



GLENDALE COMMUNITY COLLEGE
Institutional Effectiveness Plan 2006-2009

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I. Mission and Goals

College Mission

The mission of GCC is to address the higher education needs of its community. Through its diverse programs and services, GCC assists students in meeting their educational goals.

We fulfill this mission as an institution of higher education by preparing students:

- *To participate responsibility in a culturally diverse, technological and global society*
- *For successful transfer to colleges and universities*
- *For employment and advancement within their chosen careers*

The college's mission statement reflects GCC's commitment to providing a variety of educational services to meet the diverse needs of a dynamic community.

College Goals

Figure 1: Strategic Directions and Goals 2006 - 2009

<p>Access – <i>GCC will maximize stakeholder access to all facilities, programs and services.</i></p> <ol style="list-style-type: none"> 1. Respond to changing demographics and needs of the community. 2. Enhance access to instruction, student and administrative services. 3. Expand workforce development opportunities for local businesses within the community. 4. Continue development of off-campus sites, programs and services. 5. Provide student, faculty and staff access to leading-edge technology. 	<p>Resources for Growth – <i>GCC will significantly enhance new and existing revenue resources to promote growth and increase cost effectiveness.</i></p> <ol style="list-style-type: none"> 1. Refine college budgeting strategies for the efficient use of resources and delivery of quality programs and services. 2. Improve existing facilities and facility utilization for the efficient and productive use of learning and work spaces. 3. Develop GCC North Master Plan. 4. Communicate the needs of the college effectively in support of capital campaigns. 5. Enhance college alumni programs and scholarship development. 6. Develop grant opportunities and alternative funding for instructional and support initiatives.
<p>Dynamic Learning Environments – <i>GCC will promote expansion of dynamic learning environments and delivery options.</i></p> <ol style="list-style-type: none"> 1. Support faculty innovation in curriculum development and instructional delivery. 2. Develop student services as dynamic, out-of-class learning environments for students with creative delivery options and procedures. 3. Establish an evolving technological standard for the 21st century 'classroom' and workplace to provide maximum flexibility and learning opportunities. 4. Strengthen the link between library/ technology resources and classroom instruction. 5. Utilize assessment strategies, including student academic achievement and satisfaction with student services, to improve student learning and development. 	<p>Qualified and Diverse Workforce – <i>GCC will recruit and retain a qualified and diverse workforce.</i></p> <ol style="list-style-type: none"> 1. Promote a culture of opportunity and a climate of respect. 2. Maintain safe and secure learning and work environments for students, faculty and staff. 3. Invest in strategies to recruit and retain diverse, highly-qualified candidates for employment. 4. Promote and enhance employee professional growth, training, and mentoring opportunities.
<p>Collaboration – <i>GCC will maximize collaboration among the Maricopa Colleges and with external partners.</i></p> <ol style="list-style-type: none"> 1. Evaluate, expand and enhance partnerships with educational institutions, businesses, industry, governmental, and community agencies. 2. Promote interdisciplinary partnerships among college departments/units. 3. Capitalize on the synergy of centralized and decentralized financial, physical and human resources within the district. 	<p>Strong Identity – <i>GCC will develop a strong identity that reflects its educational leadership role in the community.</i></p> <ol style="list-style-type: none"> 1. Strengthen identity and community awareness of GCC as a leader in teaching excellence, innovative technologies, student support, facilities, learning opportunities, and student success. 2. Promote GCC as a vital community partner in association with the Maricopa Community College system.

Planning Model

Figure 2: GCC Planning Overview

Glendale Community College Planning Overview

MCCCD Vision, Mission & Values
Board Goals

- University Transfer/General Education
- Developmental Education
- Workforce Development
- Student Development Services
- Continuing/Community Education
- Diversity
- Teacher Education

MCCCD Strategic Directions
3 - 5 Years

- Maximize Access
- Create Dynamic Learning Environments
- Maximize Collaboration
- Enhance Resources for Growth
- Recruit and Retain Quality & Diverse Employees
- Develop Strong Identity

GCC Vision, Mission & Values

College Long-Term Plans
5 - 10 Years

- GCC Main Campus Master Plan
- GCC North Campus Master Plan
- Institutional Effectiveness Plan

College Strategic Directions
3 - 5 Years

- Maximize stakeholder access to college facilities, programs and services.
- Support and expand dynamic learning environments and delivery options.
- Maximize collaboration among the Maricopa Colleges and with external partners.
- Enhance new and existing revenue sources, promote growth, and increase cost effectiveness.
- Recruit and retain a qualified and diverse workforce.
- Develop a strong identity that reflects its educational leadership role in the community.

College Strategic Plan
3 - 5 Years

College Operational Plans
1 - 2 Years

Environmental Forces

- Trends ➤
- Demographics ➤
- Needs Assessment ➤
- Competition ➤
- Collaborations ➤
- Futures Committee ➤

Continuous Improvement

- Student Academic Assessment
- Climate Assessment
- IE Core Indicators
- Program Review
- NCA Self-Study
- Service Unit Improvement Plans
- GCC Multi-Year Planning Guide
- Service Unit Action Plans

II. Institutional Effectiveness and Assessment

At Glendale Community College (GCC), assessment provides the means for the College to evaluate the effectiveness of the institution, especially student academic achievement. Through the process of assessing student academic achievement, GCC asks questions such as, “What should students think, know, and do upon completing courses, academic programs or general education curriculum?”, “Are we meeting student expectations?”, and “What can we do better?”

Assessment is part of the “plan – do – check – improve” process that uses data as the basis for decision-making and continuous improvement. The Institutional Effectiveness (IE) Plan is comprised of the following components:

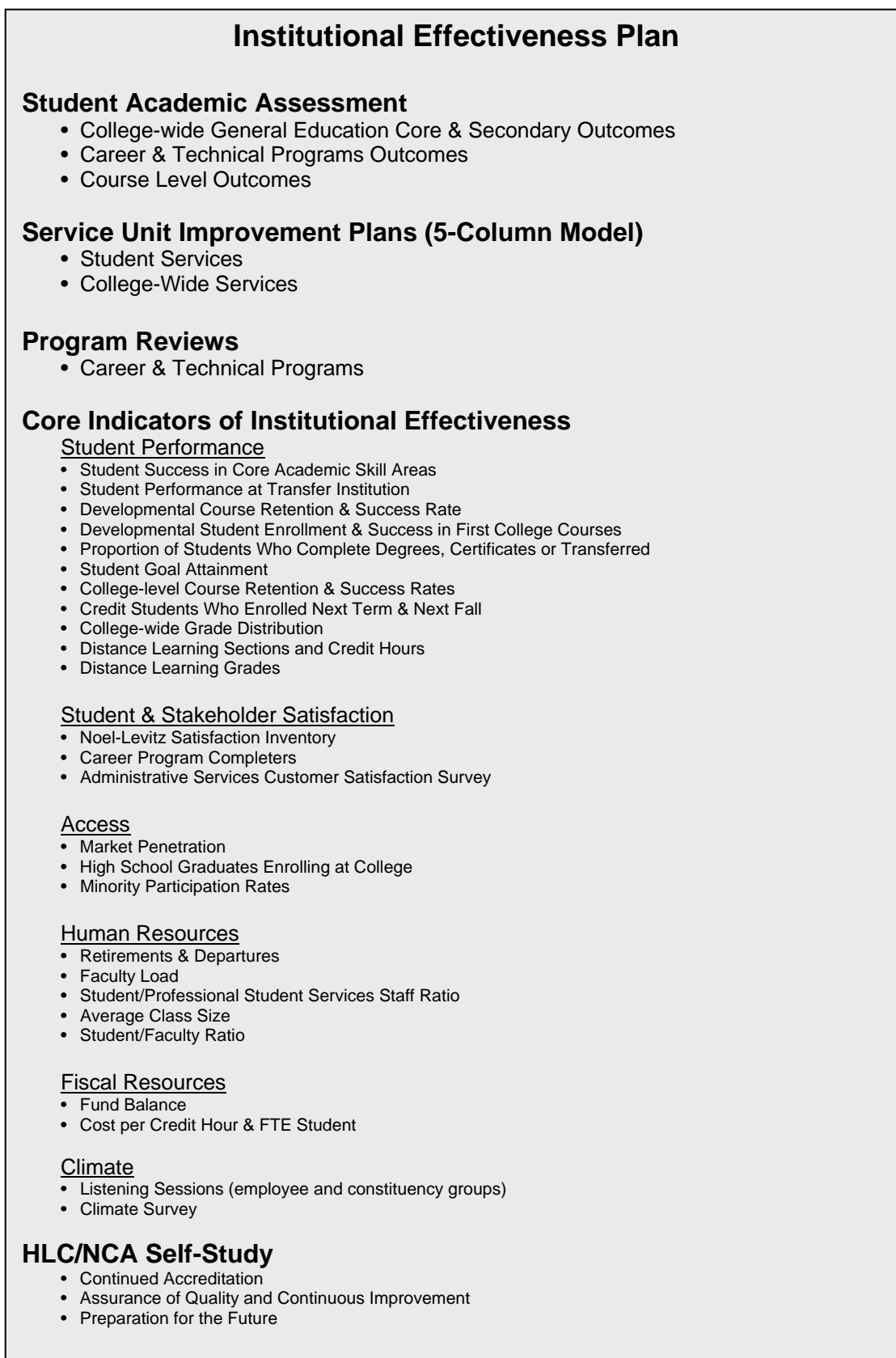
- **Student Achievement** - academic success at the course level (micro), career and technical program level (meso), and college-wide general education level (macro).
- **Service Unit Improvement Plans** – Student Services and College-Wide.
- **Program Review** – Career and Technical Programs.
- **Core Indicators of Institutional Effectiveness** - performance measures related to student performance, student and stakeholder satisfaction, access and participation, human resources, and financial resources.

Assessment Purposes

The purposes of assessment at GCC are to:

- Assure that the College effectively fulfills its mission and purposes
- Improve teaching and learning processes and environments
- Improve student academic achievement and enhance student learning
- Assess and improve the connection between instructional learning outcomes and educational support services
- Provide feedback on a variety of institutional benchmarks for assisting in continuous improvement of college processes
- Provide basis for the decision-making processes of planning, budgeting, curriculum development and staff development
- Demonstrate to external constituents the educational gains of students, progress in attaining college goals and objectives, and the College’s continuing ability to meet the community’s learning needs

Figure 3: Process for Assessing Institutional Effectiveness



Assessment Guidelines

Assessment results will be used to improve decision-making related to curricula, instructional strategies, support services, institutional processes, and responsiveness to the community.

- Assessment is a continuous process and not just a one-time event.
- Plans are flexible and reflect the diversity of GCC's programs and intended student learning outcomes.
- Data from (non-aggregate) assessment measures are for the internal use of GCC and are intended for use in improving learning outcomes, programs, processes, and services.
- Faculty determine what and how they teach; course assessment provides a means to determine if current methods are effective with students and if faculty are collecting and /or receiving the necessary data to make improvements.
- Assessment is comprehensive and involves currently enrolled students, graduates, university transfers, faculty, staff, employers, and community members.
- Assessment results will not be used to evaluate program viability.
- Assessment results are not used to evaluate personnel.

Most program-level assessment plans developed by departments, service units, and committees follow the "Five-Column Model" developed by James and Karen Nichols, The University of Mississippi. Assessment plans include the following five columns:

- College mission and purposes supported by learning outcomes or unit goals
- Program learning outcomes or unit objectives
- Assessment method and criteria for success
- Summary of data collected
- Use of results

Course-level assessment models vary within an adopted three column version of the Nichols & Nichols five-column model. They include direct measures of learning such as pre and post testing, oral examinations, common finals or projects, as well as indirect measures of learning such as course evaluations and focus groups.

Appendix A and B list the steps followed to develop assessment plans for academic programs, service units, and committees. Appendix C shows the "GCC Course-Level Assessment" form used by Faculty Assessment Liaisons to inventory course assessment methods.

Evaluation of the Assessment Process and Measures

Since the IE Plan's inception in 1993, the College-Wide Academic Achievement Committee (CWAAC), Student Success Council, and Administrative Team (President, Vice Presidents, and Deans) have periodically reviewed the assessment process and measures and updated the IE Plan. The College's most recent self-study recommended annual reviews of all key processes. Based on this recommendation, each spring the assessment process and IE Plan is reviewed by the CWAAC, Student Success Council and Administration, and the plan is updated as needed for the following academic year. The College Research Services (CRS) Office will be responsible for initiating the review process and for updating the IE Plan.

Responsibility for updating specific measures in the plan belongs to the following groups:

- CWAAC has responsibility for the annual review and update of the college-wide general education assessment plan.
- Faculty within their respective departments have responsibility for the annual review and update of academic program assessment plans.
- Faculty, designated as Assessment Liaisons, are responsible for working with faculty in their departments to document course assessment.
- Managers of student services and college-wide services have responsibility for the annual review and update of their assessment plans.
- The CRS Office makes recommendations to the Vice Presidents' Council about the administration of college-wide surveys.

Use of Assessment Results

Since 1997, the planning and budgeting process has considered assessment results when allocating and reallocating resources. Planning areas are encouraged to include data and assessment results to substantiate the need for new or additional resources. Although the expectation is that departments will implement assessment plans without the need for additional resources, assessment results can and should be used as evidence that resources are needed to make improvements in programs and services. Assessment results are also used to identify the need to change curriculum, organizational structure, administrative procedures, and relationships to external agencies and the public. It is anticipated that results can also identify faculty and staff professional growth and development needs.

III. Student Academic Achievement

Success is defined in terms of what students should “think, know, and do” upon completion of courses, programs, or general education curriculum. Measures assess student-learning outcomes at three levels.

- College-wide general education, based on general education outcomes
- Academic program, based on program outcomes
- Course completion, based on course competencies

The College’s general education outcomes, which mirror Maricopa’s Governing Board Goals, are divided into core and secondary outcomes.

College-wide General Education Core Outcomes:

- Writing – communicates thoughts, ideas, information and messages.
- Critical Reading – interprets and synthesizes a variety of written information.
- Critical Reasoning – thinks creatively and critically; acquires and applies new knowledge and skills. Applies mathematical techniques to problem solving, analyses, and exposition.

Core outcomes are assessed every spring.

College-wide General Education Secondary Outcomes:

- Information Literacy – uses a variety of resources to locate, evaluate and use information to solve a problem or make a decision.
- Technology Literacy – demonstrates proficiency with technology/tools.
- Speaking – organizes and communicates ideas and information.

Secondary outcomes are assessed on a rotating basis, every three years.

Assessment Objectives for Program Academic Success

- Evaluate student preparedness for employment and work
- Evaluate student preparedness for transfer to a four-year college or university
- Evaluate the effectiveness of college-wide general education
- Evaluate the effectiveness of academic programs, including transfer and developmental education
- Measure student success in goal achievement
- Improve instruction and curricular offerings through collaborating and sharing of assessment results
- Track retention and degree and certificate trends

Assessment Objectives for Course Level Academic Success

- Objectives vary by course and are based on course competencies
- May employ a variety of instruments that use direct and indirect measures of learning

IV. Service Unit Improvement Plans

Student development is defined in terms of the effective and efficient support of student learning outside of formal instruction. These measures look at direct support for learning such as tutoring or library services and indirect support for learning, such as financial aid and registration that enable students to enroll in courses.

Student Services' Assessment Objectives

- Determine the efficiency and effectiveness of services and activities that promote the following student development outcomes:
 - Positive and realistic self appraisal
 - Intellectual development
 - Appropriate personal and occupational choices
 - Clarification of values
 - Ability to relate meaningfully with others
 - Capacity to appreciate cultural differences
 - Capacity to work independently and interdependently
- Determine the efficiency and effectiveness of assisting students in overcoming specific personal, physical, educational, or skill problems.
- Identify environmental conditions that may negatively influence welfare, and propose interventions that may neutralize such condition.

College-Wide Services' Assessment Objectives

- Provide feedback for continuous improvements.
- Provide input for decision-making in related processes:
 - Strategic, long-term, and annual planning
 - Resource allocation and reallocation
 - Curriculum development, improvements, and revisions
 - Faculty and staff development
- Determine student satisfaction with educational experiences at GCC.
- Determine faculty and staff satisfaction with organizational culture, climate, mission, programs, and services.
- Determine graduates' perceptions of their experience at GCC.
- Determine reasons for withdrawals.
- Measure efficiency and effectiveness of college processes.

V. Career-Technical Program Review

GCC career-technical program review is a process used to determine if career-technical programs are meeting the needs of students and employers in business and industry. A committee comprised of the program coordinator and/or department chair, full-time and adjunct faculty members, and business and industry advisory council members convenes every three years to carry out the program review process for each career-technical program.

Strategic elements of Career-Technical Program Review:

- Faculty involvement and leadership is key throughout the entire review process
- Collection and review of student learning assessments and effectiveness measures is part of the process
- Programs should meet their instructional goals and support the college mission
- Do programs meet the needs of the community, business and industry?
- Does the program meet certification and accreditation requirements?

Components of Career-Technical Program Review:

- Program description
- Discussion of advisory committee participation in program and curriculum development
- Benchmarking data analysis including course enrollment, program completion, transfer, retention, and job placement measures
- Program resource identification and needs analysis
- Analysis of risk assessment
- Community support including identification of current and future partnerships
- Competition analysis
- Analysis of program strengths, weaknesses, opportunities, and threats (SWOT)
- Final committee recommendations

Appendix D lists the steps followed to by each program review committee when completing a career-technical program review.

VI. Core Indicators of Institutional Effectiveness

Institutional effectiveness indicators provide regular snapshots of the College's ongoing health. They also provide an objective way for the College to report effectiveness to stakeholders. Glendale Community College is participating in the National Community College Benchmarking Project (NCCBP)¹ as a means of standardizing effectiveness indicators and obtaining peer comparison data to provide a clearer picture of GCC's effectiveness.

- Student Performance
 - Student Success in Core Academic Skill Areas
 - Student Performance at Transfer Institution
 - Developmental Course Retention & Success Rate
 - Developmental Student Enrollment & Success in First College Courses
 - Proportion of Students Who Complete Degrees, Certificates or Transferred
 - Student Goal Attainment
 - College-level Course Retention & Success Rates
 - Credit Students Who Enrolled Next Term & Next Fall
 - College-wide Grade Distribution
 - Distance Learning Sections and Credit Hours
 - Distance Learning Grades
- Student & Stakeholder Satisfaction
 - Noel-Levitz Satisfaction Inventory
 - Career Program Completers
 - Administrative Services Customer Satisfaction Survey
- Access & Participation
 - Market Penetration
 - High School Graduates Enrolling at College
 - Minority Participation Rates
- Human Resources
 - Retirements & Departures
 - Faculty Load
 - Student/Professional Student Services Staff Ratio
 - Average Class Size
 - Student/Faculty Ratio
- Fiscal Resources
 - Fund Balance
 - Cost per Credit Hour & FTE Student
- Climate
 - Listening Sessions (employee and constituency groups)
 - Climate Survey

¹ NCCBP is a joint project between the League for Innovation and Johnson County Community College.

VII. Organization and Administration

Ultimate responsibility for the administration of the IE Plan rests with the President. Responsibility for implementing the plan is shared by the Administration, President's Budget Advisory Committee, College-Wide Academic Achievement Committee, Student Success Council, College Curriculum Committee, CRS Office, Department Chairs, Course Assessment Coordinators and Department Liaisons, and Service Unit Managers. Roles and responsibilities for each of these groups are outlined below. The overall IE Plan integrates assessment measures with the College planning process (Figure 2).

Administration

Under the direction of the President, the Administrative Team is responsible for assessing the institutional effectiveness of their respective areas and for evaluating the IE Plan and assessment process for the college as a whole. In addition, the team oversees key committees linked to assessment:

- Futures Committee (environmental scanning), President
- President's Budget Advisory Committee, Vice President of Administrative Services
- College-Wide Academic Achievement Committee, Vice President of Instruction
- Curriculum Committee, Vice President of Instruction
- Student Success Council, Vice President of Student and Community Services

President's Budget Advisory Committee (PBAC)

Overseen by the Vice President of Administrative Services, this committee and its subcommittees review and improve the planning and budgeting processes. They make recommendations to the President to allocate and reallocate College funds. Budget recommendations consider assessment results and recommended actions based on data provided by Planning Areas.

College-Wide Academic Achievement Committee (CWAAC)

Charged by the Vice President of Instruction, the College-Wide Academic Achievement Committee (CWAAC) assesses the effectiveness of general education across the College. Each spring this faculty committee assesses general education core student learning outcomes. A set of secondary outcomes is also assessed on a rotating basis.

Student Success Council

This cross-functional Council chaired by the Dean of Student Life assesses College-wide support services for the purposes of improving student learning and retention. Charged with developing and implementing the College's retention plan, they look at a broad range of issues effecting student learning such as safety on campus, early notification when students are not doing well in class, to working with department chairpersons on scheduling issues that effect student success.

College Curriculum Committee

Any changes or improvements to courses such as competencies or outline will be made through the existing district-wide curriculum process. The process allows each college to modify curriculum and submit it through a multi-tiered approval process: individual faculty members, College Curriculum Committee, District-wide Instructional Councils, and the District Curriculum Committee.

College faculty work with the College Instructional Design Facilitator to develop proposals to initiate new or to modify existing curriculum. The Curriculum Department consists of the Vice President of Instruction, the Instructional Design Facilitator (a residential faculty member) and a Curriculum Technician. Once in final form, proposals are submitted to a multi-discipline College Curriculum Committee for approval. The Committee consists of members appointed from representative College departments approved by the Faculty Senate.

Curriculum proposals are sent to the respective Instructional Councils at the College level and then moved to the District Curriculum Office computer server for further processing for approval and placement on the District "Online Curriculum Processing Agenda." The voting members of the District Curriculum Committee (DCC) consist of the Vice President of Instruction and the Instructional Design Facilitator from each college who vote at the District level. Proposals are then submitted for district Governing Board approval, and, where appropriate, processed for articulation with state colleges and universities.

College Research Services Office (formerly known as Institutional Effectiveness)

CRS is responsible for supporting assessment activities throughout the college. The office provides the following support to Institutional Effectiveness related committees and processes:

- Staff support to Futures Committee. Primary duties include collecting and disseminating internal and external scanning information to committee members and facilitating the synthesis of scanning information into the Futures Committee Executive Summary.
- Staff support to the planning and budgeting process. Primary duties include maintaining the budget request database, reporting outcomes in GCC's Annual Report, providing data, and conducting analysis related to staffing ratios, space utilization, and FTSE trends.
- Staff support to CWAAC. Primary duties include selecting cohorts to assess, maintaining history of the committee's work, conducting data and analysis related to CWAAC's work, and maintaining records of the committee's work.
- Staff support to Student Success Council. Primary duties include selecting cohorts for college-wide surveys and focus groups, consulting on the college retention plan, providing data, and conducting analysis related to the Student Success Council's work.
- Staff support to Administration. Primary duties include advising on improvements needed in the assessment process, developing and conducting training on the five-column model, providing data, and conducting analysis on enrollment, demographic, and retention trends.
- Staff support to the strategic planning process. Primary duties include facilitating the design, development, implementation, and review of the Strategic Plan and process.
- Staff support to the course assessment process. The CRS office scans and analyzes pre/post test results for faculty who choose to use the optical mark answer sheet developed by CRS.

Department Chairs Council

Department Chairs are responsible for coordinating the development and implementation of academic program assessment plans. Chairs are responsible for reporting annual planning outcomes, monitoring department trends and studies, and assigning a Course Assessment Liaison for their department to monitor and document course level assessment in their department.

Course Assessment Coordinators and Department Liaisons

Liaisons are responsible for promoting assessment based on course competencies. They use a course assessment template to inventory assessment methods used and improvements made based on the evaluation of assessment results.

Program Assessment Coordinator

The liaison facilitates the program assessment process by working with program area faculty in completing the assessment process model and gathering the results. Information is collected and evaluated to provide data to faculty in making necessary instructional program changes.

Service Unit Managers

Both Student Services and College-Wide Service Managers are responsible for coordinating and implementing their area's assessment plan. Managers use the five-column model to document annual improvement objectives and report use of results. Managers work with staff in their areas to revise and update their assessment plans each year.

VIII. Assessment Schedule

Ongoing Assessment Activities

- College-wide assessment of general education outcomes
- Academic Program assessment
- Course-Level assessment
- Assessment plans for Student Services, College-Wide Services and Administrative Services
- Student “Graduate Follow-up” survey
- College Strategic Goals and supporting Action Plan monitoring
- Governing Board Goals monitoring
- Governing Board Goals report
- Advisory Committee meetings
- Community outreach and partnership activities
- Process reviews
- Monitor trends and indicators

Episodic Assessment Activities

- Student Satisfaction Survey conducted (every three years)
- Community input (tied to strategic planning/futures cycle and advisory groups)
- Climate Study survey (tied to self-study cycle)
- Environmental scanning (tied to strategic planning/futures cycle)
- Demographic Comparisons (tied to strategic planning/futures cycle)

IX. Glossary

Assessment – collecting information for the purposes of making inferences about the outcomes achieved by the educational process, providing the means for the College to evaluate the effectiveness of the institution.

Evaluation – analyzing data to describe and improve the educational process and the outcomes achieved by the process.

Academic Program-Level Assessment – assessing what students should think, know, or do when they complete a program degree or certificate.

Program Review – evaluating on how relevant a program is and how valid the contents of the program are to students and community today. Program review is conducted in both academic and service areas.

Five Column Model – this five column model developed by James and Karen Nichols, The University of Mississippi provides the framework for assessment at the college. Assessment plans include the following five columns: College mission and purposes supported by learning outcomes or unit goals, Program learning outcomes or unit objectives, Assessment method and criteria for success, Summary of data collected, Use of results

Core Outcome – college level skills, qualities, and attributes the college desires for its students to acquire as a result of their experience with the college to provide for college preparedness, university transfer, certification, and or employment. The Core Outcomes are: Writing, Critical Reading, and Critical Reasoning (to include Math).

Secondary Outcome – college level skills, qualities, and attributes the college desires for its students to acquire as a result of their experience with the college to provide for college preparedness, university transfer, certification, and or employment. The Secondary Outcomes are: Speaking and Information and Technology Literacy.

Noel/Levitz – Noel/Levitz developed the Student Satisfaction Inventory that measures student satisfaction with many aspects of the college environment. This survey is administered every three years and informs the college of student perceptions of strengths and related to their experience at the college.

Graduate Follow-up Survey – the Graduate Follow-up Survey is administered to students upon graduating with a degree or certificate. This survey informs the college of degree/certificate completer satisfaction and goal attainment.

FTE – stands for Full-Time Teaching Equivalent.

FTSE – stands for Full-Time Student Equivalent.

Futures Committee – this committee is charged with providing an annual environmental (external and internal) scan to determine trends in the economy, education, society, technology, internal committees, and college data. This information is used to inform planning and budgeting at the college.

Appendix A: 5-Column Model Academic Programs

Before you begin the assessment plan, gather these materials:

- Program goals and/or outcomes
- Program competencies
- Bring a copy of The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness by James and Karen Nichols.

Formulate Assessment Plan - Fall

Fill in the information at the top of the Assessment Plan form.

Program Title:
Academic Year:
Representative:

1. Link to GCC Mission

The linkage to GCC's Mission is already recorded on the form for you.

The mission of Glendale Community College (GCC) is to address the higher education needs of its community. Through its diverse programs and services, GCC assists students in meeting their educational goals.
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2. Record Goals

Determine which purpose statements an academic program supports and record on the form under Goals.

- To participate responsibly in a culturally diverse, technological and global society.
- For successful transfer to colleges and universities.
- For employment and advancement within their chosen careers.

3. Identify Program Intended Educational Outcomes

Identify what students ought to think (attitudinal), know (cognitive) or do (behavior/performance) when they have completed an academic program.

- Identify outcomes before you identify means of assessment. Outcomes should drive the assessment method – not vice versa.
- Review outcomes suggested to identify common themes.
- A series of commas and conjunctions may indicate an outcome being too inclusive.
- Keep outcomes specific enough to assess – need to be measurable.
- Keep wording simple, straightforward, and non-technical.

4. Select Most Important Outcomes for Year

From the long list of outcomes, select three outcomes to be assessed. Record the outcomes under Program Intended Educational Outcomes.

5. Identify Means of Assessment & Criteria for Success

- Select multiple measures – at least one must be a direct measure.

Assessment Type	Description
Cognitive (p.32)	Standardized examinations commonly utilized in higher education, licensure examinations, locally developed achievement tests designed for assessment purposes
Behavioral Change & Performance (p.37)	Employment, transfer to university, observing performance, portfolio assessment
Attitudinal (p. 39)	Opinion surveys, questionnaire, interview, employer attitudes toward graduates,

- Record the information under Assessment Method and Criteria for Success.
- File your assessment plan with the campus program assessment coordinator.

Implement Assessment Plan - Spring

6. Conduct assessment activities

- Establish timeline and persons responsible for conducting assessment.
- Do not administer point-of-contact surveys for a prolonged period.
- Capture opinions of clients/students immediately following service received.
- Coordinate surveys with other departments and committees.

Record a summary of assessment findings under Summary of Data Collected.

7. Document use of results for service improvements

- Department manager or committee chair should prepare a summary of data resulting from assessment.
- Create an occasion for reviewing assessment results (Convocation/Assessment Forum).
- Distribute summary to staff or committee members for review before scheduled meeting.
- Based on assessment results, anticipate changes in curriculum, faculty development, organizational structure, resources needed, administrative procedures, and relationships to external agencies & the public.
- Recognize accomplishments. Monitor for several iterations to ensure continued success. Then return objective to “long list”.

Record actions that will be taken under Use of Results.

- File your completed assessment plan and documentation of assessment results with the campus program assessment coordinator.

Appendix B: 5-Column Model Service Units & Committees

Before you begin writing the assessment plan, gather these materials:

- If you have a mission or purpose statement, bring a copy.
- If your department or committee has Planning & Budgeting objectives, bring a copy.
- Bring a copy of The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units by Karen and James Nichols. If do not have one, you can get a copy at the work session.

Formulate Assessment Plan - Fall

Fill in the information at the top of the Assessment Plan form.

Assessment Plan For:

Academic Year:

Representative:

1. Link to GCC Mission

Using the pink handout, underline the parts of GCC's mission statement the department or committee supports. Record the parts that were underlined under GCC Mission Linkage.

2. Establish Mission Statement

Create or edit the department or committee's mission statement. A mission statement should:

- Describe the purpose of the Department or Committee , such as areas of service responsibility and clients served;
- Be relatively brief in length;
- Provide linkage to and support of GCC's Mission;
- Be understood and remembered by staff members who participate in its creation;
- Reevaluated each year before you brainstorm objectives.

Record the statement under Mission Statement.

3. Brainstorm Objectives

Identify objectives that support the department or committee's activities. If there are planning objectives from the Planning & Budgeting database, you can use them.

Type of Objective	Purpose of Objective
Outcomes	Seeks to change student behavior or service results
Process	Describes function or procedures and most likely deal with continuous improvement
Satisfaction	Pertains to client/student satisfaction with process or outcome

4. Select Three Top Objectives for Year

From the long list of objectives, select three. Selected objectives should:

- Be realistic in terms of time and resources -- something that can be done with current resources & staff members;
- Must be procedures that are under the control of the department or committee;

- Be worded in terms of what the department or committee will accomplish or what its clients/students should think, know, or do following the provision of service;
- Lead to improved services -- when objectives are assessed the results would provide information for the improvement of services.

Record the objectives under Intended Objectives.

5. Identify Means of Assessment & Criteria for Success

- Where will you find information that will reflect accomplishments of the objectives?
- When will assessment take place?
- Exactly “How” will the assessment be accomplished?
- “How well” should the department or committee perform on the means of assessment identified, if the department or committee is functioning the way it should?
- Decide upon one or two means of assessment and criteria for success for each objective. Consider setting criteria for success at both primary and secondary levels (p 73).

Assessment Type	Description
Attitudinal	Measures of client satisfaction (Noel Levitz, Graduate, Employer, Point-of-Contact surveys)
Direct	Measures or counts of services (number of persons served, average time for response, average errors per audit)
External	Validation by auditor, consultant, public health inspector, fire marshal, peer-professional associations, etc.
Outcomes	Observation or performance (what we intend students to know, think, do)

- Record the information under Assessment Method and Criteria for Success.
- File your assessment plan in your assessment binder provided by Martha Gail Richmond. If you need a binder, contact Martha Gail and she will get one for your department or committee.

Implement Assessment Plan - Spring

6. Conduct assessment activities

- Establish timeline and persons responsible for conducting assessment.
- Do not administer point-of-contact surveys for a prolonged period.
- Capture opinions of clients/students immediately following service received.
- Coordinate surveys with other departments and committees.

Record a summary of assessment findings under Summary of Data Collected.

7. Document use of results for service improvements

- Department manager or committee chair should prepare a summary of data resulting from assessment.
- Create an occasion for reviewing assessment results (like a retreat).
- Distribute summary to staff or committee members for review before scheduled meeting.

- Based on assessment results, anticipate changes in staff development, organizational structure, resources needed, administrative procedures, and relationships to external agencies & the public.
- Recognize accomplishments. Monitor for several iterations to ensure continued success. Then return objective to “long list”.

Record actions that will be taken under Use of Results.

Appendix C: Course-Level Assessment Form

GCC Course-Level Assessment

Course Prefix:	Number of Sections Assessed:
Course Number:	
Course Title:	
Academic Year: 2004-2005	
Student Learning Outcomes: (From Course Competencies.) List specific student learning outcomes that were assessed:	
Assessment Method & Criteria for Successful Achievement of Student Learning Outcomes: Describe assessment method used:	
Use of Student Learning Outcome Results Describe changes you will or have already made: (based on what was learned from the student learning outcomes that were assessed)	

Appendix D: Program Review Form

Glendale Community College Career-Technical Program Review

Program review is a process to determine if occupational programs are meeting the needs of students, employers, business and industry.

Program:		Semester:	Year:
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Step I. Enrollment Measures

1. List core courses in your program.

2. FTSE generated by academic year (credit / 30)

3. Number of Students (unduplicated by year)

4. Number of sections offered (includes only classes that make)

5. Student enrollment in sequence of core courses for the last 5 years

6. Review the data regarding the number of students enrolled in required courses and the number of students completing the program over a 3-year period. What conclusions have you drawn?

7. Since 2002/03, the number of students who transferred to a state university with a major related to this program.

8. Enrollment FTSE-Headcount.

9. Program Completers(from the last 5 years)

Step II. Assess Program Resources

1. Personnel: Access how effectively personnel are used.

2. What is the number of part-time and full-time faculty?

3. What has been accomplished related to professional growth? (Include memberships in professional organizations, publications, presentations, etc.)

Step III. Operational Resources: Assess how effectively physical/financial/operational resources are used. (Risk Assessment)

1. Classroom and lab utilization: How does usage need to change in the future?

2. Consider risk assessment concerns regarding the sustainability of the program—e.g., financial impacts, operational, human resources, hazards, reputational, liabilities to students and third parties, service delivery, environmental, facility, equipment, and legal issues etc.

3. Equipment: What are the future technology and other major equipment needs of the program?

Step IV. Community Resources and Partnerships

What major partnerships currently exist?

1. Advisory Committees

Describe your advisory committee activity during the last two or three years that has contributed to the success of your program. How often does your advisory committee meet? Are new members added when appropriate?

2. Are there partnerships or consortia that could be strengthened or established to expand this program? How do high schools and other public and private entities support this program?

3. How does your competition impact your program?

4. Are you offering or could you offer this program by other delivery methods?

5. What type of job placement assistance is provided to students?

Step V. In conclusion, summarize the overall value of this program.

In conducting this SWOT analysis, please think about elements of risk in your program—e.g., safety issues for students working in lab environments, clinical and internship settings and equipment hazards.

SWOT Analysis	
Strengths	
Weaknesses	
Opportunities	
Threats	

Step VI. Recommendations

1. Consider expansion or reduction of the program. Include innovations or changes that have occurred over the last 3 years, as well as recommendations to change and improve the program in the future.

2. Should the program be continued be restructured? Or should a new or related program be offered?

3. Does the program need additional marketing or other support?