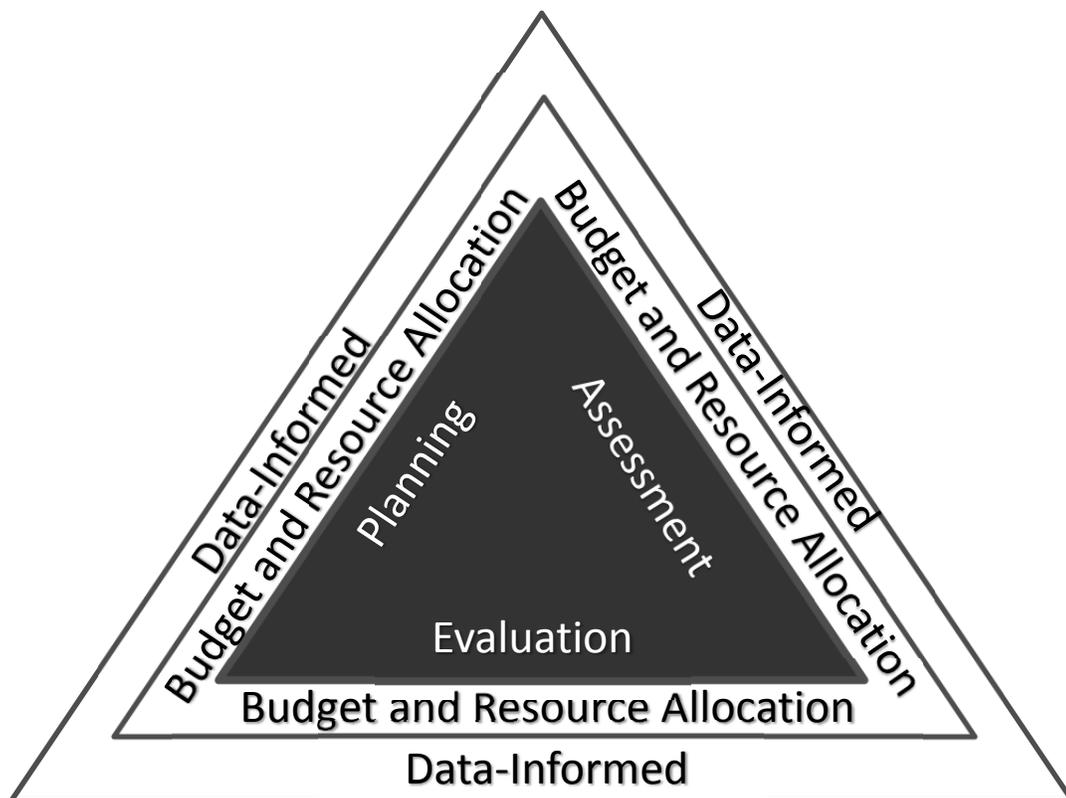


**Administrative and Student Support Units  
Planning  
Assessment  
Annual Evaluation Reports**



**Prepared by the Office of Institutional Effectiveness  
Revised October 2015**

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## Planning, Assessment, Evaluation, and Budget Annual Calendar

	Planning	Academic Assessment and Program Evaluation		Admin & SSS Unit Planning, Assessment, and Evaluation		Budget	
	Strategic Plan (SP) & Presidential (Pres) Goals	5-Year Program Review	SLOs	Planning & Assessment	Annual Report		
<b>July</b>				Conduct fall planning & assessment activities			
<b>August</b>							
<b>September</b>		Meet with Programs to be reviewed	Conduct fall assessment activities				
<b>October</b>	Status Report SP & Pres Goals	Prepare data for programs					
<b>November</b>							
<b>December</b>							
<b>January</b>					Annual Evaluation Report including planning & assessment reports due end of January		
<b>February</b>	Planning Retreat  Status Report on SP & Pres Goals	Report due Feb 20	Conduct spring assessment activities	Submit planning & assessment goals & objectives for calendar year	Review annual evaluation report		
<b>March</b>		C&I review		Conduct spring planning & assessment activities	Report to Admin Council	Budget requests are submitted	
<b>April</b>	Draft presidential goals for upcoming year	Admin Council review					
<b>May</b>	Final Report on SP & Pres Goals	Feedback Completed				Feedback completed	Budget is finalized
<b>June</b>							

## Strategic Planning Guide

Where are we going?  
How will we get there?  
How will we know we've arrived?

*"You've got to be very careful if you don't know where you're going,  
because you might not get there."*

from Yogi Berra

### What is Strategic Thinking and Why is It Important?

Organizational strategic thinking is the coordination of creative minds into a common perspective that will enable John Tyler Community College (JTCC) to proceed into the future. The purpose of strategic thinking is to help us exploit the many challenges, both predictable and unpredictable, that comprise JTCC's future, as opposed to preparing for a single, probable tomorrow. Sound judgment is the single most important thing any organization expects of its managers. To be effective, JTCC key decision makers need to have a clear and consistent vision of future directions. Strategic thinking forms the foundation for strategic decision making. This foundation influences subsequent decisions and action to be coherent and consistent with long-range health of JTCC (Morrisey, 1996).

### Why Plan? What Is Long-Range Planning and Why Is It Important?

Long-range planning is a dynamic process that is flexible and responsive to changing circumstances. In order to achieve a sound basis for the development of programs and activities and serve the needs of JTCC students and community, systematic planning efforts are critical. Planning at JTCC will determine where the College is going over the next several years, how the College is going to get there, and how the College will know if it got there or not. Effective planning involves identifying opportunities, analyzing programs, establishing priorities and needs, and then allocating appropriate resources.

Planning:

- Is necessary
- Keeps focus on future as well as present
- Provides direction
- Involves all levels of the College
- Encourages cross-functional planning, communication, and coordination
- Inspires managers to look at planning from a macro perspective
- Never ends

## **The Accountability Era**

We are in an accountability era, needing to justify that there is value-added to the experiences we provide for students and to the communities we serve. Is it enough to provide services, or do we also want to ensure that our students and communities are receiving them? While this may cause some people angst, we recognize that we can balance accountability with providing quality education for our students

Some food for thought:

- What gets measured gets done.
- If you don't measure results, you can't tell success from failure.
- If you can't see success, you can't reward it.
- If you can't reward success, you're probably rewarding failure.
- If you can't see success, you can't learn from it.
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

Re-inventing government, Osborne and Gaebler, 1992

Planning is also part of SACS Core Requirement 2.5 and essential to being an effective institution.

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

## **Planning Steps**

Once the mission and vision and goals of College are established, it is important to set objectives, establish priorities, design activities to accomplish the objectives, divide the action into feasible steps evaluating progress made, and revise plans as needed. As part of the planning process, linking to the budget is important. Resources such as human, fiscal, and physical may be needed to support planning efforts.



The next few pages detail the design of the planning process at JTCC. From the College’s mission, vision, goals, and code of ethics, participants at the spring 2012 retreat will develop strategic goals for each of the nine college goal areas for three academic years 2012-13 through 2014-15. Table 1 reiterates the mission, vision, goals, and ethics statements for the college.

Table 2 describes the alignment of Virginia Community College system goals and reengineering efforts with the JTCC goals. The participants at the retreat will use this matrix and determine inputs for the fourth column. These will be broad, college-wide, specific strategic goals that are



achievable and measurable for 2015.

These goals will be shared with the entire college community for its feedback. Then the Administrative Council will incorporate the feedback as appropriate and finalize the strategic plan for 2015. Administrative units will develop their plans for the next academic year in support of the strategic goals using the Unit Planning Form and submit their plans to their managers. The managers will review and discuss the plans with their units and finalize each unit's goals and objectives.

During the following academic year, units will begin their work on implementing their goals/objectives and report on their progress. The Office of Institutional Effectiveness will collect this information and report it to the Administrative Council. At the March retreat of Administrative Council, units will submit progress made and submit requests for budget and resources to support their work. Administrative Council will review these reports, determine priorities, and make budget recommendations. These results will be shared with the units and annual planning will begin again. Review the planning calendar in Table 3.

**Table 1: College Mission, Vision, Goals, Code of Ethics**

<p style="text-align: center;"><b>John Tyler Community College</b></p> <p style="text-align: center;"><b>Mission, Vision, College Goals, and Code of Ethics</b></p> <p>The people of John Tyler Community College are driven daily to serve the needs of our students and our community. We have a clear mission and vision for ourselves, and together, we accomplish great things.</p> <p style="text-align: center;"><b>Mission Statement</b></p> <p>John Tyler Community College provides quality educational opportunities that inspire student success and community vitality.</p> <p style="text-align: center;"><b>Vision Statement</b></p> <p>A success story for every student.</p> <p style="text-align: center;"><b>College Goals</b></p> <ol style="list-style-type: none"><li>1. To enhance and promote excellence in teaching and learning.</li><li>2. To provide access to educational opportunities for persons from all segments of society.</li><li>3. To provide a comprehensive program of student development services.</li><li>4. To develop and foster mutually beneficial relationships with external constituencies to meet the educational and economic needs of the region.</li><li>5. To provide excellent administrative services, fostering accountability and efficiency.</li><li>6. To administer integrated and transformative institutional assessment and planning processes.</li><li>7. To maximize external funding to support the mission of the College.</li><li>8. To strengthen a positive image of the College and effectively promote services and programs to the community.</li><li>9. To encourage a positive organization, which attracts and retains a diverse and highly competent workforce.</li></ol> <p style="text-align: center;"><b>Code of Ethics</b></p> <ul style="list-style-type: none"><li>• We are committed to learning environments that foster academic integrity.</li><li>• We will be good stewards of our resources and make effective and efficient use of them, thereby ensuring accountability to the Commonwealth of Virginia and to the communities we serve.</li><li>• We will maintain the confidentiality and security of information entrusted to us and share information only when authorized or required by law to do so.</li><li>• We will not accept any gift, favor, loan, service, business or professional opportunity from anyone knowing (or when it should be known) that it is offered in order to improperly influence the performance of our public duties. We will avoid even the appearance of a conflict of interest.</li><li>• We will offer good faith and fair dealings to all those we serve and to each other. Our communications will be civil and professional.</li><li>• We will offer employment opportunities in accordance with state, federal and system policies supporting the rights and recognizing the needs of all citizens regardless of gender, race, color, religion, national origin, disability, veteran status, sexual orientation or political affiliation.</li><li>• We encourage and expect all members of the community to act in good faith and bring to the attention of the appropriate official any violation or potential violation of these principles.</li></ul>
--

Internally and externally, we are in an era of more scrutiny.

by Institutions of higher learning are becoming increasingly involved in conducting assessment within their academic administrative units and administrative support organizations. The desire to know how well the unit is doing and to improve in strategic planning efforts, decision support, resource allocation, and operational excellence are all motivators for conducting assessment.

# Assessment of Administrative and Student Support Service Units

## Introduction

For those of us who take pride in our work and our services, assessing and documenting our expected outcomes and then achievement of those outcomes are key activities in a process of quality improvement to demonstrate our institutional effectiveness. Assessment helps us meet the changing needs of our students, faculty and staff, and community.

The concept of quality enhancement is at the heart of the Southern Association of Colleges and Schools philosophy of accreditation. Comprehensive Standard 3.3.1.2 and 3.3.1.3 state that the institution identifies expected outcomes for administrative units and educational support services, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

If you are responsible for an administrative or educational support unit, your assessment focus is on showing how the purpose or mission of the College is accomplished through your unit. While the emphasis used to be on performing that work in ways you thought best, the emphasis is now on the benefits or results of the learning or service provided — on the outcomes that are experienced by those you serve. Are the needs of those you serve being met efficiently and effectively? Is the College's mission being accomplished through the work you do?

This guide is a workbook designed to take you through the quality enhancement planning steps for programs and services. This institution-wide effort will allow us to document our effectiveness and show our commitment to ongoing improvement. It is important both to promote our accomplishments and to be accountable to our many stakeholders.

## What is Assessment?

Assessment is the systematic, ongoing cycle of gathering, analyzing and using the results to make improvements. Here we want to measure critical administrative processes and services to ensure we are meeting the needs of our students, faculty, staff, and communities that we serve. Good assessment promotes quality enhancement by providing the necessary evidence to guide effective decision making. We need to know how we are doing before we can do better.

A good assessment process can answer these questions:

- What are we trying to do? Defining what service providers hope recipients achieve.
- How well are we doing it? Evaluating how well services are being provided.
- How are we using what we discover to improve what we do in the future? Using the results to improve services.

Administrative unit outcomes (AUOs) are measurable descriptions of what the unit hopes it or its clients will achieve through the delivery of services. AUOs are what recipients will be able to know, to do, or to feel upon successful completion of certain services, activities, or processes.

Educational support services outcomes have student learning outcomes (SLOs) that are statements identifying what a student will be able to know, to do, or to feel upon successful completion of certain services, activities, or processes, as well as AUOs that are measurable descriptions of what the unit hopes it will achieve through the delivery of services

### **What Are the Benefits of Outcomes Assessment?**

Outcomes assessment promotes reliable service, makes processes more efficient, develops quality products, potentially minimizes costs, and improves delivery of services. Ultimately, the results of assessment support the mission of the College, strategic planning, and student success.

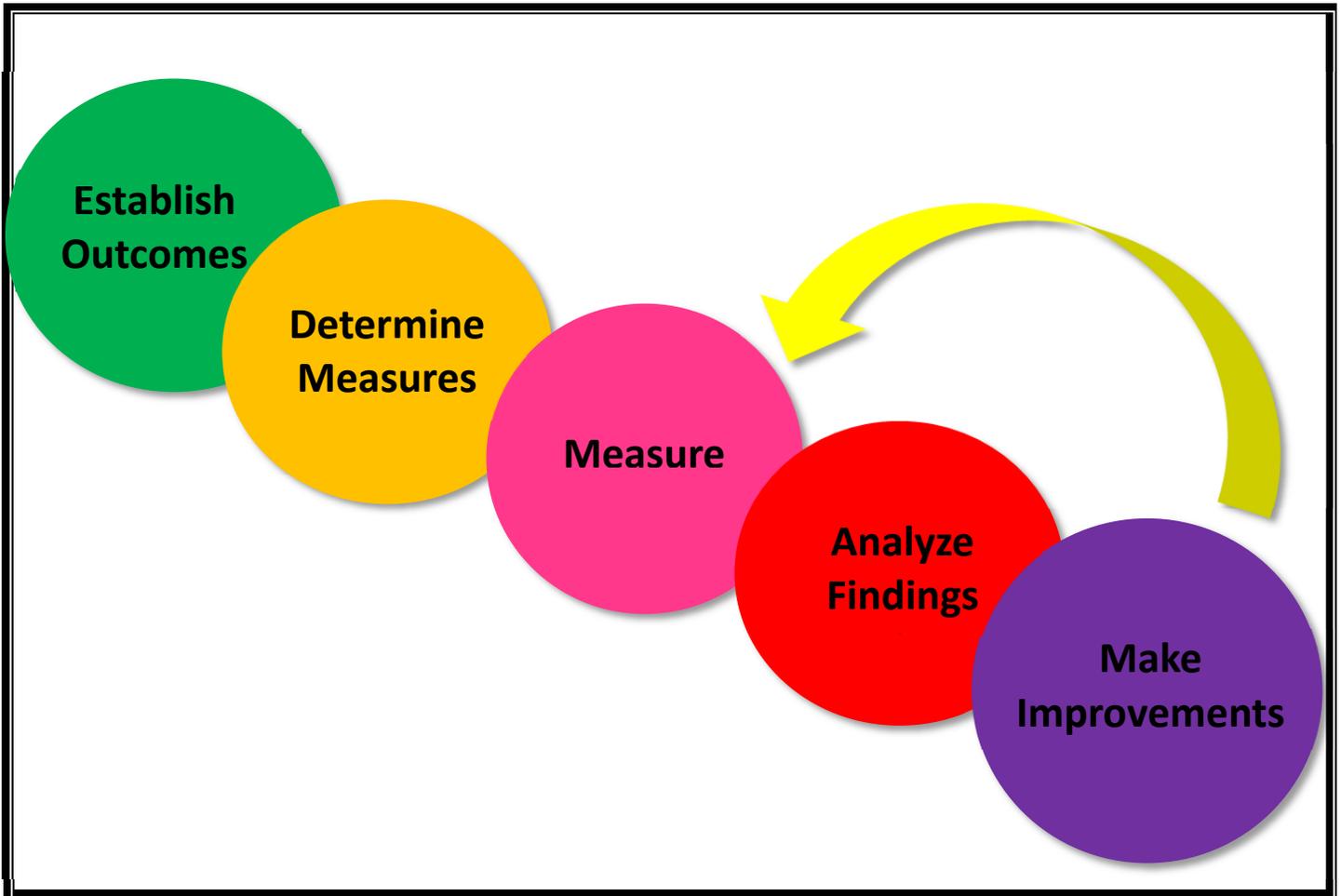
### **What Are Some Guiding Principles of Good Practice for Assessment?**

Given the importance of assessment in planning for quality enhancement, the American Association for Higher Education (AAHE) asked key higher education leaders to develop guidance for good practice in assessing student learning. The Nine Principles of Good Practice were developed. Many of these principles are useful for assessment of administrative and support areas as well. The principles recognize that our work is complex and meaningful.

As you work on quality enhancement planning, think about how your plan puts the following nine principles into action:

- The assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment is a goal-oriented process.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment is a process whose power is cumulative.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

## The Assessment Cycle



### Steps in the Assessment Cycle



#### Define Your Unit

##### Step 1: Articulate the mission or purpose of your unit.

Your unit's mission statement or statement of purpose links the functions of your unit to the overall mission of the College. In formulating or revising a purpose or mission statement that is integrated into the college's mission, you should review the college's mission and identify how your unit supports the College's mission.

Here are a few questions for you to consider in formulating the purpose or mission of your unit:

- What is primary function of your unit?
- What core activities are involved?
- What should those you serve experience after interacting with your unit?

## Establish Outcomes

### Step 2: Define your unit's outcomes.

Here are three categories of unit's operational objectives: outcomes, process, and satisfaction.

**Outcome statements** concern gains you want those you serve to make. For example, what can someone do after interacting with your program/unit?



**Process statements** concern the accomplishments of your unit's functions, such as:

- level or volume of activity
- efficiency with which you conduct the processes
- compliance with external standards or regulations

**Satisfaction statements** describe how those you serve rate their satisfaction with your unit's processes or services.

In drafting outcomes, it may help to create a flowchart of your unit's work processes to determine what your unit will accomplish and what students, faculty, staff, and others will think, know or do following the provision of the service. Consider such questions as:

- What are the most important results or impacts that should occur as a result of your unit's activities?
- What are your critical work processes and how should they function?
- What does the end user experience through interaction with your unit?

SMART is an acronym that is often used to determine how well an outcome is formulated. A good outcome is SMART when it is:

- **Specific** – Be clear about what your unit's unique contribution to the college, what is accomplished or delivers as related to key processes and services.
- **Measurable** – Quantify your outcome as to targets and benefits, so that your unit can determine if it has achieved the outcome. Determine how and when you will collect data and where it will be stored.
- **Achievable** – Know the outcome is something that your unit can accomplish.
- **Realistic** – Make sure the outcome is something that can be done practically in a specific time frame or for a specific amount of money.
- **Time-bound** – When will the outcome be done? Tie the outcome to a specific time frame.



## Measure

### Step 3: Determine appropriate assessment measures and criteria.

Once you establish your unit's outcomes, define and identify the sources of evidence you will use to determine whether you are achieving expected impacts. You must detail what will be measured and how it will be measured.

For each outcome, create measures that help your unit in making critical decisions about its processes and services. Build an inventory of existing evaluation and assessment activities. Ask colleagues in similar units at other institutions how they assess their efficiency and effectiveness. When designing your assessment, choose multiple measures. A composite of results can yield a more realistic picture of your unit's performance.

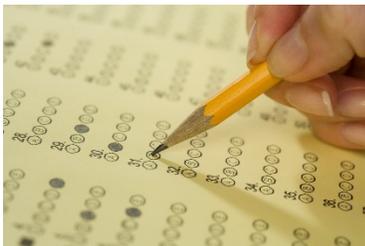
### **Common types of assessment include:**

- Attitudinal – measures of satisfaction from those you serve
- Direct – counts of unit services
- External – validation (neutral party, auditor, professional standards)

### **Criteria or targets for success**

Always aim for a criterion level that stretches your unit's performance. For example:

- How well should we serve our clients?
- 95 percent of our users will be “very satisfied or satisfied” with our services.
- At least 80 percent of eligible employees will participate in training.
- 90 percent of the transcripts will be sent within three days.
- 90 percent of the forms will be processed without errors.



### **Assess**

#### **Step 4: Conduct assessment activities.**

Put your assessment plan into action. You must set a schedule for conducting assessment activities. Some assessments may take place monthly, others annually and others even on a triennial basis. Conduct a focus group of those you serve, survey people who have participated in your unit's activities, have an expert come through and review your processes. This time is to find out what others say about your operation.

### **Reflect**

#### **Step 5: Analyze the findings from your assessments.**

Once the results from your assessments have been collected, see what they can tell you about your unit. Consider asking questions such as:

- What can you infer from the data?
- What future actions will you take?

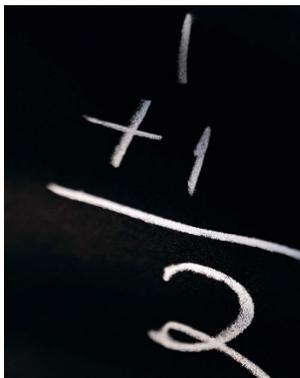


- What changes have you made (or will you make) based on assessment results?
- What are the budgetary implications?

As your unit discusses the assessment results and their implications, celebrate when your unit has accomplished what it planned to accomplish. Come to a clear understanding and agreement on areas that still present opportunities for growth and improvement.

Document the findings of assessment. Summarize your results for reporting purposes; be sure to retain details of documentation on file for reference purposes if needed. As you discuss results, revisit and improve your assessment measures.

### Action



#### Step 6: Use your results.

The quality enhancement process is not complete until you “close the loop” and use results to make improvements to services. Typical changes in services include:

- revising organizational structure
- reallocating resources
- revamping administrative procedures
- modifying or expanding relations with public or external agencies

The decisions you make regarding the course of action for the following year also may lead to a restructuring or revision of your unit’s outcomes for the following year.

## Assessment Activities and Reporting

Timeline—Calendar Year			
<u>Spring and Fall</u> Conduct Assessments	<u>January</u> Analyze Findings Prepare Annual Report Determine Future Actions for Improvement	<u>Mid-February</u> Reports are due	<u>Mid March</u> Plans reviewed and returned with comments

## Administrative and Student Support Services Unit

### Annual Review Process

#### Overview

John Tyler Community College is committed to serving the needs of our students and our community. To ensure that the College is making progress toward achieving the College's mission, all of the College's departments and programs must engage in an ongoing assessment and continuous improvement process. This document describes the process by which the College conducts its systematic review of administrative and student support services units.

This also supports SACS Core Requirement 2.5:

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

### **Analysis Component of Annual Review**

It is helpful to conduct a SWOT analysis to reflect on and document your unit's work for the year.

#### **How to do a SWOT analysis**

The SWOT analysis is a valuable tool in assessing your situation. It begins by conducting an inventory of internal strengths and weaknesses in your organization. You will then note the external opportunities and threats that may affect the organization. Don't be concerned about elaborating on these topics at this stage; bullet points may be the best way to begin. Capture the factors you believe are relevant in each of the four areas.

#### **INTERNAL**

Strengths—What did the unit do well? What can be learned from the successes?

**Strengths** describe the positive attributes, tangible and intangible, internal to your organization. They are within your control. What do you do well? What resources do you have? What advantages do you have? Strengths include the positive attributes of the people involved in the organization, including their knowledge, backgrounds, education, credentials, contacts, reputations, or the skills they bring. Strengths also include tangible assets such as available capital, equipment, information and processing systems, and other valuable resources.

Examples of unit strengths may include:

- Training, educational background, and experience of unit staff
- Advantages of existing resources
- Rapport/reputation
- Efficiency of processes

Weaknesses—What is not functioning as well as it could be? How can the unit improve its performance and/or services?

**Weaknesses** are factors that are within your control that detract from your ability to obtain or maintain a competitive edge. Weaknesses might include lack of expertise, limited resources, lack of access to skills or technology, or inferior offerings. These are factors that are under your control, but for a variety of reasons, are in need of improvement to effectively accomplish your objectives. Weaknesses capture the negative aspects internal to your organization that detract from the value you offer or place you at a functional disadvantage.

Examples of unit weaknesses may include:

- Functional gaps
- Lack of necessary staff training
- Unrealistic timelines for projects
- Lack of client awareness
- Limited equipment /technological resources

## **EXTERNAL**

Opportunities—What factors provide the means for the unit to succeed?

**Opportunities** assess the external factors surrounding your organization. These opportunities reflect the potential you can realize through implementing your strategies. Opportunities may be the result of organizational or market growth, lifestyle changes, resolution of problems associated with current situations, positive perceptions about your organization, or the ability to offer greater value that will create a demand for your services. If it is relevant, you may wish to place timeframes around the opportunities. Does it represent an ongoing opportunity or is it a window of opportunity? How critical is your timing? Remember that if you have identified “opportunities” that are internal to the organization and within your control; you will want to classify them as strengths.

Examples of unit opportunities may include:

- Staff training opportunities
- Lowered costs for needed equipment
- New tools/technology

Threats—What factors present challenges for the unit?

**Threats** are a challenge created by an unfavorable trend or development that may lead to deterioration of the organization. These are also external – you have no control over them, but you may benefit by having contingency plans to address them if they should occur. Competition – existing or potential – is always a threat. Other threats may include governmental regulation or oversight, economic downturns, devastating media or press coverage, or the introduction of a “leap-frog” technology that may make your programs, equipment, or services obsolete.

Examples of unit threats may include:

- Rapid expansion and use of technology in society

- Preferences of students/customers
- Changing populations of service region
- External accountability measures
- Economic environment
- Competition from other organizations

In summary, if charted, your SWOT analysis would look like this:

	<b>POSITIVE</b>	<b>NEGATIVE</b>
<b>INTERNAL</b>	Strengths	Weaknesses
<b>EXTERNAL</b>	Opportunities	Threats

If done thoroughly, a SWOT analysis can help you analyze existing operations, develop new strategies and means of change, establish criteria for success and assess progress as you implement your strategic plan.

### **Annual Summary Report Components**

The template for the annual summary report is found in Appendix D. This will become part of the annual program review process for administrative and student support service units. These reports will be reviewed by Administrative Council and linked to budget planning. These are due mid-February and cover the prior calendar year.

## Appendix A--List of Administrative and Student Support Units

Administrative Structure of College	
President's Office	
VP of Learning and Student Success	Arts, Humanities & Social Sciences Engineering, Business and Public Services Math, Natural & Health Sciences Dean of Students Dean of Academics and Assessment ( New 2015)
Acting Executive Manager of Enrollment Management (2014-15) Associate VP of Student Success	Admission and Records Student Engagement/Recruitment (New 2015) First Year Retention Library Services Coordinator of Student Activities Veteran Affairs Division of Learning and Student Success Career Pathways
VP Finance and Administration	Business Office Facilities Operations Financial Aid Information Technology Security Management
VP of Institutional Advancement	Grants Creative Services
CCWA	
Human Resources	
Institutional Effectiveness	
Public Relations	

**Appendix B--Annual Planning Objectives Year \_\_\_\_\_**

**Division/Department:** \_\_\_\_\_

**College Mission:** *John Tyler Community College provides quality educational opportunities that inspire student success and community vitality.*

<b>Unit Statement of Purpose/Mission:</b>
---

<b>College Goal(s):</b> _____					
Unit Objective:					
<b>Who is Involved:</b>	<b>Desired Outcomes:</b>	<b>Measurement Tool/Source:</b>	<b>Criteria for Success (e.g., #, % change)</b>	<b>Time Frame:</b>	<b>Resources Needed:</b>
Objective met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<u>Explanation:</u>			<u>Next Steps/Timeline</u>	
<b>College Goal(s):</b> _____					
Unit Objective:					
<b>Who is Involved:</b>	<b>Desired Outcomes:</b>	<b>Measurement Tool/Source:</b>	<b>Criteria for Success (e.g., #, % change)</b>	<b>Time Frame:</b>	<b>Resources Needed:</b>
Objective met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<u>Explanation:</u>			<u>Next Steps/Timeline</u>	

<b>College Goal(s): _____</b>					
Unit Objective: .					
<b>Who is Involved:</b>	<b>Desired Outcomes:</b>	<b>Measurement Tool/Source:</b>	<b>Criteria for Success (e.g., #, % change)</b>	<b>Time Frame:</b>	<b>Resources Needed:</b>
Objective met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<u>Explanation:</u>			<u>Next Steps/Timeline</u>	

<b>College Goal(s): _____</b>					
Unit Objective:					
<b>Who is Involved:</b>	<b>Desired Outcomes:</b>	<b>Measurement Tool/Source:</b>	<b>Criteria for Success (e.g., #, % change)</b>	<b>Time Frame:</b>	<b>Resources Needed:</b>
Objective met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<u>Explanation:</u>			<u>Next Steps/Timeline:</u>	

## Appendix C—Assessment Reporting Template

Unit Assessment Template Year \_\_\_\_\_

Unit or Program: \_\_\_\_\_

**Mission Statement of the College:** John Tyler Community College provides quality educational opportunities that inspire student success and community vitality.

**Mission Statement of the Unit or Program:**

### Assessment Outcomes

<b>UO1. Outcome:</b>			
<b>Measures (at least 2)</b>	<b>Assessment Procedures Details</b>	<b>Target Performance Level</b>	<b>Time/Frequency for Assessing</b>
MUO1.1 MUO1.2	UO1.1 UO1.2	UO1.1 UO1.2	UO1.1 UO1.2
MUO1.1	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>

<b>MUO1.2</b>	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>
<b>UO2. Outcome:</b>			
<b>Measures (at least 2)</b> <b>MUO2.1</b> <b>MUO2.2</b>	<b>Assessment Procedures</b> UO2.1 UO2.2	<b>Target Performance Level</b> UO2.1 UO2.2.	<b>Time/Frequency for Assessing</b> UO2.1 UO2.2
<b>MUO2.1</b>	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>
<b>MUO2.2</b>	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>

<b>UO3. Outcome:</b>			
<b>Measures</b>	<b>Assessment Procedures</b>	<b>Target Performance Level</b>	<b>Time/Frequency for Assessing</b>
MUO3.1	UO3.1	UO3.1	UO3.1
MUO3.2	UO3.2	UO3.2	UO3.2
<b>MUO3.1</b>	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>
<b>MUO3.2</b>	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>
<b>UO4. Outcome:</b>			
<b>Measures (at least 2)</b>	<b>Assessment Procedures</b>	<b>Target Performance Level</b>	<b>Time/Frequency for Assessing</b>
MUO4.1	UO4.1	UO4.1.	UO4.1
MUO4.2	UO4.2	UO4.2	UO4.2

<b>MUO4.1</b>	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>
<b>MUO4.2</b>	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>
<b>UO5. Outcome:</b>			
<b>Measures</b>	<b>Assessment Procedures</b>	<b>Target Performance Level</b>	<b>Time/Frequency for Assessing</b>
MUO5.1	UO5.1	UO5.1	UO5.1
MUO5.2	UO5.2.	UO5.2	UO5.2
<b>MUO5.1</b>	Outcome met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	<b>Discussion/Progress to date</b>	<b>Next Steps/ Timeline</b>



**Example: Office of Institutional Effectiveness**

<b>UO2. Outcome:</b>			
OIE will provide accurate and timely data to internal and external constituents.			
<b>Outcomes (at least 2)</b>	<b>Assessment Procedures</b>	<b>Target Performance Level</b>	<b>Time/Frequency for Assessing</b>
UO2.1 Prepare external reports on time.	UO2.1 OIE will log all state, federal, and accrediting reporting needs (e.g., VCCS, SCHEV, IPEDS, SACS) date request received, due date, people involved, and date submitted.	UO2.1 100% of reports completed on time. No fines/warnings received.	UO2.1 annually
UO2.2 Respond to internal data requests accurately and on time	UO2.2a OIE will determine time needed to complete request and will log all internal data requests: date request received, due date, people involved, and date submitted. If errors are uncovered, those will be noted on log and when corrected.	UO2.2a 100% of reports completed of time. 5% error rate will be tolerated.	UO2.2 annually
	UO2.2b OIE will survey college users as to satisfaction with responses to data requests	UO2.2b 80% will report being satisfied or very satisfied with OIE services.	UO2.2b bi-annually beginning in spring 2013

**Example: Admissions and Records**

<b>UO3. Outcome:</b> <b>A&amp;R will respond to external data requests accurately and on time.</b>			
<b>Outcomes (at least 2)</b>	<b>Assessment Procedures</b>	<b>Target Performance Level</b>	<b>Time/Frequency for Assessing</b>
<p><b>UO3.1</b> Prepare official transcripts within 5-7 working days except for closed holidays during the Thanksgiving period and when closed during the month of December.</p> <p><b>UO3.2</b> Respond to external data requests accurately and on time</p>	<p><b>UO3.1</b> Keep a log of request and when official transcripts. A&amp;R will process all incoming official transcript requests that require mailing via the US postal service</p> <p><b>UO3.2</b> Admissions &amp; Records will date stamp all incoming request and deposit monies in a timely manner</p>	<p><b>UO3.1</b> 100% of reports completed on time--within 5-7 working days except for closed holidays during the Thanksgiving period and when closed during the month of December</p> <p><b>UO3.2</b> 100% of reports completed of time if all information is given and student does not have a financial block on their account.</p>	<p><b>UO3.1</b> Annually</p> <p><b>UO3.2</b> Annually</p>

## Appendix D—Template for Annual Report

Annual Summary Report for Year \_\_\_\_\_  
Office \_\_\_\_\_

### Overview of Unit

- Role unit plays in college mission

- Staffing—list of people and credentials

### SWOT Analysis

	<b>POSITIVE</b>	<b>NEGATIVE</b>
<b>INTERNAL</b>	Strengths	Weaknesses
<b>EXTERNAL</b>	Opportunities	Threats

### Summary

- How did the unit contribute to the college's mission and strategic plan?

- What were its accomplishments?

### Assessment

- Did the unit achieve its outcomes—why or why not?

- What evidence supports these conclusions?

- What changes were made based on assessment results?

**Recommendations**

- What changes are necessary for the unit to be more successful?

- Are any additional resources required to make improvements?

- What budget items are requested for consideration based on your assessment?

- What impact would your suggested changes have for the college?