



MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

# INSTITUTIONAL EFFECTIVENESS MANUAL

revised February 2025

Lamar Institute of Technology  
[www.lit.edu](http://www.lit.edu)

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## Introduction

Lamar Institute of Technology (LIT), a member of the Texas State University System (TSUS), is a comprehensive, state-supported two-year institution located in Beaumont, Texas. LIT provides world-class education and hands-on training in degree and certificate programs that prepare students of all backgrounds for long-term and rewarding careers in high-demand, high-growth fields.

Institutional effectiveness at LIT is an ongoing, comprehensive, and data-driven process through which LIT's divisions, academic programs, and administrative units gather, analyze, and use data to ascertain how well the college is accomplishing its mission and goals. Assessment results are analyzed and evaluated to make continuous improvements throughout the institution.

## Institutional Effectiveness at LIT

LIT defines institutional effectiveness as the successful iteration of planning and evaluation activities that enhance academic and administrative quality at the college. Effective planning and evaluation provide many benefits to LIT's students, faculty, staff, and surrounding community. As LIT clarifies its purpose and direction through iterative planning and evaluation, it develops a stronger identity, improving its ability to meet its mission. In addition, LIT's planning and evaluation activities enhance decision-making across the institution by strengthening internal communication (both vertically and horizontally) and providing the data that informs decisions. At LIT, institutional effectiveness is grounded in the college's mission, core values, and strategic goals.

### *Mission*

LIT's mission is to "provide innovative teaching and learning for tomorrow's workforce," and this mission is the foundation of the college's institutional effectiveness process. The mission generates institutional or strategic goals that become the basis for academic and administrative planning. At every level, planning is tied to resource allocation and is informed by a defined assessment and evaluation procedure. Assessment and evaluation results are used to measure the extent to which the institution fulfills its mission and provide the starting point for the next planning cycle.

### *Core Values*

LIT's mission is reflected in the college's core values:

<b>Community</b>	We cultivate partnerships that develop solutions to community challenges, which are important for economic vitality and quality of life.
<b>Excellence</b>	We strive for excellence in instruction and service by upholding high academic and professional standards, providing a quality educational environment, and continuously seeking improvement in all aspects of our work.
<b>Innovation</b>	We pursue excellence in teaching and learning through encouragement and support of creativity, experimentation,

imagination, originality, entrepreneurial spirit, and visionary leadership.

**Integrity** We strive to demonstrate high standards of ethical conduct and celebrate honesty, openness, and trust.

**Civility** We are committed to diversity, inclusion, and respect the opinions and perspectives of others, even if they differ from our own.

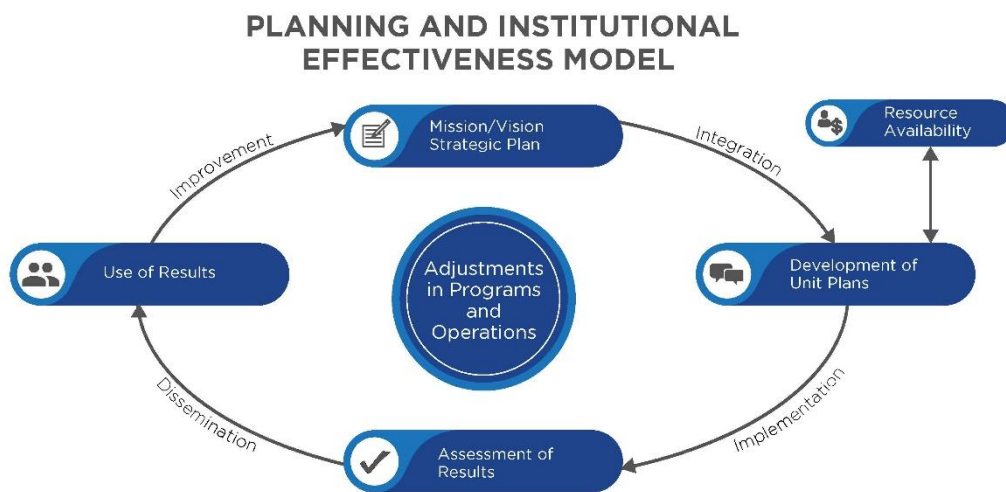
### Strategic Goals

LIT’s strategic plan identified three institutional or strategic goals that shape the college’s planning and evaluation activities:

- Goal 1** Increase Student Access, Success, and Reduce Debt
- Goal 2** Be More Responsive to the Community and Industry
- Goal 3** Promote Institutional Excellence

## LIT’s Institutional Effectiveness Process

LIT’s mission, core values, and strategic goals are instrumental to institutional effectiveness at the college. The institutional effectiveness process is designed to demonstrate how LIT’s key priorities—its mission, core values, and strategic goals—are met through strategic planning and evaluation of institutional and unit outcomes. At the core of LIT’s institutional effectiveness process is the college mission, which directs all planning and evaluation activities at the college. As Figure 1 illustrates, LIT establishes mission-focused goals through its Strategic Plan; implements these goals; evaluates whether the college and its units are achieving these goals; and uses the results to make changes that improve LIT’s ability to meet its strategic goals. In turn, these changes are themselves implemented and evaluated for their effectiveness. This results in an integrated model where each step supports and informs the next.



**Figure 1.**

This manual describes LIT's planning and evaluation activities, which put into practice the institutional effectiveness model presented in Figure 1. These activities are codified in LIT's Institutional Planning Calendar (Appendix A), created by the college to coordinate its planning and evaluation practices. Described first are the planning activities in which the college engages, followed by the evaluation activities that assess whether the college is accomplishing its mission.

## Institutional Planning at LIT

LIT administration, faculty, and staff engage in continuous planning and evaluation at all levels and across all units of the college. This section covers the planning activities in which the LIT community participates, beginning with the institutional or strategic planning that forms the basis of all other planning and evaluation at the college.

### *Strategic Planning*

At the center of LIT's planning and evaluation activities is institutional or strategic planning. The process of developing a Strategic Plan occurs on a five-year cycle. Typically, the development process unfolds over an entire academic year. The process is managed by the President's Office, with support from a Strategic Plan Steering Committee, and LIT's Office of Institutional Effectiveness and Assessment (IEA). This process is research-driven and includes broad-based participation from LIT faculty, staff, students, and the local community. In addition to leveraging existing data on enrollment trends, program demand, and community or industry impact, the President's Office, Steering Committee, and IEA Office collect additional data through focus groups, surveys, social media, and one-on-one interviews with community members, elected officials, educators, and business and industry leaders. The central question traditionally asked of these stakeholders is: what should LIT focus on for the future?

LIT's commitment to shared governance is exemplified in the composition of the Steering Committee. Faculty, staff, administrators, and students all serve as members of the Steering Committee, which provides leadership for both the process and the direction of strategic planning. With these groups, the President's Office sets the calendar of strategic planning activities for the year. After collecting data and drafting a proposed mission and Strategic Plan, these drafts are reviewed by the college's shared governance structures. Consulting with these governance bodies, the President, and Steering Committee finalize the mission and plan and submit these items to the TSUS Board of Regents for review. After approval by the TSUS Board of Regents, the new mission and plan are introduced (ideally, by the beginning of the following academic year). The resulting Strategic Plan is a formal document that communicates the college's mission, goals, and direction to various audiences, including the Governor and Legislature of Texas, the local community and industry, students, faculty, and staff.

The current Strategic Plan is a five-year plan based on underlying themes that internal and external stakeholders expressed to those collecting data for the plan. The plan is driven by the college's updated mission and three strategic goals that highlight student access and success, community and industry engagement, and institutional excellence. The Strategic Plan aligns with state and system requirements such as the Texas Higher Education Coordinating Board (THECB) 60x30TX and Talent Strong Texas Plans and the Texas State University System (TSUS) Vision Key Performance Indicators (KPI).

The plan's initiatives and measurable goals guide academic and administrative planning and budget preparation across the college. Although a five-year plan, the Strategic Plan is monitored continuously so that LIT can respond to an ever-evolving operating environment and higher education landscape. Monitoring takes place through ongoing assessment and evaluation in every unit of the college. These annual assessments and evaluations are linked to LIT's strategic goals, a method that enables units to measure how well they are meeting these goals and, by extension, the college's mission.

Within this context, the IEA Office is responsible for supporting faculty, staff, and administration in their planning and evaluation efforts. The IEA Office assists LIT personnel in planning activities such as annual unit planning, campus planning, and budget planning. The IEA Office provides current data to the LIT community so that each unit can conduct assessment and evaluation activities such as annual unit assessment, core curriculum (general education) assessment, program reviews, and annual assessment of the Strategic Plan. These activities are addressed in the sections that follow, but, as a whole, their importance ultimately stems from their influence on strategic or institution-wide planning.

### *Annual Unit Planning*

A critical component of LIT's planning efforts is annual unit planning. All LIT units (academic, student support, public service, and administrative) develop an Annual Unit Plan or AUP (Appendix B) that includes the following elements:

- **Unit Purpose Statement.** A unit should have a purpose or mission to guide its activities. The purpose statement should be brief; reflect the core purpose, activities, and primary functions of a unit; and contribute to the larger institutional mission.
- **Unit Goals.** Unit goals are general, broad-based statements of what a unit seeks to accomplish during an academic year. Goals should focus on areas pertinent and important to a unit and support a unit's purpose. In general, units list two to three goals for an academic year. Goals may be repeated from year to year if these goals are integral to a unit's success.
- **Alignment with Institutional Planning (Strategic) Goals.** For each unit goal, units must identify one or more of the college's strategic goals that their unit goal supports. AUPs are not required to link to or cover all strategic goals but should identify the strategic goal(s) best aligned with their unit goals.
- **Objectives.** Units list one or more objectives for each goal. Objectives state how a unit intends to achieve its goal. Differentiating between goals and objectives is an important element of planning. In this context, goals can be thought of as the overarching and, at times, relatively vague aims that the college seeks to achieve. For example, the goal "to increase student satisfaction" is vague and not easily measured, while the objective "to reduce student Help Desk wait times to one business day" is concrete and measurable, identifying a specific way that the college intends to meet its goal of increasing student satisfaction.
- **Assessment Criteria.** Units establish the methods, tools, or criteria they will use to assess achievement of the corresponding outcome. Direct assessment methods take precedence over indirect methods. Similarly, quantitative methods are preferable, though also acceptable

are qualitative methods and evidence in the form of documentation (meeting minutes, student artifacts, manuals, training materials, etc.). For academic programs with external accrediting agencies or state licensure or certification, the results of licensure or certification exams are often used for assessment.

- **Results, Analysis, & Improvement Plan.** At the end of an academic year, units report assessment results in a brief but precise summary. Results are meant to help a unit determine its success and identify areas for improvement. Thus, results should be quantifiable or documented and avoid vague statements such as “achieved” or “not accomplished.” Results are analyzed to determine the overall effectiveness of the unit’s objective and/or assessment methods in achieving their goals. Units identify strengths where targets are met or exceeded and pinpoint gaps where performance fell short. After evaluating their results, units create an improvement plan that lists specific, practical steps they will take to build on their success or mitigate any shortcomings. Units can begin implementing their improvement plans immediately or may wait until the following academic year, using their improvement plans as the basis for next year’s annual unit planning.
- **Budget Impact.** Units should indicate if their annual unit planning will have an impact on their existing financial resources or require additional funding from the college. Units should specify (or estimate) an amount and briefly explain how the funds will be utilized to enhance student success and support their goals or the college’s goals. In the spring, LIT holds budget hearings to allocate funds contingent on the availability of resources. Although not a substitute for the spring budget worksheets, budget impact statements created as part of annual unit planning can help units to plan their budgets and budget requests.
- **Mid-Year Assessment.** In January, units return to their AUPs and provide a concise update on their annual unit plan. Units should use their mid-year assessments in ways that support their planning and success. Thus, units may report initial results or progress toward a goal or, if needed, adjust their original AUPs to meet changing conditions.

At the start of an academic year, units fill in the AUP template (Appendix B) provided by the IEA Office. At this time, units complete all sections of the template except the Results and Improvement Plan. Units then implement their plans and assess their objectives over the course of the year. Unit Plans are living documents. As objectives are measured and analyzed throughout an academic year, units discover strengths and weaknesses and opportunities to build on success or make improvements. Units may adjust their AUPs as they make these discoveries. Adjustments may come in the form of establishing new objectives, or assessment criteria or modifying budget impact. When adjusting their AUPs, units should not entirely disregard their initial AUP but should clearly document on their template how and why they have changed their original AUP. A copy of the original AUP should be attached to the revised AUP. Adjustments to an AUP can be made at any point during an academic year, including the mid-year assessment.

At the end of an academic year, units report and analyze their results and form improvement plans that focus on strengthening their operations. These activities are discussed in the section of this manual titled “Annual Unit Assessment.”

## *Campus Master Planning*

Campus master planning guides the continued physical development of LIT's campus and facilities, carefully managing change and enhancing the functional effectiveness of the campus. The Campus Master Plan ensures that LIT will continue to develop into a physically attractive and functional campus that supports the college's mission. The plan addresses the physical needs of the institution as it seeks to offer in-demand academic programs to the local community.

Unlike the other planning activities described in this manual, campus master planning is not an ongoing activity that takes place according to a fixed schedule. Instead, campus master planning takes place on an as-needed basis. For example, LIT may engage in campus master planning when new state funding is provided for campus construction or when the college's other planning activities indicate that physical changes to the campus are required.

The LIT President leads campus master planning efforts, appointing a Campus Master Planning Committee to manage the plan's development. The IEA Office provides the data, including information about inventory, needed to make sound planning decisions. With input from the IEA Office and other campus stakeholders, the Campus Master Planning Committee generates a plan that directs campus growth. Campus master planning is composed of four phases, which are typically completed in one academic year:

- **Inventory and Analysis.** This initial phase collects background information on existing facilities, site conditions, and utilities. This information defines the opportunities offered by and the constraints of the campus' physical characteristics. Information is gathered from a variety of sources, including campus maps and blueprints, maintenance records, building and room use reports, and enrollment projections.
- **Feedback and Analysis.** This phase relies heavily on feedback collected through tools such as interviews, meetings, focus groups, and surveys. To gather this information, the Campus Master Planning Committee meets with or surveys faculty, staff, students, community and industry representatives, and other internal and external LIT stakeholders. The committee then analyzes the feedback to determine which growth opportunities would most benefit the college. This phase addresses broad campus space needs rather than detailed space requirements. Individual units have the opportunity to present detailed space requests through the annual unit planning process. Campus master planning's attention to broad needs supports campus growth as a whole.
- **Master Plan Design.** The design phase generates several planning concepts and strategies. The development of these concepts is an interactive process, with the Campus Master Planning Committee once again reaching out to LIT stakeholders. Different concepts are presented to the committee, and after review, the committee identifies a preferred concept, which addresses the primary planning issues.
- **Master Plan Development.** This phase results in a Campus Master Plan written by the Campus Master Planning Committee. The plan is submitted for review to LIT's shared governance bodies. After review by these bodies, the plan is submitted to the LIT President and, then, the



TSUS for review. Upon approval by the President and TSUS, the plan becomes active, directing campus growth for the next decade.

Campus master planning does not end when the plan is approved. Built into the Campus Master Plan is ongoing evaluation, through which the President, Executive Team, and Facilities staff assess and manage campus growth while the plan is active.

### *Budget Planning*

Implementing any plan is contingent upon the availability of resources and, for this reason, budget planning affects all other planning at LIT. Each year, in late April or early May, the Vice President for Finance and Operations (VPFO) begins the budget planning process by distributing budget worksheets to all units at LIT. Each worksheet lists all accounts associated with a unit's respective areas of responsibility, detailing the current year budget and expenditures to date associated with each account. LIT budgets follow a fiscal year that runs from September 1 through August 31, identical to the academic year.

Analyzing current budgets, units estimate their budgets for the upcoming fiscal year. Integral to budget planning is assessment of the funding required to maintain existing programs and services as well as the funding needed to accommodate changes that improve instruction and services. Annual unit planning plays an important role in planning for these changes in budget. At the start of each fiscal (academic) year, LIT units set their goals for the coming year and estimate the budget impact that pursuing these goals will have. These early projections of budget needs assist unit heads in determining their needs for not only the current fiscal year but the next year as well, when units may require additional financial resources to continue implementing goals.

Academic or Instructional budgets are prepared by faculty, program coordinators, and Department Chairs and submitted to the Vice President for Instruction/Provost for review and approval. Administrative budgets are developed by the appropriate unit heads and submitted for review and approval to the VPFO. Requests for capital equipment and additional personnel must be approved by the Provost, VPFO, and President before being included in department or unit requests. Any state-mandated budget restrictions, such as travel expenditure caps or full-time employee (FTE) caps, are communicated to unit heads before they prepare their budgets.

The VPFO holds budget hearings in the spring to review the funding requests of each unit. Considering budget requests, the President works with the VPFO and Provost to prepare the budget, which estimates income and expenditures for the upcoming fiscal year. The review and approval process is completed during the month of June, and the proposed budget is sent to the Finance Office for compilation. The President, VPFO, and Provost then review the compiled budget to make final budget allocations. This proposed budget is presented by the President to the TSUS Governing Board for final approval at the TSUS Board of Regent's regularly scheduled August meeting.

LIT's budget process is evaluated annually by the Finance Office to ensure that the best possible estimates and department budgets are prepared for LIT's units. Under the oversight of the VPFO, the Finance Office compares estimates of income and expenditures to actual income and expenditures to determine ways that LIT units can work with Finance and the VPFO to prepare more accurate budgets. This evaluation is in addition to the tight controls and compliance standards that LIT must meet as a state institution.

## Institutional Assessment & Evaluation at LIT

Assessment and evaluation are an integral part of the institutional effectiveness process at LIT. Although the terms are often used interchangeably, the term “assessment” more precisely refers to the ongoing assessments that measure performance across the college, while “evaluation” refers to the data-driven judgements or evaluations that LIT personnel make about these measures and how these measures should affect planning or decisions about the college’s future.

LIT’s assessment and evaluation activities provide the feedback necessary to ensure the college is on track in accomplishing its mission. In addition, these activities help the college determine whether it is meeting the Indicators of Effectiveness that it has established. This section of the *IEA Manual* describes these Indicators of Effectiveness, the assessment and evaluation activities in which LIT participates, and the data sources that inform these practices.

### *Indicators of Effectiveness*

Indicators of Effectiveness enable colleges such as LIT to answer the fundamental question: Is our institution effective? Each college may have a different set of indicators that it has created for itself, but these indicators typically emphasize student success and satisfaction as core elements of effectiveness. LIT’s Indicators of Effectiveness are the following:

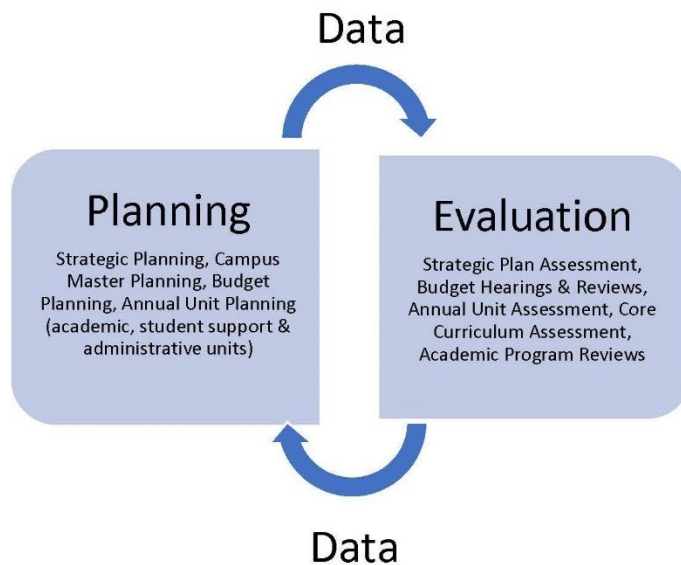
- **Retention.** The proportion of students who enrolled at the beginning of one academic term and who were still enrolled at LIT for at least one credit at the beginning of a subsequent academic term and had not yet completed a degree or certificate
- **Graduation Rate.** The proportion of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program.
- **Licensure Rates.** The proportion of students completing a career or technical program who seek licensure or certification for the first time within a given year, and actually obtain licensure or certification.
- **Transfer Rates.** The proportion of Associate of Arts and Associate of Science graduates continuing their education.
- **Placement Rates.** The proportion of graduates found to be employed within the following year of the graduating year.
- **Success in Online/Distance Learning.** The proportion of students who earn a grade of "C" or better in an online/distance learning course.
- **Developmental Success.** The proportion of students who earn a grade of "C" or better in developmental/remedial courses in math, writing, and reading at the end of the fall term.
- **Remedial Success.** The proportion of successful developmental students in subsequent college-level courses.
- **Student Satisfaction.** The proportion of students whose college experience meets or exceeds the expectations they held upon initial enrollment.

- **Graduate Satisfaction.** The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.
- **Client Satisfaction with Programs and Services.** The proportion of college clients who are satisfied with programs and services offered by the college.

These Indicators of Effectiveness guide LIT’s analysis of its data as well as its assessment and evaluation activities.

### Data Sources

At LIT, planning and evaluation are ongoing processes mediated by data. Decisions from the institutional or strategic level to the unit level are grounded in data, which, as Figure 2 indicates, is an input and output of the college’s planning and evaluation activities:



**Figure 2. Data’s Role in LIT Planning & Evaluation**

Planning sets goals for units, programs, and the institution. These goals are assessed using data gathered through multiple tools and resources. Each academic year, LIT’s President and Executive Team, IEA Office, appropriate committees, faculty, and staff review the results of their assessments and evaluations. These results then become the basis for future planning. Data from multiple sources also substantiates whether LIT is successfully meeting its mission and Indicators of Effectiveness. The data that the college collects is of two types: (1) data that LIT retrieves from its databases on student enrollment, retention, graduation, and other performance indicators, and (2) data that LIT generates through assessment instruments such as surveys, evaluations, and other methods.

The college’s IEA office collects data from the school’s databases on an ongoing basis and reports this data to internal and external stakeholders. Data on student enrollment, retention, graduation, and other indicators assists LIT faculty, staff, and administration to evaluate student success and satisfaction and make improvements to strengthen the quality of instruction and services.

The IEA Office also reports this data to multiple external stakeholders (listed below), who use the data to ensure college- and state-wide accountability, identify higher education trends, and assist policy makers and the public in making decisions about education. In turn, LIT uses the data compiled by these stakeholders to assess and evaluate its own academic, student support, and administrative services:

- The **Integrated Postsecondary Education Data System (IPEDS)** is described on its website as “a system of interrelated surveys conducted annually by the U.S. Department of Education’s National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs [Title IV].” LIT is among the higher education institutions that report data regularly to IPEDS. Data collected from LIT and other institutions covers eight areas: institutional characteristics; institutional prices (tuition, fees, estimated off-campus/on-campus living expenses); admissions; enrollment; student financial aid; degrees and certificates conferred (completions); student persistence and success; and institutional resources (libraries, finances, human resources). IPEDS is a primary source of basic data that describes higher education in the United States and supports federal and state agencies, educational institutions, private businesses, and the public, including students and parents, to assess higher education formally and informally.
- The **Texas Higher Education Coordinating Board (THECB)** uses data collected from LIT to construct the following resources:
  - **Annual Licensure Report** provides licensure and certification examination results for approved technical associate degree and certificate programs leading to professions requiring licensure or certification.
  - **Automated Student and Adult Learner Follow-Up System (ASALFS)** tracks graduates, completers, and non-returners from an academic year for employment and/or additional education. ASALFS results are provided for Texas public community, state, and technical colleges. Exit cohort reports provide additional information for Texas 2-year and 4-year institutions.
  - **Perkins Data Resources** and **Perkins Core Indicator Data**. Eligible community and state technical colleges may apply for federal funding allocated to the states to support and improve workforce education. In grant applications for these Perkins Grants, schools such as LIT must assess their federal core indicator performance compared to state targets and outline strategies for improvement. The THECB’s Perkins Resources and Perkins Core Indicator Data assist colleges in this process by consolidating data in a central location.
  - **Texas Higher Education Accountability System** provides data on institutions of higher education in Texas and tracks performance on critical measures organized around the goals and targets of the 60x30TX and Talent Strong Texas Plans.
  - **Texas Public Higher Education Almanac** includes a profile of state and institutional performance and characteristics for Texas public postsecondary institutions.
  - **Transfer Students’ Success**. On its website, the THECB states that this “report reflects the performance of community college students in the first year after they transferred to a 4-

year institution, including the persistence in the second year of study.” Data reported by LIT and other higher education institutions in Texas covers areas such as developmental education status at the original (pre-transfer) school, academic performance at the receiving (transfer) college or university, and graduation rate of transfer students at the receiving (transfer) institution. The data reported by or to LIT allows the college to track its success at preparing students for transfer to another school.

- The **Texas State University System (TSUS)** requires reporting from LIT in several areas, including application numbers, enrollment (preliminary, first class day fall, census day, certified), projections, bond ratings, and key performance metrics. LIT reports data for each semester (Fall, Spring, Summer) or academic/fiscal year, depending on the type of data that TSUS requests. TSUS compiles the data from all System schools into dashboards on student enrollment and graduation, faculty and staff, and finances at TSUS colleges and universities.

In addition to collecting data from its database systems, LIT generates additional data through instruments such as surveys and evaluations. Table 1 lists the surveys and evaluations in use at LIT:

TABLE 1. LIT Survey & Evaluation Instruments	
Instrument	Frequency
Community College Survey of Student Engagement (CCSSE)	annual
LIT Customer Satisfaction Survey (incorporated into the CCSSE)	annual
LIT Graduation Survey	Fall & Spring
LIT Advisory Committee/Employer Survey	annual
Student Course Evaluations	Fall, Spring, Summer

The college’s IEA Office manages internal distribution of the surveys and evaluations listed in Table 1. One of the surveys, the Community College Survey of Student Engagement (CCSSE), has been developed by the University of Texas at Austin’s Center for Community College Student Engagement (CCCSE). In addition to providing this survey instrument, the CCCSE processes and publishes the results of the survey.

Although developed by LIT, the Customer Satisfaction Survey is integrated into the college’s CCSSE and administered as part of the CCSSE. The Customer Satisfaction Survey asks students to assess LIT’s facilities, Information Technology (IT) infrastructure and services, and student support, especially customer service in these important support areas.

The remaining tools have been created and are administered by LIT. Course evaluations ask students to rate the quality and effectiveness of their courses, including instructional materials and faculty. For online courses, these evaluations include an additional section asking students to measure the quality of online instruction and delivery. LIT’s Graduation Survey asks students about their experiences upon graduation, including in the areas of employment and pursuit of education beyond their LIT certificate or associate’s degree. Finally, the LIT Advisory Committee/Employer Survey asks Advisory Committee members and local employers for their feedback on LIT’s curriculum, students, graduates, and impact on local business and industry.

LIT administration, faculty, and staff use the results of the instruments listed in Table 1 for internal evaluation of courses, programs, and support services, all with the goal of improving student satisfaction and success. In addition to reporting survey results to individual schools, the Center for Community College Student Engagement uses results from the CCSSE to determine national trends, publish these trends, and refine its survey instruments.

The data that LIT collects is used in ongoing assessments through which the college evaluates its academic and administrative units, core curriculum, and programs. The data also supports annual evaluation of LIT’s Strategic Plan and its goals. Listed in Table 2, these assessments help the college to “close the loop” with regard to its planning activities and data collection. Specifically, tools such as the Annual Unit Plan, Annual Learning Outcomes Assessment, Core Curriculum Assessment, Academic Program Reviews, and Assessment of the Strategic Plan enable the college to identify its strengths and weaknesses and make data-driven decisions that improve instruction and services within and across units and programs. Each of these assessments is addressed in the sections that follow, which explain how LIT evaluates the success of its planning activities and prepares for future planning based on the results of its assessments.

<b>TABLE 2. Institutional Assessments &amp; Evaluations</b>	
<b>Institutional Assessments &amp; Reviews</b>	<b>Frequency</b>
Annual Unit Plan	annual
Annual Learning Outcomes Assessment	annual
Core Curriculum Assessment	Fall & Spring semesters
Academic Program Reviews	periodic, cyclical
Assessment of the Strategic Plan	annual

The data generated and reported by LIT provides the necessary base for fact-based assessment and evaluation at the college. These practices are addressed in the sections that follow.

### *Annual Unit Plan Assessment*

Annual Unit Plan assessment completes the cycle of unit planning and assessment that takes place each academic year. (The section Annual Unit Planning, in this manual, discusses the planning phase in detail.)

To assess its progress during an academic year, a unit returns to the Annual Unit Plan (AUP) it created at the start of that academic year. In their AUPs, all LIT units identify goals for the academic year, breaking down goals into objectives, and measurable criteria that provide the means to assess whether objectives have been achieved. Units also link their goals to the institutional or strategic goals stated in LIT’s Strategic Plan.

During an academic year, units work toward their stated goals and assess their progress using the assessment criteria they identified in their AUPs. At the end of the year, each unit reports the results of its efforts on its AUP. Results are reported succinctly, but a unit’s members should carefully analyze and evaluate these results to determine progress toward unit goals and, by extension, the college’s strategic goals. These evaluations form the basis of a unit’s improvement plan, the final section of an AUP in which a unit’s members list the steps they will take to better their operations. This improvement plan highlights areas that a unit may wish to address in the following year’s AUP.

In reporting results and generating improvement plans, units should not focus exclusively on their success in meeting their annual goals. Annual unit assessment is designed to foster improvement and not judge or penalize units. Progress toward a goal can be as valuable as meeting a goal or target, and not meeting a goal can be useful in sparking improvements in a unit. For this reason, members of a unit are encouraged to discuss their results and plans with one another and work together toward improvement.

Each unit forwards its completed AUP to its respective Department Chair (academic programs) or Director (administrative and student support units). Chairs and Directors use the AUPs to assess the larger department or unit's progress toward meeting its goals as well as the college's strategic goals. Chairs and Directors then forward the AUPs that fall within their departments or units to their respective Vice Presidents, who rely on these AUPs to assess progress in their divisions. Finally, the IEA Office compiles all AUPs into an Annual Unit Assessment Report that summarizes the results of annual unit planning and assessment for a given academic year. Distributed to the President and Executive Team, this report assists administration in determining the effectiveness of the college and its units. In this way, the President and Executive Team can identify areas where improvement is needed and work with these areas to increase their effectiveness. In addition, the Annual Unit Assessment Report and the AUPs on which it is based are instrumental in meeting the compliance standards and expectations of accrediting agencies, the TSUS, and the state.

### *Annual Learning Outcomes Assessment*

The Annual Learning Outcomes Assessment process (ALOA) is a key component of LIT's commitment to academic excellence and continuous improvement. Conducted by faculty with the support of IEA, the process is designed to identify strengths and gaps, enhance learning experiences, and promote a culture of continuous improvement through data-informed decision-making. Occurring annually, ALOA parallels the Annual Unit Plan of academic units and can provide valuable information as those units develop their AUPs. ALOA assesses the achievement of Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) within academic programs.

PLOs are program-wide learning achievements stated in terms of what students are expected to know or be able to do upon program completion. They reflect cumulative knowledge, skills, and competencies. Outcomes are observable, measurable, and tied to higher-order knowledge, skills, and values. PLOs are aligned with program goals and can be measured through capstones, licensure exams, or portfolio evaluations.

SLOs are course-specific learning outcomes articulating what the students will know, do, or value after completing a course or learning activity. SLOs are aligned with course objectives and assessed through direct measures like assignments, exams, and projects. Results from SLO assessments roll up to inform the achievement of PLOs.

LIT uses Assessment Maps (Appendix C) to visually represent the alignment of SLOs and PLOs across the curriculum. These maps illustrate how course-level SLOs contribute to broader program goals and institutional priorities. Assessment Maps can help demonstrate program coherence in sequencing, increasing complexity, and linkages between program components.

Assessment maps for each academic program are reviewed and updated annually. Each year, the

academic program identifies three to five PLOs and two to three SLOs per PLO to assess. The selected PLOs/SLOs are submitted to IEA using the Annual Learning Outcomes Assessment Template (Appendix D) at the start of the assessment cycle. Programs should rotate outcomes over a 3-year cycle or when achievement targets are met. This targeted approach allows programs to focus on developing improvements and determining their effectiveness. Over time, programs can shift focus to other PLOs, SLOs, or both to promote continuous quality improvement.

IEA reviews the SLOs to verify appropriate and measurable assessment are identified. A sub-committee of the Academic Quality Committee (AQC) then reviews the assessments and provides feedback and recommendations to program faculty and department chairs.

Programs systematically collect assessment data throughout the year and submit the completed Annual Learning Outcomes Assessment Template to IEA once data analysis is complete and improvement strategies have been established. IEA then distributes the completed templates to the AQC sub-committee for final review and feedback. Programs use feedback from their colleagues to improve future assessment cycles and make meaningful improvement in their programs.

After each assessment cycle, IEA will provide a summative Annual Assessment Report for distribution to the President and Executive Team. This report provides information that can help inform campus-wide planning and initiatives.

### *Core Curriculum Assessment*

LIT's core curriculum is the broad-based, foundational series of courses considered essential to students' academic, social, and professional development. The Texas Education Code (TEC) defines the core as "the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree" (TEC §61.821). Texas' current core curriculum is a 42-semester credit hour (SCH) course of study designed to be consistent, though not identical, across Texas colleges and universities. This curriculum covers nine Component Areas and six Core Objectives that Texas has deemed to be essential or "core" knowledge, skills, and behaviors for college graduates in the state. Texas requires that the state's public institutions of higher education assess their core curriculum regularly.

LIT's core curriculum assessment is detailed in the college's Core Curriculum Assessment Plan. As explained in this plan, LIT assesses its core curriculum every Fall and Spring semester. Each core course is assessed once every two academic years. LIT bases its assessment of core curriculum courses on assignments or "artifacts" taken from a random sample of students enrolled in the college's core courses. LIT's core curriculum faculty score these artifacts using common rubrics developed by the faculty.

After faculty finish scoring student artifacts, the IEA Office reports the results of the semester's assessment in a Core Assessment Report. Distributed to the Chair of General Education, Core Curriculum Committee, and Provost, this report provides the semester's assessment results in both data and narrative form. The General Education Chair and Core Curriculum Committee then analyze the results to draw conclusions and, if needed, make recommendations for improvement to the core curriculum. The



Chair of General Education meets with the faculty in each Component Area to discuss the results and plan any needed course improvements, which are implemented by faculty in that area.

When a semester's core assessment results are reviewed, it is important to keep in mind that the results present a partial picture of LIT's core curriculum. A given semester's assessment results can be influenced by a number of factors, including the core courses scheduled for assessment that semester, the students/common assignments randomly selected for assessment, and the scoring of these assignments. For this reason, the LIT community should not view one semester's results as a definitive assessment of the college's core curriculum. Instead, the results are best viewed as a "snapshot" of the work of a random selection of students enrolled in a portion of the college's core curriculum. Monitoring assessment results *across* semesters, LIT's core faculty and academic leadership can identify trends that indicate changes are needed to enhance the quality and effectiveness of the core curriculum.

### *Academic Program Reviews*

LIT academic programs undergo in-depth program reviews on a periodic or cyclical basis. A program's faculty members conduct this review, with assistance from their Department Chair, the college's Academic Quality Committee (AQC), and the IEA Office. Detailed in the college's Program Review Handbook, these reviews serve several purposes, enabling a program's faculty to do the following:

- Take a deep dive into program curriculum and practices. The program review process is comprehensive, focusing on curriculum and course content; physical and financial resources; faculty qualifications and preparation; student and business/industry demand and satisfaction; student enrollment, retention, and success; and graduate performance. Program reviews offer members an opportunity that they may otherwise not have to examine their program in an intensive way.
- Determine a program's success in meeting the goals its members have set for their program. Setting goals is merely the first step in a multi-year, iterative process of working toward programmatic quality and effectiveness. Program reviews help program members remain on track in pursuing their goals by allowing them to pause periodically and assess their progress in meeting the goals that define their work.
- Discern trends in a program's annual unit planning and determine whether AUPs have led to continuous improvement of the program. AUPs benefit programs by focusing members' attention on a well-defined set of goals and objectives that can be achieved within a single academic year. Useful as they are, AUPs risk creating tunnel vision that discourages program members from planning for the long term. Program reviews enable members to step back and take a broader view of their activities, supporting long-term success and providing direction for future annual planning.
- Determine the extent to which their program assists the college in fulfilling its mission, strategic goals, and Indicators of Effectiveness. All LIT units (academic, student support, administrative) contribute to the college's student-focused mission and goals. Nevertheless, academic programs represent the point at which most students will have their closest, most sustained contact with the college. Evaluating and improving instructional programs has great potential to strengthen student success.
- Adjust program curriculum and practices to improve program effectiveness. Program reviews are not confined to summative evaluation at a single moment in time. Instead, program reviews

represent a full cycle of review, planning, and implementation that repeats itself. All program reviews end with a Summary and Improvement Plan in which members identify program strengths and challenges and list actions they will take to build on strengths and lessen weaknesses. The year following a program review affords members an opportunity to conduct a program review follow-up during which members evaluate whether changes they have made have in fact improved the program and, if necessary, make further adjustments. This two-year cycle of review and follow-up gives members ample time to work toward improving their program.

Program reviews play a vital role in LIT's institutional effectiveness processes. The college's unit and strategic planning and assessment activities analyze the college at the micro (unit) level and macro (institutional) level. Program reviews add another layer of information, examining the "unit" of an instructional program over time while giving depth to the college's high-level and, thus, necessarily vague strategic goals. Ultimately, program reviews create the foundation that ensures continuous improvement of the college's programs.

LIT's faculty, moreover, drive the program review process. For consistency, all LIT programs follow the procedures outlined in the Program Review Handbook and use the same assessment templates to evaluate their programs. However, because faculty know their programs better than anyone else on campus, faculty can shape their reviews to focus on areas of concern or highlight areas in which the program excels.

Faculty are the ones who route their review of their program to the Dean and Provost, rather than receiving dictates from the administration. In addition, the review process is managed by the AQC, which is made up of faculty decision-makers. At the start of each academic year, the AQC presents the results of the previous year's program reviews to LIT's President and Executive Team. Members of the AQC isolate trends across programs and make recommendations for further review, improvement, and resource allocation.

Finally, program reviews provide those outside LIT with an overview of the college's academic strengths, challenges, and needs. In this way, LIT can remain accountable to its stakeholders, including students, local business and industry, and the community as well as the TSUS, the state, and accrediting agencies.

### *Assessment of the Strategic Plan*

Each academic year, LIT's President and Executive Team review the college's success at fulfilling its strategic goals and mission during the previous academic year. Assisted by the IEA Office, the President and Executive Team review the results of planning and evaluation activities (e.g., annual unit planning, budget planning, program reviews) that took place the prior year. Included in this review is data that the IEA Office collects on areas such as enrollment, retention, licensure/certification, and graduation as well as faculty and staff numbers, building and room use, and finances.

This review by the President and Executive Team culminates in an annual Strategic Planning Report. Distributed to all LIT units, the report documents the college's success at meeting its goals and fulfilling its mission. At the unit level, the Strategic Planning Report and its findings guide unit planning and evaluation for the following academic year. Units who are meeting their own as well as the institution's

goals set new objectives that build on this success while units who are having trouble meeting their and the college's goals explore ways to increase their success.

At the institutional level, if the report indicates that the college is making progress toward fulfilling its goals and mission, the President and Executive Team identify areas where this success can be continued. If the Strategic Planning Report recommends that the college can do more to meet its targets, the President and Executive Team plan improvements that bring the college closer to these targets. Finally, if the report indicates that the college's strategic goals or mission may need to be updated, a formal process to make these adjustments begins. Any recommendations for major changes must go through the college's shared governance bodies, including the President's Councils. Consulting with these groups, the President and Executive Team propose changes to the strategic goals or mission. Once these changes have been reviewed by college governance, the final versions are approved by the President and are then submitted to the TSUS for review. After these changes are approved by the TSUS, the President's Office announces the changes to the LIT community, which uses the revised mission or goals to direct their planning and evaluation activities moving forward.

## Conclusion

At LIT, the institutional effectiveness process is ongoing and comprehensive, requiring tremendous commitment from faculty, staff, and administration. Decisions across the institution are made carefully and systematically, based on research and data, and these decisions are integrated in such a way that planning and evaluation activities at all levels of the college are tied to and influence planning and evaluation in other areas. The resulting process is a tightly woven, interconnected web of activities through which the institution and its members work together to fulfill the college's mission of access, service, and excellence.

## Appendix A: LIT Institutional Planning Calendar

<b>AUGUST</b>	<p>August:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Start of the assessment/planning cycle with institutional updates to faculty/staff</li> </ul>
<b>SEPTEMBER</b>	<p>September:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Census Day Enrollment Snapshot for Fall Semester for Texas State University System (TSUS).</li> <li>• Certified Enrollment Report for Summer I &amp; II for TSUS.</li> <li>• Fall (POT2) course evaluations open to students.</li> </ul> <p>September 1:</p> <ul style="list-style-type: none"> <li>• Unit Leads implement Annual Unit Plan (AUP) and budget.</li> <li>• Office of Institutional Effectiveness &amp; Assessment (IEA) informs Department Chairs of program reviews scheduled for the year.</li> </ul> <p>September 15:</p> <ul style="list-style-type: none"> <li>• Student Enrollment Report (CBMOC1) for Summer I &amp; II for Texas Higher Education Coordinating Board (THECB).</li> <li>• Student Schedule Report (CBM0CS) for Summer I &amp; II for THECB.</li> </ul> <p>September 30:</p> <ul style="list-style-type: none"> <li>• Department Chairs announce program reviews to their faculty; establish Program Review Committees; &amp; meet with committees to create review schedule and determine member roles.</li> <li>• Core Curriculum Committee meets to review Core Curriculum Assessment results from previous semester (Spring); Committee arranges follow-up on core courses with Core Program Leads &amp; faculty.</li> </ul>
<b>OCTOBER</b>	<p>October:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Fall (POT2) course evaluations close to students.</li> <li>• Institutional Characteristics [Basic Institutional Information (Address, Mission, Programs, Services)] for IPEDS.</li> <li>• Degree Completions by Level/CIP/Gender/Race for IPEDS.</li> <li>• Unduplicated Headcount; Credit/Contact Hours; Distance Ed; FTE [12-month Enrollment (July 1 - June 30)] for IPEDS.</li> </ul> <p>October 1:</p> <ul style="list-style-type: none"> <li>• Program Review Committees begin their program reviews.</li> </ul> <p>October 15:</p> <ul style="list-style-type: none"> <li>• Continuing Ed Student Enrollment Report [CBM00A (Quarter 4 = Jun-Aug)] for THECB.</li> <li>• Continuing Ed Student Schedule Report [CBM00C (Quarter 4 = Jun-Aug)] for THECB.</li> </ul> <p>October 31:</p>

	<ul style="list-style-type: none"> <li>• Annual Unit Planning &amp; Annual Outcomes Assessment reports submitted to President &amp; Executive Team for review.</li> <li>• IEA announces Core Curriculum Assessment (Fall) to faculty whose courses are scheduled for assessment.</li> </ul>
<b>NOVEMBER</b>	<p>November:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Certified Enrollment Report for Fall Semester for TSUS.</li> <li>• Core Curriculum Assessment (Fall) opens in Xitracs; faculty upload artifacts (4 weeks).</li> <li>• Fall (POT1, POT3, POT4) course evaluations open to students.</li> </ul> <p>November 1:</p> <ul style="list-style-type: none"> <li>• Texas Success Initiative Report - End of Summer Semester Report (CBM002) for THECB.</li> <li>• Student Enrollment - End of Summer Semester Report (CBM0E1) for THECB.</li> <li>• Student Schedule - End of Summer Semester Report (CBM00S) for THECB.</li> <li>• Facilities Room Inventory Report (CBM011) for THECB.</li> <li>• Facilities Building Inventory Report (CBM014) for THECB.</li> </ul> <p>November 15:</p> <ul style="list-style-type: none"> <li>• Student Enrollment Report (CBM0C1) for Fall Semester for THECB.</li> <li>• Student Schedule Report (CBM0CS) for Fall Semester for THECB.</li> <li>• Building and Room Use Report (CBM005) for THECB.</li> <li>• Graduation Report (CBM009) for THECB.</li> </ul>
<b>DECEMBER</b>	<p>December:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Core Curriculum Assessment (Fall) continues in Xitracs with final uploading &amp; scoring (1 week) of artifacts.</li> <li>• Fall (POT1, POT3, POT4) course evaluations close to students.</li> <li>• Program Review Committees complete Self-Study &amp; submit to appropriate Dean of Instruction for review.</li> </ul>
<b>JANUARY</b>	<p>January:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• First Class Day Spring Semester Enrollment for TSUS.</li> <li>• Unit Leads review current AUP mid-year progress.</li> <li>• President’s Executive Team evaluate LIT’s success in fulfilling its Mission &amp; meeting Strategic Planning Goals for previous academic year (AY); discuss planning priorities &amp; desired direction for new AY; &amp; share priorities &amp; direction with faculty &amp; staff in an Annual Strategic Planning Report.</li> </ul> <p>January 15:</p> <ul style="list-style-type: none"> <li>• Faculty/Program Leads submit mid-year PLO &amp; SLO assessments &amp; operational goals.</li> </ul> <p>January 20:</p> <ul style="list-style-type: none"> <li>• Academic Quality Council (AQC) Subcommittee reviews progress on Program Learning Outcomes (PLO) &amp; Student Learning Outcomes (SLO) assessment &amp; address identified gaps.</li> <li>• Continuing Ed Student Enrollment Report [CBM00A (Quarter 1 = Sep-Nov)] for THECB.</li> <li>• Continuing Ed Student Schedule Report [CBM00C (Quarter 1 = Sep-Nov)] for THECB.</li> </ul>

	<p>January 30:</p> <ul style="list-style-type: none"> <li>• IEA distributes Core Curriculum Assessment (Fall) results to Core Curriculum Committee, Provost &amp; President.</li> </ul>
<b>FEBRUARY</b>	<p>February:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Spring (POT2) course evaluations open to students.</li> <li>• Census Day Enrollment Snapshot for Spring Semester for TSUS.</li> <li>• Student Financial Aid (Financial Aid Awarded; Military Benefits) for IPEDS.</li> <li>• Graduation Rates (Full-time First-time Cohort Completers =150% the normal time) for IPEDS.</li> <li>• 200% Graduation Rates (Full-time First-time Cohort Completers =200% the normal time) for IPEDS.</li> <li>• Outcome Measures (FT/PT/FTIC Cohort Received Award; Still Enrolled; Transferred) for IPEDS.</li> </ul> <p>February 15:</p> <ul style="list-style-type: none"> <li>• Program Review Committees finalize Self-Study based on Dean’s comments; submit reports to Academic Quality Committee for review.</li> </ul> <p>February 28:</p> <ul style="list-style-type: none"> <li>• Core Curriculum Committee meets to review Core Curriculum Assessment results from previous semester (Fall); Committee arranges follow-up on core courses with Core Program Leads &amp; faculty.</li> </ul>
<b>MARCH</b>	<p>March:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Spring (POT2) course evaluations close to students.</li> <li>• Community College Survey of Student Engagement (CCSSE) administered to random stratified sample of LIT classes.</li> <li>• AQC conducts program reviews focusing on quality, outcomes, and strategic alignment.</li> </ul> <p>March 1:</p> <ul style="list-style-type: none"> <li>• Texas Success Initiative Report - End of Semester Report (CBM002) for THECB.</li> <li>• Faculty Report - End of Semester Report (CBM008) for THECB.</li> <li>• Student Enrollment - End of Semester Report (CBM0E1) for THECB.</li> <li>• Student Schedule - End of Semester Report (CBM0CS) for THECB.</li> </ul> <p>March 15:</p> <ul style="list-style-type: none"> <li>• Unit Leads begin development of AUP and budgets for upcoming AY (prior to budget hearings).</li> </ul> <p>March 31:</p> <ul style="list-style-type: none"> <li>• IEA announces Core Curriculum Assessment (Spring) to faculty whose courses are scheduled for assessment.</li> <li>• Finance Office distributes budget planning worksheets to departments for upcoming AY.</li> </ul>

<p style="text-align: center;"><b>APRIL</b></p>	<p>April:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Core Curriculum Assessment (Spring) opens in Xitracs; faculty upload artifacts (4 weeks).</li> <li>• Spring (POT1, POT3, POT4) course evaluations open to students.</li> <li>• Fall Enrollment (FT/PT Enrollment by Level/Race/Gender/Age; Retention Rate; Student-Faculty Ratio) for IPEDS.</li> <li>• Finance (Institutional Revenues; Expenses; Assets/Liabilities; Scholarships) for IPEDS.</li> <li>• Human Resources (Employees by Occupation/Status/FT/PT/Gender/Race) for IPEDS.</li> <li>• Certified Enrollment Report for Spring Semester for TSUS.</li> </ul> <p>April 15:</p> <ul style="list-style-type: none"> <li>• Unit Leads monitor implementation of plans &amp; adjust strategies as needed.</li> <li>• Student Enrollment Report (CBMOC1) for Spring Semester for THECB.</li> <li>• Student Schedule Report (CBM0CS) for Spring Semester for THECB.</li> <li>• Continuing Ed Student Enrollment Report [CBM00A (Quarter 2 = Dec-Feb)] for THECB.</li> <li>• Continuing Ed Class Enrollment Report [CBM00C (Quarter 2 = Dec-Feb)] for THECB.</li> </ul> <p>April 30:</p> <ul style="list-style-type: none"> <li>• Departments submit completed budget worksheets to Finance Office for review.</li> </ul>
<p style="text-align: center;"><b>MAY</b></p>	<p>May:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Core Curriculum Assessment (Spring) continues in Xitracs with final uploading &amp; scoring (1 week) of artifacts.</li> <li>• Spring (POT1, POT3, POT4) course evaluations close to students.</li> <li>• Finance, Administration, and Unit Leads review budget requests &amp; justifications for upcoming fiscal year.</li> <li>• AQC completes review of Self-Study Reports &amp; submits report to Provost.</li> </ul> <p>May 15:</p> <ul style="list-style-type: none"> <li>• Faculty/Program Leads complete data &amp; analysis for PLO &amp; SLO assessments.</li> </ul> <p>May 30:</p> <ul style="list-style-type: none"> <li>• All Units reflect on AUP's; plan for next year's goals; &amp; ensure alignment with strategic priorities.</li> </ul>
<p style="text-align: center;"><b>JUNE</b></p>	<p>June:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Summer I (POT1, POTO) course evaluations open to students.</li> <li>• First Class Day Summer I &amp; II Enrollment for TSUS.</li> <li>• Census Day Enrollment Snapshot for Summer I &amp; II for TSUS.</li> </ul> <p>June 30:</p> <ul style="list-style-type: none"> <li>• IEA distributes Core Curriculum Assessment (Spring) results to President, Provost &amp; Core Curriculum Committee.</li> <li>• Administration sets budget priorities &amp; fund allocations for upcoming AY.</li> </ul>

<b>JULY</b>	<p>July:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Summer I (POT1, POTO) course evaluations close to students.</li> <li>• Summer II (POT1) course evaluations open to students.</li> <li>• Students/Graduates Taken/Passed Licensure/Certification Exams from previous Fall-Spring (Licensure Report for FY 20**) for THECB.</li> </ul> <p>July 15:</p> <ul style="list-style-type: none"> <li>• Texas Success Initiative Report - End of Semester Report (CBM002) for THECB.</li> <li>• Faculty Report - End of Semester Report (CBM008) for THECB.</li> <li>• Student Enrollment - End of Semester Report (CBM0E1) for THECB.</li> <li>• Student Schedule - End of Semester Report (CBM0CS) for THECB.</li> <li>• Continuing Ed Student Enrollment Report [CBM00A (Quarter 3 = Mar-May)] for THECB.</li> <li>• Continuing Ed Class Enrollment Report [CBM00C (Quarter 3 = Mar-May)] for THECB.</li> </ul> <p>July 31:</p> <ul style="list-style-type: none"> <li>• CCSSE results are published &amp; distributed to LIT administration, faculty &amp; staff.</li> </ul>
<b>AUGUST</b>	<p>August:<sup>†</sup></p> <ul style="list-style-type: none"> <li>• Summer II (POT1) course evaluations close to students.</li> <li>• President presents proposed budget to TSUS at August Board Meeting; approved budget becomes active on September 1 (start of new fiscal year).</li> <li>• First Class Day Fall Semester Enrollment for TSUS.</li> </ul> <p>August 15:</p> <ul style="list-style-type: none"> <li>• AQC Subcommittee reviews results, evaluates achievement of outcomes and planned improvement actions.</li> </ul> <p>August 31:</p> <ul style="list-style-type: none"> <li>• Unit Leads finalize prior AY AUP and upcoming AY AUP &amp; submit to IEA.</li> </ul>
<p><sup>†</sup>Dates are subject to change.</p>	

### Key Deliverables

- |                                       |                |
|---------------------------------------|----------------|
| 1. Finalized Annual Unit Plans        | September      |
| 2. Annual Unit Assessment Report      | October        |
| 3. Strategic Planning Report          | January        |
| 4. Mid-Year AQC Assessment Review     | January        |
| 5. AQC Program Review Summary         | May            |
| 6. Core Curriculum Assessment Results | January / June |
| 7. End-of-Year AQC Assessment Review  | August         |



## Appendix B: Annual Unit Plan (AUP) Template

<b>Effective for Academic Year(s)</b>	20**-20**
<b>Last Updated</b>	Enter the current date this form is being modified.

<b>Unit / Department</b>	Enter the name of the unit or department.
<b>Contact Person</b>	Enter the name of the person recording the plan.

<b>Unit/Department Purpose Statement</b>
<p>Enter the purpose statement (formerly known as <i>unit mission</i>) of the unit/department.</p> <p>A statement of purpose includes:</p> <ol style="list-style-type: none"> <li>1) Name of the unit/department,</li> <li>2) primary purpose of the unit/department,</li> <li>3) what is done to accomplish this purpose, and</li> <li>4) for whom it is done.</li> </ol> <p><i>EXAMPLE: The purpose of the Student Affairs division is to foster a supportive and inclusive campus environment by providing comprehensive services that promote student well-being, academic success, and personal growth, enabling them to reach their full potential as engaged members of the community.</i></p>

<b>GOAL</b> Provide a broad statement of what your unit wants to accomplish (e.g., efficiency, productivity, quality, cost control, customer satisfaction) this academic year.	
Mark the institutional planning goal(s) that align with your unit goal.  <b>Alignment with Institutional Planning Goal(s):</b> <input type="checkbox"/> Increase Student Access, Success, and Reduce Debt <input type="checkbox"/> Be more Responsive to the Community and Industry <input type="checkbox"/> Promote Institutional Excellence	Indicate whether your unit goal requires budgetary resources. If yes, enter a total amount and purpose(s).  <b>Budget Impact</b> <input type="checkbox"/> No <input type="checkbox"/> Yes \$    Purpose:
<b>Objective</b> Clearly state the specific action (what, how, when) that enables achievement of your goal. Each Goal must have <i>at least</i> three (3) and no more than five (5) objectives.	
<b>Assessment Criteria</b> Establish a measurable benchmark for success. Identify the metric or indicator used to measure progress toward the objective. Each Objective must have <i>at least</i> one (1) and no more than three (3) assessment measures.	
<b>Results ( <input type="checkbox"/> Met   <input type="checkbox"/> Partially Met   <input type="checkbox"/> Not Met )</b> Collect assessment data. Indicate whether the result met your measurable benchmark. Provide a summary of the assessment results.	
<b>Analysis</b> Analyze how the results reflect the achievement of the objective. Identify strengths, weaknesses, gaps, and areas for improvement.	
<b>Improvement Plan</b> Outline specific strategies or changes based on the results.	

## Appendix C: Assessment Map Template

<b>Program</b>	Enter the name of the program.
<b>Department</b>	Enter the name of the department.
<b>Contact Person</b>	Enter the name of the person recording the PLO/SLO's.
<b>Last Updated</b>	Enter the current date this form is being modified.
<b>Purpose Statement</b>	<p>Enter the purpose statement of the program.</p> <p>A statement of purpose includes:</p> <ol style="list-style-type: none"> <li>1) Name of the program,</li> <li>2) primary purpose of the program,</li> <li>3) what is done to accomplish this purpose, and</li> <li>4) for whom it is done.</li> </ol> <p><i>EXAMPLE: The Culinary Arts and Hospitality Management Program at LIT equips students with the skills and knowledge needed to excel in the dynamic culinary and hospitality industries. Through hands-on culinary labs, internships at top-tier restaurants and hotels, and workshops covering food safety, nutrition, and management, we prepare our students for successful careers as chefs, restaurant managers, and hospitality professionals. The program is dedicated to students, alumni, industry partners, and the broader XYZ community, supporting a commitment to service excellence and driving innovation in the hospitality field.</i></p>
<b>Majors/Awards</b>	<p>Enter the <i>name and major code</i> of the majors/awards in the program.</p> <ol style="list-style-type: none"> <li>1. AA            <i>Teaching (AA_AAT1)</i></li> <li>2. AS            <i>Health Sciences (AS_ASHS)</i></li> <li>3. AAS          <i>Health Information Technology (AAS_HIT)</i></li> <li>4. CERT1       <i>Child Development Associate (CERT_CDAC)</i></li> <li>5. CERT2       <i>Paramedic Certificate (CERT_EMSP)</i></li> </ol>

<p><b>Program Learning Outcome (PLO)</b> Define the cumulative skills, knowledge, or competencies students are expected to achieve upon program completion.</p>
<p><b>Student Learning Outcome (SLO)</b> Clearly state the specific skills, knowledge, or values that students are expected to achieve in this course.</p>
<p><b>SLO Course</b> Identify the course (BUSI 1301) used to evaluate this SLO.</p>
<p><b>SLO Assessment</b> Establish a measurable benchmark for success (e.g., 85% of students achieve proficiency) for each performance measure. Identify the tools or assessment methods (e.g., rubric, project, exam) used to evaluate this SLO.</p>

## Appendix D: Annual Learning Outcome Assessment Template

<b>Effective for Academic Year(s)</b>	20**-20**
<b>Last Updated</b>	Enter the current date this form is being modified.

<b>Program</b>	Enter the name of the program.	<b>Majors/Awards</b>	Enter the <i>name and major code</i> of the majors/awards in the program. 1. AA <i>Teaching (AA_AAT1)</i> 2. AS <i>Health Sciences (AS_ASHS)</i> 3. AAS <i>Health Information Technology (AAS_HIT)</i> 4. CERT1 <i>Child Development Associate (CERT_CDAC)</i> 5. CERT2 <i>Paramedic Certificate (CERT_EMSP)</i>
<b>Department</b>	Enter the name of the department.		
<b>Contact Person</b>	Enter the name of the person recording the assessment.		

<b>Program Purpose Statement</b>
<p>Enter the purpose statement (formerly known as <i>unit mission</i>) of the program.</p> <p>A statement of purpose includes:</p> <ol style="list-style-type: none"> <li>1) Name of the program,</li> <li>2) primary purpose of the program,</li> <li>3) what is done to accomplish this purpose, and</li> <li>4) for whom it is done.</li> </ol> <p><i>EXAMPLE: The Culinary Arts and Hospitality Management Program at LIT equips students with the skills and knowledge needed to excel in the dynamic culinary and hospitality industries. Through hands-on culinary labs, internships at top-tier restaurants and hotels, and workshops covering food safety, nutrition, and management, we prepare our students for successful careers as chefs, restaurant managers, and hospitality professionals. The program is dedicated to students, alumni, industry partners, and the broader XYZ community, supporting a commitment to service excellence and driving innovation in the hospitality field.</i></p>

### Program Learning Outcome (PLO)

Define the cumulative skills, knowledge, or competencies students are expected to achieve upon program completion.

#### PLO Description

Provide a brief explanation of the purpose and context of the PLO, ensuring alignment with institutional or external frameworks (e.g., CTE standards, workforce demands).

#### PLO Assessment Criteria

Establish a measurable benchmark for success (e.g., 85% of students achieving 'proficient' or higher) for each performance measure.

Identify the tools or metrics used to assess program-level outcomes, which may include aggregated SLO data (e.g., rubric results from key courses), direct program-level measures (e.g., capstones, licensure exams), and other relevant data sources.

#### PLO Results

Present a summary of results from the SLOs aligned with this PLO.

#### PLO Analysis

Explain how SLO data reflects overall program effectiveness by evaluating alignment with PLOs, identifying strengths where targets are met or exceeded, and pinpointing gaps where performance falls short, using trends and patterns to guide improvements.

#### PLO Improvement

Describe program-level changes based on aggregated SLO data to improve learning outcomes.

### Student Learning Outcome (SLO)

Clearly state the specific skills, knowledge, or values that students are expected to achieve in this course.

#### SLO Description

Provide a concise description of the outcome's significance, highlighting its contribution to program level goals and its alignment with institutional priorities or external frameworks (e.g., CTE standards, accreditation).

#### SLO Assessment Criteria

Identify the course (BUSI 1301) used to evaluate this SLO.

Establish a measurable benchmark for success (e.g., 85% of students achieve proficiency) for each performance measure. Identify the tools or assessment methods (e.g., rubric, project, exam) used to evaluate this SLO.

#### SLO Results ( Met Partially Met Not Met)

Provide a summary of the assessment outcomes (e.g., percentage of students meeting the target).

#### SLO Analysis

Analyze how the results reflect course-level effectiveness by offering specific examples of strengths (e.g., 'Students demonstrated high proficiency in applying theoretical concepts to practical scenarios') and weaknesses (e.g., 'Students struggled with identifying root causes in case studies'). Use these findings to guide targeted instructional improvements and course revisions.

#### SLO Improvement Plan

Outline specific changes to improve instruction, assessments, or course materials based on the results.