## Herkimer County Community College: Institutional Assessment Plan Implementation Calendar 2009-2010

### SLO Course Assessment Plan

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<th>Aug – Nov</th>
<th>Oct</th>
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### General Education Course Assessment

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### SUNY Assessment of the Major (Program Review)

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### Appendix O

**Herkimer County Community College: Institutional Assessment Plan Implementation Calendar 2009-2010**

- **Strategic Plan Standard 2**
  - Consultant’s survey results distributed; First strategic planning retreat with consultant
  - Strategic Planning Committee (SPC) established; Focus group interviews/surveys begin
  - Focus group interviews/surveys completed; Goal and objective statements determined by SPC

- **Strategic Assessment Plan (Key Performance Indicators [KPI]) Standard 7**
  - Identify need for IE Committee
  - IE Committee formed; purpose identified

- **Unit Assessments Standard 7**
  - Identify need for IE Committee
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- **SUNY Assessment of the Major (Program Review) Standard 7 & 14**
  - Compile GENED data from previous year 07-08
  - Identify GENED competencies to be assessed 09-10

- **General Education Course Assessment Standard 7 & 14**
  - Faculty-driven PD Day introducing course level SLO’s; report out on volunteered online course pilots

- **SLO Course Assessment Plan Standard 7 & 14**
  - Faculty-driven Review Committee review hundreds of course outlines; provide feedback to faculty

- **Plan Implementation**
  - BOY approves final draft of Strategic Plan

- **Institutional Assessment Plan**
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<th>Jan 28</th>
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<td>Review Data as it becomes available; begin evaluation of campus-wide constituents</td>
<td>Make adjustments to IA Plan based upon feedback collected from campus-wide constituents</td>
<td>Dashboard draft created presented to Exec.; Council for feedback; continue to collect, analyze &amp; share institutional data</td>
<td>Self-evaluation of IE Committee; finalize Dashboard draft presented to BOT; continue to collect, analyze &amp; share institutional data</td>
<td>Adjustments to Dashboard</td>
<td>Budgeting process begins; use Report Card to inform planning; planning for 11-12.</td>
<td>Preliminary budget request presented with alignment to SP: continue to collect, analyze &amp; share institutional data</td>
<td>Update Report Card; identify progress of meeting KPI Benchmarks; identify KPI’s needed</td>
<td>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 &amp; share institutional data</td>
<td>Report Card used as pulse of meeting SP goals; prepare Report Card adjustments for BOT retreat in June; share with Exec. Council</td>
<td>Board of Trustee president presented with Report Card; maintain and update dashboard; continue to collect, analyze &amp; share institutional data</td>
<td>Begin planning for KPI data gathering in 2011-2012; continue to collect, analyze &amp; share institutional data</td>
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Unite 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. |

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 & Asso. 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 Asso. 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 | Strategies identified to address weaknesses/concerns identified in program reviews and mid-cycles; Prepare for 11-12 Program Review & 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 conducted; 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 Research best practices in GENED Assessment | HCCC Gear Group research 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 makes 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 tabs. | 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; wkshp | Continue PD Assessment via Division Meetings as needed; faculty begin entering assessment data into ANGEL | Annual Assessment Conference; 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 |

Appendix O