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ABSTRACT
                Santa Fe Community College (Florida) published this guide as
a means of addressing the 1983 and 1984 U.S. Department of Education reports
that called for a "renaissance in higher education in America." This manual
aims to define institutional effectiveness for the college, with the quality
of student learning as the major focus. It also serves as a means of
demonstrating whether or not the college is accomplishing its goals in a
systematic, process-oriented way. Goals for the future include: (1)
identifying, assessing, and meeting community needs to promote open access to
the college; (2) assessing student needs and outcomes and creating innovative
and flexible learning; (3) providing learning opportunities and academic
support to ensure the highest levels of academic performance; (4) providing
student-centered workforce programs in collaboration with local employers and
economic development agencies; (5) recruiting, developing, assessing, and
retaining quality full- and part-time faculty and staff; (6) providing
information technology systems and infrastructure to support the college's
mission; and (7) developing, obtaining, and allocating the necessary
resources to implement the college's mission. Assessment tools for
institutional and unit levels also described, as is a five-step process
assessment: planning, outcomes, measures, activities, and results usage.
(Contains numerous charts and figures, and a glossary.) (NB)

santa fe
community college

Institutional Effectiveness Manual

A Practitioner's
Guide to
Planning and Assessment

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Institutional

Effectiveness

Manual

A Practitioner's Guide to Planning and Assessment for Santa Fe Community College

First Edition

Published by

Office of Institutional Research and Planning

Santa Fe Community College, Gainesville, Florida

October 2000

Santa Fe Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schoools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the Associate Degree

Preface

This manual contains information about Institutional Effectiveness at Santa Fe Community College (SFCC). It is intended to define and depict Institutional Effectiveness for the college and to support the College Planning Council, which is the comprehensive planning organization at SFCC. The manual contains guidelines and procedures to be used at both the college and unit levels to evaluate the educational effectiveness of the college.

The quality of student learning is the major focus for all academic, administrative, and educational support units. How these units are defined and the procedures they use for planning and assessment are presented in this manual. The information in this manual is organized with current information designed to assist and guide practitioners through the Institutional Effectiveness planning and assessment processes at SFCC.

More information about planning and assessment at Santa Fe may be found in the Institutional Research & Planning files and in the SFCC *Institutional Research Notes* series.

This manual replaces *Strategic Planning Process for Institutional Effectiveness, A Practitioners Guide* that was published at SFCC in 1993.

William C. Vivian
Director, Institutional Research and Planning
Santa Fe Community College

October 17, 2000

Santa Fe Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 3003-4097; Telephone number 404-679-4501) to award the associate degree.

Santa Fe Community College has a long history employing strategic planning as a means for demonstrating institutional effectiveness. Since 1985, the strategic planning process at the college has centered on five-year planning cycles and three-year operational plans. Students, the academic community, local industry, and community needs have guided the revision process of the college's mission, values, goals, and strategies upon which the strategic plan is based.

The most recent version of the college strategic plan was drafted in the spring of 2000 and approved by the Santa Fe Board of Trustees in July 2000. Since 1996 the college has worked toward revising its institutional effectiveness planning system so that it is more centrally coordinated, comprehensive, participative, and responsive to the needs of the college. The latest strategic plan is an important step in bringing about these improvements and in demonstrating institutional effectiveness at the college level. The strategic plan continues the five-year cycle, but now incorporates a one year planning and assessment cycle at the college level.

At the unit level, the college has developed a planning and assessment system to systematically evaluate not only instructional programs but also administrative and educational support services. Each unit has its own mission and goals tied to the goals and mission of the college. Assessment of unit objectives (outcomes and processes) and how the assessment results are used comprise the heart of the institutional effectiveness process at SFCC.

A Nation At Risk, a U.S. Department of Education report (1983) and the Reclaim a Legacy U.S. Department of Education report (1984) each called for a renaissance in American higher education and development of excellence in education. Institutional effectiveness, as defined by SACS, was a response to this call provides a method or framework within which to pursue excellence in education for our students.

What is institutional effectiveness? Within the context of education, "effectiveness" means accomplishing a desired result. (Burrill, 1994). As Santa Fe has developed plans, formulated assessment instruments, and evaluated processes, it has been important to be mindful of the desired result or purpose of these activities. The college Mission Statement with its mission/vision, and values provides this direction for us.

The Southern Association of Colleges and Schools (SACS) has published guidance for colleges to address institutional effectiveness; however SACS advocates no single interpretation of the concept of institutional effectiveness. Section III of the SACS Criteria Manual says:

The concept of institutional effectiveness is at the heart of the Commission's philosophy of accreditation and is central to institutional programs and operations. It pervades the Criteria for Accreditation....The quality and effectiveness of education provided by each member institution are major considerations in accreditation decisions. Although evaluation of educational quality and effectiveness is a difficult task requiring careful analysis and professional judgment, each member institution is expected to document quality and effectiveness by employing a comprehensive system of planning and evaluation in all major aspects of the institution.

The National Alliance for Community & Technical Colleges defines institutional effectiveness as: "the process of articulating the mission of the college, setting goals, defining how the college and the community will know when the goals are being met and using the data to form assessments in an ongoing cycle of goal setting and planning."

Santa Fe Community College defines institutional effectiveness as:

The systematic approach to assess how well and to what extent the Institution performs its mission and achieves its goals.

The college needs to be able to show whether it is accomplishing its goals and objectives in a systematic, process-oriented way. And so institutional effectiveness is about planning to determine mission and goals, assessment of outcomes and objectives, and ultimately, demonstrated improvement.

The chapters of this manual present the institutional effectiveness process and its components, as well as procedures to implement the process.

Accountability is a means of judging the effects of policies and programs against a set of desired expectations or agreed upon results. Accountability planning uses the State of Florida Measures of Accountability for community colleges as one means to demonstrate institutional effectiveness at the college level.

Activities are the steps a program or unit takes to achieve its objectives.

Assessment is the gathering of information for measurement, and the utilization of that information for institutional and unit improvement. The last part of this definition is called evaluation (Astin, 1993).

Baseline. Facts about the condition or performance of individuals or a system prior to intervention.

College Planning Council leads and defines SFCC planning processes and drafts college strategic and institutional effectiveness plans.

Indicator is a statistic that provides information on the condition or status of a program or process feature.

Institutional Effectiveness is the systematic approach to assess how well and to what extent the Institution performs its mission and achieves its goals. It includes planning, assessment, and using results of assessment.

Measurable Outcome. A measurable change in your community that could realistically and logically be expected to result from your program or project.

Objective. An outcome that will help achieve a goal.

Outcome is the product of an activity or the benefit that emerges as a result of program participation.

Planning is a purposeful and rational set of decisions and actions taken to bring about desired change (Campbell, 1986).

Planning Units are organizational units defined or identified by the college in accordance with SACS accreditation criteria for the purpose of demonstrating institutional effectiveness.

Qualitative Assessment is the approach to assessment that is primarily descriptive and interpretative.

Quantitative Assessment is the approach to assessment involving the use of numerical measurement and data analysis based on statistical methods.

SACS is the accreditation agency for the college, the Southern Association of Colleges and Schools.

Strategic Planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it. At Santa Fe, strategic planning is done on a 5 year cycle to produce or validate college goals and initiatives. College goals and prioritization of strategic initiatives are reviewed annually.

College Planning Council

The College Planning Council is the umbrella organization for strategic planning and institutional effectiveness at SFCC. Formed in January 2000, the College Planning Council is broad-based in membership and is the principal planning organization at the College. Appropriate, interrelated planning and valuation are important processes for any organization. As part of these processes, systematically identifying and prioritizing college goals and initiatives for implementation are key College Planning Council activities.

Under the leadership of the President and assisted by the Director of Institutional Research and Planning, the College Planning Council provides the leadership for our college institutional effectiveness system, which includes strategic planning. In so doing, the Council will ensure that our college mission statement reflects our college's values, purpose and direction so that we may better serve our students and community. Our institutional effectiveness system will also address college performance in an accountable way so that we may demonstrate Santa Fe's commitment and success in providing quality programs for our students.

The College Planning Council replaces the Institutional Effectiveness Planning Committee as the leading SFCC planning organization. Meeting monthly to review planning issues, the Council is composed of approximately 30 members (Fig. 1 – 1) representing a broad spectrum of the college population. Appointed by the President, membership on the Council will rotate periodically. The new Council continues the work of revitalizing and improving upon the college's planning process to ensure that the college is responsive to community needs and continues to provide programs useful for our students.

In the year 2000, the College Planning Council reviewed the college strategic plan, which has been reviewed on a five-year cycle since 1985. The Council developed and recommended a new strategic plan for the college, *Santa Fe Community College Strategic Plan 2000*, which was approved by the SFCC Board of Trustees in July 2000. The Council is also engaged in a major revision to SFCC's college planning system which is aimed at tying annual college planning, based on the college strategic plan, to assessment and to budget decisions in a more focused way.

Fig. I-1

SFCC College Planning Council
October 2000

Lawrence W. Tyree	President
Pat Grunder	Vice President Educational Services
Jan Bullard	Vice President Administration and Finance
Portia Taylor	Vice President College and Community Services
Harvey Sharron	Vice President Development
Ward Scott	College Senate President
Curtis Jefferson	Associate Vice President Arts and Sciences
Patsy Frenchman	Associate Vice President Student Affairs
Fran Holm	Associate Vice President Applied Technology Education
Paul Hutchins	Director Andrews Center
Dug Jones	Director Student Leadership and Activities
Larry Keen	Associate Vice President News and Public Information
Tim Nesler	Associate Vice President Information Technology Services
Rochelle Prince	Associate Vice President Finance
Pat Smittle	Associate Vice President Academic Resources
Joan Suchorski	Assistant Vice President Development (Grants and Projects)
Karen Cole-Smith	Assistant Vice President and Director Professional Development
William Vivian	Director Institutional Research and Planning
Kim Kendall	Director Center for Academic Technologies
Kris Williams	Director Continuing and Community Education
Guy York	Associate Vice President Administration
Carole Windsor	Faculty: Academic Resources: Reading
Alan Pappas	Coordinator: Cooperative Education Programs
Robert Wolfson	Faculty: A/C Refrigeration & Heating
Anne Kress	Title III Project Director
Reeda Fullington	Health Sciences
Martha Morton	Academic Affairs
John McKnight	Academic Resources/College Prep
Marisa McLeod	Faculty: Psychology
Suellyn Winkle	Faculty: English
Melissa Thompson	Career Service
Martha Zimmerman	Career Service Council Chair
April O'Connell	Part-time Faculty
Georgiana Johnson	Assistant to the College Planning Council

The Santa Fe Institutional Effectiveness Process

Institutional Effectiveness is the systematic approach to assess how well and to what extent the Institution performs its mission and achieves its goals. SACS Criteria state that institutional effectiveness is a very important element for accreditation, but do not prescribe a single conceptual interpretation of Institutional Effectiveness. SACS does make it clear that Institutional Effectiveness should be expressed as a broad-based system, appropriate to the purpose and context of the college.

The College Planning Council (CPC) is charged with the responsibility of developing and maintaining the institutional effectiveness process. The college has a number of planning processes to consider, both external and internal. Figure 2-1 illustrates the context for these processes. The Council is empowered to make decisions about the planning processes and present recommendations to the Board of Trustees regarding future directions and priorities that ensue from this institutional effectiveness process.

To demonstrate institutional effectiveness in an accountable way, Santa Fe Community College's institutional effectiveness process blends strategic planning at the college level with unit level planning and assessment. On the college level, strategic planning develops the college's Mission Statement and Goals, which are reviewed on a five-year cycle. The Strategic Initiatives for the College Goals are defined, prioritized, budgeted, and evaluated annually. The annual cycle for college level institutional effectiveness is depicted in Figure 2-2. On the unit level (the heart of the institutional effectiveness process), annual planning, assessment, and use of assessment results are conducted to improve education outcomes and support services for education. The annual cycle for the unit institutional effectiveness process is depicted in Figure 2-3.

SACS Section 3.1 covers planning and evaluation for _instructional programs_.

It states that we are to **evaluate the extent to which educational goals are being achieved; And use the results of these evaluations to improve educational programs, services and operations.**

The institution must evaluate its success in student achievement ...

SACS Section 3.2 covers planning and evaluation for _administrative and educational support_ services.

For each administrative and educational support service unit, we must

Develop and implement procedures to evaluate the extent to which unit goals are achieved; And use the results to improve services.

Planning units are units defined by the college to meet the SACS accreditation criteria listed above. Figure 2-4 lists the SFCC Institutional EffectivenessUnits. These units focus on institutional effectiveness by establishing unit mission and goals tied to the college goals. Along with initial unit mission/goal planning, the units' principle activities are determining outcomes, identifying or developing measures of assessment, and ensuring assessment results are used for student outcome improvement or support unit improvement.

Fig. 2-1

SANTA FE COMMUNITY COLLEGE
PLANNING PROCESSES
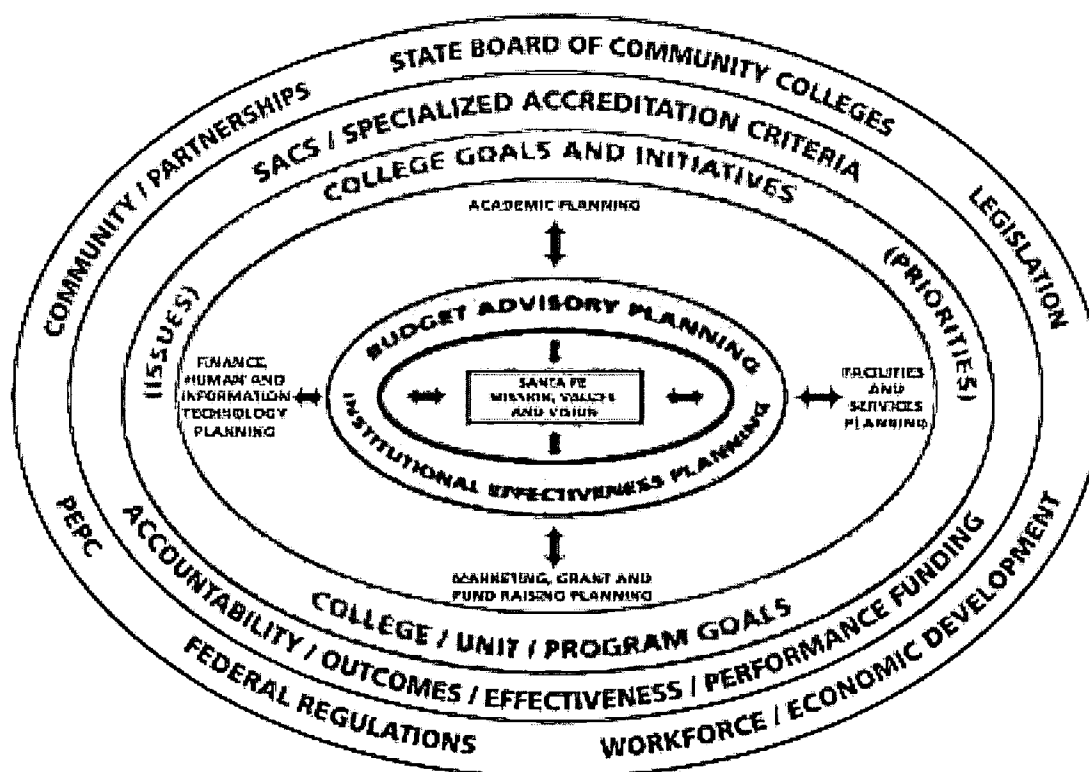
Figure 2-2

Santa Fe Community College
Institutional Effectiveness Process
(Annual College Cycle)

Activity	Plan/Prioritize	Budget	Assessment	Annual Assessment Report
Time	Fall	Spring	Spring	April-August

College Mission/ Values Vision

College Goals

Unit Planning/ Budgeting/ Assesssment

Identify College Initiatives

Assessment Activities

Define & Prioritize Initiatives

Present Prioritized Initiatives to BAC

Provide Resources for Initiatives
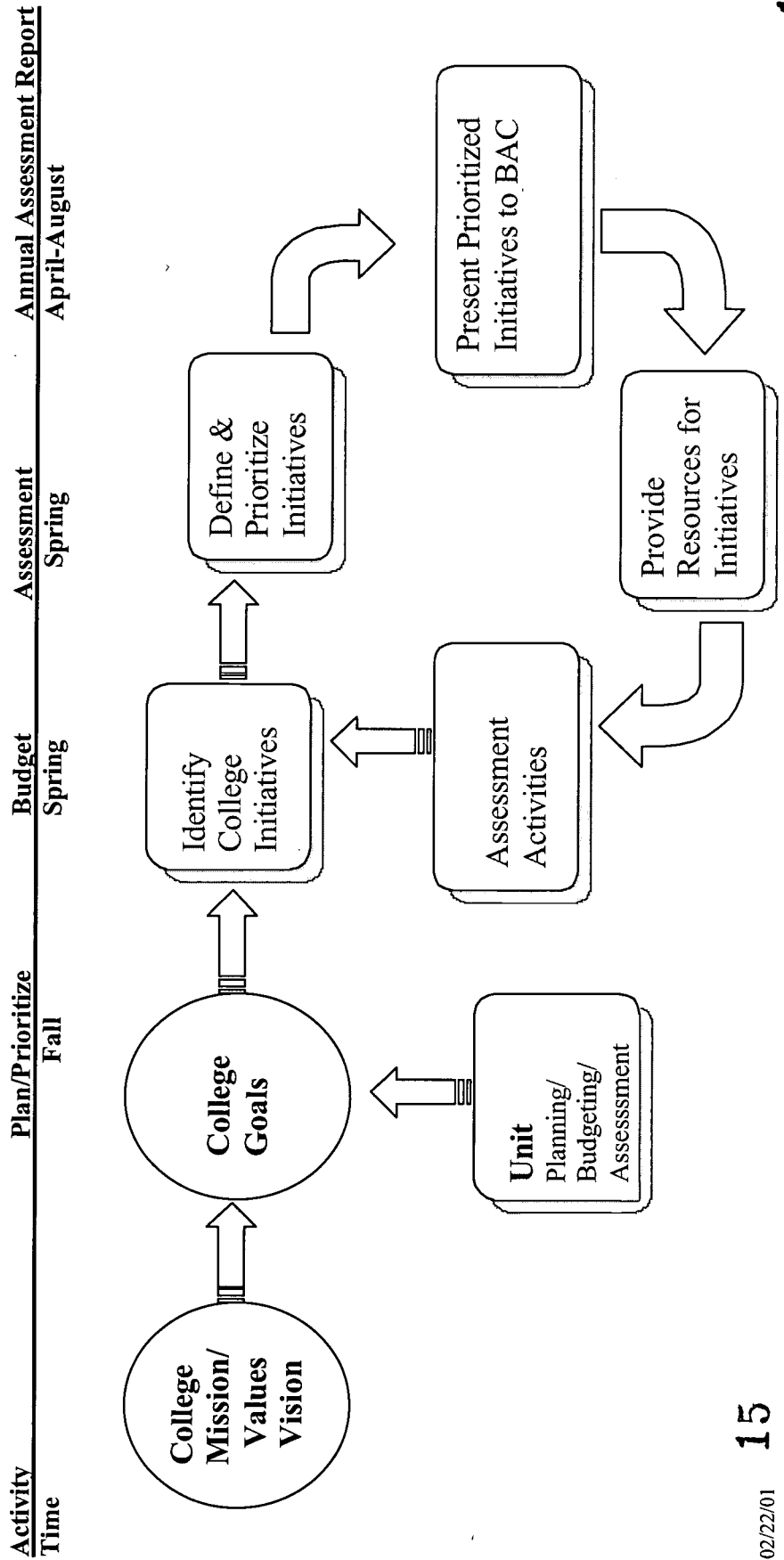
Figure 2-3

Santa Fe Community College
Institutional Effectiveness Process
(Annual Unit Cycle)

Activity	Planning	Assessment	Annual Assessment Report
Time	Fall	Fall/Spring	April

College Mission/ Values Vision

College Goals

Unit Planning/ Budgeting

Outcomes or Processes

Assessment Measures

Assessment Activities

Use of Results

02/22/01

17

18
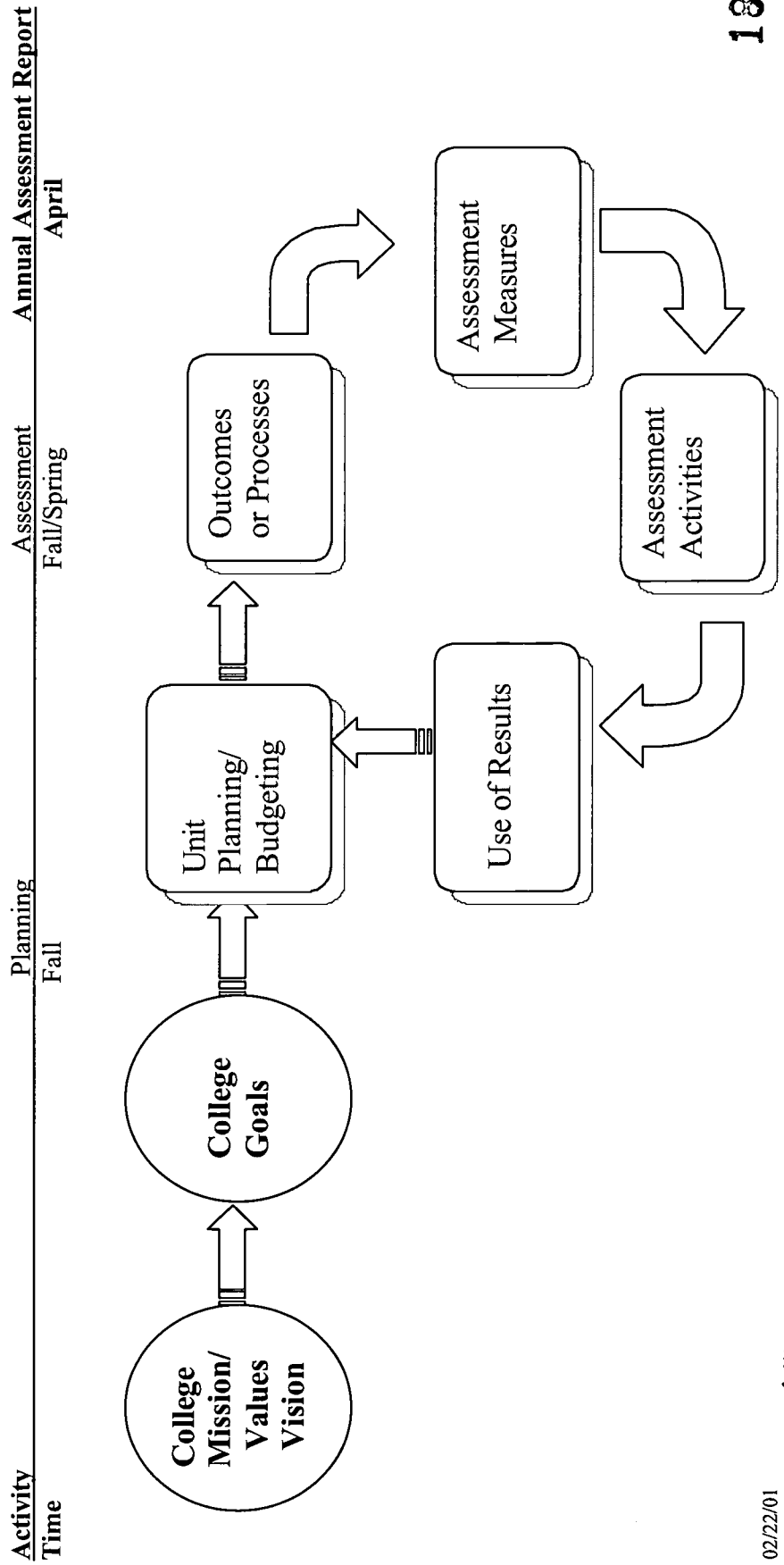
Figure 2-4

SFCC Institutional Effectiveness Units

Educational Services Units

Liberal Arts and Sciences
Technology and Applied Sciences
Student Affairs
Academic Resources
Academic and Professional Development
Office of Educational Services (includes Student Leadership and Activities)
Institutional Research and Planning
Center for Academic Technologies

College and Community Services Units

Educational Centers
Continuing and Community Education
News and Publications

Administration and Finance Units

ITS
Facilities
Human Resources
Office for Finance and Purchasing
Safety/Risk Management

Development Unit

CHAPTER 3

The Strategic Planning Process

Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it. Bryson

The planning basis for SFCC's institutional effectiveness process is strategic planning. Strategic planning is vital to an institution striving for continual improvement in institutional effectiveness, decision making, sound resource allocation, and the teaching-learning process. As a leadership tool strategic planning is about envisioning a future and striving for it. Santa Fe uses strategic planning to determine college mission statement and goals. Santa Fe's mission statement and strategic goals provide direction for the college for a five-year cycle. The strategic planning process is cyclical, comprehensive, and incorporates planning and assessment (See Fig. 3-1). Santa Fe's strategic planning process includes annual planning, evaluation, and assessment. Every five years since 1985, the mission statement and mission goals are reviewed and revised by a broad-based college committee, now named the College Planning Council. The strategic plan is based on environmental scanning of key data and trends and institutional performance indicators. The plan is presented in draft form to the Board of Trustees for approval.

Strategic planning is particularly well suited to an environment of change, and Santa Fe has a long tradition of embracing change through innovation. Strategic planning is a useful tool not only to define the future direction for the college but also to serve as the framework for evaluating the college's progress and success in achieving that future. The strategic plan sets the direction for the college by defining the college's purpose in its mission statement, and deriving the college goals, which are broad areas of college activity.

The college Mission Statement is the college statement of purpose, and it consists of the Mission/Vision and Values, which are contained in the Santa Fe Community College Strategic Plan 2000 (Fig. 3-2). Strategic Goals are consistent with this Mission Statement or purpose and are the result of careful formative development by the College Planning Council. Within each college Strategic Goal are Strategic Initiatives based on issues identified by the College Planning Council. These Strategic Initiatives specify the actions the Council believes are important to achieve the college goals. Strategic

Initiatives are evaluated annually for continued applicability and for completion or accomplishment. The Strategic Initiatives are also prioritized annually by the College Planning Council to determine what outcomes or processes will be the focus for college resources and/or action. The prioritized college Strategic Initiatives are presented to the Budget Advisory Committee, and in this way the college mission and goals are tied systematically to college budget decisions.

Figure 3-1

Santa Fe Community College
Strategic Planning Process
(5-year cycle)

Activity   Strategic Planning
Time   Spring 2000/2005

External
Factors

College
Issues

College
Initiatives

College
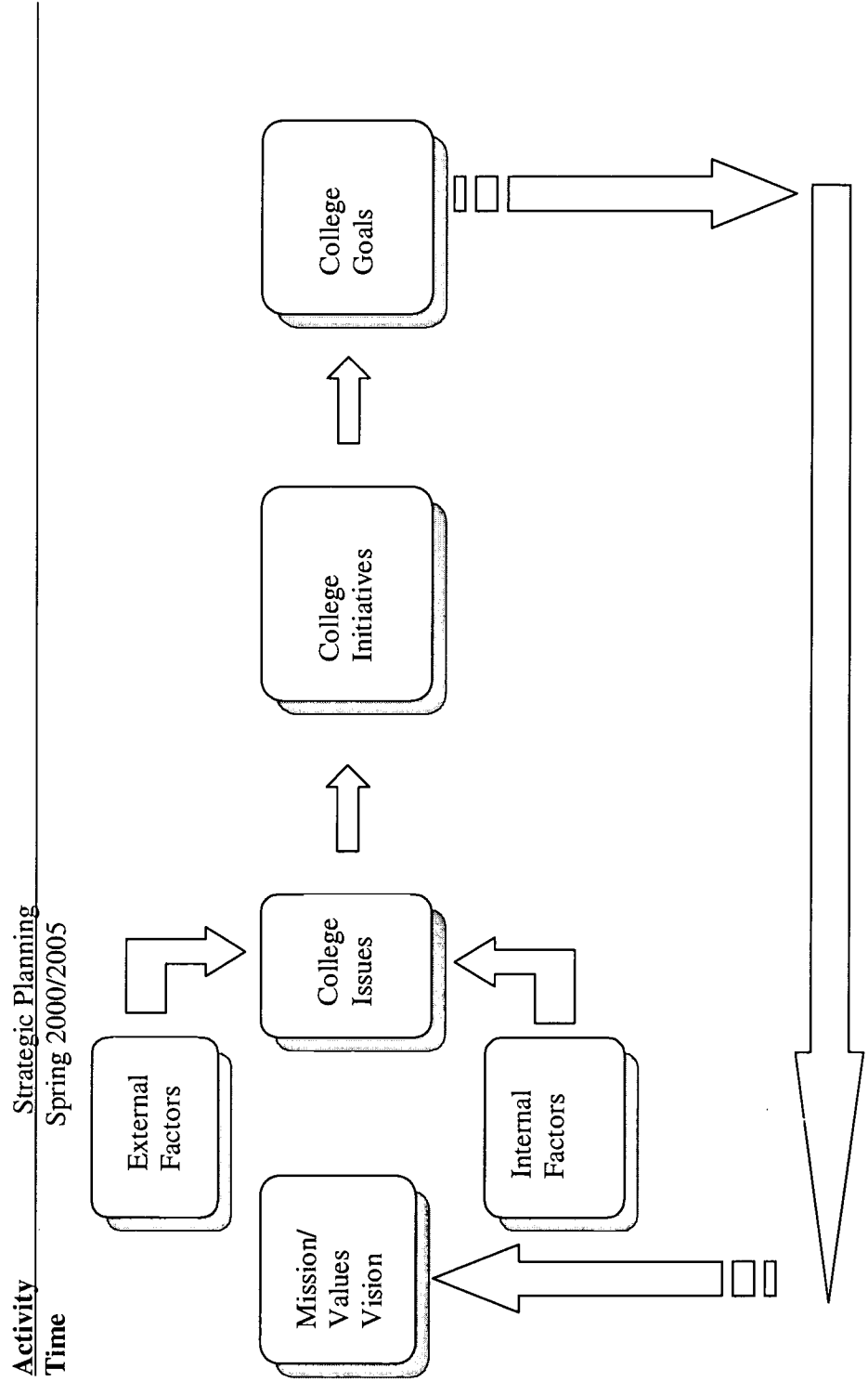Goals

Internal
Factors

Mission/
Values
Vision

23

22

Figure 3-2

Strategic Plan 2000
MISSION/VISION

Adding value to the lives of our students and enriching our community

VALUES

Santa Fe Community College is a dynamic, innovative learning community committed to
- Academic excellence, academic freedom, and intellectual pursuit
- Individual and social responsibility
- Honesty, integrity, and civility
- Cultural diversity and equity
- Collaboration with our community
- Open access
- Life long learning
- Assessment, accountability, and improvement

Goals

- **Outreach and Access**

Identify, assess, and meet community needs to promote open access to the college.

- **Delivery Alternatives**

Assess student needs and outcomes and create innovative and flexible learning opportunities.

- **Educational Programs**

Provide learning opportunities and academic support to ensure the highest levels of academic performance.

- **Workforce Development**

Provide student-centered workforce programs in collaboration with local employers and economic development agencies.

- **Human Resources**

Recruit, develop, assess, and retain quality full and part-time faculty and staff.

- **Technology**

Provide information technology systems and infrastructure to support the college's mission.

- **Resources**

Develop, obtain, and allocate the necessary resources to implement the college's mission.

Clustered with each of these goals are associated Initiatives, which have been derived from issues by the College Planning Council at the March 2000 retreat and refined at later meetings. This part of the Strategic Plan will be reviewed every 5 years.

Goals & Initiatives

DELIVERY ALTERNATIVES

Assess student needs and outcomes and create innovative and flexible learning opportunities.

- Rethinking teaching and learning processes in the light of information technology.
- Partnering with other community colleges in the State for mutual benefit.
- Increasing learning options that are consistent with quality education.
- Scheduling to meet the needs and preferences of students.

EDUCATIONAL PROGRAMS

Provide learning opportunities and academic support to ensure the highest levels of academic performance.

- Reconsidering the general education core for the learning needs of the 21st Century student.
- Improving performance and results in all program areas including student retention and completion.
- Assessing educational programs to encourage academic excellence.
- Improving the graduation rates for all program areas.

WORKFORCE DEVELOPMENT

Provide student-centered workforce programs in collaboration with local employers and economic development agencies.

- Assessing AS/workforce programs in the light of local economic needs to determine which programs to build up and which to de-emphasize.
- Addressing the decline in health care enrollments.
- Exploring creative partnerships with local business and industry for mutual benefit.
- Adapting to professional regulatory changes.
- Playing a significant role in job creation, development and placement in Alachua and Bradford counties.
- Increasing service to business and industry through non-credit programs.

HUMAN RESOURCES

Recruit, develop, assess, and retain quality full and part-time faculty and staff.

- Offering mind/body wellness programs for students, faculty and staff.
- Ensuring the recruitment of top-notch faculty and staff as current faculty and staff retire.
- Growing college leaders through a comprehensive leadership development program.
- Determining and implementing a target mix of part-time and full-time faculty by department.
- Providing continuous training and development for faculty and staff development to take full advantage of information technology and other professional development opportunities.
- Improve working conditions, pay and professional development for part-time faculty.

TECHNOLOGY

Provide information technology systems and infrastructure to support the college's mission.

- Providing on-line access to student services such as self-registration and fee payment.
- Rethinking college processes in the light of emerging information technology.
- Providing information technology systems and network infrastructure sufficient to support the college's mission.
- Determining what the college should do in relation to the Internet.
- Providing access to information for planning and assessment.

RESOURCES

Develop, obtain, and allocate the necessary resources to implement the college's mission.

- Securing legislative support and funding for the college's mission and vision.
- Raising private funds to support the college's mission and vision.
- Providing facilities that keep pace with changes in programs and technology.
- Assessing potential grants for financial viability and alignment with the college's mission and vision.

OUTREACH & ACCESS

Identify, assess, and meet community needs to promote open access to the college.

- Serving communities in Alachua and Bradford counties.
- Aligning educational offerings with area high schools.
- Maintaining access for all students.
- Playing a significant role in social services in light of welfare reform and the trend toward privatization.
- Assessing college programs in the light of local community needs.
- Promoting awareness of the college globally.
- Providing support services to ensure student success.

CHAPTER 4

Institutional Effectiveness Planning

At Santa Fe Community College, planning for institutional effectiveness takes place in separate but related processes at the college level and at the unit level.

College Level Institutional Effectiveness Planning

At the college level, institutional effectiveness planning for Santa Fe is strategic planning. While Santa Fe has a rich history employing strategic planning, the latest version, Santa Fe Community College Strategic Plan 2000 (Fig. 3-2) is based on a new approach incorporating an accepted model of strategic planning. The College Planning Council has led the development of the strategic plan. The strategic plan is actually divided into two sections reflected on two separate pages: The first section is broad and general and consists of the Mission/Vision, Values, and Goals. This may be thought of as the policy portion of the strategy and it is reviewed every five years for approval by the Board of Trustees. The second section contains the Goals with associated Strategic Initiatives. This is the implementation section of the strategy and it is evaluated annually by the College Planning Council to determine status of accomplishment of the initiatives and to prioritize them for the college budget process through the Budget Advisory Committee.

The whole strategic plan has a certain logic to its level of detail, in that the plan funnels our thinking from broad to specific. It begins with a broad mission/vision that has succinct clarity, and then becomes progressively specific (more detail), all the way down through the Strategic Initiatives.

While drafting this strategy as representatives of the college, the CPC representatives included their college constituents in the drafting process. In June 2000 the draft plan was presented to the college at an open forum so that interested people could have appropriate input and ownership for the strategy. In July 2000 the Board of Trustees approved *Strategic Plan 2000* (Fig. 3-1).

Elements of the Strategic Plan reflect the deliberate but evolutionary nature of its development. While the Mission and Vision were not originally slated to be unified, the Mission as it was agreed upon by the CPC was so appropriate to the purpose of the college as well as its direction that the CPC decided to make the mission and vision the same. The Mission/Vision reads:

"Adding value to the lives of our students and enriching our community."

The Values part of the plan produces a very relevant expression of what the college believes and sees as guiding principles for the Mission/Vision. Together, the Mission/Vision and the Values constitute the purpose or "Mission Statement" as it is named by SACS. The CPC believes that the Mission Statement in *Strategic Plan 2000* clearly defines the purpose, describing its characteristics through the values or beliefs in a way that is relevant for all the components of the college and its operations.

The Goals were derived by the CPC as unprioritized groupings of the Strategic Initiatives. The order of listing of the Goals is roughly chronological, reflecting the college's involvement with students, from recruitment to graduation. The Strategic Initiatives resulted from issues that were identified by a classic SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). The SWOT analysis was part of the deliberations of the CPC as it developed the early stages of the strategic plan. The identified issues formed the raw material for a special CPC retreat where the Council formed the first draft of the Mission/Vision, Values, Goals and Initiatives.

Following approval of Strategic Plan 2000 in July by the Board of Trustees, the college held a special implementation workshop in September to define the Strategic Initiatives so that they could be prioritized by the CPC and presented to the Budget Advisory Committee in January 2001. The College Senate, Coordinating Council, Career Service Council, Professional Development Council, and College Planning Council all participated in this implementation workshop, once again ensuring broad-based college representation in this part of the institutional effectiveness process.

The definition of the Strategic Initiatives constitutes the planning and outcome identification phases of institutional effectiveness planning at the college level.

While the Mission Statement/Goals portion of the strategic plan is on a 5-year cycle, the college annually defines and prioritizes the Strategic Initiatives that are based on the Mission Statement/Goals. The Strategic Initiatives are defined and evaluated annually in the fall and presented to the Budget Advisory Committee in January.

Unit Level Institutional Effectiveness Planning

At the unit level, institutional effectiveness planning is performed to identify unit mission and goals that are tied to the college strategic goals. Each unit must deliberately identify its own mission and goals as the first step in the Nichols unit assessment model, which is described in more detail in Chapter 5 of this manual. Procedures for Santa Fe unit level planning and assessment are found in Chapters 6 and 7.

CHAPTER 5

Institutional Effectiveness Assessment

Assessment is the complementary component to planning for institutional effectiveness. It is the method by which the college and its units determine if there are effective, accessible, and responsive educational services in a multi-cultural environment related to the mission of the college.

Assessment is probably the most difficult conceptual part of institutional effectiveness. Attempting to measure learning in complex human beings and correctly attribute the learning to an educational program so that educators may know what facilitates learning and what does not is difficult, but necessary if we are to have education programs that improve and can adapt to change. There are a number of approaches to assessment used by various institutions that address student performance or achievement, or educational services support. Within these approaches are processes or output indicators that institutions decide to assess with appropriate measures to determine effectiveness in those areas.

Assessment is about looking at we do – the outcomes, which are the products of our college and its programs – and the processes that lead to those outcomes. The quality of our programs and the support we provide for them can improve with the right attention to assessment. At Santa Fe Community College, we have chosen not to enter the debate about whether, "outcomes" or "processes", solely determine institutional effectiveness. The outcomes and processes are <u>both</u> important as interdependent parts of the same system that comprises institutional effectiveness. Fig. 5-1 illustrates this relationship in a general way.

The other part of our institutional effectiveness system is "input" or the quality of student who enters our college seeking to achieve personal goals. While this input is part of the institutional effectiveness system, we have chosen not to control input because one of our college goals seeks "to promote open access to the college." However, the college can and must seek to measure and control our education and support processes and their outputs. By doing this the quality of the Santa Fe experience can continue to improve.

College Level Institutional Effectiveness Assessment

Santa Fe's effectiveness is measured by key assessments at the <u>college level</u> and at the program or <u>unit level.</u> At the college level, an annual survey has been developed and administered that tests the compliance of the college against SACS criteria. The results of this survey help the SACS self-study team address SACS criteria in an inclusive comprehensive way. The SACS survey is administered electronically to analyze trends in attitudes about these important criteria. In years when a SACS self-study is not in progress, the results will be compiled to analyze trends.

Evaluation of the college strategic plan with its Strategic Goals and Initiatives as benchmarks is also part of college level assessment. Strategic Initiatives are portions of the college Strategic Goals that are evaluated and prioritized annually and then integrated in the annual budget process to tie resources to strategic action. The strategic planning process is described in Chapter 3 of this manual.

Unit Level Institutional Effectiveness Assessment

The college planning unit, which is the heart of institutional effectiveness, employs the Nichols 5-column model (Fig. 5-2) for planning and assessment. The components of this model are actually steps in a process that includes planning, determination of outcomes or objectives, determination of assessment measures, assessment activity, and use of results. To describe the components of the model in more detail and actions to be taken by the college units:

- **Planning**: The unit determines its own mission and goals tied to college strategic plan (goals).

- **Outcomes**: The unit identifies a long list of outcomes and selects a short list (3-5 outcomes) for assessment.

- **Assessment measures**: The unit selects a mode of measurement: an instrument; and if necessary, builds an instrument to measure the outcomes. Wherever possible use existing data or existing instruments.

- **Assessment activities to obtain results**: Determine results by administering the instruments/tests or other means. Use good assessment practices to ensure reliability of the instrument and validity of the results. Highlight the extent to which outcomes were accomplished. Evaluate existing data if possible.

- **Use of results**: Show how results of assessment are used to address a deficiency identified by the assessment activities. A good report on this step should be substantive, responsive to shortcomings, detailed enough to demonstrate change,

and supported by evidence. It should tell how results were actually used to improve outcomes or accomplish objectives.

To perform unit assessment, each unit supervisor appoints a unit planning and assessment team or committee to accomplish unit planning and assessment on an annual cycle. The unit planning committees need to be empowered to do the planning, outcome or objective determination, and assessment. They should also make recommendations for program improvement or organizational change, thereby using of the results of their assessment activity. The units will submit a summary of their work to the Institutional Research and Planning office in the form of a unit Feeder Report by the April 30 annually.

The Institutional Research and Planning office compiles the Feeder Reports from the units into an Annual Institutional Effectiveness Assessment Report which it will publish in July. This annual report is used to demonstrate accountability to outsiders (SACS, et al) and to show insiders (CPC, Board of Trustees, college personnel) the progress we are making toward achieving our goals. Establishing a deadline for the unit Feeder Reports creates a sense of urgency to ensure Feeder Reports are submitted and that assessment is actually being accomplished. The parts of the Feeder Report are Forms B and C (in Chapters 6 and 7) from each planning unit.

The Annual Assessment Report will be a collection of the Feeder Reports from each planning unit and will also include:

- An introduction that briefly outlines the process.
- Analysis of unit assessments.
- Summary and conclusions.

The Annual Assessment Report should be treated as an internal document and not for general publication because it will not always have positive results by the nature of its intended use. The Report is for management, not public relations. While the assessment process allows the college to convert data into useable information, there is one further step and that is to turn this assessment information into meaningful and appropriate action to bring about improved student outcomes or necessary organizational change. To do this, units of the college need to be linked to structure and/or organizational procedures as the change mechanisms. At Santa Fe, the basis for assessment activities is the college organizational structure, which facilitates change because planning and assessment are recognized administrative functions for the divisions and departments.

The calendar for annual institutional effectiveness activities at both the college and unit level is depicted on the next page.

SFCC Institutional Effectiveness Annual Calendar

September 2000

❑ College Planning Council (CPC) leads Strategic Initiative Workshop (assess old, add new)

October/November/December 2000

❑ Units Plan Mission/Goals, determine outcome/objectives, and identify Assessment Measures (Steps 1&2&3)

November/December 2000

❑ CPC approves prioritized Strategic Initiatives and Units prepare submissions for Budget Advisory Committee (BAC)

January/February   2001

❑ CPC reviews accountability goals

❑ Budget Advisory Committee (BAC) receives Strategic Initiatives and Unit priorities

January-April   2001

❑ CPC reviews internal and external planning factors

❑ BAC forwards budget priorities to Cabinet

❑ Units evaluate their assessment activities and determine actions to be taken (Steps 4&5)

April 30 2001

❑ Units complete Assessment Feeder Reports and submit to IR&P
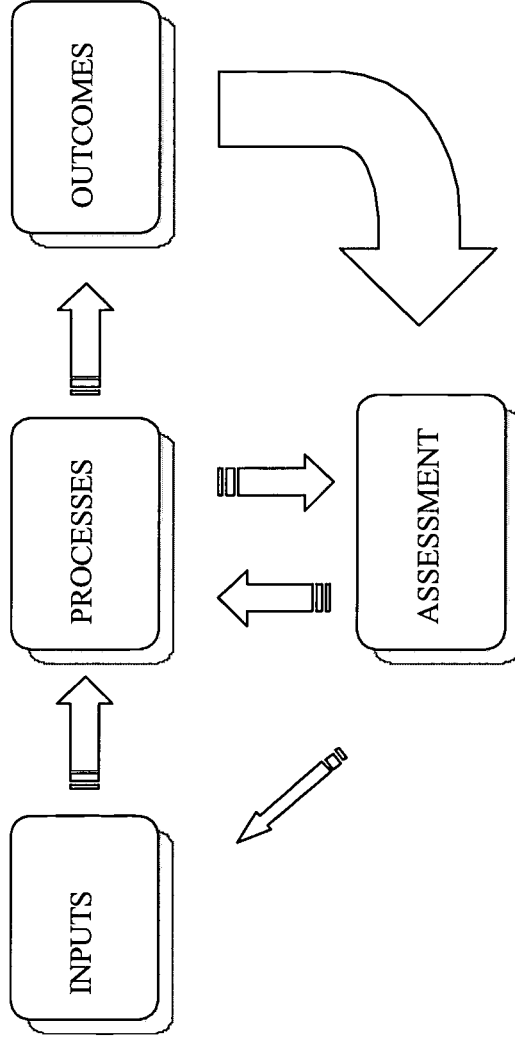
June 30   2001

❑ IR&P publishes SFCC Annual Assessment Report and Unit Planning Committees meet to determine unit goals/objectives/outcomes to be measured

June/July   2001

❑ President and Cabinet approve budget including Strategic Initiatives and Unit priorities

Figure 5-1

Santa Fe Community College
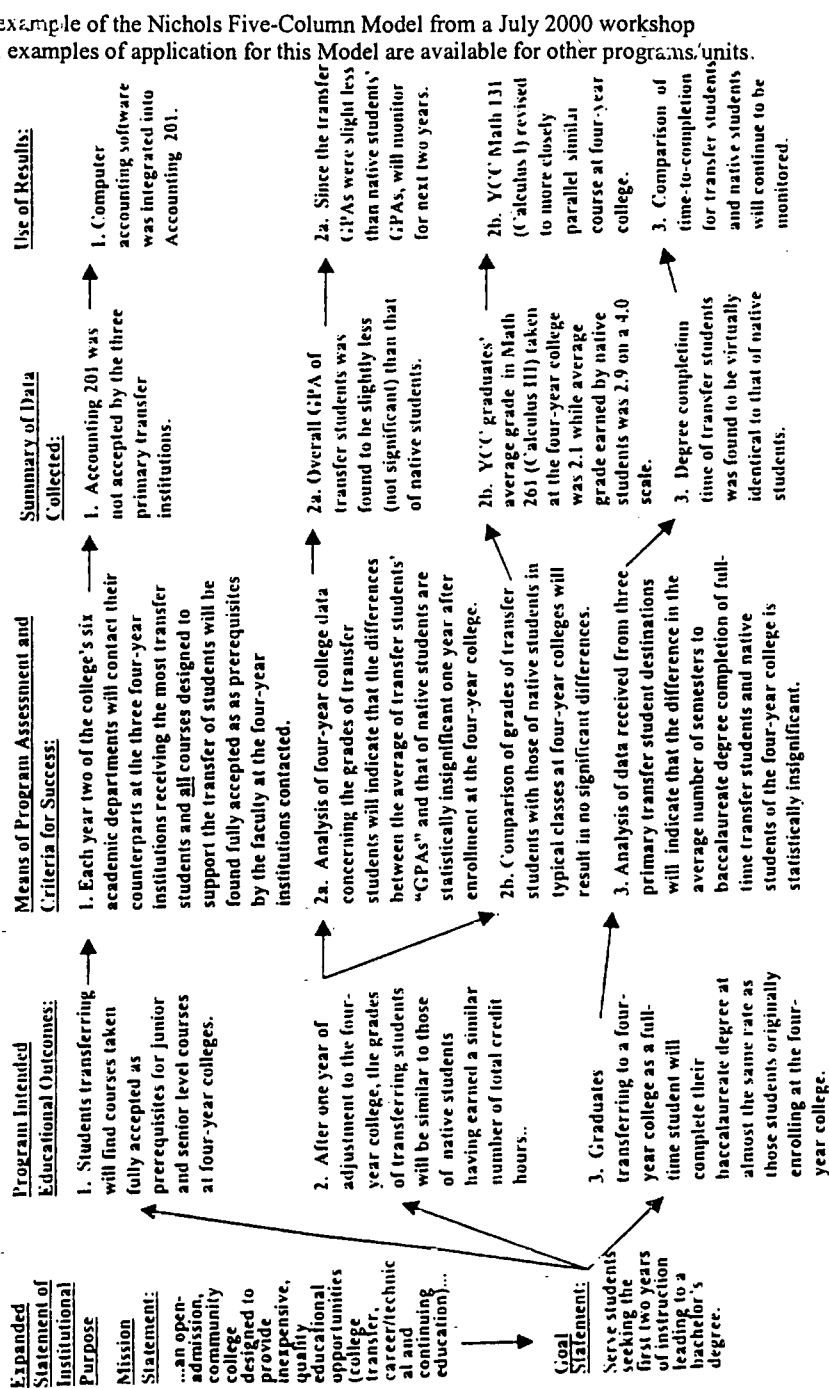# Open System for Institutional Effectiveness

02/22/01

Figure 5-2

This is an example of the Nichols Five-Column Model from a July 2000 workshop
Additional examples of application for this Model are available for other programs/units.

Transfer Program
Five-Column Model

Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes:	Means of Program Assessment and Criteria for Success:	Summary of Data Collected:	Use of Results:
Mission Statement: ...an open-admission, community college designed to provide inexpensive, quality educational opportunities (college transfer, career/technical and continuing education)...	1. Students transferring will find courses taken fully accepted as prerequisites for junior and senior level courses at four-year colleges.	1. Each year two of the college's six academic departments will contact their counterparts at the three four-year institutions receiving the most transfer students and all courses designed to support the transfer of students will be found fully accepted as as prerequisites by the faculty at the four-year institutions contacted.	1. Accounting 201 was not accepted by the three primary transfer institutions.	1. Computer accounting software was integrated into Accounting 201.
Goal Statement: Serve students seeking the first two years of instruction leading to a bachelor's degree.	2. After one year of adjustment to the four-year college, the grades of transferring students will be similar to those of native students having earned a similar number of total credit hours...	2a. Analysis of four-year college data concerning the grades of transfer students will indicate that the differences between the average of transfer students' "GPAs" and that of native students are statistically insignificant one year after enrollment at the four-year college.	2a. Overall GPA of transfer students was found to be slightly less (not significant) than that of native students.	2a. Since the transfer GPAs were slight less than native students' GPAs, will monitor for next two years.
		2b. Comparison of grades of transfer students with those of native students in typical classes at four-year colleges will result in no significant differences.	2b. YCC graduates' average grade in Math 261 (Calculus III) taken at the four-year college was 2.1 while average grade earned by native students was 2.9 on a 4.0 scale.	2b. YCC Math 131 (Calculus I) revised to more closely parallel similar course at four-year college.
	3. Graduates transferring to a four-year college as a full-time student will complete their baccalaureate degree at almost the same rate as those students originally enrolling at the four-year college.	3. Analysis of data received from three primary transfer student destinations will indicate that the difference in the average number of semesters to baccalaureate degree completion of full-time transfer students and native students of the four-year college is statistically insignificant.	3. Degree completion time of transfer students was found to be virtually identical to that of native students.	3. Comparison of time-to-completion for transfer students and native students will continue to be monitored.

Assessment Tools for

Institutional Effectiveness Units

This chapter is designed to provide guidance, procedures, and forms for institutional effectiveness units to use as they pursue their annual unit planning and assessment activities. Assessment for institutional effectiveness is broader than just what happens in academic departments to bring about excellence in student learning outcomes. The support of those academic departments by the administrative and educational services institutional effectiveness units is also an important part of institutional effectiveness.

The Santa Fe Community College institutional effectiveness units (from the list in Fig 2-4) are defined as:

Educational Services Units:

- Student Affairs
- Academic Resources
- Office of Educational Services (to include Student Leadership and Activities)
- Center for Academic and Technologies
- Institutional Research and Planning
- Academic and Professional Development

College and Community Services Units:

- Educational Centers
- Continuing and Community Education
- News and Publications

Administration and Finance Units:

- ITS
- Facilities
- Human Resources
- Office for Finance
- Purchasing
- Safety/Risk Management

Development Office Unit

Planning and evaluation of support services are discussed in section 3.2 of the SACS Criteria for Accreditation. Institutional effectiveness units need to have procedures for planning and evaluating the extent to which their unit goals are being met and how the results of the evaluations are used to improve the services they provide.

To begin this process, each institutional effectiveness unit appoints a unit planning and assessment team to accomplish unit institutional effectiveness planning and assessment activities on an annual cycle for their respective units. These unit teams need to be empowered to do the planning, outcome identification, assessment, and recommendation for change that shows use of the results of the assessment. The unit planning and assessment teams should follow the 5 steps described in this chapter for uniformity and, in this way, be able to easily and systematically demonstrate their compliance with accreditation criteria for institutional effectiveness.

The 5 steps for this annual process are:

1. **Planning Step** The unit determines its own mission and goals tied to goal(s) in the college strategic plan. The planning team should plan to do this at a retreat or a meeting that allows enough time for the planning unit to review the college Mission Statement and Goals and then thoroughly reflect and develop unit mission and goals to support the college's Mission Statement and Goals. In this way, the unit's planning is linked to the college planning through the college Strategic Plan.

2. **Outcomes Step** Once the planning step is complete, the unit must identify outcomes or objectives that will contribute to the accomplishment of the unit goals. The planning team should consider context in this step, to include accountability measures and other planning factors. The unit should identify a list of outcomes/objectives it believes are important, keeping in mind that not all of these outcomes will be assessed at one time or in one cycle. This list is the "long list" of outcomes/objectives. Once the long list of outcomes/objectives is complete to the satisfaction of the unit, 3 to 5 of the outcomes/objectives should be selected from the long list for assessment. This "short list" of 3 to 5 outcomes/objectives should be chosen by the unit team for importance and for ease of measurement. Consideration in choosing the short list should be given to being able to use available data.

3. **Assessment Measures Step** The third step is to select a mode or instrument of measurement for the short list of outcomes/objectives identified in step 2. It may be possible to use existing data from Institutional Research assessment reports, such as the Santa Fe Graduate Assessment Survey, Fact Book, Accountability

Report, Employer Survey, or Equity Report. If data does not exist to measure the outcomes, there may be standardized instruments the college could be asked to obtain. Using an instrument of measurement that will allow benchmarking data with other similar institutions is encouraged. For some outcomes/objectives, it may be necessary or desirable to build or write an instrument to measure the outcomes. Once again, for ease of assessment, wherever possible use existing data or existing measurement instruments. The data or instrument used should be statistically reliable.

4. **Assessment Activities Step** Determine assessment results by administering the measurement instruments/tests or evaluating the existing data. Use good assessment practices to ensure validity of the results. Highlight the extent to which outcomes/objectives were accomplished. If possible, evaluate existing data to do this. Analyze and record the results.

5. **Use of Results Step** With the results of assessment in hand, the unit now uses these results to either confirm that the desired outcome/objective has been achieved or take action necessary to achieve the desired outcome/objective. It is important to document what was actually done to address a deficiency identified by the assessment activities to demonstrate actual use of assessment results.

At the completion of the five-step annual cycle above, the planning and assessment team submits an Assessment Feeder Report via its Vice President by the end of April using the forms at the end of this chapter or available on-line at the Santa Fe Institutional Research website. The Feeder Report is a snapshot of what has been planned and evaluated by the institutional effectiveness Unit to date. It need not contain anymore than what is delineated in the format and forms at the end of this chapter. A good Feeder Report should be substantive, responsive to shortcomings, detailed enough to demonstrate change, and supported by evidence. It should tell how results were actually used to improve outcomes. Feeder Reports should be submitted to Institutional Research via the appropriate Vice-President.

The remainder of this chapter contains forms and instructions to facilitate unit assessment and the required reports. They are listed in order:

- Instructions for completion of the forms
- Title Page for the Feeder Report (Form A)
- Assessment Feeder Report: Linkage and Objectives (Form B)
- Assessment Feeder Report: Objectives and Assessment (Form C)

Santa Fe Assessment Record Book Forms Instructions
for
Institutional Effectiveness Units

Instructions for Title Page (Form A)

- In the blank provided at the top of the page, indicate the name of the unit submitting the Feeder Report. There should be one Assessment Record Book for each Institutional Effectiveness Unit.

- In the blank provided, indicate the "Assessment Period Covered" by the report that follows. This should be indicated in months and years. For example: May 2000 – April 2001.

- In the space provided, enter the date the assessment Feeder Report was forwarded to the Office of Institutional Research and Planning.

- In the blank provided, enter the name of the individual who was responsible for the report. In some cases an individual staff member in the unit may be identified to represent the AES unit in assessment matters and that person signs the form, then the unit director signs the form.

Instructions for Linkage Page (Form B)

- The three blanks at the top of the page are the same information provided on the Title Page (Form A).

- In the box identified as "College Mission/Goals(s) Reference," enter all or a portion of the college mission or goals which is supported by the Unit submitting the report.

- In the box containing "Institutional Effectiveness Unit Mission Statement/Goals, " enter the Unit's mission and goals.

- In each of the blocks listed under "Intended Institutional Effectiveness Outcomes", enter one of the intended outcomes/objectives of the Unit. It is recommended that there be at least three of these outcomes/objectives and definitely no more than five.

Instructions for SFCC Assessment Report Pages (Form C)

- You will have one **SFCC Assessment Report** page (Form C) for each Outcome/Objective stated on Form B. Thus, if there are three "Outcomes/Objectives" listed on the Form B, there will be three Form Cs.

- The three blanks on the top of Form C will be completed identically to those on Form B.

- On your first **SFCC Assessment Report** Page (Form C), in the box underneath "Intended Institutional Effectiveness Outcome/Objective" transfer the first outcome/objective from Form B. One the second Form C, transfer the second outcome/objective from Form B into the box at the top of Form C, and continue this process for all outcomes/objectives.

- Complete the boxes under the "**First Means of Assessment for Outcome/Objective Identified Above**" sub-section according to the directions listed below:

1. **Means of Unit Assessment & Criteria for Success**: <u>Describe the source of your assessment information</u> (For example: unit records, graduating student survey, or report from an external agency). Based on the selected means of assessment, <u>provide a criteria for success</u> which answers the question: "If our unit is functioning the way we think it 'ought' to function, what will be our score on this means of assessment?"
2. **Summary of Assessment Data Collected**: <u>Enter a brief summary of the data you collected from your assessment activities.</u> There should be enough data here to convince the reader that assessment has been done. Data should be in exact figures, not rounded. Make sure the data collected relates back to the administrative objective described in the first box.
3. Complete the boxes under "Second Means of Assessment for Outcome/Objective Identified Above" in the same way you completed the "First Means of Assessment for Outcome Identified Above."

- **Use of Results to Improve Unit Services**: <u>Describe how the unit used the information obtained from assessment activities</u> described in the "Means of Unit Assessment and Criteria for Success" block to improve the unit's services. This improvement needs to relate back to the administrative objective stated in the box at the top of the page. If the unit fails to meet its criteria for success, then this section is used to describe what actions the unit plans to take or has taken to assure that the objective is met.

Santa Fe Community College
ASSESSMENT RECORD FOR
(Institutional Effectiveness UNIT)

_____

(Name of Institutional Effectiveness Unit)

_____   _____

(Assessment Period Covered)   (Date Submitted)

Submitted By: _____

(Unit Assessment Representative)

Via: _____

(Vice-President)

Form A

41

Santa Fe Community College
ASSESSMENT FEEDER REPORT

_____

(Institutional Effectiveness Unit)

_____   _____

(Assessment Period Covered)   (Date Submitted)

Expanded Statement of Mission/Goal Linkage:

College Mission/Goal(s) Reference:

Institutional Effectiveness Unit Mission Statement/Goals:

Intended Institutional Effectiveness Outcomes/Objectives:

1.

2.

3.

4.

5.

SFCC ASSESSMENT FEEDER REPORT
FOR

_____
(Institutional Effectiveness Unit)

_____   _____
(Assessment Period Covered)   (Date Submitted)

Intended Institutional Effectiveness Outcome/Objective:

NOTE: There should be one form C for each intended outcome/objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

_____IE Unit Outcome/Objective:

First Means of Assessment for Outcome/Objective Identified Above:

_____a. Means of Unit Assessment & Criteria for Success:

_____a. Summary of Assessment Data Collected:

Second Means of Assessment for Outcome/Objective Identified Above:

_____b. Means of Unit Assessment & Criteria for Success:

_____b. Summary of Assessment Data Collected:

Use of Results to Improve Unit Services:

Form C

Assessment Tools for Instructional Units

This chapter is designed to provide guidance, procedures, and report forms for instructional units to use as they pursue their annual unit planning and assessment activities. Assessment for institutional effectiveness in academic departments should be aimed at bringing about excellence in educational programs and associated student learning outcomes. The approach must be systematic, defining expected objectives or educational results and prescribing methods for analyzing those results.

Measures to evaluate academic programs and general education are discussed in section 3.1 of the SACS Criteria for Accreditation. According to SACS, these measures may include, but are not limited to the following: evaluation of instructional delivery; adequacy of facilities and equipment; standardized tests; analysis of theses, portfolios, and recitals; completion rates; results of admissions tests for students applying for higher level education; job placement rates; results of licensing examinations; evaluations by employers; follow-up studies of alumni; and performance of student transfers at receiving institutions.

Santa Fe Community College Instructional Units (from the list in Fig 2-2) within the Educational Services are defined as the following:

- Arts and Sciences Division

- Academic Resources Division

- Technology and Applied Science Division

Within these organizations are the Remedial, Associate of Arts, Associate of Science and Associate of Applied Science degree and certificate programs that require institutional effectiveness evaluation. Not every program should be evaluated every year, but the unit leader should set up a schedule for program evaluation that is ongoing. This evaluation must link college mission and goals from the college strategic plan to unit mission and goals and show how these unit goals are being met.

To begin this annual process, the unit leader should assign members to a unit planning/assessment team to conduct the necessary planning and assessment activities for their units. These unit teams need to be empowered to do the planning, outcome identification, assessment, and program recommendations that show use of the results of the assessment. The unit planning and

assessment teams should follow the 5 steps described in this chapter to be able to easily and systematically demonstrate their compliance with accreditation criteria for institutional effectiveness.

The 5 steps for this annual process are:

1. **Planning Step.** The unit determines its own mission and goals tied to goal(s) in the college strategic plan. The planning team should plan to do this at a retreat or a meeting that allows enough time for the planning unit to review the college Mission Statement and Goals and then to thoroughly reflect and develop unit mission and goals to support the college's Mission Statement and Goals. In this way, the unit's planning is linked to the college Strategic Plan.

2. **Outcomes or Objectives Step.** Once the planning step is complete, the unit must identify outcomes or objectives that will contribute to the accomplishment of the unit goals. Twenty-first Century Learning Outcomes developed by the College are well suited for inclusion in this step. The planning team should consider context in this step, to include accountability measures and other planning factors. Each educational program of instruction should have intended educational outcomes, or descriptions of what academic departments intend that students should know upon completion of their programs. The unit should identify a list of these outcomes or objectives as candidates for assessment, keeping in mind that not all of these will be assessed at one time or in one cycle. This list is the "long list" of outcomes/objectives. Once the long list is identified, 3 to 5 of the outcomes/objectives should be selected from the long list for assessment during the coming year. This "short list" of 3 to 5 outcomes/objectives should be chosen by the unit team for importance and for ease of measurement. Consideration in choosing the short list should be given to being able to use available data.

3. **Assessment Measures Step.** The third step is to select a mode or instrument of measurement for the short list of outcomes identified in step 2. It may be possible to use existing data from Institutional Research assessment reports, such as the Santa Fe Graduate Assessment Survey, Fact Book, Accountability Report, Employer Survey, or Equity Report. If data does not exist to measure the outcomes, there may be standardized instruments the college could be asked to obtain. Using an instrument of measurement that will allow benchmarking data with other similar institutions is encouraged. For some outcomes, it may be necessary or desirable to build or write an instrument to measure the outcomes. Once again, for ease of assessment, use existing data or existing measurement instruments wherever possible. The data or instrument used should be statistically reliable.

4. **Assessment Activities Step.** Determine assessment results by administering the measurement instruments/tests or evaluating the existing data. Use good assessment practices to ensure validity of the results. Highlight the extent to which outcomes/objectives were accomplished. If possible, evaluate existing data to do this. Analyze and record the results.

5. **Use of Results Step.** With the results of assessment in hand, the unit now uses these results to either confirm that the desired outcome has been achieved or take action necessary to achieve the desired outcome. It is important to document what was actually done to address a deficiency identified by the assessment activities, thereby demonstrating actual use of assessment results.

At the completion of the five step annual cycle above, the unit planning and assessment team shall submit an Assessment Feeder Report to the Office of Institutional Research and Planning via their Vice President. The annual Assessment Feeder Report is due to Institutional Research by the end of April using the forms at the end of this chapter or available on-line at the Santa Fe Institutional Research website. A good Feeder Report should be substantive, responsive to shortcomings, detailed enough to demonstrate change, and supported by evidence. It should tell how results were actually used to improve outcomes. The prescribed forms make this a step-by-step process.

The remainder of this chapter contains forms and instructions to facilitate unit assessment and the required reports. They are listed in order:

- Instructions for completion of the forms

- Title Page (Form A)

- Assessment Feeder Report: Linkage and Objectives (Form B)

- Assessment Feeder Report: Objectives and Assessment (Form C)

More information may be found in *The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness* and other sources in the assessment section of the SFCC Institutional Research and Planning library.

Assessment Record Book Forms Instructions
For
Santa Fe Community College
Instructional Units

Instructions for Title Page (Form A)

- In the blank provided at the top of the page, <u>indicate the name of the unit/department submitting the Feeder Report.</u> There should be one Assessment Record Book for each academic Instructional Unit.

- In the blank provided, <u>indicate the "Assessment Period Covered" by the report that follows.</u> This should be indicated in months and years. For example: May 2000 – April 2001.

- In the space provided, <u>enter the date the assessment Feeder Report was forwarded to the Office of Institutional Research and Planning.</u>

- On the space provided under "Title of Instructional Degree Program" <u>list this unit's degree programs scheduled for reporting.</u>

- In the blank provided, <u>enter the name of the individuals responsible for the report.</u> In some cases an individual staff member in the department may be identified to represent the department in assessment matters and that person signs the form first, then the Unit leader signs the form.

Instructions for Linkage Page (Form B)

- Fill out the blanks at the top of the form consistent with <u>Form A.</u> Each "Instructional Degree Program" to be assessed will have a Form B and one Form C for each "Intended Educational (Student) Outcome" listed on the Form B.

- In the box identified as "College Mission/Goals Reference," <u>enter the college goal(s) that is supported by the instructional unit.</u>

- In the box containing "Instructional Unit Mission/Goals" enter the unit's mission statement and goals for this particular assessment.

- In each of the blocks listed under "Intended Instructional Unit Outcomes," <u>enter one of the intended instructional unit outcomes for the instructional degree program listed above.</u> It is recommended that there be at least three of these intended instructional unit outcomes and definitely <u>no more than five.</u>

Instructions for Intended Instructional Unit Outcome Report Pages (Form C)

- You will have one Intended Instructional Unit Outcomes Report Page (Form C) for each Intended Instructional Unit Outcome stated on Form B. Thus, if there are three "Intended Instructional Unit Outcomes" listed on the Form B, there will be three Form Cs.

- The three blanks on the top of each Form C will be <u>completed identically to those on Form B.</u>

- On your first Intended Instructional Unit Outcome Sheet (Form C), in the box underneath "Intended Instructional Unit Outcome" <u>transfer the first outcome from Form B.</u> On the second Form C transfer the second Intended Instructional Unit Outcome from Form B into the box at the top of Form C, and continue this process for all outcomes.

  - Complete the boxes under the "First Means of Assessment for Outcome Identified Above" sub-section according to the directions listed below:

  1. Means of Program Assessment & Criteria for Success: <u>Describe the source of your assessment information.</u> (For example: practicum supervisor's report, senior project, employers survey, graduate assessment student survey, or major field test). Based on the selected means of assessment, provide a criterion for success, which answers the question: "If our instructional program is functioning the way we think it 'ought' to function, what will be our score on this means of assessment?"
  2. Summary of Assessment Data Collected: Enter <u>a brief summary of the data you collected from your assessment activities.</u> There should be enough data here to convince the reader that assessment has been done. Make sure the data collected relates back to the Intended Instructional Unit outcome described in the first box.

  - Complete the boxes under "Second Means of Assessment for Outcomes Identified Above:" as you completed the "First Means of Assessment for Objective Identified Above."

  - Use of Results to Improve Instructional Program: <u>Describe how the faculty of that degree program used information obtained from the assessment activities</u> described in the "Means of Program Assessment and Criteria for Success" blocks to improve the learning on the part of their students. Often, this will lead to some sort of curricular change. This improvement needs to relate back to the Intended Instructional Unit Outcome stated in the box at the top of the page. If the instructional degree program fails to meet its criteria for success then this section is used to describe what actions the faculty of the degree program have taken to assure that the intended outcome is met.

Santa Fe Community College
ASSESSMENT RECORD FOR
(UNIT/DEPARTMENT)

_____

(Unit Name)

_____   _____

(Assessment Period Covered)   **(Date Submitted)**

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program   Degree Level

(A.S., A.A.,

A.A.S.)

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Submitted By: _____

(Faculty Assessment Representative/Unit Leader)

Via: _____

(Vice-President)

Form A

Santa Fe Community College
ASSESSMENT REPORT

_____
(Instructional Degree Program)

_____
(Degree Name)

_____
(Assessment Period Covered)

_____
(Date Submitted)

Expanded Statement of College Mission/Goals Linkage:

College Mission/Goal(s) Reference:

Instructional Unit Mission/Goal(s):

Intended Instructional Unit Outcomes:

1.

2.

3.

4.

5.

Form B

SFCC ASSESSMENT REPORT
FOR

_____   _____
(Instructional Degree Program)   (Degree Level)

_____   _____
(Assessment Period Covered)   (Date Submitted)

Intended Instructional Unit Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

| |
| |
| |

First Means of Assessment for Outcome Identified Above: _____

| ____a. Means of Program Assessment & Criteria for Success: |
| |

| ____a. Summary of Assessment Data Collected: |
| |

Second Means of Assessment for Outcome Identified Above:

| ____b. Means of Program Assessment & Criteria for Success: |
| |

| ____b. Summary of Assessment Data Collected: |
| |

Use of Assessment Results to Improve Instructional Program:

| |
| |

Form C

References

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Bryson, J.M. (1995). <u>Strategic planning for public and nonprofit organizations.</u> San Francisco: Jossey-Bass.

Commission on Colleges, Southern Association of Colleges and Schools. (1997). <u>Criteria for accreditation.</u> Decatur, GA: Author.

Nichols, J.O. & Nichols, K.W. (2000). <u>The departmental guide and record book for student outcomes assessment and institutional effectiveness.</u> (3rd ed.). New York: Agathon Press.

Nichols, K.W. & Nichols, J.O. (2000). <u>The department head's guide to assessment implementation in administrative and educational support units.</u> New York: Agathon Press.