

## 2013 Institutional Effectiveness Survey Results:

Institutional Effectiveness Topic Area	Agree	Neutral	Disagree
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	81.0%	9.5%	9.5%
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	68.4%	21.1%	10.5%
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	71.4%	19.0%	9.5%
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	55.0%	25.0%	20.0%
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	66.7%	23.8%	9.5%
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	70.0%	15.0%	15.0%
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	61.9%	19.0%	19.0%

2013 Institutional Effectiveness Survey Results:  
Summary of Results

Topic Area	Focus Area	Agree	Neutral	Disagree	2012 Concern
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	1. Evidence exists that the college embraces and understands the purpose of the dialogue	66.7%	25.0%	8.3%	++++
	2. Campus dialog on college outcomes has had an impact on student learning	16.7%	50.0%	33.3%	+++++
	3. Evidence exists that campus dialogue leads to a collective understanding of the meaning of data and research used in evaluation of student learning	58.3%	25.0%	16.7%	++++
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	4. The college uses criteria to determine its priorities (set goals)	75.0%	16.7%	8.3%	
	5. There is broad-based understanding of the college's goals and the processes to implement them	33.3%	33.3%	33.3%	++++
	6. There is evidence of institutional commitment to achieve identified goals	63.6%	9.1%	27.3%	
	7. There is evidence that the college implements its goals	50.0%	33.3%	16.7%	
	8. College goals are articulated so that the institution can later determine the degree to which they have been met	25.0%	66.7%	8.3%	
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	9. There is evidence that the college achieves its goals	33.3%	50.0%	16.7%	+++++
	10. The institution understands and embraces the notion of ongoing planning	81.8%	18.2%	0.0%	
	11. The college has a planning process in place	83.3%	16.7%	0.0%	
	12. The planning process is cyclical, i.e., it incorporates systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation	75.0%	25.0%	0.0%	
	13. The college budgeting of resources follows and supports planning	25.0%	41.7%	33.3%	
	14. The planning, budgeting and resource allocation processes are integrated	25.0%	41.7%	33.3%	++++
	15. Institutional data are widely available and used for planning	66.7%	8.3%	25.0%	+++++
	16. Institutional data are analyzed and interpreted for easy understanding by the college community	50.0%	8.3%	41.7%	
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	17. Mechanisms exist for broad participation in college planning	58.3%	33.3%	8.3%	
	18. Broad involvement in college planning is guaranteed	41.7%	25.0%	33.3%	+++++
	19. There is evidence that the college allocates resources to fulfill its plans	36.4%	45.5%	18.2%	+++++
	20. The college identifies and follows strategies to increase its capacity to fund its planning process, i.e., it seek alternate means for securing resources	58.3%	25.0%	16.7%	
	21. Changes have occurred at the college as a result of implementing institutional plans	75.0%	8.3%	16.7%	+++++
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	22. Assessment data is collected by the college	75.0%	25.0%	0.0%	
	23. The college makes its data public for both internal and external analysis	66.7%	33.3%	0.0%	+++++
	24. The college assesses whether it is effectively communicating information about institutional quality to the public	33.3%	33.3%	33.3%	+++++
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	25. The institution assesses the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation	50.0%	25.0%	25.0%	++++
	26. The college planning process is effective for fostering improvement in institutional effectiveness	63.6%	18.2%	18.2%	+++++
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	27. The college has mechanisms to gather evidence about the effectiveness of programs and services	66.7%	16.7%	16.7%	
	28. College evaluation processes and resulting data contribute to improvement in programs and services	41.7%	33.3%	25.0%	+++++