Ivy Tech Community College of Indiana

POLICY TITLE
Institutional Effectiveness

POLICY NUMBER
6.1

PRIMARY RESPONSIBILITY
Academic Affairs

CREATION / REVISION / EFFECTIVE DATES
Created September 1993/Revised December 1998; December 2008/Effective December 2008; revised October 2017/effective immediately

PURPOSE
Ivy Tech Community College, institutional effectiveness is an institutional perspective that starts with planning, and progresses to implementation, evaluation, and feedback, all of which lead to a new cycle of action and improvement. The College’s plan for institutional effectiveness ties together some existing efforts, incorporates new efforts, and makes use of the management groups of the College to examine assessment results and to develop plans for improvement of the College’s programs and services.

At the heart of institutional effectiveness are the College’s 12 Academic Quality Indicators. The entire list of key indicators appears in Section 6 of the policy manual, with information regarding their use for improving the College’s programs and services.

ORGANIZATIONAL SCOPE OR AUDIENCE
Faculty, Staff, Students, Community

DEFINITIONS
Academic Quality Indicators: Defines the areas in which the academic unit within the college establishes goals and targets for self-evaluation, assessment, and improvement.


POLICY
A rationale, data sources, responsible parties, and performance standards have been identified for each of the Key Quality Indicators. Each indicator is cross-referenced to certain background information, such as program accreditation standards, past concerns, the General Institutional Requirements of the Higher Learning Commission, the Carl D. Perkins Vocational Education Act, and other such external indicators of quality. Meeting the key indicator performance standards will allow the College to achieve a level of quality and consistency among its campuses that will assure both internal and external
publics that the College has made an ongoing commitment to continuous improvement. A complete list of the key indicators adopted by the College follows:

1. There are adequate full-time faculty for the program mix of each campus.
2. There are appropriately credentialed faculty at each campus.
3. Degree programs meet external validation standards.
4. There is appropriate and up-to-date educational equipment to support the academic initiatives of the College.
5. There is support for the library operations of the College.
6. Academically underprepared students receive developmental education that would allow them to meet educational objectives.
7. Students demonstrate mastery of technical and general education skills.
8. Graduates are successfully employed or continuing their education.
9. Distance learning offerings of the College meet the same quality expectations as the traditional course offerings.
10. The College provides strong support systems for students.
11. The College provides a culture of outcomes assessment for each functional area of Student Affairs.
12. The College provides a student centered environment that fosters intentional individual development.

Consistent with the college wide curriculum and the one-college concept, institutional effectiveness and assessment policies and procedures will be consistent college wide, except where otherwise noted.

**PROCEDURE**
Multiple measures are available to assess institutional effectiveness; these are described on the grid on the following pages. Activities are measured at different points in time, and conclusions and actions based on these data are incorporated into the college wide Strategic Plan.

**REFERENCES**

**RESOURCE PERSON**
Vice Chancellor for Academic Affairs