

Institutional Effectiveness Committee

- Improvement Plan Data 2025-2026
- IE Committee Targets 2026-2027



Improvement Plan Data (2025-2026)

ACADEMIC PROGRAM CLOSEOUT REPORT (BY LEVEL) - ACTIONS / TYPE / FOCUS		
ACTION TYPE COUNT	ALL	
	N	%
Revise Curriculum	14	8.80%
Revise Instruction	31	19.40%
Restructure Outcome Statement	33	20.60%
Revise Measurement or Assessment	39	24.40%
Gather Additional Data	11	6.90%
Revise Target	15	9.40%
Adopt or Expand Technologies	4	2.50%
Professional Development	5	3.10%
Collaboration with Another Department, Unit or Program	3	1.90%
Other	5	3.10%
TOTAL	160	100%
IMPROVEMENT TYPE	ALL	
	N	%
Curricular	58	36.30%
Process	102	63.80%
TOTAL	160	100%
IMPROVEMENT FOCUS	ALL	
	N	%
Quality	97	60.60%
Compliance	63	39.40%
TOTAL	160	100%

MACRO LEVEL Targets (ALL PROGRAMS AND CERTIFICATES) 2026-2027			
26-27 Action Targets	Baseline	Suggested Target	Rationale
Revise Measurement or Assessment	24.40%	≤ 18%	Reduce the high frequency of assessment-related revisions by improving measures and rubrics earlier in the cycle.
Restructure Outcome Statements	20.60%	≤ 15%	Strengthen outcome development during planning so outcomes require fewer revisions during assessment.
Revise Instruction	19.40%	≥ 25%	Increase the proportion of actions focused on using assessment findings to improve teaching and learning.
Revise Curriculum	8.80%	≥ 12%	Encourage programs to translate findings into meaningful curricular improvements.
Gather Additional Data	6.90%	≤ 5%	Improve data collection and planning so evidence is available when decisions are made.
Technology/Professional Development	5.6% combined	≥ 8% combined	Expand strategic use of technology and professional development where findings demonstrate a need.
26-27 Improvement Focus Targets			
Quality-Focused Improvements	60.60%	≥ 70%	Shift improvement activity toward continuous quality enhancement rather than compliance.
Compliance-Focused Improvements	39.40%	≤ 30%	Reduce actions primarily driven by compliance requirements.
26-27 Improvement Type Targets			
Process Improvements	63.80%	≤ 55%	Maintain process improvement while increasing attention to direct curricular and instructional impact.
Curricular Improvements	36.3	≥ 45%	Encourage programs to translate findings into meaningful curricular improvements.