

Herkimer County Community College: Institutional Assessment Plan Implementation Calendar 2009-2010												
Plan	Aug* <i>All campus meeting</i>	Sept	Oct	Nov* <i>All campus meeting</i>	Dec	Jan* <i>All campus meeting</i>	Feb	Mar	Apr* <i>All campus meeting</i>	May	June	July
Strategic Plan Standard 2	Consultant's survey results distributed; First strategic planning retreat w/ consultant	Strategic Planning Committee (SPC) established; Focus group interviews/surveys begin	Focus group interviews/surveys completed; Goal and objective statements determined by SPC	First draft of strategic plan; Follow-up strategic planning retreat	Second draft of strategic plan submitted to consultant; Draft strategic plan to College's Board of Trustees (BOT)	Initial conversation with BOT regarding draft strategic plan; Task forces review consultant's recommendations	BOT vote on draft strategic plan; Task forces submit final action items	Strategic plan vetted through campus community; Final draft of Strategic Plan is prepared and submitted to BOT for final approval	BOT approves final draft of Strategic Plan	Master Plan RFP released	Open bids for Master Plan	
Strategic Assessment Plan (Key Performance Indicators [KPI]) Standard 7	Campus assessment audit; met with MSA liaison; SWOT analysis of current assessment activities and how they are documented and used	Identify need for IE Committee	IE Committee Formed; purpose identified	IA Plan & KPI's introduced	IA Plan first read; KPI's drafted; current benchmark assessments overlaps	IA Plan final revisions; KPI's identified	IA Plan implemented; data gathered; institutional "report card" created	Use data in budget building process	Communicate and share KPI's with community; Annual Report Card shared with campus community, BOT, Intranet	Use Report Card to develop prioritize SP objectives.	Identify SP objectives to focus upon 2010-11.	Begin planning for KPI data gathering; use results to report out in the MSA Monitoring Report; due Sept. 1, 2010
Unit Assessments Standard 7		Prepare training strategies; research best practices	Student Affairs assessment training (non-instructional units); review annual reports for identified 09-10 goals	Phase I Assessment Plan training (goals, objectives, outcomes, measures, resources, share, adjust, CTL)	Phase II Assessment Plan training; Assessment Plans submitted for Pilot Semester Assessment Plan	All units plan for semester assessment activities	Develop assessment tools - indicating direct and indirect measures Implement unit assessment plans Identify Unit Program/Service/Depart. Goals (3-5) Asst. Dean to be utilized as a resource for assessment activities, methods, and ongoing feedback Assessment Planning "Office Hours"	Units gather data; complete assessment plan documentation	Submit findings and "summary report" to Asst. Dean of AA; Share results with identified individuals; results to be used in budget decision making	Adjust assessment plan, implement recommendations, CTL; identify a year-long goal to assess during 10-11 year; use results in MSA Monitoring Report; due Sept. 1, 2010		
SUNY Assessment of the Major (Program Review) Standard 7 & 14		Adjust program review calendar; collaborate with Assoc. Deans	Finalize Program Review Template, timeline, and peer evaluation rubric	Begin self-study process using template	Identify peer reviewers	Submit final draft of self-study to Assoc. Dean; secure two reviewers	Send self-study to reviewer with rubric to evaluate the self-study	Reviewers return rubric with feedback	Faculty respond by writing goals to address identified weaknesses; faculty complete SUNY Summary Form and submit to Asst. Dean	Use gathered information from the review to plan for future budget allocations and program level assessment planning	Plan to address weakness in 10-11	Use results in MSA Monitoring Report; prepare for 10-11 Program Reviews; assess the process; CTL; due Sept. 1, 2010
General Education Course Assessment Standard 7 & 14	Compile GENED data from previous year 07-08	Identify GENED competencies to be assessed 09-10	GEAR Group explored; CTL Faculty Survey completed	Triennial Assessment Plan review and SUNY CTL Report introduced	Courses identified for Spring 2010 GENED assessments	GENED Assessment implemented. GEAR Group completes triennial SUNY Assessment Plan Review and CTL Report. All HCCC GENED Courses reviewed and updated through SUNY.	GENED Assessments completed; data collected; results housed in Office of AA.	Faculty collaborate & reflect on survey results during Assessment Day; recommend actions; complete Faculty CTL Survey; link to budget	Faculty individually adjust methods and techniques	GEAR Group begins planning for 10-11 GENED Assessments; Use results in MSA Monitoring Report; due Sept. 1, 2010		
SLO Course Assessment Plan Standard 7 & 14	Faculty-driven PD Day introducing course level SLO's; Report out on volunteer online summer course pilots	All faculty review and rewrite course SLO's to align with revised Program goals; numerous faculty volunteer online courses to continue piloting course outline assessments	Faculty-driven Assessment Committee review hundreds of course outlines; provide feedback to faculty	Faculty-driven PD Day to introduce syllabi alignment with course SLO's	All faculty identify one spring course to document assessment measures aligning with course level SLO's; pilot volunteers collect data	All faculty revise syllabi & participate in one course trial assessment; spring 10	Continue PD Assessment via division Meetings; tie assessment to budget;	Continue PD Assessment via division Meetings; link program goals to Inst. LO's; complete SLO Handbook	Continue PD Assessment via division Meetings; align PLO to ILO; begin to compile results; Suskie Training MVCC	Faculty collaborate and reflect on survey results during "Assessment Day"; recommend actions; CTL conversations	Faculty individually adjust methods and techniques; revise all syllabi to reflect SLO's	Faculty prepare for additional courses to measure SLO's; use results in MSA Monitoring Report; due to Sept. 1, 2010

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Plan	Aug* <i>All Campus Meeting – MSMC/CHE update</i>	Sept* <i>MSCHE Site Visit</i>	Oct	Nov* <i>All campus meeting ~ MSCHE update</i>	Dec* <i>MSCHE Annual Conference</i>	Jan* <i>All campus meeting</i>	Feb	Mar	Apr	May	June* <i>AIRPO</i>	July
Strategic Assessment Plan (Key Performance Indicators [KPI]) Standard 7	Review Data as it becomes available; begin evaluation of IA Plan; VP/Dean of AA begins	Make adjustments to IA Plan based upon feedback collected from campus-wide constituents	Dashboard draft Created presented to Exec. Council for feedback; continue to collect, analyze & share institutional data	Self-evaluation of IE Committee; finalize Dashboard present to BOT; continue to collect, analyze & share institutional data	Adjustments to Dashboard; continue to collect, analyze & share institutional data	Budgeting process begins; use Report Card to inform budgeting/planning for 11-12;	Preliminary budget request presented with alignment to SPlan; continue to collect, analyze & share institutional data	Update Report Card; identify progress of meeting KPI Benchmarks; identify KPI's needed	Adjust KPI Benchmarks as needed; add new KPI's as measurement gaps are identified and data is located to fill the gaps; continue to collect, analyze & share institutional data	Report Card used as pulse of meeting SP goals; prepare Report Card adjustments for BOT retreat in June; share with Exec. Council	Board of Trustee presented with Report Card; maintain and update dashboard; continue to collect, analyze & share institutional data	Begin planning for KPI data gathering in 2011-2012; continue to collect, analyze & share institutional data
Unit Assessment Plan Standard 7	Units identify one goal to assess in 2010-2011; assessment training for newly hired unit supervisors/directors	Complete Unit Assessment Plans; Asst. Dean reviews plans and meets with individual units as needed to provide feedback; meet with units to identify strengths/weaknesses of the Unit Assessment Plan	Implement unit assessment plans Develop assessment tools - use direct and indirect measures – document all assessment results and actions to be taken – link to unit budgeting process Asst. Dean to be utilized as a resource for assessment activities, methods, and ongoing feedback re: assessment & planning Professional Development created to address unit assessment needs as identified in the data gathered during feedback process about the Unit Assessment Plan.						Units gather data; complete assessment plan documentation		Submit findings and “summary report” to Asst. Dean of AA; Share results with identified individuals; results to be used in budget decision making	Adjust assessment plan, implement recommendations, CTL conversations; as a unit, identify goal to assess during 11-12 year;
SUNY Assessment of the Major Plan (Program Review) Standard 7 & 14	Programs using the new template are given extended time to complete 09-10 reviews; meet with VP/Dean and Assoc. Deans to review programs due for 10-11	Adjust program review calendar; gather feedback about the Program Review process; make adjustments in collaboration with academic Deans	Academic programs begin review process; Mid-cycle reports begin; academic Deans review 09-10 program reviews and mid-cycle reports	Begin self-study process using template; Mid-cycle reports in progress; Deans respond to program reviews & mid-cycles in writing	Identify peer reviewers for program reviews; include PLO data	Submit final draft of self-study to Assoc. Dean; secure two reviewers	Send self-study to reviewer with rubric to evaluate the self-study;	Reviewers return rubric with feedback; Mid-Cycle Reports due	Faculty respond by writing actions to address identified weaknesses; faculty complete SUNY Summary Form and submit to Asst. Dean; mid-cycle reports reviewed by Deans	Use gathered information from the review to plan for future budget allocations and program level assessment planning	Strategies identified to address weakness/concerns identified in program review and mid-cycles	Prepare for 11-12 Program Reviews & mid-cycles;
General Education Course Assessment Plan Standard 7 & 14	09-10 GENED results shared at PD day; GENED SLOs to be assessed are shared with faculty; CTL survey completed; post-results to ANGEL Assessment results folder.	Random course selection complete; inform faculty of their selection in the process; HCCC GEAR Group meets to assess GENED Assessment Plan and SUNY response to HCCC’s CTL report	HCCC GEAR Group research best practices in GENED Assessment	HCCC GEAR Group drafts revised GENED Assessment Plan based upon SUNY policy changes; collaborate with academic deans	Final GENED Assessment Plan presented to assessment committee & IE committee	Fall GENED results shared/posted; CTL survey completed	Continuous GENED course additions/ revisions sent to SUNY	HCCC GEAR Group make adjustments to GENED Assessment Plan based upon feedback from assessment/IE committees	GENED Assessment Plan is updated in the IA Plan	Assessment Day CTL documentation to capture if identified GENED course changes were effective.	HCCC GEAR Group begins planning for 11-12 GENED Assessment Plan implementation	
Learning Outcomes Assessment Plan Standard 7 & 14	Faculty-driven PD Day; ANGEL Handbook includes all assessment documents	Schedule workshop topics- rubric development, creating objective tests,...; gather information for catalog chgs.	Update ANGEL Handbook; “P” courses to be assessed; assessment workshop offered	ANGEL Assessment documentation refresher; faculty begin entering assessment results into ANGEL	All assessment data into ANGEL; End of semester form includes assessments complete check-off	Assessment Committee reviews ANGEL assessment process; PD = CTL for fall	Randomly select courses to assess ILO’s; inform faculty; finalize catalog updates/changes; plan assessment workshop for Mar.	Faculty implement course assessment measures to document direct measures of CLO, PLO, & ILO; wkshop	Continue PD Assessment via division Meetings as needed; faculty begin entering assessment data into ANGEL	Annual Assessment Day; CTL; Program/discipline conversations; document actions and results of l/y intended actions	Faculty individually adjust methods and techniques; revise all syllabi to reflect changes	