



**End-of-the-Year Report
of the Outcomes Assessment Committee
2014-2015 Academic Year**

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I. Overview

During the 2014-2015 academic year, the name of the Institutional Effectiveness Committee was changed to the “Outcomes Assessment Committee.” This change signified the first step in a re-design of the outcomes assessment process at FSCJ, a re-design that will continue into the 2015-2016 academic year. As such, throughout this report the Committee itself is referred to as the Outcomes Assessment (OA) Committee. Even though the name of the Committee changed, however, academic programs/disciplines and academic/student support and administrative units completed their 2014-2015 assessment tasks using the process now referred to as “institutional effectiveness” (IE). Beginning in academic year 2015-2016, all programs and units will make the transition to the newly re-designed outcomes assessment process.

The purpose of the Outcomes Assessment Committee (hereinafter referred to as the Committee) is to 1) provide oversight, guidelines and resources for institutional effectiveness activities, 2) support program and unit-level development and implementation of academic and non-academic assessment activities, 3) support and monitor College activities pertaining to SACSCOC standards of institutional effectiveness, and 4) support the College's commitment in establishing institutional effectiveness as an ongoing and integral part of its culture and emphasis on quality programs and services. This marks the fifth full year (2014-2015) of the college-wide Outcomes Assessment Committee.

The Committee is designed to reflect the diversity of units and programs and ensure broad-based involvement of employee groups. Committee members include faculty, career employees, and administrative and professional employees. Committee members serve rolling two year terms; those who began their term of service in 2013-2014 concluded their service at the end of the 2014-2015 year. Members who joined the Committee in 2014-2015 will conclude their term of service at the end of the 2015-2016 year. Appendix A lists the 2014-2015 Committee members and their role at the College. The full membership of the Committee met nine times throughout the year to carry out its responsibilities. The Committee meeting schedule may be found in Appendix B.

At the start of the 2014-2015 academic year, the Co-Chairs of the Outcomes Assessment Committee were Dr. Lynne Crosby, Associate Vice President of Institutional Effectiveness and Accreditation as District representative, and Jana Kinder, Professor of English, as Faculty representative. Dr. Jocelyn Shadforth, the newly-hired Director of Outcomes Assessment, replaced Dr. Crosby as Co-Chair in November 2014. The Co-Chairs, along with incoming 2015-2016 Co-Chair Dr. Jeff Mans, Professor of Biology, were responsible for guiding the Committee through the completion of its annual goals and the review of all program and unit-level assessment plans and reports in a timely manner. The current and incoming Co-Chairs, along with Dr. Crosby, held weekly meetings to plan Committee activities and related IE efforts. This

team also provided support and guidance to all employees of the College in understanding, implementing and carrying out the Institutional Effectiveness (IE) Assessment process.

An important component of the Committee's work during the 2014-2015 academic year was the decision to review and recommend major revisions to the Institutional Effectiveness (IE) Assessment process. Based on anecdotal evidence of stakeholder dissatisfaction with the current process, the Committee, with support from the staff of the Office of Institutional Effectiveness and Accreditation (OIEA), organized its February 27, 2015 OA Day around the theme of, "Working Smarter: Re-Imagining Outcomes Assessment at FSCJ." In addition to professional development workshops and breakout assessment planning sessions for academic programs, OA Day attendees were asked to participate in focus groups designed to elicit their input and recommendations regarding the IE process. In subsequent weeks, focus groups were also held for non-academic personnel on each of the five FSCJ campuses. Based on the data collected through these focus groups, the Committee has identified the following key tasks as central to "re-imagining" the IE process at FSCJ:

- Development of new processes for the collection and reporting of assessment data in order to better support the goal of continuous improvement, particularly in the area of student learning.
- Selection, procurement, and implementation of a new Assessment Management System to replace WEAVE.
- Rebranding assessment processes at FSCJ by replacing the term "Institutional Effectiveness" with "Outcomes Assessment."

The steps taken to address these tasks are outlined in greater detail in this report.

II. Annual IE Committee Goals

Based on the suggestions of the 2013-2014 Committee and discussion among the Co-Chairs and Co-Chair elect, the Office of Institutional Effectiveness & Accreditation (OIEA) proposed goals for the 2014-2015 academic year. At the first Committee meeting, the following goals were approved:

1. Become familiar with the College's Strategic Plan (institutional-level) when available and recommend methods for integrating the strategic plan with program and unit level assessment data.
2. Review and provide written and verbal feedback for the annual Institutional Effectiveness Assessment plans/reports of all programs and units at the College.
3. Using the information gathered through the IE process, develop recommendations for college-wide continuous improvement, action, and communication.
4. Make recommendations for January's "Continuous Improvement" mini-conference activities.
5. Review and assess the effectiveness of the key components of the IE assessment process.
6. Develop "End-of-Year" committee report.

Committee Goal #1 - Become familiar with the College's Strategic Plan (institutional level) when available and recommend methods for integrating the strategic plan with program and unit level assessment data.

At the first meeting in September, the Committee was briefed on the College's process of adopting new College Strategic Goals and the Strategic Plan. These were approved by the District Board of Trustees (DBOT) on December 2, 2014.

Once approved by the DBOT, the new College Strategic Goals were loaded into WEAVE (the College's Assessment Management System). As such, programs and units could then link or "map" their Assessment Plans on to specific College Strategic Goals. Since the Strategic Goals were approved after some Non-Academic Units had completed their 2014-2015 Plans using the previous College goals, units were not required to go back and change any previous work, but they will be expected to link all future Plans to the current College Strategic Goals.

Discussion of integration of the Strategic Plan's initiatives with program- and unit-level data has been included in the Outcomes Assessment Revision Process and the new Assessment Management System selection, and is still an active consideration as those processes continue.

Committee Goal #2 - Review and provide written and verbal feedback for the annual Institutional Effectiveness Assessment plans/reports of all programs and units at the College.

To ensure that all Committee members understood the IE Process and their role as members of the Committee, the OIEA gave an orientation for all new members in September 2014. A major aspect of this role is the reviewing of Reports and Plans, a complicated undertaking that requires many steps to effectively complete.

Fall 2014 – Non-Academic Units

In the Fall semester of 2014, 2013-2014 Assessment Reports and 2014-2015 Assessment Plans were due from all “non-academic” units, including academic support, student support, administrative, and community/public service units. The timeline for these reviews is published and updated when necessary on the OIEA page of the College's website (Appendix C).

1. After the submission deadline, the OIEA staff conducted a completeness review and contacted the Effectiveness Process Facilitators (EPFs) and Supervisors of the units with incomplete submissions.
2. In order to achieve inter-rater reliability, the OIEA staff presented a Rubric “Norming” training for all members of the Committee on October 10th. Dr. Charles Smires and Dr. Susan Slavicz, conducted the session using a variety of sample documents, with the intent of creating a consensus among the Committee members about application of the rubric to the Non-academic Units' Reports and Plans. A make-up session was conducted on October 17th for those who could not make the initial session.
3. Committee members were assigned partners, and each of the pairs was assigned 5-7 unit Reports and Plans for feedback. The pairs worked on their feedback in the rubric and comment form and returned the feedback to OIEA staff, who assembled the feedback and sent it to the Process Facilitators.
4. All EPFs had the opportunity to request clarification and further feedback via phone, email, or in person.
5. A subsequent Committee meeting was dedicated to gathering members' feedback on the quality of the reviews and the strengths and weaknesses of the review process itself.

Spring 2015 – Academic Programs/Disciplines and Academic/Student Support Services

Academic support and student support staff had previously requested that they be permitted to submit Assessment Plans and Reports using the timeline utilized by academic programs and disciplines. This change went into effect with the Spring 2015 (Cycle 6) submission of Assessment Reports. In addition, given the planned revision of the Outcomes Assessment process (see section IV), programs and units were asked to complete their last Report of the “Institutional Effectiveness” process according to the timeline in Appendix C. Units were asked to wait to submit Plans for the new “Outcomes Assessment” Process in the next academic year.

1. The OIEA staff conducted a completeness review and sent reminders as needed to EPFs when data was missing. Upon their request, EPFs were also able to receive additional assistance with WEAVE and make arrangements for extensions in some cases.
2. On May 8th, Dr. Jocelyn Shadforth conducted a Rubric Range Finding Session specifically tailored for the Academic program/discipline reports. Make-up sessions were scheduled with those who did not make the initial training.
3. For this review, the Committee implemented a new rubric and opened a Blackboard shell for Committee members to facilitate document distribution and feedback submission. Committee members worked in pairs again, and every pair was assigned 8-10 Reports to review.
4. The OIEA staff downloaded all of the feedback from Blackboard, reviewed feedback for tone and completeness, and returned it to the appropriate EPFs. Most EPFs received their feedback in July, although some did not receive it until mid-August due to errors in some feedback submissions.
5. All EPFs had the opportunity to request clarification and further feedback via phone, email, or in person.

Committee Goal #3 -- Using the information gathered through the IE process, develop recommendations for college-wide continuous improvement, action, and communication.

A major complaint coming from the OA Day Mini-Conference was that programs and units received inconsistent feedback on their annual Reports and Plans. For example, an EPF would submit Reports that were very similar in structure and content, but in one year receive all “Exemplary” ratings and in the next receive lower ratings. The OA Committee Co-Chairs and Dr. Crosby felt that this lack of reliability also called into question the validity of the review

process. As such, the Committee leadership decided to focus its efforts on redesigning that process and, in so doing, generating better, more actionable data for the types of recommendations discussed in Goal #3.

Committee Goal #4 – Make recommendations for January’s “Continuous Improvement” mini-conference activities.

Due to a calendar conflict, the Spring 2015 Outcomes Assessment Mini-Conference was moved to February 27th. In an effort to signify a changed approach to assessment at FSCJ, the event was held at Kent Campus and included opportunities for faculty and program managers to discuss the current process and offer suggestions for improvement.

- From October through December, each monthly meeting’s agenda included time to discuss, make suggestions about, and plan for the mini-conference. Committee members suggested workshops related to assessment. Because some members also volunteered to present these workshops or assisted with finding presenters, 18 concurrent workshops were offered.
- Committee members also participated in focus groups at the mini-conference as either moderators or scribes. Many assisted with recruiting the extra help we would need to run the 22 focus groups.
- Committee members who were able to participate in the focus group moderation attended facilitator trainings, presented by Mary Ann Bodine- Al Sharif on February 13th .
- Focus group facilitators ran focus groups at the February Outcomes Assessment Mini-Conference, compiled the data, and returned it to the OIEA staff.

Committee Goal #5 -- Review and assess the effectiveness of the key components of the IE assessment process.

- 1) In late fall, Dr. Bilsky, College Provost, encouraged the OIEA staff to make substantial changes to the Institutional Effectiveness process and roll out a new system that might be more meaningful to all stakeholders. The new process will be called “Outcomes Assessment” and will replace the “IE process” by the Fall of 2015. This has also prompted the name change from “Office of Institutional Effectiveness and Accreditation” (OIEA) to “Office of Accreditation and Outcomes Assessment” (OAOA).
- 2) At the mini-conference and in the few weeks following, OIEA staff and OA Committee members conducted focus groups to understand what stakeholders value and their feedback about the IE process as well as desired enhancements. Focus groups at the Mini-Conference consisted of mainly faculty, deans, program managers, and Library & Learning Commons

(LLC) staff. In the following weeks, OIEA staff also conducted four more focus groups for Non-Academic units.

- 3) Following the mini-conference, Dr. Jocelyn Shadforth, Prof. Jana Kinder, and Dr. Jeff Mans reviewed data from the faculty and non-academic focus groups and compiled stakeholder recommendations.
- 4) Dr. Jocelyn Shadforth prepared a report detailing the data received, drawing conclusions, and providing recommendations about the process revisions (Appendix E).
- 5) The OAOA convened an Outcomes Assessment Redesign Committee to review and make suggestions for a new OA process structure, which will be rolled out in the Fall for academic programs/disciplines and in the Spring of 2016 for non-academic units.
- 6) Since the College's contract with WEAVE is nearing its end, the OAOA staff has also conducted a simultaneous process to select a replacement Assessment Management System (AMS). A committee has been convened to review the options, attend vendor presentations, and recommend a final choice.

III. IE Committee Review of IE Assessment Reports and Plans

Timeline

The College organized the Institutional Effectiveness Process into five phases that occur during an annual cycle. These five phases reflect development, review and implementation of plans and reports for each program and unit. The non-academic units submitted their 2013-2014 IE Assessment Reports and 2014-2015 IE Assessment Plans on September 26, 2014. The academic programs and disciplines submitted their 2014-2015 IE Assessment Reports on May 14, 2015 (see Appendix D and E).

Review of Non-Academic IE Assessment Reports and Plans

In September 2014, 2013-2014 IE Assessment Reports and 2014-2015 IE Assessment Plans for non-academic units were submitted in WEAVE. The Committee reviewed the IE Assessment Reports and Plans using the Non-Academic Units' IE Assessment Report and Plan Rubrics. The Rubrics include three proficiency levels: Exemplary, Progressing, and Developing. Each IE Assessment Report and Plan was reviewed by two committee members and OIEA staff compiled the feedback and disseminated to the appropriate Effectiveness Process Facilitators of the Non-Academic Units in October 2014. Results of the 2013 IE Committee reviews of Assessment Reports and Assessment Plans are found in Table 1 and 2, respectively.

Table 1: IE Committee Review of 2013-2014 Non-Academic IE Assessment Reports and Multi-Year Trends

	REPORTING CYCLE			
	2010-2011	2011-2012	2012-2013	2013-2014
Reports submitted	95	80	62	63
Reports w/improvements recommended by the IE Committee	78 (82%)	61 (76%)	49 (79%)	11 (17%)
Exemplary and Progressing Reports	17 (18%)	19 (24%)	13 (21%)	52 (83%)

Table 2: IE Committee Review of 2014-2015 Non-Academic Unit IE Assessment Plans and Multi-Year Trends

	REPORTING CYCLE				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Plans submitted	95	41	80	74	66
Plans w/improvements recommended by the IE Committee	84 (86%)	28 (68%)	50 (62%)	37 (50%)	12 (18%)
Exemplary and progressing plans	11 (12%)	13 (32%)	30 (38%)	37 (50%)	54 (82%)

The data showed a small increase in percentages of Non-Academic IE Assessment Reports that are rated as “Exemplary” or “Progressing” rating, from 18% to 21% over past three years. The data showed a larger increase in percentages of IE Assessment Plans that are rated as “Exemplary” or “Progressing” rating, from 11% to 50% over the past four years. This improvement is most likely due to the newly instituted two-step review process implemented during this assessment cycle.

Review of Academic IE Assessment Reports and Plans

Prior to the 2014-2015 Academic Year, academic and student support units asked to adjust the timing of their assessment cycles since, in many cases, these units regularly assess student learning outcomes (SLOs). Accordingly, in May 2015 both academic programs/disciplines and academic/student support units submitted their Assessment Reports in WEAVE. In addition, since plans for a re-design of the entire assessment process were underway, programs and units were not asked to submit their 2015-2016 Assessment Plans. Instead, they were notified that tentative 2016-2017 Assessment Plans would be due in December 2015.

For the second year, the two-step review process was implemented during this cycle. First the Co-Chairs and incoming Co-Chair of the OA Committee examined the reports for completeness and notified Effectiveness Process Facilitators and Process Leaders if data were missing. Programs, disciplines, and units with incomplete Reports were then provided one week to submit the missing information. The OA Committee then reviewed the IE Assessment Reports using a modified rubric that still included the same categories and rating scales used in previous years, but in a more streamlined and user-friendly Excel format. OIEA staff compiled the feedback and disseminated it to the appropriate Effectiveness Process Facilitators of the academic programs and disciplines in July and August 2015. Table 3 displays the results of the reviews and multi-year trends for Assessment Reports.

Table 3: 2013-2014 Academic Programs' IE Assessment Reports and Multi-Year Trends

	REPORTING CYCLE				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total programs	105	130	108	113	118
Reports submitted	105 (100%)	97 (75%)	108 (100%)	108 (96%)	81 (69%)
Inactive programs not reporting	0	15 (12%)	0	0	9 (8%)
Active programs not reporting	0	18 (14%)	0	5 (4%)	28 (24%)
Program Reports w/improvements recommended by OA Committee	84 (80%)	72 (55%)	90 (83%)	40 (35%)	12 (10%)
Exemplary and Progressing Reports	21 (20%)	25 (19%)	18 (17%)	69 (64%)	69 (58%)

The percentage of Reports that received ratings of “Exemplary” or “Progressing” decreased slightly over the previous year, from 64% to 58%. At the same time, though, the 2014-2015 ratings are greatly improved over those reported in 2010-2011, a continuation of the trend from last year. In addition, the OA Committee recommended improvements in a much smaller percentage of reports 10%, than last year, 35%. These trends could in part be due to the implementation of the completeness review prior to the quality review. This means that the IE Committee members were much less likely to review incomplete plans in the review process. The effectiveness of the new process for the two-step review (completeness and quality) will continue to be evaluated.

At the same time, it should be noted that the percentage of active programs that did not submit 2014-2015 Assessment Reports jumped from 4% to 24%. One possible explanation for this is confusion regarding IE submissions. During Spring semester OAOA staff sent emails to all program/discipline EPFs explaining that they should submit their 2014-2015 Assessment Reports in May, but were not expected to submit their 2015-2016 Assessment Plans at the same time. A surprising number of EPFs have said that they took that to mean they did not have to submit either Reports or Plans in May. Going forward, the OAOA staff will certainly prioritize the need for clear and consistent communication with EPFs.

IV. Proposed Re-Design of the Outcomes Assessment Process

This year, the Committee completed its customary work of facilitating, supporting, and reviewing campus-wide assessment efforts while at the same time considering ways to address faculty and staff concerns about the IE process. As noted above, the February OA Day Mini-Conference as well as subsequent staff focus groups allowed the Committee to systematically collect data regarding these concerns. Based on this information, the OIEA, Prof. Jana Kinder, and Dr. Jeff Mans created a list of twelve proposals designed to address perceived problems with the assessment process, with a particular emphasis on making it efficient and meaningful as possible. Accordingly, an Outcomes Assessment Redesign Committee comprised of various campus stakeholders was convened and met five times over the summer to review the assessment process for academic programs/disciplines. They will present their proposals to Dr. Bilsky as well as Dr. Patricia Donat, FSCJ's assigned SACSCOC Vice President. Pending Dr. Bilsky and Dr. Donat's approval, these proposals will be presented to the faculty at an Outcomes Assessment Day Event held on September 11, 2015.

Appendix A

OA Committee Membership 2014-2015

Co-chairs: Lynne Crosby (District, until November 2014), Jocelyn Shadforth (District, starting November 2014) and Jana Kinder (Faculty Member)

Members

Representatives from the Academic Programs Effectiveness Collaborative

- **Baccalaureate Programs**

- Paul Herman (Director, Workforce Development) (2014-2016)
- Julia Keller (Faculty Member, Kent Campus) (2013-2015)
- Susan Schultz (Faculty Member, North Campus) (2014-2016)

- **Associate Degrees (A.S.) and Technical Certificates**

- Linda Austin (Dean, Kent Campus) (2013-2015)
- Gail Gehrig (Faculty Member, South Campus) (2014-2016)
- Patricia Seabrooks (Associate Dean, North Campus) (2014-2016)
- Sandra Taylor, (Faculty Member, North Campus) (2013-2015)

- **Arts/Sciences (A.A.)**

- Brad Biglow (Faculty Member, South Campus) (2014-2016)*
- Leo Collins (Faculty Member, South Campus) (2013-2015)

- **PSAV/ATD**

- Sandra Beck (Instructional Program Manager, Downtown Campus) (2013-2015)
- John M. Carter (Faculty Member, Downtown Campus) (2014-2016)

- **General Education**

- Jametoria Burton (Associate Director of Program Development) (2013-2015)
- Elaina Given (Faculty Member, Kent Campus) (2014-2016)
- Linda Martin (Faculty Member, South) (2014-2016)
- Christine Russell (Faculty Member, Kent Campus) (2013-2015)

- **Pre-Collegiate Studies, Adult Education and English Language Training Programs**

- Derrick Johnson (Project Coordinator) (2014-2016)

- **Faculty Senate Representative**

- Catherine Rifkin (Faculty Member, ESOL) (2014-2016)

- **Distance Learning**

- Douglas Kuberski (Faculty Member, Open Campus at Deerwood Center) (2013-2015)

Representatives from Academic and Student Support Services Effectiveness Collaborative

- Mary Ann Bodine-Al Sharif (Director of Advising, FYE, URC) (2014-2016)
- Luther Buie (Campus Achievement Leader, North Campus) (2014-2016)
- Denise Norris (Associate Dean, LLC, South Campus) (2014-2016)
- Kristy Synnott (Student Activities, South Campus) (2013-2015)
- Rich Turner (Assessment and Certification Center Manager, Kent Campus) (2013-2015)
- Robin Woolbright (Disability Services Manager, Kent Campus) (2014-2016)

Representatives from Administrative Support Services Effectiveness Collaborative

- Linda DeLeo (Facilities Planning and Resource Manager, AO) (2014-2016)
- Rose Nettles (Program Coordinator, Criminal Justice Center) (2013-2015)
- Jennifer Walls (Marketing Communications Manager, AO) (2014-2016)

Representatives from Community/Public Service Effectiveness Collaborative

- Fred Culvyhouse (Continuing Education) (2013-2015)

*unable to complete the full year of committee service

Cabinet Advisor

Judith Bilsky, Vice President of the College

Committee Resources

Lori Kuhn-Hancock, Accreditation and Planning Support Manager

Theresa Lott, Executive Director, Collegewide Data Reporting

Jeff Mans, Incoming Co-Chair, Professor of Biology

Greg Michalski, Director of Student Analytics and Research

Robin Sarge, Administrative Assistant

Ex Officio Members

Kathleen Ciez-Volz, Effectiveness Collaborative Process Owner, Academic & Student Support Services, and Special Academic Programs

Jerry Collins, Effectiveness Collaborative Process Owner, Baccalaureate Degrees, Career/Technical Programs, Workforce Certificates

Nancy Webster, Effectiveness Collaborative Process Owner, School of Arts and Sciences

Appendix B

Outcomes Assessment Committee

**Meeting Schedule
2014-2015**

Friday, Sept. 19, 2014, 9:00am – 11:00am – OA Committee Meeting – ATC T112

Friday, October 17, 2014, 10:30 am – 12:00 pm–Rubric Training for Non-Academic Unit/Academic and Student Support Services Plans and Reports* - ATC T140

Friday, Nov. 21, 2014, 9:00am – 11:00am – OA Committee meeting – AO Board Room

Friday, Jan. 16, 2015, 9:00am – 11:00am – OA Committee meeting – ATC T140

Friday, Feb. 13, 2015, 9:00am – 11:00am – Focus Group Training – AO Board Room

Friday, Feb. 20, 2015, 9:00am – 11:00am – Focus Group Training – URC 103

Friday, Mar. 13, 2015, 9:00am – 11:00am – OA Committee meeting – ATC T140

Friday, April 17, 2015, 9:00am – 11:00am – OA Committee meeting – ATC T140

Friday, May 8, 2014, half day – Rubric Training for Academic Programs and Disciplines – ATC T140

Appendix C
Timeline for Submission of Non-Academic IE Assessment Reports & Plans

This includes Academic and Student Support Services, Administrative Support Services and Community/Public Services

Cycle 5 in WEAVEonline

Sept. 26, 2013	Submit 2012-2013 IE Assessment Report; and begin implementing action plan (<i>Phase IV</i>) Submit 2013-2014 IE Assessment Plan in WEAVEonline (<i>Phase I</i>)
Oct. 28-Nov. 22, 2013	Refrain from making edits to 2012-2013 IE Assessment Report and 2013-2014 IE Assessment Plan in WEAVEonline until unit receives feedback
Dec., 2013	Receive feedback on your revised 2012-2013 IE Assessment Report and 2013-2014 IE Assessment Plan, if applicable
Jan. 17, 2014	Submit revised 2012-2013 IE Assessment Report, if requested (<i>Phase V</i>) and 2013-2014 IE Assessment Plan in WEAVEonline, if requested (<i>Phase II</i>)
Feb., 2014	Receive second round feedback on your revised 2012-2013 IE Assessment Report and 2013-2014 IE Assessment Plan, if applicable
Fall 2013 to Summer, 2014	Implement 2013-2014 IE Assessment Plan and Collect Assessment Data (<i>Phase III</i>)
Summer 2014	Begin analyzing data, submit findings, and design action plan by this date (<i>Phase III and IV</i>)
Sept. 26, 2014	Submit 2013-2014 IE Assessment Report; and begin implementing action plan (<i>Phase IV</i>) Submit 2014-2015 IE Assessment Plan in WEAVEonline (<i>Phase I</i>)
Oct. 10-Nov. 25, 2014	Refrain from making edits to 2013-2014 IE Assessment Report and 2014-2015 IE Assessment Plan in WEAVEonline until unit receives feedback
Nov., 2014	Receive IE Committee's first round of feedback on 2013-2014 IE Assessment Report (<i>Phase V</i>) and 2014-2015 IE Assessment Plan (<i>Phase II</i>)
Dec. 19, 2014	Submit revised 2013-2014 IE Assessment Report, if requested (<i>Phase V</i>) and 2014-2015 IE Assessment Plan in WEAVEonline, if requested (<i>Phase II</i>)
Jan. 16, 2015	Receive second round feedback on your revised 2013-2014 IE Assessment Report and 2014-2015 IE Assessment Plan, if applicable

Appendix D
Timeline for Submission of Academic and Academic/Student Support IE Assessment Reports
(2014-2015)

This includes Baccalaureate Programs; Arts and Sciences; Special Academic Programs/Disciplines; Workforce Certificates Programs; Career/Technical Programs, and Academic/Student Success Programs

Cycle 6 in WEAVEonline

May 23, 2014	Submit 2013-2014 IE Assessment Report; and begin implementing action plan (<i>Phase IV</i>) Submit 2014-2015 IE Assessment Plan in WEAVEonline (<i>Phase I</i>)
May 24-July 15, 2014	Refrain from making edits to 2013-2014 IE Assessment Report and 2014-2015 Plan in WEAVEonline until program receives feedback
July, 2014	Receive second round feedback on your revised 2012-2013 IE Assessment Report and 2013-2014 IE Assessment Plan, if applicable
Sept. 19, 2014	Submit revised IE Assessment Report for 2013-2014 if requested (<i>Phase V</i>) and 2014-2015 IE Assessment Plan in WEAVEonline, if requested (<i>Phase II</i>)
October 2014	Receive second round feedback on your revised 2012-2013 IE Assessment Report and 2013-2014 IE Assessment Plan, if applicable
Summer, 2014 to Spring, 2015	Implement IE Assessment Plan and Collect Assessment Data (<i>Phase III</i>)
Spring, 2015	Begin analyzing data and designing action plan (<i>Phase III and IV</i>)
May 14, 2015	Submit 2014-2015 IE Assessment Report; and begin implementing action plan (<i>Phase IV</i>)
May 21-July 15, 2015	Refrain from making edits to 2014-2015 IE Assessment Report WEAVEonline until program receives feedback
July-August, 2015	Receive IE Committee's first round of feedback on 2014-2015 IE Assessment Report (<i>Phase V</i>)
Sept. 18, 2015	Submit revised 2014-2015 IE Assessment Report, if requested (<i>Phase V</i>)
October, 2015	Receive second round feedback on your revised 2013-2014 IE Assessment Report and 2014-2015 IE Assessment Plan, if applicable

Appendix E
Recommendations Based on February 2015 Outcomes Assessment Mini-Conference

1. The OIEA, in consultation with campus stakeholders, will devise and implement a new OA process to be implemented over the 2015-2016 academic year.
2. The new OA process will have as its foundation a statement of “Principles of Assessment” that clearly defines and explains the purpose and appropriate use of assessment results. The statement will emphasize that assessment is undertaken as a means of promoting “continuous improvement.” As such, assessment results should be used as a basis for professional development that enhances and strengthens the culture of assessment at FSCJ. In no circumstance should assessment results lead to punitive sanctions for individual faculty, staff, programs, or units.
3. Members of the OIEA will meet with Deans and Program Managers to review “best practices” regarding the use of outcomes assessment reports and OA Committee feedback.
4. OIEA will work with the Offices of Career Education and Workforce Programs to examine how OA Committee review of assessment reports is used in the College Program Review process.
5. The OIEA will field a committee representing various stakeholders and, with support from the Purchasing Office, solicit demonstrations from software vendors whose products include features preferred by faculty as well as other stakeholders, such as user-friendliness, flexibility, multi-year reporting, Blackboard integration, and an e-portfolio capability. A new assessment management system will be selected by the start of the 2015-2016 academic year, with user training taking place during Spring 2016.
6. Working collaboratively with faculty and staff teams, OIEA will design multiple frameworks for completing outcomes assessment. Programs and units will be able to select the framework that best fits their needs. In addition, OIEA will work with the Offices of Liberal Arts & Sciences, Career Education, and Workforce programs to identify and implement streamlined procedures for the collection and dissemination of assessment data. This review will also inform the selection of a new AMS.
7. The OIEA will work with the Offices of Liberal Arts & Sciences, Career Education, and Workforce programs to review the current organization of assessment functions at FSCJ and determine whether further integration or, alternatively, separation of processes would better serve stakeholders’ needs. In addition, the Director of Outcomes Assessment and the Associate Director of Program Development in Liberal Arts and Sciences will coordinate communications in such a manner as to clarify the distinctions between program/discipline and General Education assessment.
8. OIEA will jointly develop and disseminate, with the Offices of Liberal Arts & Sciences, and Educational Programs/Career Education and Workforce, a graphic to visually clarify the distinctions in the processes in order to assist faculty and staff.

9. Concurrent with the introduction of the new OA process, the OIEA team will host a workshop presented by an external guest speaker.
10. Concurrent with the introduction of the new OA process, the OIEA will redesign its website and launch a new comprehensive website providing clear guidelines for performing meaningful outcomes assessment at FSCJ. In addition, the website will include material intended to make the OA process as understandable and transparent as possible. Examples of such materials include the Principles of Assessment document mentioned above, a continually updated FAQ to address questions and potential sources of confusion about the assessment process, training videos/documentation of “best practices” in assessment, and historical data regarding the OA process at FSCJ.
11. A collaborative review of the outcomes assessment process will include an examination of the similarities and differences in implementation by academic programs/disciplines versus non-academic units. This analysis will result in the creation of alternative models for assessment in non-academic units.
12. OIEA will ensure continued opportunities for stakeholder input, feedback, professional development, and clarification in the future.

Appendix F
Outcomes Assessment Mini-conference
Friday, February 27, 2015
Kent Campus

- 8:30 – 8:50** **Sign in, focus group assignments, and morning beverages**
Kent Auditorium F128 Lobby
- 9:00 – 9:30** **Welcome and Introduction**
Dr. John Woodward, Faculty Senate President
Dr. Judith Bilsky, Vice President of the College/Provost
Dr. Jocelyn Shadforth, Director of Outcomes Assessment
Prof. Jana Kinder, Outcomes Assessment Committee Faculty Co-Chair
- 9:40 – 11:00** **Focus Group Sessions**
Please proceed to your assigned room. Your facilitators will greet you there.
- 11:10 – 11:40** **Informational Briefings**
Faculty, deans, and program managers of credit-hour programs & disciplines meet in **F128**

Faculty, deans, and program managers of clock-hour programs meet in **D120**
- 11:50 – 12:20** **Lunch**
Box lunches will be available for pick up outside the F128 and D120 information sessions.
- 12:30 – 1:30** **Concurrent Sessions**
Please see descriptions on pages 2 - 4
- 1:40 – 3:00** **Career Cluster/Discipline Meetings led by designated Breakout Session Leaders**