7.11.4 Participate in Quality Enhancement process leading to continuous improvement and future Action Planning. 2008-2013 (Ongoing)

7.2.4 Make changes and incorporate Best Practices to improve Institutional Effectiveness and Assessment process. 2008-2013 (Ongoing)

7.5.1 Compile and publish FTCC's Strategic Plan to include the End-of-Year Report for limited distribution to institutional key administrators and faculty. 2008-2013 (Ongoing)

7.8.1 Design and implement an annual planning package to guide new faculty and staff through the planning process. 2008-2013 (Ongoing)

Related Measures:

M 1: Planning Assumptions linked to Strategic Plan

What: Academic and Support Services Assessment Plans, created in the Spring 2008 semester, will be reviewed during the Summere 2008 and Fall 2008 semesters, identifyig possible institution-wide planning assumption recommendations for the 2010-2015 Strategic Plan.

Why: Base year assessment plans are already being created by campus-wide planning units during the Spring 2008 semester for both academic and support service areas. Use of this data will ensure the update of the Strategic Plan incorporates recommendations for improvement identified during the work of various assessment committee members across the institution. Incorporation of planning assumptions based on the ongoing campus-wide assessment activities will have a positive affect for short and long range planning at the College.

How : In the past planning assumptions were not based on input from campus assessment activities and did not come from collective efforts of the entire faculty and staff. Improvements wiill be measured by reporting the number of new planning assumptions that were generated as a result of internal and external assessment activities compared to zero input from previous years.

When: In January 2009 new planning assumption will be compared to January 2008 planning assumptions; comparisons will occur prior to the new planning assumptions for 2009 being presented to Board of Trustees for their approval and insertion into the Planning Guide and Strategic Plan updates.

Who: Director of Institutional Effectiveness and Assessment, Executive Council, Planning Council and Deans/Division or Department Chairs with each ensuring strategic planning assumptions include information obtained during internal and external assessment activities.

Source of Evidence: Existing data

Document:

[Five Academic-Instructional and Five Service Support Assessment Based Planning Assumptions](#)

Achievement Target:

A minimum of 5 Academic-Instructional and 5 Service Support Assessment-Based Planning Assumptions will incorporated into the 2010-2015 Strategic and will be identified as "Assessment Created Assumptions" within the Strategic Plan update. Each year, we will strive for a 20% increase in the number of Assessment Activities-Based Planning Assumptions over the previous year's total.   Rationale: Planning Assumption formulation, based on planning unit (PU) assessments ensures PU objectives and resource needs are identified for inclusion in the Strategic Plan. Once identified and incorporated into the Strategic Plan, PU objectives and resource needs will be considered during the budget allocation process.   End-of-Year reporting activities will identify those PU objectives and resource needs that were met, partially met, or not met. This will allow for continued monitoring

and budgetary consideration until the activity is successfully implemented in a subsequent Strategic Planning Cycle.

Document:

[Five Academic-Instructional and Five Service Support Assessment Based Planning Assumptions](#)

Findings (2008-2009) - Achievement Target: Met

The college met this standard by having numerous new planning assumptions created and added to 2009 Planning Assumptions, listed in the Planning Guide and Strategic Plan, that were "assessment supported". A listing of 5 academic and 5 service support planning assumptions are included in the document repository to support the meeting of this achievement target.

Document:

[Five Academic-Instructional and Five Service Support Assessment Based Planning Assumptions](#)

Related Action Plans:

Academic and Support Services Planning Assumptions

FTCC will continue the process put in place during the base year of 2008-2009 of using Assessment Plans upon which to base future planning assumptions (for 2009-2010) providing additional direction and vision assumptions for the college. The success of the base year demonstrates this process can be expanded and include even more assessment based planning assumptions in the upcoming year. The faculty and staff involved in assessment planning have learned the basic parameters for this measure during the base year, met the base year standard, and can now expand upon those lessons and report even more assessment based assumptions in upcoming years.

For more information, see the *Action Plan Details* section of this report.

O 2: Compile survey results to enhance future planning

Planning units will receive key significant survey results in time to allow the tabulated survey data to be used as an assessment tool to enhance their future action planning for ongoing quality improvements.

Associations:

Institutional Priorities:

7 INSTITUTIONAL EFFECTIVENESS-To effect continuous improvement through a comprehensive system of…

Strategic Plans:

Institutional Effectiveness & Assessment

7.10.4 Assist various programs in their accreditation and reaccreditation efforts. 2008-2013 (Ongoing)

7.11.3 Assist curriculum and continuing education, educational support, and administrative support areas in assessing overall program effectiveness via Annual Program Review. 2008-2013 (Ongoing)

7.11.4 Participate in Quality Enhancement process leading to continuous improvement and future Action Planning. 2008-2013 (Ongoing)

7.3.1.2 Serve as an information resource for data developed for environmental scanning. 2008-2013 (Ongoing)

7.4.1.3 Conduct annual Current Student Survey to determine students' perceptions of both academic and student services at FTCC. 2008-2013 (Ongoing)

7.4.2 Provide data for needs assessments and feasibility studies for proposed academic programs. 2008-2013 (Ongoing)

Related Measures:

M 2: Data collection from surveys

What: A summer semester tabulation and release of data collected in the three key survey efforts (Current Student Survey, Employer Survey, and Graduate Student Survey), will allow the collected data to be used as an assessment tool for all planning units across the campus as part of their internal assessment activities and will help with the identification of possible future quality enhancements necessary to improve the campus culture and climate.

Why : Most planning unit assessment activities will occur in the Fall and Spring Semester of each year and a summer release of these 4 key survey results will be helpful (as an assessment tool for campus culture and climate) as the planning units assess other measurable activities in their planning unit areas.

How : Institutional Effectiveness and Assessment Office Staff will review the assessment plan updates from all instructional units and support services activities, and identify any assessment outcomes that have the potential to resolve trend problem areas and advocate funding support of those activities necessary to meet the needs of students, faculty, and staff based on the survey data collection efforts.

When: In Spring Semester of each year, beginning with Spring 2008 and again in Spring 2009 and each subsequent academic year. (Note: Tabulated survey data will be released to the planning units in the Summer Semester of each year so planning unit supervisors will have the survey data as they work with their ongoing assessment plan activities).

Who : Director of Institutional Effectiveness and Assessment, Executive Council, Planning Council, and Deans/Division or Department Chairs, Program Coordinators, and Faculty committees.

Source of Evidence: Administrative Measure

Achievement Target:

A minimum of 8 campus climate or culture needs identified from campus Assessment Activities (from both instructional and service support planning units) will be included in the Strategic Plan for consideration of funding the requirement. The assessment driven needs will be identified in the Strategic Plan as assessment needs to ensure they are given careful consideration during the budget allocation process. Reason: As assessments are ongoing within the various planning units, consideration should be given to comments and suggestions from our students, faculty, and staff taken from surveys. If these constituents feel strongly enough to mention the needs in a survey, they should be addressed during the formal budget allocation process and included in the Strategic Plan

Findings (2008-2009) - Achievement Target: Met
During the Strategic Plan update for the 2009-2014 strategic planning period, most of the functional areas of the institution, academic and service-support, included an entry beside each strategic plan objective/goal that was directly linked to the assessment planning within their functional areas. This was the first year that the strategic plan included the entry "Assessment Supported" to show the direct linkage of assessment planning to the strategic planning efforts on the campus. We anticipate even more "Assessment Supported" entries in later update versions of the strategic plan. We had many more entries than the originally

sought number of 8 entries and anticipate even more growth in these entries as the functional areas grow more accustomed to linking their strategic planning efforts and strategic planning efforts. This area was not only "met" but was "exceeded". Additionally, with the purchase of the Remark Copier software, the Office of IEA is now able to tabulate survey results electronically, from paper surveys, and release the tabulated results much quicker giving the functional areas more time to consider the results as they develop their new assessment plans and strategic planning goals. With the purchase of WEAVEonline Assessment Management System, housing the assessment plans, academic program reviews, strategic planning unit's annual end-of-year reports, all functional areas have the data they need, in one software program, to continue their linkages of the assessment plans to the strategic planning cycle for the institution.

O 3: Provide Analysis of the Annual Planning Cycle

The Office of Institutional Effectiveness and Assessment will create, release and test a revised Annual Planning Cycle to incorporates the major components of annual planning and evaluation requirements.

Document:
[Planning Cycle Chart (As of April 29, 2009)](#)

Associations:

Institutional Priorities:

7 INSTITUTIONAL EFFECTIVENESS-To effect continuous improvement through a comprehensive system of…

Strategic Plans:

Institutional Effectiveness & Assessment
7.10.4 Assist various programs in their accreditation and reaccreditation efforts. 2008-2013 (Ongoing)
7.11.3 Assist curriculum and continuing education, educational support, and administrative support areas in assessing overall program effectiveness via Annual Program Review. 2008-2013 (Ongoing)
7.11.4 Participate in Quality Enhancement process leading to continuous improvement and future Action Planning. 2008-2013 (Ongoing)
7.12.4 Participate in meetings, conferences, and work sessions to support campus operations and improvements. 2008-2013 (Ongoing)
7.4.1.5 Assist with development, construction, and summarization of data for other divisional and program surveys as appropriate. 2008-2013 (Ongoing)
7.4.2 Provide data for needs assessments and feasibility studies for proposed academic programs. 2008-2013 (Ongoing)
7.4.3 Provide data for various college and committee initiatives. 2008-2013 (Ongoing)

Related Measures:

M 3: Comprehensive Planning and Assessment Cycle

What: Analyze the Planning Process described in the Planning Guide and develop an Annual Planning and Assessment Cycle that incorporates the major annual requirements for successful planning, evaluation and assessment. Analyze the Planning Guide and identify corrective measures that should be incorporated into the planning guide to correspond with an expanded Planning and Assessment Cycle.

Why: This allows for careful consideration of all major components of the Annual Planning Cycle and ensures those components become an integral part of the overall strategic planning process used by the College.

How: The current Planning Guide and the Planning Cycle Chart included within it, will be analyzed looking for ways to better articulate the major requirements for a successful annual planning, assessment and strategic planning process for the college. Upon identification of the major responsibilities and requirements, a Microsoft Visio Chart will be developed to articulate those major components to institution-wide users of the Planning Guide and the new chart will be incorporated into new editions of the Planning Guide.

When: Analysis of the current Planning Guide and Annual Planning Cycle will be conducted in the Summer 2008 semester with development of the new Annual Planning and Assessment Cycle Visio Chart in Fall 2008 semester. The Planning Guide approved by the Planning Council and Executive Council in Spring 2009 will incorporate the new procedural guidance and new Annual Planning and Assessment Cycle to provide institution-wide instruction to planning units.

Who: Director of Institutional Effectiveness and Assessment, Executive Council, Planning Council, and Deans/Division or Department Chairs who are the primary users of the data.

Source of Evidence: Administrative Measure

Achievement Target:

Creation, approval and release of a new expanded Annual Planning and Assessment Cycle that incorporates all the major annual evaluation, assessment and strategic planning components to ensure institution planning units can identify months in the calendar year when major activities must be accomplished. Achievement target success will be measured by the approval and release of the new Annual Planning and Assessment Cycle and posting/maintenance of it on the Institutional Effectiveness and Assessment Website.

Document:
> Planning Cycle Chart (As of April 29, 2009)

Findings (2008-2009) - Achievement Target: Met
The Annual Planning Cycle was created, reviewed and approved by the Planning Council, Executive Council, and the President. The new Planning Cycle was posted to Institutional Effectiveness and Assessment Website and is periodically updated to maintain its currency. The Cycle was also incorporated into the 2009 edition of the Planning Guide. A copy of the Planning Cycle is also posted within the WEAVEonline Document Repository (document in the repository as of date: April 29, 2009).

Document:
> Planning Cycle Chart (As of April 29, 2009)

Details for Action Plans Established This Cycle

Academic and Support Services Planning Assumptions
FTCC will continue the process put in place during the base year of 2008-2009 of using Assessment Plans upon which to base future planning assumptions (for 2009-2010) providing additional direction and vision assumptions for the college. The success of the base year demonstrates this process can be expanded and include even more assessment based planning assumptions in the upcoming year. The

faculty and staff involved in assessment planning have learned the basic parameters for this measure during the base year, met the base year standard, and can now expand upon those lessons and report even more assessment based assumptions in upcoming years.

Priority: Medium

Target Date: 06/2010
Increase the number of assessment based planning assumptions from 5 academic and 5 support services assumptions to 10 academic and 10 support services assumptions for the year 2009-2010.

Responsible Person/Group: Planning Unit Leaders; Assessment Coordinators; Assessment Ambassadors; Planning Council; Director of Instititutional Effectiveness and Assessment; Executive Council and President.

Additional Resources Needed: No Additional Resources required.

Budget Amount Requested: $0

Analysis Answers

What were the strengths of your assessment process?

The assessment process allowed us to create an Annual Planning Cycle that incorporated the major linkages of Strategic Planning, Assessment Planning, and the budgeting process. It also demonstrated to us some areas for improvement within the planning cycle and highlighted for us some calendar adjustments that were necessary to ensure an orderly strategic planning process, without overlapping of work efforts. The real strength was an opportunity to critical view the overall process looking for bottlenecks and other obstacles that could be addressed and resolved prior to moving to another strategic planning year.

What were the weaknesses of your assessment process?

Only two major weaknesses became evident to us as we went through this 2008-09 assessment year. First, learning the new WEAVEonline Assessment Management System was very time-consuming and required numerous faculty-staff training sessions and took valuable time that could have been used to expand to additional outcomes. But, that weakness was overcome with the establishment of the Ambassadors of Assessment "team structure" that provided a train-the-trainer approach to learning the mechanics of the software. The second weakness was not fully understanding the mechanics of designing "good" achievement targets and thinking about how they would measured and documented near the end of the assessment cycle. This resulted in having to create the rubric and metrics a little late in the assessment cycle and will not be repeated in upcoming years. As our division develops our new year assessment achievement targets, we will also be simultaneously creating our rubrics and metrics that will allow a more orderly collection of the data during the assessment year.

What was learned as a result of your assessment process?

That assessment, while time-consuming is a very valuable process for the students, the faculty and the staff. Assessment allows for continuous quality improvement activities, throughout the academic year, resulting in improved (and measurable) services to our students and local businesses/community. Assessment also greatly increased the collaboration between departments of the campus that very seldom ever collaborated on student related progress issues prior to implementation of our assessment processes. We are glad to see the increase

communication, hallway discussions, and meeting discussions all geared at finding new and exciting things we can do as an educational community to enhanced student learning outcomes. Assessment has proven to one of the most valuable processes at our institution.

How will what was learned impact the direction and emphasis of your academic or support unit?

Our assessment unit will spend more time in the development of outcomes and development of rubrics and metrics early on in the assessment cycle for all future assessment periods. We have learned the value in spending more time carefully developing our intended outcomes, measures, and achievement targets early in the process to assist us later in the assessment cycle when we are reporting our findings and developing our action plans. The knowledge we have gained on the mechanics of the WEAVEonline Management System will be very valuable to us in future assessment cycles and we now have core of experienced WEAVEonline users that train new faculty-staff, as they arrive to the organization. We will continue to move forward with even better assessment plans in the upcoming years building upon lessons learned from previous assessment cycles.

Annual Reports

End Of Year Reports (VPs, AVPs, Deans)
The End-of-Year Report from the Strategic Plan for the Office of Institutional Effectiveness and Assessment has been added to the document repository. This end-of-year report supplements our assessment outcomes, measures, findings and achievement targets by identifying many other goals and objectives the Office of IEA met, failed to meet, or exceeded during the course of the assessment cycle. This supplement to the assessment plan provides additional assessment documentation in areas other than the three major outcomes identified in our assessment plan. The end-of-year report can be viewed from the document repository.

Document:
> Draft - Pending Survey Result Data - IEA Office End of Year Report for 2008-09