

## Institutional Assessment Plan Sustainability

**Institutional Assessment (IA) Plan-** The Institutional Effectiveness Committee monitors, evaluates, revises, and sustains the IA Plan. Annually, the committee solicits feedback to evaluate the IA Plan as whole and the five supporting plans individually. The committee meets monthly to address IA Plan implementation. The IE Committee reports to the VP/Dean of Academic Affairs.

1. **Strategic Assessment Plan-** The Assistant Dean of Academic Affairs collects the Institutional Effectiveness Report Card data from various campus units and departments. The Institutional Effectiveness Committee, consisting of members from various units of the College, reviews the data annually or as the data is available and creates a “Report Card”. The Institutional Effectiveness Committee collectively and through collaborative efforts across the campus, decides on the data to be used in the Report Card.

The IE Committee forwards the Institutional Effectiveness Report Card to the President of the college and the Executive Council to discuss the results of the data collected. An analysis of these results is performed and discussed at the Executive Council level. Recommendations for action plans result, which includes budget allocations. Recommendations are delegated to the responsible departments or divisions.

The Institutional Effectiveness Report Card is also disseminated to the campus community through the web page, all campus presentations, and at Board of Trustee meetings.

2. **Unit Assessment Plan-** Each institutional unit is responsible for creating annual assessment plans that address the identified unit goals; minimally one unit goal a year is assessed and documented. There are various tools used to measure the unit assessment plan; each unit must identify two measures, one must be a direct measure. The Director of Institutional Research disseminates any external assessment measures such as the Community College Survey of Student Engagement (CCSSE) or the ACT Student Opinion Survey (SOS). Unit assessment plans are created annually and the rotation of the goal to be assessed is at the discretion of the unit supervisor, administrator, or director.
3. **SUNY Mandated Campus-Based Assessment of the MAJOR (Program)-** Faculty that teach core courses in the degree program follow the *SUNY Guidelines for the Implementation of Campus-based Assessment of the Major* to complete a self-study. Associate Division Deans are responsible for informing the faculty of the MAJOR review schedule. External reviewers evaluate the self-study using a rubric and provide documented feedback. Program review occurs on a documented rotating schedule.

A mid-cycle post report has been created to capture and document progress made in relationship to a past program review. The mid-cycle post report is conducted

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two to three years following a program review. Associate Division Deans collect the mid-cycle reports and collectively respond in writing to the report. Mid-cycle reports are documented on a rotating schedule.

The Office of Institutional Research provides data to supplement the program reviews.

4. **General Education Course Assessment Plan-** General Education evaluations (tests, research papers, portfolios, etc.) are administered by faculty who teach General Education courses. This work is scored by faculty using a rubric and then individually sent to the Herkimer GEAR Group. The Herkimer GEAR Group is responsible for compiling the data and posting the aggregate results in the ANGEL Assessment Handbook.

GENED-2 forms document the general education findings and are kept by the Chief Academic Officer for review and may be requested by the Office of the Provost at System Administration for periodic audits based on a sampling of campuses.

General Education Assessments are conducted on a rotating yearly basis and data compiled from these assessments are used as direct measures in the Institutional Effectiveness Report Card.

5. **Learning Outcomes Assessment Plan-** Faculty have identified course (student) learning outcomes for every course offered at Herkimer. It is the learning from individual courses that enables students to achieve the program learning outcomes (PLO) and institutional learning outcomes (ILO). The faculty driven Assessment Committee oversees and facilitates the Learning Outcomes Assessment Plan. The Assessment Committee meets regularly throughout the fall and spring semesters, as well as the summer months to sustain this plan.

A more detailed explanation of the sustainability of the Learning Outcomes Assessment Plan is addressed in Standard 14.