICPR Junior College engages in data collection and related activities that enable the institution to assure student learning.

The overall effectiveness of the Institution is the responsibility of the President and the President's Cabinet. The Campus Directors oversee and guide assessment activities at the campuses. The Institutional Assessment Coordinator collects and integrates the assessment data and links them together into one organized framework that is based on the primary goal of student learning outcomes. The Coordinator organizes a calendar of assessment activities and ensures with the President that they are tied to the institutional mission, assists in resource planning and use, provides

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adequate measures of institutional integrity and assures that the Institution supports learning for students and graduates. The Coordinator in conjunction with the Campus Directors and Academic Coordinator garner support from all constituencies in the ICPR Junior College to maintain a culture of continuous improvement as well as individual and collective accountability.

The revision of the Assessment Plan includes an overall analysis of the current institutional scenario; its strengths and opportunities. This has been used as the base line for this document. An annual analysis will be performed primarily to align areas with their assessment instruments. Secondary, to evaluate assessment results and allow the college constituencies to work as a team in formalizing corrective and preventive action plans, and identifying the resources needed for successful completion of stated goals and time frame for the plan completion. This sharing of information will allow the institutional learning to be a wide spread benefit. It will define how to use the outcomes to enhance the effectiveness of the respective area process of dialogue, surveys and document analysis has been developed concerning the institutionally established efforts in assessment. This was done to evaluate to what degree the present standard practices are effective and facilitate the determination of the attainment of the established mission, goals and objectives, as well as to determine courses of action for constant institutional renewal.

The process was outlined in two directions: learning outcomes assessment and assessment of institutional effectiveness. Learning outcomes assessment is mostly integrated in goals 1, 3 and 6:

Goal #1: Endorse the institutional philosophy and promote the integral development of the college community.

Goal #3: Offer students innovative programs and updated resources to facilitate their integration into the job market.

Goal #6: Maintain a culture of institutional assessment that facilitates the decision-making process and promotes the continuous improvement of the institution.

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The assessment of institutional effectiveness is mostly contemplated in goals 2, 4, 5, and 6.

Goal #2: To update and expedite administrative and academic procedures using the available technological resources.

Goal #4: Increase and sustain the growth of the institution through the expansion and renovation of the academic offerings, the development and maintenance of the physical facilities, and the human and technological resources.

Goal #5: Assure regulatory compliance applicable to the functioning of the institution.

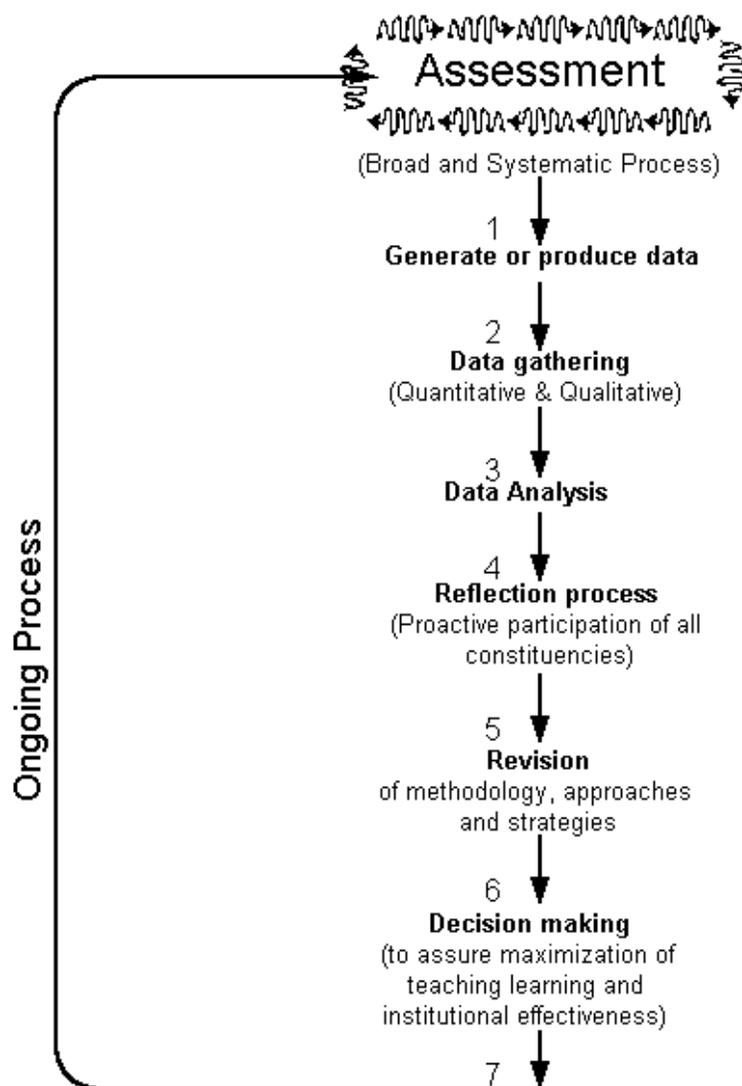
Goal #6: Maintain a culture of institutional assessment that facilitates the decision-making process and promotes the continuous improvement of the institution.

DEFINITION

Assessment is a systematic and broad process structured in an ongoing way to generate and collect quantitative and qualitative information on the effectiveness of the educational efforts. The analysis of this data propitiates proactive participation of all constituencies to develop activities for reflection and self-evaluation. As a result of this process, institutional methodologies, strategies and approaches are revised. Finally, the decision-making process is developed aimed to maximize the teaching learning process and increase Institutional effectiveness.

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The graphical presentation of this process is as follows:

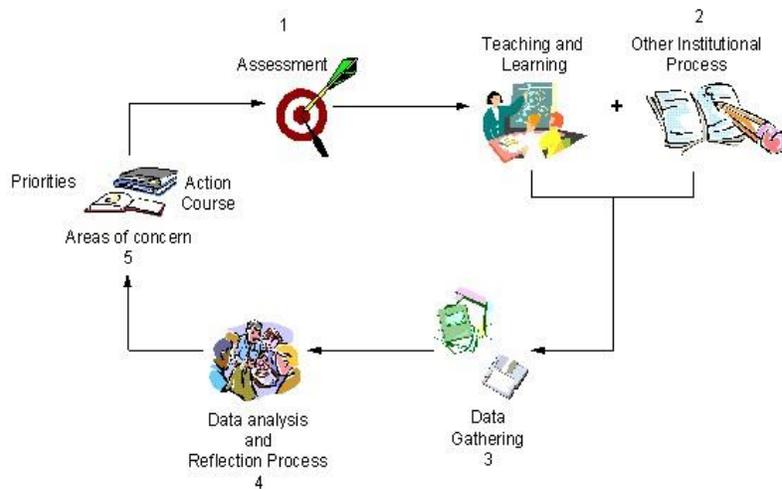


So as to make this definition operational at the institutional level, the following goals for institutional assessment were established:

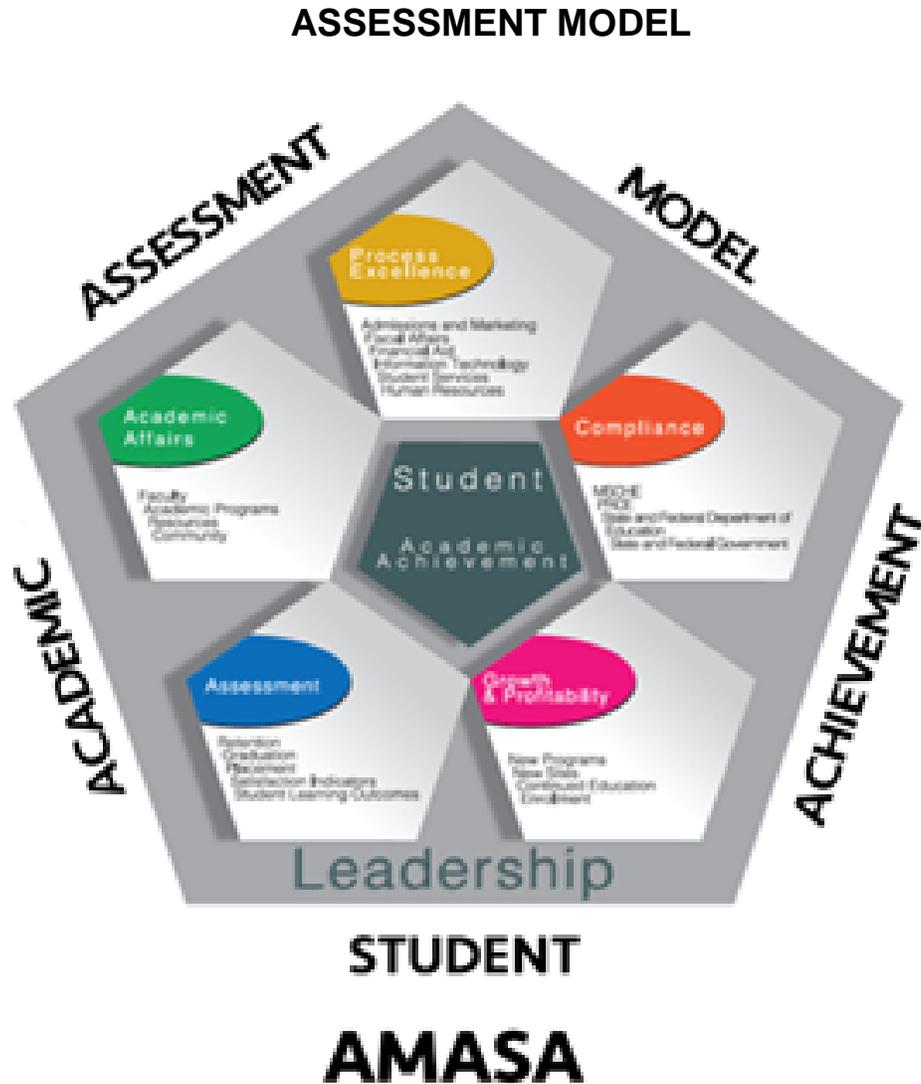
GOALS FOR INSTITUTIONAL ASSESSMENT

1. Focus the implementation of the assessment towards the evaluation of the effectiveness of the teaching and learning process.
2. Collect and analyze information, during the implementation of the assessment process that helps determine how effective the Institution is in the fulfillment of its mission and the achievement of its goals.
3. Obtain the proactive participation of the entire college community in the implementation of the assessment activities and the analysis of the results.
4. Develop reflection activities on the findings of the assessment processes, with the purpose of identifying the areas that need revision, corrective/preventive actions and the corresponding follow up.

The process of the operational implementation of these goals is represented graphically as follows:



In order to achieve a valid and objective assessment of the outcomes to determine institutional effectiveness and student learning, ICPR developed a model of strategic focus and quality assurance, described in the graph that follows.



The main character of the new graphic model is the student. The focal strategies areas to achieve student performance are: Process Excellence, Academic Affairs, Institutional Growth and Profitability, Compliance, and Assessment. The Institution's management team will assure that area goals and activities be accomplished effectively. The main activities at institutional and educational level will be submitted and evaluated by an assessment system consistent with the objective of maintaining continuous improvement of the processes.

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Planning is directed toward assessment and in such direction, it includes measurable objectives, the term schedule for the development of proposed actions, the designation of responsibilities, the most relevant quantitative and qualitative expectations that allows the measurement of results; and the actions for the frequent assessment by the President/CEO, the Board of Directors, and the components at Campus level. To maintain and increase the effectiveness of these indicators, ICPR identified the Strategic Areas for the five-year planning from 2018 to 2022.

To achieve institutional effectiveness, annual activities were identified up to the year 2022. Responsibilities for the development of the proposed activities were delegated to the officials and work committees concerned. In addition, a timeframe was established to complete the actions, the necessary estimated budget was determined for the development of said actions, and achievement indicators were identified including the needed documentation to evidence such achievements. Work strategies were adopted, such as the use of check and control sheets, determination of priorities based on rankings, the creation of alliances, adoption or revision of rules, procedures, regulations, or the development of new institutional policies; use of technology and electronic web, and the monitor of actions, among others.

Activities were designed which transcend the institutional context, including activities in schools, the community, public and private sector agencies, community based organizations, industry and businesses. Finally, the plan provides for its assessment in a formative manner during each term. To frequently monitor the plan progress, space has been provided in the reports sheets to include evaluative annotations during the process, determine if the objective is completed or if it continues, and recommend the use of information on the accomplishments. Each one of the Strategic Areas is aligned with the Institutional Goals, and is identified with a Measurable Objective.

With the purpose of successfully reaching the proposed goals, specific outcomes indicators were identified and organized in two major areas in order to guide the efforts in assessment. These are related to the teaching-learning process and to the achievement of the institutional effectiveness.

AREA I: IMPLEMENTATION OF LEARNING OUTCOMES ASSESSMENT

TEACHING - LEARNING PROCESS

The most important purpose of assessing student outcomes is to improve learning. To attain this goal, ICPR Junior College has identified the expected measures related to:

- Concentration (major) and related courses;
- General Education courses and;
- GPA.

1. Measures

An assessment matrix has been prepared for each concentration (major) course, related courses and General Education courses to monitor the assessment process throughout the term. The matrix identifies the cognitive skills that students must develop to be proficient and achieve the expected learning outcomes indicators. It also indicates the values and attitudes that the students must develop throughout their college experience. The success indicator in achieving the skills of the matrix is that seventy percent (70%) of students achieves proficiency in at least seventy percent (70%) of skills. The matrix provides a column to take corrective action for those students who fail to reach the benchmark, including 30% who do not master the skills. This gives an opportunity for the Faculty to take corrective action immediately making the necessary adjustments in their teaching strategy to improve the teaching-learning process.

Grades and percentages are considered objective measures that can be quantified and collected through precise, valid and reliable procedures. ICPR Junior College has identified these indicators to assure that learning outcomes can be collected uniformly and analyzed in a qualitative and quantitative manner. The measures are described as follows:

Specific Outcomes	Level of Performance
Proficiency in the skills studied in class, as described in the Assessment Matrix for each course (Appendix 1).	<ol style="list-style-type: none"> 1. At least 70% of the students should master 70% of the skills for concentration courses. 2. At least 70% of the students should master 70% of the skills for the general education. 3. At least 70% of the students should master 70% of the skills for the related courses. 4. 80% of the students should have a minimum of ABC general average.

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2. Teaching and assessment techniques

ICPR Junior College is committed to give quality of education. Coherent and interrelated procedures need to be taken into consideration in order to achieve excellence. To this end, teaching and assessment techniques have been recommended to develop and evaluate the students' progress in the skills identified in the matrixes. Examples of these are the following:

Teaching techniques	Assessment techniques
1. Critical thinking level open questions	1. Immediate written reaction
2. Integration of the computer to daily classes	2. Oral and written lesson tests
3. Contextual simulation	3. Check lists
4. Cooperative learning	4. Lesson tests
5. Moral dilemmas	5. Special projects
6. Net diagrams	6. Reflexive journals
7. Cartoons	7. Portfolios
8. Panel deliberations	8. Conceptual maps
9. Special individual and group projects	9. Rubrics
10. Others recommended by each professor	10. Others recommended by each professor

3. Use of outcomes assessment findings

The immediate use of the findings will be aimed to

- develop reflection sessions with all constituencies to determine educational implications of the findings and results and initiate the decision-making process
- identify a feasible action course to strengthen areas of weaknesses;
- identify emergent priorities to be integrated to the Institutional Strategic Plan;
- revise methods, policies, or procedures;
- revise assessment criteria and measures;
- determine priorities for the out-of-class learning and extra curricular activities;
- determine the need for curricula or programs revision;
- update the Faculty needs assessment for in-service training;
- determine congruency with the Institution's goals and objectives and the Institutional Assessment Plan goals;
- assure that the Institution keep record, evaluate, and use learning outcomes information among others;
- recommend dissemination strategies or activities;
- disseminate the achievements on yearly learning outcomes to the college community constituencies, particularly to the identified audience: students, Faculty, Administrative personnel, Community Advisory Committee, Management Team, President/CEO and Board of Directors.

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Assessment instruments

ICPR Junior College has also made provisions for preparing the corresponding data collection instruments. Assurance of uniformity for procedures and timelines has been considered. These documents include instruments to be used:

- by the professors to keep record and make annotations related to the effectiveness of the practices and procedures and to recommend the revision of assessment measures and indicators;
- by each campus Academic Coordinator, Campus Director monitoring, orientation and reporting processes and
- as official numbered institutional forms to report assessment quantitative and qualitative outcomes data.

4. Student learning outcomes

The learning outcomes assessment should take place mainly in the classroom. This process has been structured in phases. Its description is as follows:

Phase I: Preparation and Beginning

- a. At the beginning of each semester, the Assessment Coordinator, the Campus Director or the Academic Coordinator will provide an orientation and dialogue session with the faculty members and any other administrative personnel, aimed at reviewing the institutional policies and procedures established for the learning assessment of the students. Also, to set agreements and instructions that will be used in the following semester. This orientation includes, but is not limited to, the following aspects:
 - discussion of the entry profile on learning and institutional effectiveness assessment outcomes of the corresponding semester;
 - procedures which will be implemented by the faculty members;
 - frequency in which the assessment activities will take place;
 - instruments to be used;
 - indicators of excellence;
 - recommended teaching strategies and techniques;
 - recommended assessment techniques;
 - methodology for data collection;
 - procedures for the analysis of the data concurring with the established indicators of excellence, the institutional goals, alumni profile, the standards of excellence of the MSA and the objectives of the course syllabi and use and dissemination of the most significant findings.
- b. Faculty participation in the necessary seminars on assessment.
- c. Each professor will complete the Form ICPR-69/27 (See Appendix 2), through which he/she will plan the teaching and assessment techniques suitable to the

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syllabus and the nature of the course, the institutional goals and the alumni profile.

- d. The Assessment Coordinator, the Academic Coordinator and the Campus Director will review the Forms ICPR-69/27 of each professor to confirm the congruency in the established procedures and offer pertinent recommendations and comments.

Phase II: Implementation of the Assessment Process

- a. The corresponding professors will administer the diagnostic tests in SPA 101, ENG 101 and MAT 101 and will tabulate the results with the Form ICPR-40a. At the beginning of each semester, the professors will plan and offer tutoring to the students who need reinforcement in each particular skill.
- b. The professors that teach Supervised Practice in the Industry courses will administer the Exit Interview (ICPR-98) to Supervised Practice students and will plan the courses assigned in accordance to Form ICPR-107 and Form ICPR-112. They will identify those students needing attention on the Exit Interview and on the Supervised Practice in the Industry and develop a corrective action plan.
- c. Daily, the professor will perform the teaching and learning process in the assigned courses, with the planned techniques that appear in the Form ICPR-69/27 which states the specific skills for the learning assessment.
- d. During daily class, the professor will provide practice exercises of the studied skills; this will be done based on the planned assessment techniques of Form ICPR-69/27. The professor will also reinforce these skills with tutoring.
- e. Each professor will keep accessible evidence of the efforts performed and will check it with the necessary frequency. They will also check if the students have attained the skills that are written in the corresponding matrix for each course. If not, they will take corrective action immediately by making adjustments in strategy or technique.
- f. The professors will plan with the Academic Coordinator the necessary procedures to reinforce the areas that need attention.
- g. The professors, using the Evidence of Assessment Use in the Classroom (ICPR-119 or ICPR-120), will write down evaluation comments and recommendations about the process of assessment that he/she considers significant to present to the CLC or the CIC for curriculum review. They will be presented to the Assessment Coordinator and the designated personnel for monitoring.

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- h. The Assessment-Coordinator, the Academic Coordinator, the Extension Coordinator and the Campus Director will monitor the development of the process and will discuss these midpoint findings with the corresponding personnel.
- i. In harmony with the findings after the monitoring process, the necessary in-service training will be offered to the personnel that need it.
- j. The Assessment Coordinator will maintain the Faculty and the Administrative Personnel informed of the achievements related to the most effective working strategies, the necessary changes to the established procedures, recommendations and related aspects.
- k. Professors that offer the Introduction to Student Development (ISD 100) course will administer the Student Evaluation Questionnaire (ICPR-34) for the course before the end of the semester and will tabulate the results.

Phase III: Collect and Analyze Data

- a. At the end of each semester, the professors will evaluate the assessment matrix of their corresponding courses to determine the degree of effectiveness in which the established skills were attained. They will also present the necessary recommendations and suggestions for short and long-term action on the Evidence of Assessment Use in the Classrooms (ICPR-119 or ICPR-120)
- b. Each professor will hand in a copy of the completed assessment matrix and the ICPR-119 or ICPR-120 with an assessment technique as evidence to the person that the Campus Director has designated.
- c. The Assessment Coordinator will prepare a preliminary qualitative and quantitative analysis of the results of the matrixes and the summary of the learning assessment at each campus and will present it to the Campus Director.
- d. At the end of each semester the Academic Coordinator and the Campus Director will designate an *ad-hoc* committee that will represent the college community with the purpose of participating in a self-reflection meeting. This will be done to determine the following:
 - The degree of efficiency of the developed strategies and activities according to the designed plan.
 - The conclusions and recommendations for the implementation and development of the assessment process in the following semester using the analysis of the collected data results.
 - Update the Faculty needs for in-service training on assessment.

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- Determine fulfillment and congruency with the Institution's goals and objectives and the Institutional Assessment Plan goals.
 - Revision of the necessary budget for the development of the activities proposed in the Institutional Assessment Plan.
 - Revision of methods, policies, or procedures, as well as assessment criteria and measures, matrixes, curricula or programs.
 - Recommend areas for institutional renewal.
 - Recommend the most outstanding samples of the professors and students work to be kept as reference in the assessment section of the Center for Access to Information (CAI).
 - Identify emergent priorities to be integrated in the Institutional Strategic Plan.
 - Determine priorities for the out-of-class learning and extra curricular activities.
 - Recommend dissemination strategies or activities.
- e. As a result of the self-reflection activities, the Assessment Coordinator will prepare, at the end of the semester, a report in a narrative and graphic manner in which he/she will collect the most outstanding achievements related to goal attainment at the entry, midpoint and completion phases, indicating the areas of strength and areas that need attention.
- f. The Campus Director will present this report to the Dean of Academic Affairs and the President/CEO for the necessary study and feedback.
- g. The Assessment Coordinator will prepare a report with the most significant information of the assessment results for dissemination to the college community constituencies and identified audience.

Phase IV: Action Plan for the Semester

- a. The following is the action plan for implementing the assessment process in each semester during the academic year, as related to the established learning outcomes.

**ACTION PLAN
FOR THE SEMESTER**

**IMPLEMENTATION OF THE
PROCESS OF LEARNING OUTCOMES ASSESSMENT**

Phase I: Preparation and Beginning

Activities Description	Schedule	Persons Responsible	Evaluation
1. Session to orient faculty and administrative personnel about the process of assessment to be used in the Institution	The first week of the semester.	Assessment Coordinator* Academic Coordinator Extension Coordinator Campus Director	100% attendance of the faculty members, using as evidence the attendance sheet and minutes taken at the meeting.
2. Active participation in a theoretical and practical training of assessment.	Before the beginning of the semester.	Assessment Coordinator* Campus Director Other personnel assigned	Minimum 85% attendance of participating professors.
3. Individual planning of courses assigned in accordance to the corresponding Assessment Matrix (ICPR-69/27, Assessment in the Classroom Document (ICPR-119 and ICPR-120), the Supervised Practice Industry Form (ICPR-107 and ICPR-112), and the Exit Interview (ICPR-98)	First two weeks during the beginning of the semester.	Faculty Members	Copies of the forms duly completed to 100%.
4. Verify all the forms used in the planning of courses to determine congruency with the established procedures.	First two weeks of the semester.	Assessment Coordinator* Academic Coordinator Extension Coordinator Campus Director	100% for verified forms.
5. Feedback concerning individual planning in accordance with the forms used.	First two weeks of the semester.	Assessment Coordinator* Academic Coordinator Extension Coordinator Campus Director	Feedback from the professors as evidenced by 100% evidenced from the attendance sheet.

*Person in charge.

IMPLEMENTATION OF THE PROCESS OF LEARNING OUTCOMES ASSESSMENT

Phase II: Implementation of the Learning Assessment Process

Activities Description	Schedule	Persons Responsible	Evaluation
1. Administer Diagnostic Pre and Post-tests for SPA 101, MAT 101, and ENG 101 courses.	First and last two weeks of the semester.	Professors that teach these courses.	Results that have been included on Form ICPR-40a.
2. Administer the Exit Interview to Supervised Practice students and planning of courses assigned in accordance to Form ICPR-107 and 112 (Supervised Practice in the Industry)	First and last two weeks of the semester	Professors that teach Supervised Practice in the Industry courses	Results that have been included on Form ICPR-98 Results that have been included on Form ICPR-107 and ICPR-112
3. Develop a corrective action Plan for those students needing attention on the Exit Interview and on the Supervised Practice in the Industry	Immediately after identifying areas that need attention and throughout the semester	Professors that teach Supervised Practice in the Industry courses	Corrective measures taken for 100% of the identified cases needing attention
5. Develop a process of teaching and learning in accordance to the teaching techniques of the Form ICPR-69/27, and the Assessment in the Classroom Document (ICPR-119 and ICPR-120)	Throughout the semester.	Members of the faculty.	100% as evidenced by the professors according to the academic records. Results that have been included on Forms ICPR-69/27, ICPR-119 and 120
6. Develop practice exercises at the end of each class according to the assessment techniques, as specified on the ICPR-69/27 and Assessment in the Classroom Document (ICPR-119 and ICPR-120).	Throughout the semester.	Members of the faculty.	100% as evidenced by a sample taken from the exercises taught in class.
7. Continuously check each student's academic progress.	Throughout the semester.	Members of the faculty.	100% as evidenced by the professors in the annotations on the matrix and on the Assessment in the Classroom Document (ICPR-119 and ICPR-120).
8. Plan corrective action.	Immediately after identifying areas that need attention.	Professor* Assessment Coordinator	Corrective measures taken for 100% of the identified cases needing attention.
9. Annotations should be made frequently on the effectiveness of the process.	At least twice a month.	Members of the Faculty	Use a representative sample from each department chosen at random as an evaluative measure.

IMPLEMENTATION OF THE PROCESS OF LEARNING OUTCOMES ASSESSMENT

Phase II: Implementation of the Learning Assessment Process (Cont.)

Activities Description	Schedule	Persons Responsible	Evaluation
10. Monitor faculty in the assessment procedures.	The second and third month of the semester.	Assessment Coordinator* Academic Coordinator Extension Coordinator Campus Director	Monitor the process for at least 85% of the professors at each campus.
11. Offer in-service training to members of the faculty that need it.	During the semester.	Assessment Coordinator	To provide at least one session per semester.
12. Maintain the members of the faculty and administrative personnel up to date in the decisions and progress of the program.	During the semester.	Assessment Coordinator	Frequently disseminate the necessary information as evidenced by memos, meeting agendas and other means available.
13. Administer the satisfaction questionnaire for the ISD-100 course.	Last two weeks of the semester.	Professors for each course	Results of ICPR-34 Form.

IMPLEMENTATION OF THE PROCESS OF LEARNING OUTCOMES ASSESSMENT

Phase III: Collection and Analysis of Data

Activities Description	Schedule	Persons Responsible	Evaluation
1. Professors will hand in the matrix evaluation and the Evidence of Assessment Use in the Classroom, suggestions and recommendations for the CLC and CIC Committees.	At the end of each semester.	Faculty members	100% of the professors will complete the evaluations and hand in the reports.
2. Analysis of the findings presented by the professors.	At the end of each semester.	Assessment Coordinator	Preliminary report of the analysis of the findings.
3. An <i>ad hoc</i> committee will be organized to collaborate and participate actively in the analysis of the findings of the process of the Assessment program.	Last week before the end of the semester.	Assessment Coordinator Campus Director	100% of the college components represented with active participation, evidenced by the committee minutes.
4. The final information will be presented in graphs and in narrative.	Two weeks after the end of the semester.	Assessment Coordinator	Final report electronically and in hard copy.
5. Present the final report to the Dean of Academic Affairs and the President/CEO for his analysis and feedback, to the campuses and to the IPDC to evaluate the Institutional Strategic Plan.	Thirty days after the end of the semester.	Campus Director	Hard copy of the report, evidenced by the corresponding transmittal sheet.
6. Prepare a report with the most relevant and significant information for the assessment process for each campus.	Thirty days after the end of the semester.	Assessment Coordinator	Members of the faculty and Administrative Personnel should receive copies.

AREA II: IMPLEMENTATION OF ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

A. Criteria to determine Institutional Effectiveness

ICPR Junior College administration oversees the operations of the Institution at all campuses and seeks to ensure that all operations are conducted according to the Institution's mission. While some of the assessments pertain indirectly to the educational mission or have indirect impact on the daily delivery of education, they do ensure that the ICPR Junior College provides the facilities and resources necessary to promote an encouraging environment. The assessment process promotes the identification of opportunities and the development of corrective and preventive action plans accordingly.

The indicators established to assess the effectiveness of the Institution are as follows:

Strategic Area	Specific Outcomes	Level of Performance	Strategies
Student Academic Achievement	1. Retention rates for each semester.	Attain a minimum of 70%	Statistics from Jenzabar data base per semester.
	2. Degree of satisfaction of the active students.	Attain a minimum of 85%	Results of questionnaires administered by the Institution to a sampling of active students (ICPR-48).
	3. Attainment of Institutional Competencies	Attain a minimum of 85%	Results of Exit Interview administered by the Institution (ICPR-98)
Administration	3. Degree of satisfaction of the faculty.	Attain a minimum of 85%.	Results of questionnaires administered by the Institution (ICPR-50).
	4. Degree of satisfaction of the administrative personnel.	Attain a minimum of 85%	Results of questionnaires administered by the Institution (ICPR-51).
	5. Years of service of faculty and administrative personnel.	80% retention of the full time personnel per year.	Corresponding statistics.
	6. Attainment of Campus goals.	95%	Yearly report from each campuses and the Institutional Annual Plan.
Academic Affairs	7. Cohort graduation rates.	Attain a minimum of 50%	Longitudinal studies by cohort that shows the total graduates vs. initial enrollment.

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Strategic Area	Specific Outcomes	Level of Performance	Strategies
	8. Cohort transfer rates.	Less than 10%	Longitudinal studies by cohort that show the total transfers vs. initial enrollment.
	9. Degree of satisfaction of alumni with services offered.	Attain a minimum of 85%.	Results of questionnaires administered to a sampling of alumni (ICPR-62).
	10. Graduates placement rate.	Attain a minimum of 70%.	Job Placement Coordinator's report.
	11. Degree of satisfaction of alumni employers.	Attain a minimum of 85%.	Results of questionnaires administered (ICPR-60).
Growth and Profitability	12. Attainment of Enrollment goals.	Established annually	Enrollment Reports
	13. Attainment of Financial Budgets	Established annually	Finance Reports
Compliance	14. Compliance with Federal and State requirements.	Absence of serious findings in the external audits.	Results of the audits by external auditors.
	15. Accreditations maintained by the Institution.	Evidence of accreditation and licenses up to date.	Corresponding credentials.

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B. Uses of the findings

This ongoing assessment process should produce qualitative and quantitative data that can be used for the following purposes:

- regular evaluation of the Institutional Assessment Plan to determine its effectiveness;
- analysis of the assessment methodology to determine if it considers realistic timetables and procedures;
- revise budget needs;
- identify mechanisms or strategies to disseminate information to the audience
- revise assessment criteria and measures;
- determine the need for curricula or programs revision;
- update the Faculty needs assessment for in-service training and;
- determine congruency with the Institution's goals and objectives and the Institutional Assessment Plan goals.

C. Process of the assessment of institutional effectiveness

Assessment of Institutional effectiveness is an ongoing process which includes the participation of all the constituencies of the college community. This process takes place in phases:

Phase I: Collecting data

- a. At the end of every semester, the Assessment Coordinator and the Campus Director will collect statistical information from the official base data of each campus (SIS System) in the areas of graduation, retention and job placement rates and Institutional goals met.
- b. At the end of each academic year, the Assessment Coordinator and the Campus Director will gather statistical information together related to the degree of satisfaction of the students and personnel (ICPR-48, 50 and 51); degree of satisfaction of employers in relation to quality of the students' performance (ICPR-60); degree of satisfaction of the alumni (ICPR-62); professional quality of Faculty members, years of service of faculty and administrative personnel; compliance with the different federal and State requirements; maintaining the credentials up to date and the degree of effectiveness in achieving the Institutional goals.

Phase II: Analysis of the collected data

- a. The Assessment Coordinator and the Campus Director will analyze the data in a graphic and qualitative form.

Appendix M

- b. This initial analysis will be presented to the *ad hoc* committee with the purpose of developing a session on self-evaluation in the following areas: identify areas of strength, areas for short and long term attention, revision of implemented action strategies; revision of the Institutional policies and procedures that are warranted and identify the pertinent conclusions, recommendations, and projections.

Phase III: Using the Data

- a. The Assessment Coordinator, with the approval of the Campus Director, will present to the Faculty and Administrative Personnel for their knowledge the most significant findings of the data and analysis aimed to identify the course of action that corresponds to each component for their respective work plans and/or their daily duties.
- b. After a thorough qualitative evaluation of the process, the Assessment Coordinator will present a final report covering compliance with the assessment goals and established indicators for institutional effectiveness, corresponding to the completed academic year to the Campus Director, the Dean of Academic Affairs and the President/CEO.
- c. Plan, with the Campus Director of the campus, strategies for sharing the findings with the students, the Community Advisory Committee, the Dean of Academic Affairs, the President/CEO and other constituencies and audience concerned.
- d. The Assessment Coordinator together with the Campus Director will formulate a Campus Work Plan, including budget projections, in keeping with the projections established in the final report on the assessment process.
- e. A copy of the final report will be sent to the IPDC for evaluation with the Institutional Strategic Plan. This report will be submitted to the Institutional Development Coordinator and the President/CEO for final analysis and feedback.

Phase IV: Action Plan

- a. The operational work plan for the implementation of the described phases is as follows:

ACTION PLAN ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Phase I: Preparation and Beginning

Activities Description	Schedule	Persons Responsible	Evaluation
1. Collect data related to graduation, retention and placement rates, as well as the degree of effectiveness of the institutional goals and competencies.	At the end of each semester.	Assessment Coordinator* Campus Director	To collect data on 100% of the areas identified in a valid and trustworthy way, evidenced by the corresponding report.
2. Collect data related to satisfaction of the different components of the college community with the services and the quality of alumni, compliance with federal and state requirements, maintaining accreditations and meeting the Institutional goals.	At the end of each year.	Assessment Coordinator* Campus Director	To collect data on 100% of the areas identified in a valid and trustworthy way evidenced by the corresponding report.

Phase II: Analysis of Data

Activities Description	Schedule	Persons Responsible	Evaluation
1. Descriptive and inferred preliminary analysis of the data collected for the semester at each campus.	At the end of each semester	Assessment Coordinator* Campus Director	Prepare a document, with graphs and narrative, on the analysis of 100% of the data collected from 100% of the identified areas.
2. Organize an <i>ad hoc</i> committee for a self-evaluation meeting to determine the degree of effectiveness of the achievements in view of the data and the corrective course of action recommended to maintain the areas of strengths and improve deficient areas.	At the end of each semester	Assessment Coordinator* Campus Director	Organize a committee with representatives from all the college components.
3. To promote the broadest participation of committee members in the reflection process of the goals and presenting the pertinent ideas, strategies, recommendations and projections.	During the first week of the beginning of each semester.	Assessment Coordinator* Campus Director	Document the ideas, recommendations and projections of each component, as evidenced by the minutes from the sessions.

Assessment of Institutional Effectiveness

Phase III: Using the Data

Activities Description	Schedule	Persons Responsible	Evaluation
1. Present the data and analysis of the important findings to Faculty and Administrative Personnel to identify possible courses of corrective action warranted in daily functions and the Campus Work Plan.	Second week of the following semester.	Assessment Coordinator* Campus Director	Coordinate forums to share information with all Faculty and Administrative Personnel, as evidenced by the agenda and attendance list.
2. Prepare final report on the degree of compliance with the established institutional effectiveness indicators.	Third week of the following semester.	Assessment Coordinator*	Copy of the graphic and narrative report.
3. Design the plan to share the results with the college community.	Third week of the following semester.	Assessment Coordinator* Campus Director	Final document of the plan for sharing the information.
4. Incorporate the projections on assessment into the Campus Work Plan.	As needed.	Campus Director* Assessment Coordinator	Corresponding document.
5. Present a final report to the IPDC for revision of the Institutional Strategic Plan to the Institutional Development Coordinator and to the President/CEO.	First month of the calendar year.	Campus Director* Assessment Coordinator	Evidence of the corresponding transmittals.

BUDGET PROJECTIONS

The development of the Institutional Assessment Plan requires previous planning for financial resources. The majority of the activities designed imply embedded costs related to time invested in documentation analysis, monitoring activities, meetings, record keeping and others. The projections do not represent any further changes to the annual Institutional budget. However, a description of the items that may need a budget statement is as follows:

Area I: Learning Outcomes		Area II: Institutional Effectiveness	
Description of the item	Estimated cost	Description of the item	Estimated cost
1. Provide in-service training to faculty and other personnel each semester.	\$6,000	1. Data collection	Embedded costs
2. Record keeping, complete documents, monitoring, prepare reports, processes evaluation, administration and tabulation of tests.	Embedded costs	2. Meetings with ad hoc committee, individual and group orientations, in-service training, etc.	\$500
3. Reproduce printed material.	\$1,000	3. Final Reports preparation	\$600
4. Meetings and individual orientations.	\$600	4. Dissemination activities	\$600
5. Preparation and transmittal of final report to audience.	\$300	5. Miscellaneous	\$500
6. Miscellaneous	\$300		
TOTAL COSTS	\$8,200	TOTAL COSTS	\$2,200
GRAND TOTALS			
\$ 10,400.00			

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