Holmes Community College

Planning Process Manual

Planning, Budgeting, and Evaluation

Comprehensive Guide

Revised Spring 2021

Table of Contents

Holmes Community College

Planning, Budgeting, and Evaluation Processes

"Strategic planning is organized common sense." John Bryson

Introduction

In today's increasingly complex and competitive environment, colleges cannot rely on traditional management approaches. Success, perhaps even survival, depends upon an institution's ability to develop organized, proactive management techniques that focus on long-term goals as well as short-term action plans. The primary focus of strategic planning Holmes Community College (HCC) is to achieve success in accomplishing the mission of the institution while linking the institution's future to anticipated changes in the environment in such a way as to provide for effective management of resources (fiscal, facility and personnel). Strategic planning focuses on decision making to achieve a higher degree of consensus, facilitate conservation of resources, and promote continuous improvement throughout the College.

Strategic planning allows an institution to chart the course of its future while providing consistently high quality programs and services to its constituencies, demonstrating a wise use of resources. To be effective, a strategic planning process must be comprehensive, broad-based, and integrated. The planning, budgeting, and evaluation process described in this manual includes all departments, divisions, and disciplines of the College, provides for all constituencies to have input into the process, and seeks to unify the programs and services of the College while simultaneously recognizing the unique local needs of the various units.

The information contained in this manual reflects the revised standards of The Principles of Accreditation: Foundations for Quality Enhancement (2018, pp. 56-75) of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as follows:

Section 7: Institutional Planning and Effectiveness

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.
                                                                        (Institutional planning) [CR]

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
                                                                        (Administrative effectiveness)

Section 8: Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

(Student achievement) [CR]

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

a. Student learning outcomes for each of its educational programs.

(Student outcomes: educational programs)

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

(Student outcomes: general education)

c. Academic and student services that support student success.

(Student outcomes: academic and student services)

The Planning Process Manual includes procedural modifications and descriptions of reporting procedures for HCC. Every attempt has been made to reduce paperwork for department/division planning. A college-wide planning process can neither be static nor perfect. However, college-wide planning is a dynamic process that enables HCC to not only meet SACSCOC accreditation requirements but also enhance programs and services to meet the needs of our constituencies.

Organization for Holmes Community College Planning

Planning, Budgeting, and Evaluation Process Groups with Brief Description of Roles and Responsibilities

I. Board of Trustees

    A. Approves institutional mission statement

    B. Approves planning process

    C. Approves institutional strategic initiatives and budget

    D. Receives annual institutional effectiveness report

II. President

    A. Provides leadership for planning

    B. Monitors overall planning process

    C. Presents institutional strategic plan and budget to Board of Trustees

    D. Presents annual report to Board of Trustees

III. Executive Council (EC)

    A. Evaluates college-wide institutional effectiveness

    B. Approves strategic plan for presentation to Board of Trustees

    C. Oversees implementation of strategic plan and budget

IV. District Planning Council (DPC)

    A. Reviews and approves institutional mission statements; recommends changes to EC

    B. Reviews and approves institutional strategic initiatives; recommends changes to EC

    C. Reviews and approves annual department/division long-range strategic initiatives, expected results, and assessment measures to guide development of department/division objectives, activities, and budgets

    D. Reviews department/division budget priorities and allocates discretionary funds

    E. Monitors and evaluates overall planning process

V. Departments/Divisions and Programs

    A. Develops/Reviews mission statements or statements of purpose

    B. Develops annual strategic plan to support institutional strategic initiatives and accomplish department/division objectives and program outcomes

    C. Establishes student learning and program outcomes and their assessment measures

    D. Develops budget proposals to support annual plans

    E. Implements approved and funded plans

    F. Collects and submits assessment results

    G. Devises strategies to address strengths and weaknesses

VI. Office of Institutional Research and Effectiveness (IRE)

    A. Maintains records of all department/division and institutional planning documents

    B. Coordinates/schedules planning activities of the DPC and departments/divisions

    C. Assists the DPC and departments/divisions in developing mission statements, objectives, and annual plans

    D. Advises the DPC and departments/divisions regarding assessment activities and provides support for all assessment activities

    E. Assists all groups in compiling, analyzing, and presenting data

    F. Prepares and submits College surveys used by the departments/divisions for

    G. Prepares summary reports for Board of Trustees to review and approve

Executive Council Membership

The Executive Council is chaired by the Executive Vice President and is composed of the following: Vice-President of the Ridgeland Campus, Vice-President of the Grenada Center, Vice-President for Academic Programs, Vice-President for Career Technical Education, Vice-President for Institutional Research and Student Affairs, Vice President of the Goodman Campus, Vice President of eLearning, and the Vice President of Workforce Development.

The purpose of the Executive Council is to provide the information, counsel, and advice necessary to aid the president in making sound decisions regarding policy, regulations, and actions. The Executive Council also serves on the District Planning Council and reviews, prioritizes, and approves recommendations from the institutional planning groups. A secondary purpose of the council is to systematically disseminate communication from the President and the council to the personnel under each member's supervision.

The Executive Council meets as needed on a called basis. The President schedules all meetings, invites additional staff that may vote, and sets the agenda. Minutes are kept of all meetings (P&P 6.1.4).

District Planning Council Membership

The District Planning Council (DPC) is a college-wide council representing all segments of the College, the three primary locations, and all off-sites. The DPC holds the primary responsibility for the implementation of the overall strategic planning process and its many activities. The Executive Vice President, who oversees the College's financial services, chairs the DPC which is comprised of the College's Vice-Presidents, select district directors, select academic faculty, and select career technical faculty. Members of the HCC Executive Council and other additional resource members may be assigned to the DPC (see HCC Policy and Procedures Guide (P&P Sections 3.1, 3.2, 4.5.9, 6.1.4, and 6.3.1).

Overview of the Planning, Budgeting, and Evaluation Processes

The planning, budgeting, and evaluation processes at HCC are based on an overlapping twelve-month planning cycle that link with the academic and fiscal year activities. A review of assessment results and the establishment of annual objectives occur prior to the end of the planning cycle but in time to have budget requests channeled through the budget process for the upcoming year.

The timeline results in the planning process being two-pronged: 1) ongoing institutional strategic initiatives that support the institution's mission statement through long-range activities that are reviewed and revised by the DPC and 2) annual department/division strategic plans are short-term activities developed to support the institutional strategic initiatives. Annual department/division strategic plans represent the link to the budgeting process. Activities are defined in the annual report to support the institution's mission related directly to discretionary funding for these projects.

Program planning assesses the success of HCC graduates in achieving specified student learning outcomes and demonstrating the knowledge, skill, attitudes, and abilities of associate degrees and certificate programs. As a cross-disciplinary process, program planning follows the same timelines as annual department/division planning but may carry over to a second (or third, if needed) year in order to attain expected results. Program planning is directly linked to the overall strategic planning cycle through annual department/division plans.

The description that follows delineates the five levels involved in the HCC planning, budgeting, and evaluation processes. Additional information provided includes a calendar providing timelines for key planning activities plus a flow chart illustrating the HCC planning model.

Level I: Establishing Strategic Initiatives and Objectives

Departments

In the spring, the departments/divisions review their assessment data and complete the department/division's Strengths, Weakness, Opportunities, and Threats (SWOT) Environmental Scan Analysis. Departments/Divisions determine the extent to which they have met the objectives from the previous year and identify appropriate remedial strategies to be included in the strategic plan for the coming year. Departments may elect to write additional objectives to meet other identified needs or weaknesses that will support the institutional Strategic Initiatives.

District Planning Council

In the spring, the DPC reviews the institution's department/division Strategic Initiatives and Strategic Planning Goals along with their Expected Results and Assessment Measures to revise as needed. The approved strategic plans are forwarded to the Board of Trustees for approval.

Level II: Developing the Plans and Budgets

Departments

Departments/divisions proceed with the development of the annual strategic plan for achieving the developed objectives. Annual plans specify activities, timelines, assessment measures, and budget resources required for the implementation of the activities. Completed department/division plans and budget requests are finalized in May for approval by the DPC.

Departments/Divisions prepare a ranked list of objectives defined in the annual department/division plans to ensure that the strategic initiative is noted on each form along with the date of approval by the department. Departments/divisions review the budget requests for accuracy and completeness. Prioritized annual plans are then transmitted to the appropriate campus administrator.

District Planning Council

The District Planning Council will review/approve prioritized annual Strategic Planning Goals from each department/division and assign council-level priorities to these plans. The DPC will allocate discretionary funds to support the prioritized objectives.

Executive Council

The Executive Council is responsible for reviewing the overall department/division strategic plans and budgets. The finalized plans and budgets are transmitted to the President and then to the Board of Trustees for consideration and approval.

Level III: Implementing the Plans and Budgets

After the Board of Trustees has approved the annual plans and budgets, the Office of IRE will prepare a report showing distribution of discretionary funds. Campus administrators will review this report with the appropriate the dean, directors, coordinators, and division chairs. Departments/Division chairs, in turn, will review the budgets with faculty and/or staff of the department/division.

Level IV: Assessing the Objectives and Outcomes

Activities to accomplish department/division objectives are initiated and assessments are conducted with the implementation of the plan on July 1. Effective assessment activities are continuous, rather than sporadic, and may overlap from one planning cycle to another. There is no single reporting period for the collection of assessment results. This ongoing assessment process requires interim assessment reports to be prepared as a guide for the DPC as they review/revise strategic initiatives and as the individual departments monitor their progress. Final institutional effectiveness (IE) reports will be prepared each May, chronicling the extent to which department/division objectives were met during the

closing fiscal year. Final IE reports will be submitted to the Office of IRE for inclusion of the institutional IE report presented to the Board of Trustees.

The central theme of institutional effectiveness planning is continuous improvement of college programs and services. It is, therefore, important that assessment collection and analysis be conducted carefully. Additionally, it is most important that assessment reports, particularly interim reports, be accurate and honest evaluations of the extent to which objectives were achieved. If the level of achievement is less than that defined in the objective, the report should attempt to identify the causes for this deficiency and suggest a reasonable remedial strategy to be implemented.

Departments

Institutional effectiveness status reports should be prepared using the appropriate format and indicating its status on the report. Copies should be transmitted from the department/division chair to the Office of IRE who will then share the information with the appropriate administrator. At the end of the spring semester, final institutional effectiveness reports should be prepared utilizing the appropriate format and indicating final status on the report. Copies should be forwarded to the Office of IRE, who will then share the information with the appropriate administrators.

Campus Administrators

Campus administrators will compile status reports from their respective departments/divisions into a brief, two- or three-page summary. Status summaries are presented to the DPC for consideration at its spring meeting in revising strategic initiatives. Campus administrators should then forward copies of the summary report to the Office of IRE for archival purposes.

District Planning Council

The District Planning Council considers institutional effectiveness status reports at its meeting and will review strategic initiatives accordingly.

Office of Institutional Research and Effectiveness

The Office of IRE serves as central support for all assessment activities. Several regular and ad hoc reports are prepared and disseminated by this office to assist in the decision-making process. Many of the routine reports are structured in a way that will provide data regarding key indicators of institutional effectiveness such as enrollment, transfer performance, placement, and the like. The IRE Office also archives planning documents and serves as the clearinghouse for questions regarding procedure.

Level V: Program Planning and Evaluation

Program planning and evaluation exists as a separate, but linked, process with the strategic planning cycle that establishes the structure for the assessment of the graduate. Cross-disciplinary committees for the Associate of Arts Degree, the Associate Applied Science Degree, and Career-Technical Certificate Programs establish sets of specific student learning outcomes, or competencies, which are expected of successful graduates of the respective programs. Measures to assess student success in attaining these learning outcomes are identified and implemented. Subsequently, assessment results are analyzed and remedial strategies are devised and implemented to address weaknesses or challenges.

Planning activities for program evaluation are conducted under the same time frame as the activities involved in implementation of department/division plans. However, due to the nature of assessments and the length of time necessary to realize change once a remedial strategy is implemented, program planning and evaluation activities may encompass two or more years. Program objectives that require fiscal resources for implementation must be channeled to the appropriate department/division in time to be included in the department/division's annual plan and budget request.

Each department/division prepares initial and final IE reports simultaneously are being prepared by the. Program effectiveness reports are submitted to the appropriate vice-presidents for review and to the Office of IRE for inclusion in the Institutional Effectiveness Report that is presented to the Board of Trustees.

Performance Evaluation Processes

Evaluation of Institutional Services

Students and faculty are given the opportunity to address strengths and weaknesses of the institution through an annual Student Satisfaction Survey and Campus Climate, respectively, via SurveyMonkey that ensures anonymity. Results are shared with the appropriate personnel and administrators to aid in developing strategic and institutional effectiveness plans and assessments.

Evaluation of Faculty (Holmes P & P 4.5.11)

The primary purpose of faculty evaluation is the improvement of instruction. The college follows a two-year cycle of faculty evaluation which includes the Student Evaluation Survey, division chair review, professional growth plans, and administrative oversight.

Evaluation of faculty by students is emphasized because they routinely experience all facets of an instructor's contribution to the learning process. Division chair review and administrative oversight

complete the evaluation process. The major purpose of evaluation is to provide feedback for the improvement of instruction and professional growth.

The following guidelines are to be observed regarding student evaluations of instructors:

1. A person other than the instructor for a particular course is to administer the student evaluations.
2. Survey proctors are to be trained in a consistent and standardized methodology of administration.
3. Confidentiality of student responses is to be insured.
4. The instructor is to be given a composite of the results after the end of the grading period.
5. The division chair and/or an administrator are to provide a post-evaluation conference with the instructor to provide any assistance/service needed for improvement of instruction or professional growth.
6. A standard survey form for student evaluations will be used district-wide.

Evaluation of Administration and Staff (Holmes P & P 6.1.5.2.7)

Administrators are evaluated on an annual basis by a select group of their peers, direct reports and their supervisor. Professional, support, maintenance, and security employees' performances will be evaluated by their immediate supervisor on an annual basis. Performance evaluations will cover a time period of July 1 through June 30 and will be administered by June 30th of each year. In the event an employee's performance falls to an unacceptable level at any time during the year, performance will be addressed through a performance improvement plan. Progress will be monitored as specified in the plan.

Evaluation of President (Holmes P & P 6.1.2 Approved Polices of the Board: 11)

Board members are responsible for regularly evaluating the performance of the President, identifying his/her strengths and weaknesses, and making suggestions for improvement.

Evaluation of Board of Trustees (Holmes P & P 6.1.2 Approved Polices of the Board: 12)

The governing board defines and regularly evaluates its responsibilities and expectations.

Planning Assessment Model

Glossary

Assessment Measures - planned activities to determine the achievement of the expected results

Effectiveness Report - a documentation of the assessment measures and results implemented during the previous year and containing recommendations for remedial strategies to address identified weaknesses

Expected Results - a statement or measure used to determine attainment of the initiative or objective

Institutional Effectiveness - an ongoing, comprehensive and institutionally integrated system, composed on several levels of complementary processes of planning and assessment, designed to enhance and improve the institution as well as to demonstrate how effective the institution has been in achieving its stated mission

Mission Statement - provides the core values and process of an institution; answers the question "Why do we exist?" and forms the basis for the Strategic Plan

Objectives - specific means for departments to assist the college in achieving its Strategic Initiatives; they are achievable and measurable

Program Evaluation - an assessment of the knowledge, skills, attitudes, and abilities that the graduates of a program should possess

Student Learning Outcomes - particular levels of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his/her engagement in a particular set of collegiate experiences

Strategic Initiatives - statements or goals relating to opportunities that are achievable and desirable and that assist the college in accomplishing its stated mission

SWOT Analysis - a survey of the external and internal forces operating on an institution that identifies the strengths, weaknesses, opportunities, and threats that influence the mission and goals of the institution

Appendices

Holmes Community College Vision Statement

Holmes Community College will be a leader in education by serving as a comprehensive, community-oriented institution delivering flexible, responsive programs of the highest quality.

Holmes Community College Mission Statement

Holmes Community College, a comprehensive public institution located in Central Mississippi, provides innovative educational and cultural opportunities to its constituents through campus-based and distance education programs. The college seeks to prepare its students for university transfer, productive employment and lifelong learning by offering an Associate in Arts degree, Associate in Applied Science degree, technical certificates and career certificates as well as workforce training. Holmes, whose primary commitment is to excellence in all areas, offers affordable, equal access to higher education in an attractive, secure, multi-campus environment. Revised February 2012

Holmes Community College Strategic Initiatives

I.   Maintain an environment for continuous accessibility and improvement of the quality of education.
II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes.
III. Improve college personnel/student interactions to achieve a higher rate of student success.
IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services.
V.   Improve the college's image by enhancing public relations through communication.
VI. Expand and improve educational partnerships with business/industry and appropriate agencies.

Organization of Planning Groups

Academic Pathways
  Arts/Humanities/Language Pathway
    Art/Music Pathway
      Art
      Entertainment Industry Studies
      Music
    Humanities Pathway
      History
      Philosophy or Religious Studies
    Language Pathway
      Communications/Journalism/Mass
      Communications
      English
      Liberal Arts
      Spanish

Business Pathway
Accounting
Business Administration
Economics
Finance
Management
Marketing
Education Pathway
Child Development/Child Care &
Family Education
Elementary/Special Education
Secondary Education Pathway
Biology/Science
Chemistry/Physical Science
English
Mathematics
Music – Instrument
Music – Piano
Music – Voice
Physical Education/Kinesiology
Physics
Social Studies
General College Pathway
General College Studies
Health Sciences Pathway
Biological Science
Pre-Allied Health
Dentistry Pathway
Pre-Dental
Pre-Dental Hygiene
Health-Related Pathway
Health Informatics & Information
Management
Health Sciences
Pre-Medical Laboratory Science
Pre-Occupational Therapy
Pre-Physical Therapy
Pre-Radiologic Sciences
Medicine Pathway
Pre-Medical
Pre-Nursing
Pharmacy Pathway
Pre-Pharmacy
Veterinary Pathway
Pre-Veterinary
Pre-Veterinary Medical Technology
Kinesiology Pathway
Athletic Training
Exercise Science/Kinesiology
Recreation
Sport Management

Public Safety/Social & Behavioral Science Pathway
    Public Safety Pathway
        Criminal Justice
        Forensic Science
        Pre-Law/Legal Studies
    Social & Behavioral Science Pathway
        Psychology
        Social Work/Sociology
STEM: Science, Technology, Engineering, and Mathematics Pathway
    Engineering Pathway
        Chemical/Biological/Petroleum
        Civil/Mechanical/Aerospace
        Electrical/Computer/Software
    Science, Technology, and Mathematics Pathway
        Agricultural Sciences
        Aviation Management
        Chemistry
        Computer Science
        Forestry
        Mathematics
        Wildlife, Fisheries, & Aquaculture

Career Technical Pathways
    Health Science Programs Pathway
        Associate Degree Nursing Program
        Emergency Medical Sciences/Basic Program
        Emergency Medical Sciences/Critical Care Program
        Emergency Medical Sciences/Advanced EMT and Paramedic Program
        Health Care Assistant Program
        Massage Therapy Program
        Occupational Therapy Assistant Technology Program
        Physical Therapist Assistant Program
        Practical Nursing Program
        Surgical Technology Program
    Industrial Studies Pathway
        Automotive Technology
        Collision Repair Technology
        Engineering Technology
           Architectural Engineering Technology
           Construction Technology
           Drafting & Design Technology
           Industrial Engineering Management Technology
           Industrial Technology
           Interior Design Technology
        Heating/Vent/AC/Refrigeration Technology
        Industrial Mechanics and Maintenance Technology:
           Industrial Maintenance Mechanics
           Industrial Maintenance Technology
        Precision Machining Technology
        Welding & Cutting Technology
    Professional Studies Pathway
        Business Technology
           Accounting Technology
           Administrative Office Technology
           Billing & Coding Technology

        Business Management Technology
        Medical Office Technology
    Conservation Law Enforcement Technology
    Cosmetology
    Criminal Justice Administration Technology
    Culinary Arts Technology
    Forest Technology
    Information Systems Technology:
        Computer Engineering Technology
        Computer Networking Technology
        Software Engineering Technology
    Paralegal Technology

Adult and Continuing Education
    Workforce Development
    ABE/GED

Administrative Processes
    Academic Programs
    Alumni Office
    Business Office
    Career-Technical Programs
    Communications
    Human Resources
    Institutional Research and Effectiveness
    Maintenance
    Marketing & Recruiting
    Purchasing
    Student Support Services
    Workforce Development

Educational Support Services
    Information Technology
    Library

Student Development Services
    Admissions
    Athletics
    Career Center
    Counseling – Academic
    Counseling – Career-Technical
    Financial Aid
    Housing
    Public Safety
    Trek Center

Instructions for Planning and Evaluation Forms

Institutional effectiveness forms are to be completed by each department/division, including career-technical certificate programs, during Levels I, II, and III of the planning process. A separate form for the institutional effectiveness report is required (Level IV). Departments/division chairs should

monitor the development of the annual plan and the selection of appropriate objectives to support the institutional strategic initiatives.

Department/Division plans should identify the strategic initiative(s) being addressed by number. Objectives should be written in concrete terms and should specify a desired level of completion or performance. Activities should delineate all steps involved in the accomplishment of the objective with timelines identified for each activity. Assessment measures that will provide accurate information regarding the accomplishment of the goal should be stated. Special attention must be given to any resource requirements necessary for the objectives. Whether personnel, facility, or fiscal, the requirements must be identified and documented as accurately as possible. Detailed itemization of financial resources is not required. However, justification of the need for fiscal resources should accompany the annual plan.

Department/Division chairs will forward finalized annual plans to their respective campus administrator. Campus administrators will review the plans and budget requests and attach a priority ranking to them. Administrators must advise the departments, dean, directors, coordinators, and division chairs as to the status of their annual plan. All department/division plans are to be submitted to the Office of IRE.

Institutional effectiveness report forms are to be used for status, or interim, departmental and program reports as well as final IE reports. The appropriate designation should be noted on the form. Reports should include all information requested on the form. These reports should be concise and describe in concrete terms the extent to which the student learning outcome has been achieved. Recommendations should be realistic, corrective strategies designed to address identified weaknesses or challenges. All Institutional Effectiveness reports are to be transmitted to the Office of IRE.

Holmes Community College

SWOT Analysis Environmental Scan Information

Department/Division:	Annual Cycle: 20 - 20

Please indicate all data and information your department views being internal and external forces (noted per section) that impact your particular department. The recommendations accumulated as a result of this environmental scan will provide a basis for your department's planning and evaluation activities throughout the upcoming year.

*S*trengths (Internal)

*W*eaknesses (Internal)

*O*pportunities (External)

*T*hreats (External)

Please send this form electronically to IRE@holmescc.edu.
Contact Stephanie Diffey (scdiffey@holmescc.edu or 662.472.9101) for more information.

Holmes Community College
Strategic Planning Goal

Annual Cycle: 20 ___ - 20 ___	Goal #	☐ Initial Report ☐ Status Report ☐ Final Report
Department/Division:		
Program/Person(s) Responsible:		
Related Strategic Initiative: *Check all that apply.*	☐ I. Maintain an environment for continuous accessibility and improvement of the quality of education. ☐ II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes. ☐ III. Improve college personnel/student interactions to achieve a higher rate of student success. ☐ IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services. ☐ V. Improve the college's image by enhancing public relations through communication. ☐ VI. Expand and improve educational partnerships with business/industry and appropriate agencies.	
Department/Division Objective:		
Expected Results:		
Activities:		
Resource Requirements:		
Date of Completion:		
Assessment Measures:		
Results:		
Use of Results:		
Documentation:		
Location of Documentation:		

Please send this form electronically to IRE@holmescc.edu.

Contact Stephanie Diffey (scdiffey@holmescc.edu or 662.472.9101) for more information.

Holmes Community College
Institutional Effectiveness Worksheet – Academics

Department/Division:			Date:	
Responsible Individual(s):			**Annual Cycle:**	**20 - 20**
Strategic Initiative: (Check all that apply)	☐ I. Maintain an environment for continuous accessibility and improvement of the quality of education. ☐ II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes. ☐ III. Improve college personnel/student interactions to achieve a higher rate of student success. ☐ IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services. ☐ V. Improve the college's image by enhancing public relations through communication. ☐ VI. Expand and improve educational partnerships with business/industry and appropriate agencies.			
General Education Core Outcome:				
Department/Division Mission Statement:				

Student Learning Outcomes	Assessment and Criteria	Assessment Results	Use of Results and Plan of Action for Improvement
Course:			
Course:			

Please send this form electronically to IRE@holmescc.edu.

Contact Stephanie Diffey (scdiffey@holmescc.edu or 662.472.9101) for more information.

Holmes Community College
Institutional Effectiveness Worksheet – Career Technical

Department/Division:		Date:	
Responsible Individual(s):		**Annual Cycle:**	20 - 20
Strategic Initiative: (Check all that apply)	☐ I. Maintain an environment for continuous accessibility and improvement of the quality of education. ☐ II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes. ☐ III. Improve college personnel/student interactions to achieve a higher rate of student success. ☐ IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services. ☐ V. Improve the college's image by enhancing public relations through communication. ☐ VI. Expand and improve educational partnerships with business/industry and appropriate agencies.		
Department/Division Mission Statement:			

Student Learning Outcomes	Assessment and Criteria	Assessment Results	Use of Results and Plan of Action for Improvement
Course:			
Program Outcomes	**Assessment and Criteria**	**Assessment Results**	**Use of Results and Plan of Action for Improvement**

Please send this form electronically to IRE@holmescc.edu.
Contact Stephanie Diffey (scdiffey@holmescc.edu or 662.472.9101) for more information.

Holmes Community College
Institutional Effectiveness Worksheet – Administration and Support Services

Department/Division:		Date:	
Responsible Individual(s):		Annual Cycle:	20 - 20
Strategic Initiative: (Check all that apply)	☐ I. Maintain an environment for continuous accessibility and improvement of the quality of education. ☐ II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes. ☐ III. Improve college personnel/student interactions to achieve a higher rate of student success. ☐ IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services. ☐ V. Improve the college's image by enhancing public relations through communication. ☐ VI. Expand and improve educational partnerships with business/industry and appropriate agencies.		
Department/Division Mission Statement:			

Program Outcomes	Assessment and Criteria	Assessment Results	Use of Results and Plan of Action for Improvement

Please send this form electronically to IRE@holmescc.edu.

Contact Stephanie Diffey (scdiffey@holmescc.edu or 662.472.9101) for more information.