ASSESSMENT GUIDEBOOK

To use in the integrated Assessment, Planning, and Budgeting Process
At Arkansas State University - Mountain Home

"It is not by muscle, speed, or physical dexterity that great things are achieved, but by reflection, force of character, and judgment." Cicero

TABLE OF CONTENTS:

THE BIG PICTURE

The Integrated Planning, Budgeting, and Assessment process is the tool ASUMH uses to link its annual planning, budgeting and assessment efforts

The intent is to ensure that a) ASUMH maintains its focus on implementing initiatives in keeping with its long-range goals, and that b) planning informs budgeting, and that assessment efforts drive planning. The chart below provides a representation of the process.
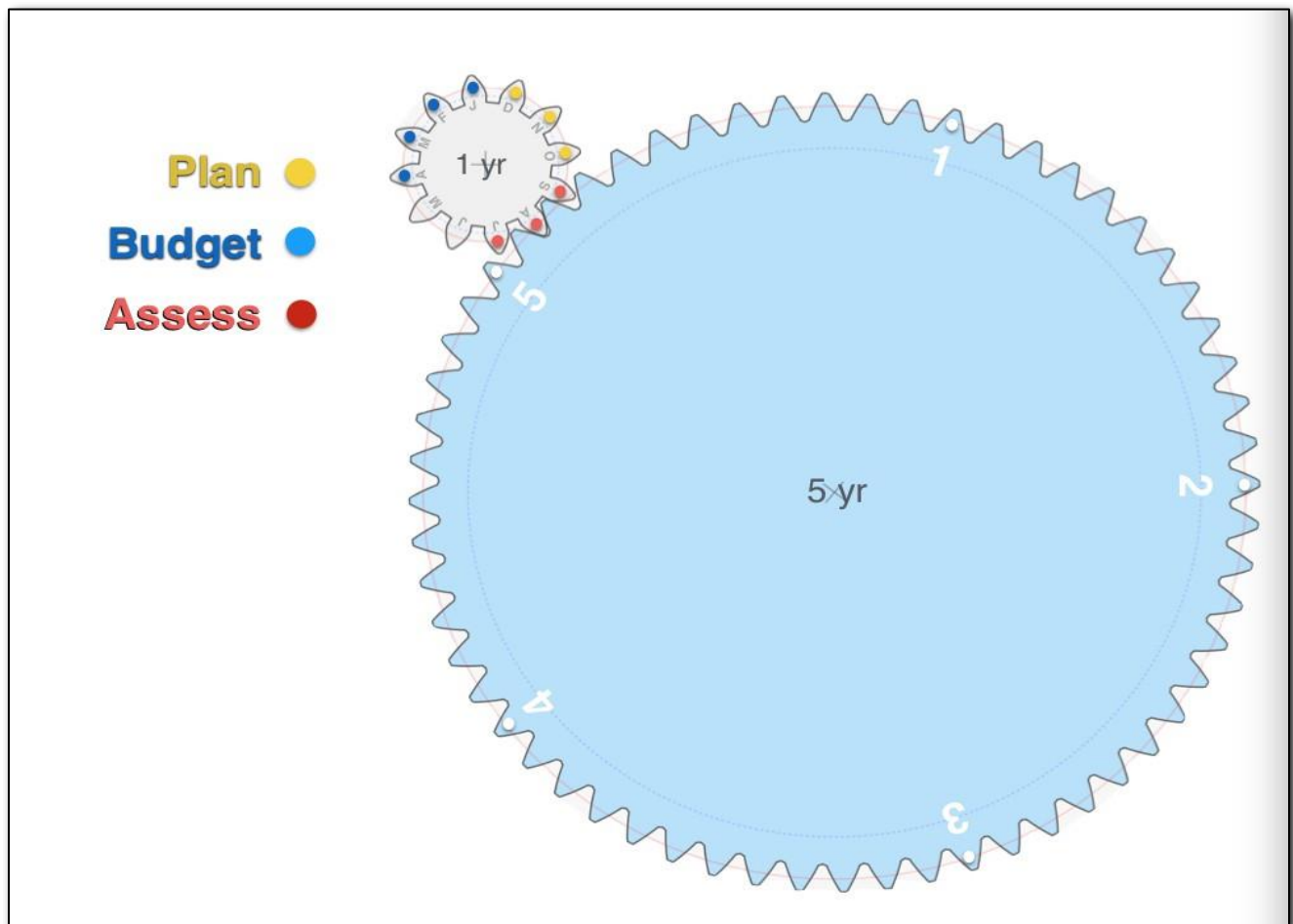
Assessment Calendar

| Type of Task			Description of Task
	Assessment	Planning	Budgeting	
July			x	July 1, New Academic and fiscal year begins
August		x		College-wide Convocation
	x			Academic syllabi are posted in the Blackboard Learning Management system for each class.
September	x			Course, program, and general education assessment is started.
			x	Budget adjustments are completed based on census date enrollment.
		x		Chancellor's Council members meet with their direct reports for priorities and goal setting.
		x		The current Annual Strategic Plan is reviewed and updated if needed.
November	x	x	x	Nov. - Dec.: Departments complete next year's Annual Strategic Plan with associated budget requests.
December	x			Course, program, and general education assessments are completed.
January		x		College-wide Convocation
	x			Academic syllabi are posted in the Blackboard Learning Management system for each class.
February	x			Course, program, and general education assessment is started.
	x	x	x	Feb. - March: Next year's Annual Strategic Plan is approved through the College's Shared Governance process.
	x			Feb. - April: Scheduled Program Reviews are completed and submitted to ADHE
		x	x	Feb. - Mar. Departments submit next year's budget requests to the Chief Financial Officer for consideration in the March budget meetings.
March			x	Open budget meetings are conducted for all departments.
			x	Budgeting Committee prioritizes all budget requests and recommends a budget.
April			x	The Chancellor approves and recommends the entire budget, tuition, and fees to the Board.
May	x			Course, program, and general education assessments are completed.
June			x	June 30: Academic and Fiscal year closes.

Assessment is the ongoing and systematic process of evaluating specific goals designed by the institution. It informs the students, the campus community, and external bodies on the status of ASUMH's adherence to its mission. It is a strategy for understanding and improving student learning as well as maintaining and demonstrating the educational quality of our institution.

PURPOSE OF THIS GUIDEBOOK

This guidebook will reveal to various constituencies how ASUMH faculty, staff, and administration create, implement, and manage assessment to enhance students' scholastic experiences. This guidebook will both demonstrate and explain the ASUMH assessment process and lead to reflection on those processes. Both internal and external sources are used in the creation of this guidebook but primary consideration is given to the Higher Learning Commission as the accrediting body of ASUMH.

PURPOSE OF ASSESSMENT

The purpose of assessment is to inform, improve, and demonstrate the quality of student learning at the institution. It is the primary component of the institutional effectiveness of ASUMH. The data gathered through assessment guides course, program, department, and institutional goals. Assessment is fundamental to Operational and Strategic Planning and meeting the strategic goals that fulfill the mission of the college. Thus, assessment at Arkansas State University-Mountain Home is two-pronged.
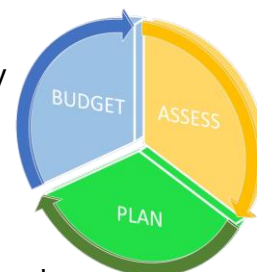
1. Primarily, course and program level assessment help to design, develop, and improve student learning in the classroom and through other curricular and co-curricular activities.

2. In addition, Annual Strategic Assessment helps to design, develop, and improve activities that support academic endeavors to improve student learning as well as demonstrate the quality of the learning experience on the campus.

FUNDAMENTAL ELEMENTS OF ASSESSMENT

1. State goals and outcomes for student learning or for institutional activity supporting student learning
2. Offer effective processes for the achievement of the stated goals and outcomes
3. Gather data
   - To support claims of achievement
   - To suggest areas still needing improvement
4. Make improvements
5. Demonstrate that processes and methodologies reflect good practice

STATE GOALS FOR STUDENT LEARNING

1. Course outcomes
2. Discipline outcomes
3. Program outcomes
4. Institutional / Departmental goals
5. Institutional mission

PROVIDE EFFECTIVE PROCESSES FOR ACHIEVEMENT OF STUDENT LEARNING GOALS

1. Schedule
2. Maintain (technology and infrastructure)
   1. Budget (supplies, technology, etc.)
   2. Plan
      - Operational: day-to-day
      - Strategic: one to three years
      - Long range: three years and out
   3. Implement
      - Suggest
      - Practice
      - Policy
   4. Assess
      - Gather
      - Analyze
      - Recommend
3. Repeat

GATHER DATA TO SUPPORT CLAIMS OF ACHIEVEMENT

- Licensure exams
- Gen Ed outcome reports
- Student success rates (retention and graduation)
- Completion of gateway courses
- Student forums
- Student Surveys
- Alumni Surveys
- Community/Employer surveys
- Noel Levitz Survey of Student Satisfaction
- Community College Survey of Student Engagement
- Campus Climate Survey
- Internal and External Audits

Course Level Assessment:

Review of Reasons Why Faculty Perform Course Level Assessment

1. The quality of student learning is directly, though not exclusively, tied to the quality of teaching.
2. To improve the effectiveness of their teaching, faculty members need to make outcomes and objectives clear and to get specific feedback regarding whether those outcomes and objectives are being reached.
3. To improve their learning, students need to receive feedback focused on their progress toward outcomes and objectives.
4. The results of Annual Strategic Assessments (observations of the effectiveness of day-to-day operations) often have little or nothing to do with teaching and learning.
5. Dedicated teachers from all disciplines routinely assess the effectiveness of their teaching. Course level assessment requires no specialized training.
6. Course level assessment is a social activity that provides personal satisfaction for both teachers and students.

How ASUMH Faculty Perform Course Level Assessment

Internal Course Assessments (classroom assignments) are aligned to specific course outcomes. This alignment is shared with the student via the first day handout / syllabus. (See Samples of Student Learning Assessment in Courses and Programs)

End of Term Course Assessments rely upon outcome and assignment alignment, student feedback of instruction, peer evaluations, and follow-up success rates. (See Student Success Rates/Gen Ed Outcomes)

Keys for Course Level Assessment

1. Work toward the enhancement of student learning by establishing the centrality of outcomes to teaching, learning, and assessment at the course level

2. Create at least one assignment or measure that may or may not be included in students' grades to assess an objective directly related to a program outcome.

3. Map the assessment of general education outcomes through the curricula of all general education courses.

4. Map the assessment of program outcomes through the curricula of the program's courses

The End of Term Course Assessment Survey & Course Assessment Table

Assessment information is valuable to a department's curricular revisions, general education reform, and to extra-departmental entities that help support course revisions. In order for these findings to be more broadly useful, the findings are communicated to other audiences.

To that end, the outcome and assessment alignment found in the syllabus along with the Course Assessment Survey should cover five major components of assessment:

1. the outcomes and objectives established for the course,
2. the assessment methods chosen or designed,
3. what was found out about student learning in the classroom,
4. how these findings are being used for improvement, and
5 . actions to take.

The end of term Course Assessment Survey and the Course Assessment Table help to organize these results.

The Course Assessment Survey closes one assessment cycle and opens another by asking about the success of recently adopted course changes and about new course change considerations. In addition, the survey addresses the mode of instruction, the nature of course improvements under consideration, the rationale and data that suggest course modifications,

the effect upon general education outcomes, budgetary impacts of course changes, and potential measures of success.

This information is collected and compiled into the Course Assessment Table and is openly available to faculty and staff in the Portal.

Samples of Student Learning Assessment in Courses as Related to Gen Ed Outcomes

All course syllabi with the general education core must clearly display General Education outcomes and Course outcomes. Each of these syllabi must tie individual assignments to both Gen Ed Outcomes and Course Outcomes. The following examples have been copied from randomly selected syllabi to illustrate consistency across disciplines.

Enumerated Course Outcomes from Comp I syllabus:

Assignments tied to Course Outcomes and Gen Ed Outcomes from Biology syllabus:

Assignments tied to Course Outcomes and Gen Ed Outcomes from Intro to Education:

Assignments tied to Course and Gen Ed Outcomes from Intermediate Algebra:

Academic Program Assessment

Review of Reasons for Program, Assessment

1. Academic Program assessment demonstrates to the institution's constituents that the vision, mission, and the purpose of the Academic Program is being fulfilled.
2. The quality of the institution's graduates is directly, though not exclusively, tied to the quality and efficiency of the Academic Program.
3. Academic assessment ensures that students are meeting their learning goals and objectives and that improvement in both learning and teaching are taking place.

Semi-Annual Academic Program Assessments of grade distributions, program retention/ persistence, licensure and certification exams, graduation rates, employment rates, and employee satisfaction surveys are compiled in a program assessment template and used to inform program directors and advisory committees of the and guide curriculum development and instructional practice.

Samples of Program Level Assessment Other Than Gen Ed

AAS in Paramedic Technology

AAS LPN-Par to RN

Program Learning Outcomes	Means of Demonstrating and Criteria for Success	Data Summary
1	Provide high quality, evidence-based, patient-centered nursing care to diverse populations while incorporating technology to improve interdisciplinary communication, transition of care, and patient outcomes.		
2	Adocate for patients and families to promote hunman dignity, self-determination, and integrity of the person by providing caring, holistic nursing interventions, and assisting in navigating healthcare systems.		
3	Implement a prescribed plan of care by utilizing knowledge of evidence-based practice, pathophysiology, pharmacology, qaulity improvement, and the ability to interpret physician and inter- professional orders.		
4	Utilize therapeutic communication to build rapport with patients and families, function, as a team member within the interdisciplinary team and with physicans, to deliver patient eduaction, and resolve conflicts.		
5	Apply critical thinking skills and clinical judgement to interpret assessment data, recognize changes in patient status, make patient care decisions, anticipate risks and recognize unsafe practice in self and others to deliver safe, high quality nursing care to patients and their families.		
6	Demonstrate professional nursing identify by reflecting integrity, responsibility, ethical and leagal practices, accountability, customer service, respect for diversity, and teamwork through active paerticipation in professional nursing organizations.		
7	Organize patient care by delegating effectively, prioritizing task and respnsibilities, timely completion of tasks and documentaion, evaluating patient response to care and modifying care as indicated.		
8			
9			

Date: Headcount:

THE ACADEMIC PROGRAM REVIEW

This Academic Program Review process ensures that all certificate and degree programs offered by ASUMH are externally evaluated. This review process includes the following parameters:

1. All academic programs are externally reviewed every 7-10 years. ASUMH submits its program review cycle to Arkansas Department of Higher Education.

2. Accredited/licensed/state certified programs follow the usual review practices and schedule of the accrediting/approval body. The site team's written evaluation and institutional response are sent to ADHE within six weeks of receipt of the written evaluation. Accredited/licensed/state certified programs failing to maintain accreditation/ certification/licensure will be subject to further review by ADHE.

3. Academic programs, which are not program-specific accredited, are reviewed by external reviewers/consultants. ASUMH selects a minimum of two out-of-state reviewers affiliated with programs that are similar in mission and scope to the program under review.

4. At least one consultant is required to conduct a site visit and meet with program faculty, students, and administrators. Individuals selected as consultants must be well qualified and without bias toward institutions under review.

5. ASUMH completes a comprehensive self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to, information related to: program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes, and recent/planned program improvements.

6. The consultants submit a written report of findings to ASUMH. Key information on continued program improvement is included in the report submitted to ADHE.

Academic Program Review - External Reviewers Report Template

The report prepared by the External Reviewers will be used by the Arkansas Department of Higher Education (ADHE) to verify the student demand and employer need for the program, the appropriateness of the curriculum, and the adequacy of program resources. The report should <u>not</u> include a recommendation to ADHE on program continuation or program deletion.

The External Reviewers written report must include a summary of each area examined and should provide examples that document the conclusions. The questions below should be used by the reviewers as a guide in preparing the summary for each area. Responses to the questions should not be simply "yes or no".

I.   General Information
  A. *Name and credentials of the external reviewers/consultants must be included in the report.*
  B. *List of the degree programs that were reviewed, e.g., not just Fulbright College of Arts and Sciences, but specifically the BA Physics, BS Physics, MA Physics, MS Physics, and PhD Physics.*

II.   Review of Program Goals, Objectives and Activities
  A. *Are the intended educational (learning) goals for the program appropriate and assessed?*
  B. *How are the faculty and students accomplishing the program's goals and objectives?*
  C. *How is the program meeting market/industry demands and/or preparing students for advanced study?*
  D. *Is there sufficient student demand for the program?*
  E. *Do course enrollments and program graduation/completion rates justify the required resources*

III. Review of Program Curriculum
  A. *Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?*
  B. *Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?*
  C. *Are program exit requirements appropriate?*
  D. *Does the program contain evidence of good breath/focus and currency, including consistency with good practice?*
  E. *Are students introduced to experiences within the workplace and introduced to professionals in the field?*
  F. *Does the program promote and support interdisciplinary initiatives?*
  G. *Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?*

IV. Review of Academic Support
  A. *Does the program provide appropriate quality and quantity of academic advising and mentoring of students?*
  B. *Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?*

V. Review of Program Faculty
   A. *Do program faculty have appropriate academic credentials and/or professional licensure/ certification?*
   B. *Are the faculty orientation and faculty evaluation processes appropriate?*
   C. *Is the faculty workload in keeping with best practices?*

VI. Review of Program Resources
   A. *Is there an appropriate level of institutional support for program operation?*
   B. *Are faculty, library, professional development and other program resources sufficient?*

VII. Review of Program Effectiveness
   A. *Indicate areas of program strength.*
   B. *Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.*
   C. *Indicate areas for program development based on market/industry demands that have not been identified by the institution.*

VIII. Review of Instruction by Distance Technology (if program courses offered by distance)
   A. *Does the institution have appropriate procedures in place to assure the security of personal information?*
   B. *Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?*
   C. *Are policies for student/faculty ratio, and faculty course load in accordance with best practices*
   D. *Are policies on intellectual property in accordance with best practices?*

IX. Review of Program Research and Service
   A. *Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?*
   B. *Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?*

X. Report Summary
   A. *Include reviewer comments on the overall need for program graduates / completers in the local area, region and/or nation over the next 5 years.*
   B. *Include reviewer comments on overall program quality, state program review process, etc.*

General Education Outcomes

(Revisions approved 2021):

Students completing the general education core at ASUMH will have demonstrated a proficiency in the following skills:

1. Applications of Math and the Natural Sciences appropriate to degree or field of study (Learning)
2. Composition and Oral Communication (Communication)
3. Evaluation of diverse perspectives and cultures through Arts, Humanities, and Social Sciences (Diversity)
4. Utilization of technology appropriate to degree or field of study (Technology).

ASSESSING GENERAL EDUCATION OUTCOMES

Assessing General Education at ASUMH focuses on the four General Education Student Learning outcomes and consists of both direct and indirect assessments.

Traditionally, course-embedded assessment has proven to be the most effective way to directly assess general education outcomes. This approach identifies courses within the core curriculum, in which general education knowledge, skills, and abilities are taught and uses assessments of student work from those courses as a way to judge student attainment of general education outcomes. Instructors use assignments, projects, speeches, exams, or embedded exam questions as measurements to provide consistent assessment of all students within a course.

The approach to assessing the ASUMH General Education Outcomes places faculty at the center of the process. The process begins by mapping the curriculum to the general education outcomes in order to identify in which course each outcome will be measured and the semester (Spring or Fall) in which it will be measured. Each instructor of a course chosen for assessment selects a course assignment that is a regular part of the course and that addresses the specific learning outcome. Since the assignments are part of the course content and course grades, students are motivated to perform at their best. This also means that little additional effort is required on the part of course faculty. Another benefit is that there is a natural alignment to course outcomes and course objectives often missing in standardized end-of-course or end-of-program assessments because the results of the measurement can be linked directly

to the curriculum, allowing faculty to identify immediately areas of strength and areas for reinforcement of learning.

As an additional tool, the following charts indicate the percentage of students who completed the assessment objective tied to a specific Gen Ed outcome satisfactorily or unsatisfactorily. These charts represent a measure of student success in the Gen Ed outcomes but are understood to provide only an overall general measurement. Departments and individual instructors create their own specific assessments as demonstrated in the end-of-course surveys, assessment tables and assessment plans.

General Education Outcomes

FALL 2018

FALL 2019

FALL 2020
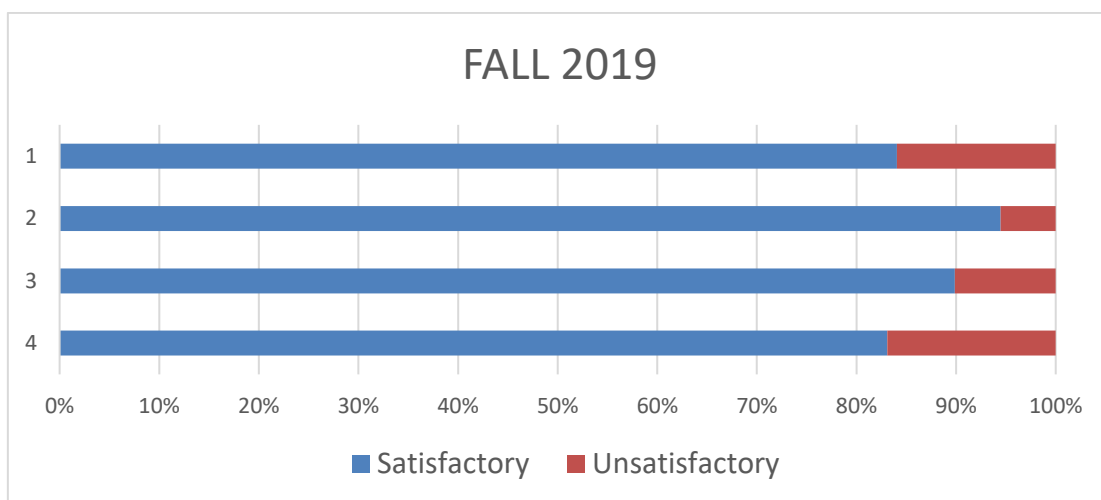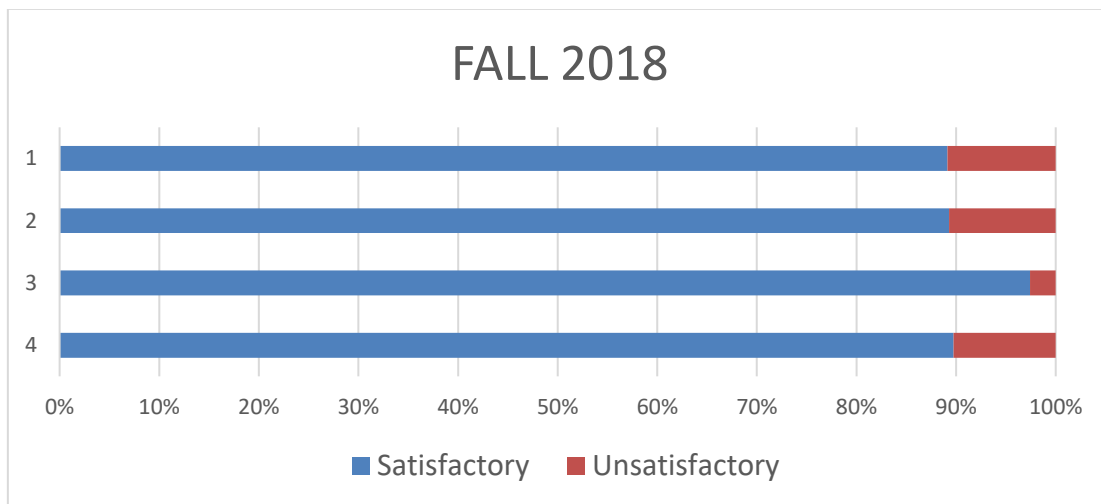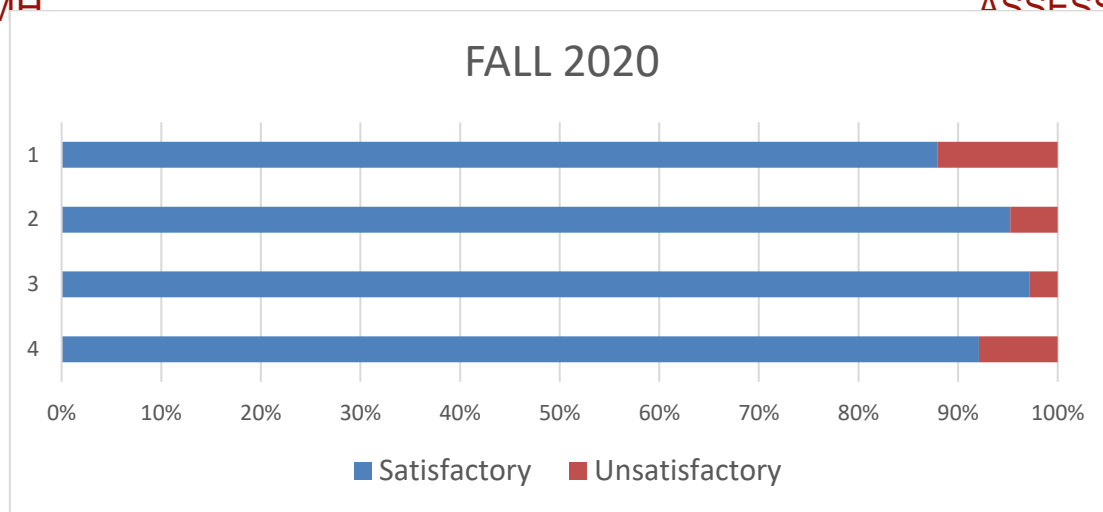
Co-Curricular Program Assessment

Defining Co-Curricular at ASUMH

ASUMH defines Co-Curricular Learning as structured learning opportunities that complement but are assessed separately from formal course curriculum.

Co-Curricular Learning Outcomes for ASUMH

After participating in the Co-Curricular program at ASUMH, student will have analyzed, evaluated, planned, and/or applied the following social concepts:

1. Sportsmanship and Teamwork
2. Volunteerism and Community Involvement
3. Social Justice and Political Activism
4. Job Internship, Apprenticeship, or Clinical Practices
5. Global Awareness and Cultural Understanding

Keys for Co-Curricular Assessment

1. Work toward the enhancement of co-curricular student learning by establishing the centrality of outcomes to teaching, learning, and assessment at the student activity and event level.
2. Create a co-curricular map that determines who will assess a specific outcome, when that assessment will take place (Spring or Fall), and what tool will be used to perform the measurement.
3. Create at least one activity or event to assess an objective directly related to each of the program outcomes.

Annual Strategic Assessment:

Review of Reasons for Annual Strategic Assessment

1. Annual Strategic Assessment demonstrates to the institution's constituents that the vision, mission, and the purpose of the institution are being fulfilled.
2. The quality of the institution's product, primarily graduates, is directly, though not exclusively, tied to the quality and efficiency of the various institutional functions.
3. To improve the effectiveness and quality of its functions, the various offices need to set goals and objectives that are clear and to get specific feedback to determine whether those goals and objectives are being met.
4. Non-academic assessment ensures that resources and support are available so that students may meet their learning goals and objectives appropriately free of non-academic obstacles.

How ASUMH Performs Annual Strategic Assessment

ASUMH uses several instruments to assess institutional performance. These instruments help administrative and support teams identify and set measurable goals and focus on integrating results with planning and budgeting. The Annual Strategic Assessment Table helps align to individual unit goals to the College's Long-Range goals and Mission. This alignment helps demonstrate how each area supports institutional effectiveness.

Data from three primary assessment instruments used by ASUMH can be found on the portal.

1. *The Noel Levitz Student Satisfaction Survey* is a nationally recognized survey that measures student satisfaction and priorities, showing how satisfied students are with ASUMH as well as what issues are important to them.
2. *The Community College Survey of Student Engagement (CCSSE)* is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve. *CCSSE* asks about institutional practices and student behaviors that are highly correlated with student learning and retention
3. *The Campus Climate Survey* is used to solicit employee opinions on a variety of issues such as the success in communicating the mission to employees, or local issues such as quality of the working environment.

Student Satisfaction Inventory (SSI) - Ruffalo Noel Levitz

Institutional Summary
Scales: In Order of Importance

Scale	Arkansas State University-Mountain Home - SSI			National Community Colleges Form B			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Campus Climate	6.66	6.34 / 0.83	0.32	6.41	5.75 / 1.04	0.66	0.59 ***
Registration Effectiveness	6.64	6.11 / 0.99	0.53	6.48	5.70 / 1.07	0.78	0.41 ***
Student Centeredness	6.63	6.19 / 1.04	0.44	6.36	5.59 / 1.20	0.77	0.60 ***
Academic Advising Effectiveness	6.59	5.96 / 1.18	0.63	6.35	5.43 / 1.35	0.92	0.53 ***
Instructional Effectiveness	6.58	6.11 / 0.99	0.47	6.42	5.72 / 1.03	0.70	0.39 ***
Safety and Security	6.55	6.38 / 0.70	0.17	6.29	5.44 / 1.19	0.85	0.94 ***
Admissions and Financial Aid Effectiveness	6.52	6.03 / 1.08	0.49	6.24	5.38 / 1.29	0.86	0.65 ***
Campus Services	6.45	6.19 / 0.90	0.26	6.25	5.75 / 1.00	0.50	0.44 ***

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

National Group Means are based on 76461 records.

CCSSE - Community College Survey of Student Engagement

Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 13.1: How often do you use the following services at this college?								
13.1k Services to students with disabilities	USEDISAB	Don't know/N.A.	180	54.6	70,811	54.3	224,545	54.7
		Rarely/Never	110	33.5	44,497	34.1	146,210	35.3
		Sometimes	23	6.9	8,081	6.2	23,020	5.6
		Often	16	5.0	7,045	5.4	20,558	5.0
		Total	329	100.0	130,436	100.0	414,333	100.0
Item 13.2: How satisfied are you with the following services at this college?								
13.2a Academic advising/planning	SATACAD	N.A.	31	9.6	17,082	13.3	61,301	15.1
		Not at all	17	5.3	9,160	7.1	37,274	9.2
		Somewhat	107	33.1	52,472	40.9	171,257	42.0
		Very	168	52.0	49,623	38.7	137,455	33.7
		Total	323	100.0	128,338	100.0	407,287	100.0
13.2b Career counseling	SATCACOU	N.A.	148	46.6	50,854	39.9	168,071	41.7
		Not at all	37	11.7	14,696	11.5	49,150	12.2
		Somewhat	67	21.1	36,019	28.3	111,585	27.7
		Very	66	20.6	25,792	20.3	74,627	18.5
		Total	318	100.0	127,362	100.0	403,434	100.0
13.2c Job placement assistance	SATJOBPL	N.A.	202	62.8	72,466	57.5	246,918	61.9
		Not at all	30	9.4	16,191	12.8	51,559	12.9
		Somewhat	38	11.8	23,886	19.0	66,546	16.7
		Very	51	16.0	13,492	10.7	34,002	8.5
		Total	321	100.0	126,035	100.0	399,025	100.0
13.2d Peer or other tutoring	SATTUTOR	N.A.	141	44.4	54,589	43.2	178,078	44.6
		Not at all	23	7.4	11,129	8.8	34,971	8.8
		Somewhat	76	24.1	31,379	24.9	99,467	24.9
		Very	77	24.1	29,164	23.1	86,959	21.8
		Total	318	100.0	126,261	100.0	399,476	100.0
13.2e Skill labs (writing, math, etc.)	SATLAB	N.A.	133	41.8	45,184	36.0	155,131	39.0
		Not at all	12	3.8	8,300	6.6	27,358	6.9
		Somewhat	84	26.5	37,371	29.7	113,622	28.6
		Very	89	27.9	34,826	27.7	101,690	25.6

Campus Climate Survey
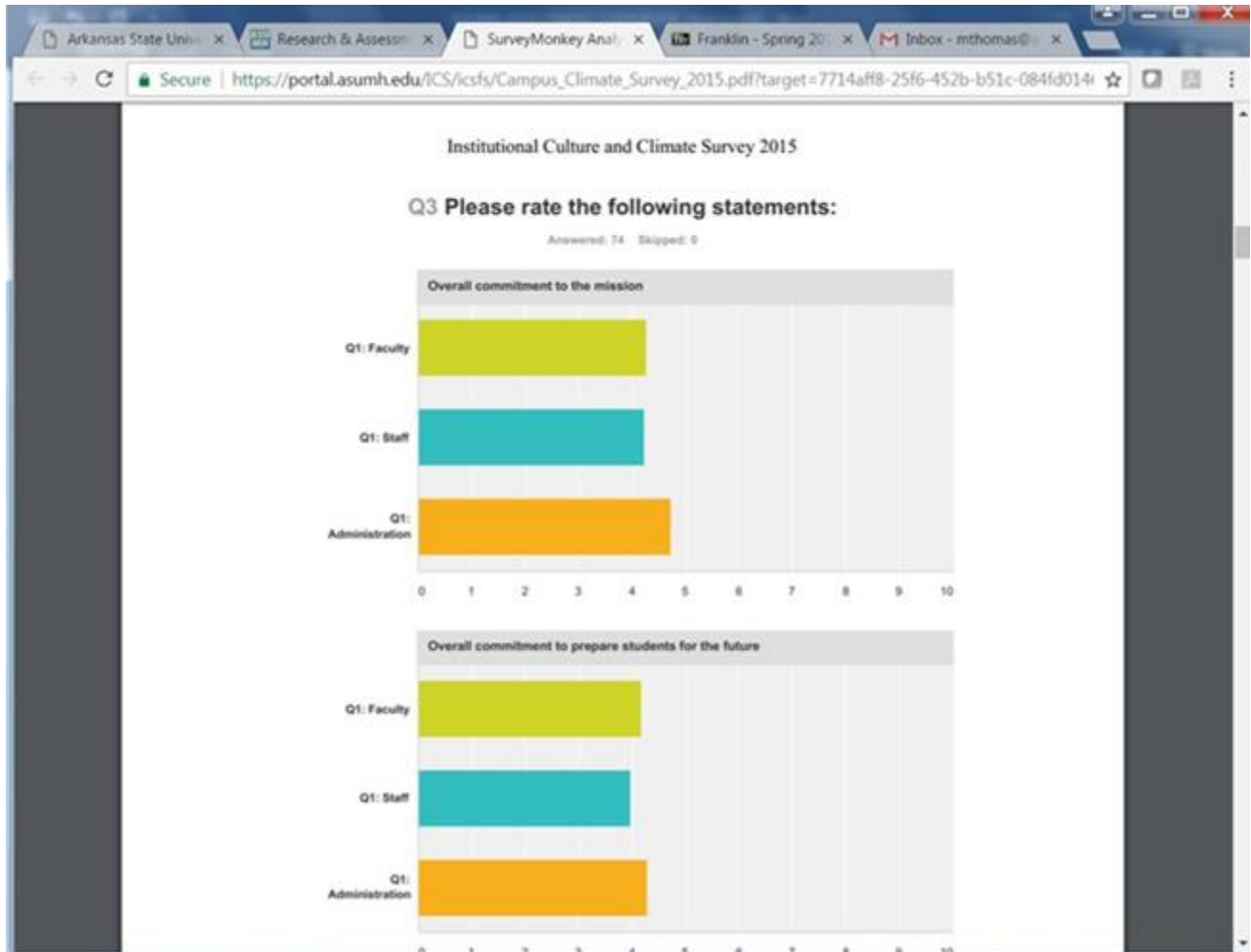
The Annual Strategic Assessment Survey and Table

In order for these and other measurements to be more broadly useful, assessment findings are communicated to the campus as a whole via the Annual Strategic Assessment Survey and the Annual Strategic Assessment Table.

The Annual Strategic Assessment Survey covers five major components of non-academic assessment:
1. Connections between long range goals established by the campus and the objectives for the upcoming assessment cycle
2. Methods chosen to measure success
3. Results or assessment findings
4. Analysis of results
5. Recommendations of actions to take.

Like the end of term Course Assessment Survey, the Annual Strategic Assessment Survey helps close one assessment cycle and opens another. In addition, the survey addresses who provides input, the method used to create data, when data will be gathered, expectations, budgetary impacts of course changes, and potential measures of success.

This information is collected and compiled into the Annual Strategic Assessment Table and is openly available to campus employees in the Portal. The table allows for the sharing of results and informed strategic planning.

THE TYPICAL ASSESSMENT CYCLE AT ASUMH

Course Level Assessment

Data Collection	● End of Each Full Semester (December and May)
Analysis and Recommendation	● New strategies and activities submitted with previous assessments (December and May)
Reporting and Implementation	● New strategies and activities submitted with previous assessments (December and May)

Program Level Assessment

Data Collection	● End of Each Full Semester (December and May)
Analysis and Recommendation	● New strategies and activities submitted with previous assessments (March and September)
Reporting and Implementation	● New strategies and activities submitted with previous assessments (March and September)

Co-Curricular Assessment

Data Collection	● End of Each Full Semester (December and May)
Analysis and Recommendation	● New strategies and activities submitted with previous assessments (December and May)
Reporting and Implementation	● New strategies and activities submitted with previous assessments (December and May)

Institutional Level Assessment

Data Collection	● Early Fall (August)
Analysis and Recommendation	●New strategies and activities submitted with previous assessments (September)
Reporting and Implementation	●New strategies and activities submitted with previous assessments (September)

Special Projects: Retention

| Data Collection | ● By April 1st of each year |

| Analysis and Recommendation | ● Retention Plan submitted to Shared Governance processes by October 1st |

| Reporting and Implementation | ● End of fall semester |

Student and Faculty Forums on

Improvement of Student Learning

| Data Collection | ● By April 1st of each year |

| Analysis and Recommendation | ● Retention Plan submitted to Shared Governance processes by October 1st |

| Reporting and Implementation | ● End of fall semester |

Definition of Relevant Terms:

Assessment: The ongoing and systematic process of evaluating specific goals and objectives

Goal: The end toward which an activity is directed

Long Range plan: A course of action for the next three-to-ten years (Typically 5 years)

Objective: A strategic goal achieved through a specific activity

Operational Plan: A course of action for the present and the immediate future

Outcome: A result or consequence of an activity

Strategic Plan: A course of action for the next one-to-three years (Developed and reviewed annually)