

Planning and Institutional Effectiveness Committee

Updated by PIEC for the Annual Governance Evaluations effective 12/17/2021

Purpose

The goal of the Planning and Institutional Effectiveness Committee is to ensure a culture of continuous quality improvement and data-informed decision-making. Best practices for institutional effectiveness include improving equity and student learning and achievement by analyzing data and using results to inform practice. It uses environmental scan data as well as institutional outcomes to drive institutional responses. The committee reviews program assessment results against the college's mission, values, and strategic goals. The committee is also responsible for assuring the continuous integration of planning across the campus, regularly evaluating the college's progress to ensure institutional effectiveness.

Responsibilities

- Regularly review the progress six-year strategic plan to ensure that current efforts are in alignment, and regularly evaluate progress on achieving goals laid out in these plans.
- As part of the strategic planning processes initiate and review the process for the periodic review of the mission, vision, and values.
- In conjunction with the Student Success and Equity Committee, use student access, success, and equity data and research to support the continuous improvement of programs and services of the college as a whole.
- Support program review processes and facilitate data-informed conversations about department and institutional performance to drive long-term college planning.
- Regularly review effectiveness of current integrated planning and assessment processes (program reviews processes, annual unit updates procedures, and outcomes assessment planning and reporting) and provide feedback for improvements as necessary.
- Evaluate institution-set standards and student achievement goals, including both internal and CCCCO-produced key performance indicator metrics, and other student success outcome measures.
- Analyze data for and support the development of college plans and planning activities.
- Assist the College Council in development of evaluation plans for major initiatives/projects.
- Champion data-based decision making.

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- Continually compile evidence related to accreditation Standard I.A., I.B, and I.C. as well as other relevant accreditation requirements, and monitor the college's ongoing compliance with these requirements.
 - Make recommendations to the College Council.
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Membership

Co-chairs:

Senior Dean, College Planning and Institutional Effectiveness
Classified or Faculty selected by constituency group (Rotates annually)

Constituency Members:

3 members each from Classified Senate, Academic Senate, Associated Students of Grossmont College, Administrators' Association.

Ex-officio members:

Dean, Student Success and Equity
Student Learning Outcomes Coordinator
Data liaison(s)

Advisory members:

Vice President of Academic Affairs
Vice President of Student Services
Vice President of Administrative Services
Grossmont Planning & Research Analyst
District Research & Planning Supervisor
~~District Planning and Research Analyst
(campus-based)~~
Academic Program Review, co-chair
Student Services Program Review, co-chair
Institutional Effectiveness Program Specialist(s)
Faculty Accreditation Co-chair
Curriculum Committee Chair or Representative

Meeting Dates

Third Friday, 11 a.m. – 12:30 p.m.

Standard

Standards I.A., I.B., I.C.

See below

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Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

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Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

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5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.