Florida State College at Jacksonville

End-of-the-Year Report
of the Institutional Effectiveness Committee
2011-2012 Academic Year

Prepared by:

Lynne S. Crosby, Ph.D.

Roxanne Jordan, Ed. D.

Holly Masturzo, Ph.D.

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I. Overview

The purpose of the Institutional Effectiveness 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. 2011-2012 marks the second full year of the collegewide Institutional Effectiveness Committee. In response to feedback received from committee members after the first year (2010-2011) the organizational structure of the Committee was expanded to further reflect the diversity of units and programs and to increase the number of members who may participate in the collegewide review of programs' and units' annual assessment reports and plans. By introducing new members to the Committee, the Office of Institutional Effectiveness & Accreditation also created a two-year rolling term of service for all Committee members. Thus, Committee members who began their term of service in 2010-2011 will conclude their service at the end of the 2011-2012 year. Members who joined the Committee in 2011-2012 will continue their term of service through the following year, 2012-2013. 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, administrative and professional employees and senior management. Appendix A lists the 2011-2012 Committee members and their role at the College. The full membership of the Committee met eight times throughout the year to carry out its responsibilities. Documentation of the eight meetings and their respective agendas may be found in Appendix B.

The Co-chairs of the Institutional Effectiveness Committee for the 2011-2012 Academic year were Dr. Lynne Crosby, Director of Institutional Effectiveness and Accreditation as District representative, and Dr. Holly Masturzo, Professor of English/Humanities at Kent Campus, as Faculty representative. The Co-chairs were responsible for guiding the Committee through the

completion of its annual goals and the review of all assessment plans and reports in a timely manner. The Co-Chairs, along with Dr. Roxanne Jordan, Institutional Effectiveness Officer (District) 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 Assessment process.

II. Annual Goals

For the academic year of 2011-2012, the Office of Institutional Effectiveness & Accreditation set nine goals for the Institutional Effectiveness Committee, as follows:

- Goal #1 – Rubric Training/Range Finding for all IE Committee Members
- Goal #2 – Connect the IE Process to other existing related processes
- Goal #3 – Assess the effectiveness of the institutional effectiveness process, systems, and resources
- Goal #4 – Develop "End-of-Year" Committee Report
- Goal #5 – Draft and propose modifications to the rubrics
- Goal #6 – Develop annual IE recognition process for Effectiveness Process Facilitators and their programs and units
- Goal #7 – Develop plans to enhance employee awareness of Institutional Effectiveness
- Goal #8 – Recommend ways to improve the effectiveness of the review process and the use of feedback to improve the unit or program's IE activities
- Goal #9 – Recommend procedures for monitoring the progress and implementing appropriate modification within the institutional effectiveness cycle

A. Goal #1 – Rubric Training/Range Finding for all IE Committee Members

To ensure accurate reviews of all annual assessment reports and plans, the Committee underwent multiple sessions of rubric training and range finding exercises. A

full-day Rubric Training and Range Finding Exercise for the Non-Academic Rubrics was held on October 7, 2011. In this session all Committee members were trained on how to interpret and apply the Non-Academic Rubric. As a volunteer, Dr. Charles Smires facilitated the session, utilizing a range of sample reports and plans for Committee members to respond to and deliberate over with the objective of norming the groups' application of the rubric to particular reports and plans. A separate Rubric Training and Range Finding Exercise was held for the Academic Rubrics on May 18th, 2012. Dr. Smires with Professor of English, Susan Slavicz, also facilitated this session. For each session, any Committee members who could not attend due to significant schedule conflicts were asked to attend a make-up event based on the range finding the Committee completed during the corresponding training session.

B. Goal #2 – Connect the IE Process to other existing related processes

The Committee determined that it would be useful to show how the current Institutional Effectiveness Assessment process relates to other ongoing planning and assessment processes at the College. Following this suggestion, the Office of Institutional Effectiveness and Accreditation developed a visual representation of the varied and ongoing Institutional Effectiveness activities that occur at the College (Appendix C). This visual represents the range of tasks and responsibilities related to the College's overall planning and evaluation efforts; it is focused on future-focused planning efforts, as well as current-focused tracking and assessment efforts. The visual also indicates in parentheses the primary position(s) responsible for the activity. The visual depicts the following:

- future-focused planning activities, such as the Major Priorities, Budget Planning, and more;
- performance measures that are monitored and analyzed, such as Key Performance Indicators of Student Achievement, Enrollment Behavior and Satisfaction;
- current-focused assessment activities, including the annual IE Assessment plans and reports of each program, discipline and unit; and

- the Quality Enhancement Plan.

The Office of Institutional Effectiveness & Accreditation worked collaboratively with the collegewide Institutional Effectiveness Committee to make modifications to this visual, and then obtained feedback from the President's Cabinet to enhance the accuracy of this visual. The visual continues to be revised.

C. Goal #3 – Assess the effectiveness of the institutional effectiveness process, systems, and resources

Office of Institutional Effectiveness & Accreditation administered a survey to the members of the Institutional Effectiveness Committee in late spring 2012. Twenty-one committee members responded to the web-based survey. Responses are based on the current perceptions of the IE Committee members, a diverse group of individuals from academic programs, educational support services, and non-academic units. The committee members were asked to rate the current status and the amount of recent improvement to the particular item. This data was analyzed and reported to the IE Committee at its last meeting of the year, on May 18, 2012.

As the current process is fairly new at the College, it is important to periodically gather input on the status of the process, system and resources. The information collected from the survey will be reviewed and used to make improvements to the Institutional Effectiveness, process, system and resources.

The survey used a three level scale that matched the rubrics. The scales were stated as Exemplary, Progressing, and Developing. Based on the survey responses, the following aspects are current strengths:

- "The IE Process is guided by College procedures, published timelines, and clear expectations on the quality of IE Assessment Plans and Reports, and their associated activities." (42.9% Exemplary, 52.4% Progressing, and 4.7% Developing)

- "The IE Manuals (Academic Programs/Disciplines and Non-Academic Units/Educational Support Services) are comprehensive, and provide the philosophy and guidelines of the IE process." (52.4% Exemplary and 47.6% Progressing)
- "Professional development workshops and refresher sessions, and individual program/unit consultations are provided to faculty, staff and administration." (52.4% Exemplary, 42.9% Progressing, and 4.7% Developing).

Based on the survey responses, the following aspects may benefit from improvement:

- "Programs and units receive constructive feedback on their IE Assessment Plans and Reports." While 19% of the respondents rated this aspect of the process as "Developing," approximately 77% of the IE Committee respondents indicated that moderate to significant improvement had been made during the past academic year.
- "Sufficient human resources are devoted to the collegewide IE Process." While 42.9% of the IE Committee respondents rated this item as exemplary, 28.6% of the IE Committee respondents rated this resource as "Developing."

Other item responses include:

- "Systems are in place to ensure that all programs and units participate in the annual IE assessment process in a complete and timely manner." (19.0% Exemplary, 76.2% Progressing, and 4.8% Developing)
- "Systems are in place to provide periodic reports of the quality of IE assessment activities and participation level (per program/unit and collegewide) to administration and other stakeholders." (28.6% Exemplary, 61.9% Progressing, and 9.5% Developing)
- "The Office of Institutional Effectiveness & Accreditation and IE Committee reviews effectively communicate that programs and units should assess multiple outcomes per year, with direct assessment measures aligned with the outcomes, and use the

assessment findings to make improvements to programs/disciplines, curriculum, student learning, services and functions. (28.% Exemplary, 61.9% Progressing, and 9.5% Developing)

- One open-ended comment was made to request more information about the relationship between IE and General Education Assessment, including the assessment of specific disciplines.

D. Goal #4 – Develop "End-of-Year" Committee Report

The "End-of-Year" Report summarizes the major activities of the Committee and was created through several drafts with the opportunity for comment by all Committee members. Committee Co-Chair Holly Masturzo drafted the "End-of-Year" Report. After revisions by Committee Co-Chair and Associate Vice President of Institutional Effectiveness and Accreditation Lynne Crosby and Institutional Effectiveness and Accreditation Officer Roxanne Jordan, the report was submitted to the Committee for recommendations for improvement after the May 18th, 2012 Rubric training session, the final formal gathering of the IE Committee for the 2011-2012 academic year. After integrating Committee members' feedback, the completed report was delivered via email to all Committee members and made available to Cabinet.

E. Process for Committee Working Groups for Goals #5 - #9

The topics of Goals #5 – #9 were addressed through Working Groups composed of members of the Committee. Committee members expressed their preferences as to which Working Groups they preferred to join and the Office of Institutional Effectiveness & Accreditation distributed to all members of the Committee into one of the Working Groups based on these preferences and with attention to balancing the groups with representation of faculty, career employees, administrative and professional staff and senior management. These groups met during breakout sessions of the monthly Committee meetings November 2011 through April 2012, as well as outside of the Committee on their own time. Each Working Group was asked to 1) discuss and explore why their assigned Goals were

meaningful and relevant to improving Institutional Effectiveness processes at the College, 2) research ideas and best practices both internal and external to the College, 3) draft a rationale for any changes or recommendations, 4) present their recommendations to the IE Committee at a designated monthly meeting, 5) make modifications to their recommendations based on Committee feedback, and 6) make a final set of recommendations to the Committee. The Committee provided feedback to each Working Group following their initial presentation, their revised/final presentation, and then collectively indicated their support of the recommendations along with suggestions for next steps. Details of each of the Working Group's recommendations follow in the subsequent sections of this annual report.

F. Goal #5 – Draft and propose modifications to the rubrics

Committee members Margaret Fisher, Sarah Friedman, Kathy Harward, Aaron Matthews, Reta Roberts, Beth Tuckwiller, and John Wall worked tirelessly to consider, revise, and align the Non-Academic and Academic rubrics for both annual assessment reports and annual assessment plans. One of the major suggestions to amending the rubrics involved renaming the rating categories from Very Good, Acceptable, and Needs Improvement to Exemplary, Progressing, Developing, and Not Provided. The recommended revisions also aligned the indicators directly with the specific aspects of reports or plans asked for in WEAVEOnline, with an intention of making the reviewer feedback more user-friendly. In addition to being presented to the Committee, the proposed academic rubrics were presented to The Center for the Advancement of Teaching & Learning and the Faculty Senate for comment and consent. The new academic rubrics were implemented beginning with the May 2012 submission of Academic assessment reports and assessment plans. Copies of the academic rubrics were shared in advance of that change with the Effectiveness Process Facilitators and a special workshop was added to the May 9th IE Day program to provide further opportunity for faculty, deans and program managers to become familiar with the instruments. Appendix D and Appendix E show copies of the academic and non-academic rubrics.

G. Goal #6 – Develop annual IE recognition process for Effectiveness Process Facilitators and their programs and units

Committee members Melissa Armstrong, Jametoria Burton, Patricia Butler, Sondra Evans, Rawlslyn Francis, Beth Harvey, and Ladonna Morris, proposed several options for an annual IE recognition process for Effectiveness Process Facilitators and their programs and units at the College. The recommendations included an application process for a Recognition Award for disciplines, programs, and units. This working group also recognized the potential for a "grass roots" approach to recognition, such as developing a culture of recognition through the passing of a token or coin to represent quality and excellence in service of institutional effectiveness. Their recommendations include a process for the self-nomination of employees at the College, a draft of a scoring system that may utilized in evaluating nominations, and a suggested timeline for implementation. The Committee supported the overall concept of these recommendations, yet recognized that a development team would be necessary to refine the proposed recommendations and liaise with other key committees and leadership at the College prior to implementation.

H. Goal #7 – Develop plans to enhance employee awareness of Institutional Effectiveness

Committee members Karen Arlington, Bill Ganza, BJ Hausman, Jeff Knapp, Jose Lepervanche, Margo Martin, and Rose Zurawski developed a layered concept for marketing the concept of institutional effectiveness across the College with attention to positive messages, engaging visuals, and media-enriched delivery methods. Their suggested plan included utilizing QR Codes, designing an internal slogan and logo specific to institutional effectiveness at the College, and creating a visually engaging webpage to post and distribute user-friendly information related to IE. This working group also recommended the development of a secondary campus-based group at the College beyond the Committee trained and available as support and mentorship in matters related to institutional effectiveness; such a group might be known as "IE Ambassadors." The Committee supported these recommendations. The "IE Ambassadors" project may be developed

through the Committee and the Office of Institutional Effectiveness & Accreditation next year, however, the internal marketing campaign and related media-materials will require collaboration and consent from other divisions at the College.

I. Goal #8 – Recommend ways to improve the effectiveness of the review process and the use of feedback to improve the unit or program's IE activities

Committee members Kathryn Birmingham, Maggie Cabral-Maly, Melanie Ferren, John Marr, Wendy Norfleet, Toni Southerland, and Rachelle Wadsworth proposed a short-term and a long-term approach to amending the review process and use of feedback to disciplines, programs, and units. In the short term, the working group suggested that the revised rubrics themselves become the template for reviewers to provide feedback; in this way the feedback disciplines, programs, and units receive would be visually and conceptually aligned with the rubrics and resource materials on which Effectiveness Process Facilitators base their WEAVEOnline reports and plans. This recommendation was supported by the Committee and will be implemented with the next review cycle (May 2012 IE Assessment Academic Reports and Plans). The group, with input from the Committee, further recommended that software products and/or web-based platforms exist that may allow for "in text" commenting, such as in many Learning Management Systems used by faculty. The Committee supported this recommendation as well and encouraged the Office of Institutional Effectiveness & Accreditation to continue to dialogue with other divisions at the College, including Open Campus, to be kept abreast and included in procurement decisions about web-based rubrics that might be utilized in the institutional effectiveness review process.

J. Goal #9 – Recommend procedures for the monitoring progress and implementing appropriate modification within the institutional effectiveness cycle

Committee members Youlanda Henry, Don Hughes, Sheri Litt, Amy Perkins, Wendy Perniciaro, and Larry Snell designed two procedures to monitor Effectiveness Process Facilitators' timely progress and to implement appropriate modifications within the

institutional effectiveness cycle. Their first recommended action is to implement a mid-cycle web-based survey (via Survey Monkey or similar product) to all Effectiveness Process Facilitators. The responses to the survey would help steer follow-up conversations initiated by the Office of Institutional Effectiveness & Accreditation staff.

Secondly, this Working Group conceptualized a tiered, empathic case-management model to alert of missed deadlines or updates in WEAVEOnline. While designed to identify support for Effectiveness Process Facilitators early in the assessment cycle, repeated non-responses to alerts could lead to notifying the appropriate supervisory chain so that action is taken in a timely manner. The Committee supported this recommendation and suggested that a development team continue to work next year with relevant resources and leadership at the College to advance this project.

II. Submission and Review of Assessment Plans

A. Timeline

The College has 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 disciplines and academic programs submitted their 2010-2011 IE Assessment Reports and 2011-2012 IE Assessment Plans on May 20, 2011. The non-academic units submitted their 2010-2011 IE Assessment Reports and 2011-2012 IE Assessment Plans on September 30, 2011 (Appendix G; Appendix H).

B. Assessment of Academic IE Assessment Reports and Plans

In May 2012, 2011-2012 IE Assessment Reports and 2012-2013 IE Assessment Plans for academic disciplines and programs were submitted in WEAVEOnline. The Institutional Effectiveness Committee reviewed the assessment reports and plans, according to the new academic rubrics. Each plan was reviewed by two committee members and the Office of Institutional Effectiveness and Accreditation compiled the feedback and disseminated to

the appropriate Effectiveness Process Facilitators of the academic programs and disciplines. Table 1 and Table 2 indicate the results of the reviews, respectively.

Table 1

2011-2012 Academic IE Assessment Reports

Total number of programs	**130**
Total number of reports submitted	**97**
Total number of programs with no report submitted due to being a new program (##), delayed funding ($$), inactivated (~~), or pending SACSCOC approval (^^)	**15**
Total number of active programs with no report submitted (++)	**18**
Total number of reports submitted achieving "Exemplary" or "Progressing" Overall	**44**
Total number of reports submitted in which improvements are recommended	**72**
Total number of reports submitted with no improvements or revisions recommended by IE Committee	**25**

Table 2

2012-2013 Academic IE Assessment Plans

Total number of programs	**129**
Total number of plans submitted	**108**
Total number of programs with no plan submitted due to being a new program (##), delayed funding ($$), , inactivated (~~), or pending SACSCOC approval (^^)	**14**
Total number of active programs with no plan submitted (++)	**7**
Total number of plans submitted achieving "Exemplary" or "Progressing" overall	**92**
Total number of plans submitted in which improvements are recommended	**65**
Total Number of plans submitted with no improvements or revisions recommended by IE Committee	**43**

C. Assessment of Non-Academic Reports and Plans

In September 2011, 2010-2011 IE Assessment Reports and 2011-2012 IE Assessment Plans for non-academic units were submitted in WEAVEOnline. The Institutional Effectiveness Committee reviewed the assessment reports and plans, according to the non-academic rubrics. Each plan was reviewed by two committee members and the Office of Institutional Effectiveness and Accreditation compiled the feedback and disseminated to the appropriate Effectiveness Process Facilitators of the academic programs and disciplines. Table 3 and Table 4 indicate the results of the September 2011 IE Committee reviews. The 2011-2012 IE Non-Academic Assessment Reports and 2012-2013 IE Assessment Plans will be reviewed in September 2012.

Table 3

2010-2011 Non-Academic IE assessment Reports

Total Number of Units	**103**
Total Number of reports submitted	**95**
Total Number of reports submitted Achieving Acceptable or Very Good Overall	**61**
Total Number of reports submitted in which Improvements are Recommended	**78**
Total Number of reports submitted with No "Needs Improvement" recommended by IE Committee	**17**
Total Number of Units not reviewed due to being new unit or unit not reporting	**8**

Table 4

2011-2012 Non-Academic IE Assessment Plans

Total Number of Units	**83**
Total Number of plans submitted	**41**
Total Number of plans submitted Achieving Acceptable or Very Good Overall	**33**
Total Number of plans submitted in which Improvements are Recommended	**28**

Total Number of plans submitted with No "Needs Improvement" recommended by IE Committee	**13**
Number of Units without plan/not continuing implementation of previous year's plan	**13**
Number of Plans continued from previous year (Denoted by a "Y" in the first column)	**42**

IV. Preparation for Next Year

The close of the 2011-2012 academic year will mark the first cycling off of inaugural members of the Committee. As such, the Office of Institutional Effectiveness & Accreditation is mindful of the need to preserve institutional knowledge around the role of the Committee and the processes of institutional effectiveness at the College. Dr. Masturzo worked with Robin Heriff to design an "IE Video" that would capture testimonials of some Committee members on a volunteer basis. The video will be completed over the summer and may be used in future IE Days as well as in the on boarding of new members to the Committee. Selecting new members and providing orientation to these new members also is a key task for the summer. Dr. Crosby consulted with Cabinet members and division leaders across the College to identify appropriate replacements; additionally, in meetings with Dr. Masturzo and Dr. Jordan, other employee groups at the College that may not have been directly represented on the Committee (for example, the Academic Success Centers) were invited to nominate individuals to serve on the Committee next year.

As the Committee prepares for the first meeting of the 2012-2013 academic year, the substantial recommendations offered by the Working Groups may guide the setting of goals and early meeting agendas. A matrix summarizing the recommendations along with suggested action steps may be found in Appendix H. Many of the Institutional Effectiveness Committee charges included in the multi-phase process of establishing the current Institutional Effectiveness process have been accomplished or are underway. To that end, it would be beneficial to reset the Committee's charges for 2012-2013 to focus on enhancement of the current processes, systems and resources; foster broader employee awareness and participation; and communicate and collaborate more closely with the

Effectiveness Process Owners and Sub-process Owners, with the goal of embedding institutional effectiveness into the culture of the institution.

Appendix "A"

Institutional Effectiveness Committee 2011- 2012

Co-chairs: Lynne Crosby (District) and Holly Masturzo (Faculty Member, Kent Campus)

Members

Representatives from the Academic Programs Effectiveness Collaborative

- **Baccalaureate Programs**
  - Maggie Cabral-Maly (President, Kent Campus, Interim Provost) (2010-2012)
  - Jose Lepervanche (Faculty Member, Kent Campus) (2010-2012)
  - Beth Tuckwiller (Faculty Member, South Campus) (2011-2013)
- **Associate Degrees (A.S./A.A.S.) and Technical Certificates**
  - Wendy Norfleet (Dean, South) (2011-2013)
  - Margaret Fisher (Faculty Member, Downtown Campus) (2010-2012)
  - Reta Roberts (Faculty Member, Military, Public Safety and Security Division) (2011-2013)
- **Arts/Sciences (A.A.)**
  - Kathryn Birmingham (Dean, Downtown Campus) (2010-2012)
  - J. Aaron Matthews (Faculty Member, Downtown Campus) (2010-2012)
  - Margo Martin (Dean, South Campus) (2011-2013)
  - Jeff Knapp (Faculty Member, Kent Campus) (2011-2013)
- **Florida Coast Career Tech (PSAV/ATD)**
  - Melanie Ferren (Dean, North Campus) (2010-2012)
  - Kathryn Harward (Faculty Member, North Campus) (2010-2012)
  - Patricia Butler (Faculty Member, North Campus) (2011-2013)
  - TBA (Faculty Member, Downtown Campus) (2011-2013)
- **General Education**
  - Wendy Perniciaro (Faculty Member, Deerwood Center) (2011-2013)
  - Sondra Evans (Faculty Member, Kent Campus) (2011-2013)
  - Youlanda Henry (Faculty Member, North Campus; Gen Ed Task Force Co-Chair) (2011-2013)
- **SLS (Student Life Skills)**
  - John Wall (Associate Dean, South Campus/Deerwood Center) (2010-2012)
- **Pathways High School Equivalency**
  - Rawlslyn Francis (Faculty Member, Downtown Campus) (2010-2012)
- **Faculty-Member-at-Large**
  - Rachelle Wadsworth (Faculty Member, Kent Campus; Faculty Senate President) (2010-2012)
- **Distance Learning**
  - Sheri Litt (E-Dean, Open Campus) (2011-2013)
  - John Marr (Faculty Member) (2011-2013)

Representatives from Educational Support Services Effectiveness Collaborative

- BJ Hausman (Dean of Student Success, North Campus) (2010-2012)

- Amy Perkins (Dean of Student Success, Downtown Campus) (2010-2012)
- Jametoria Burton (Librarian, South Campus/Deerwood Center and Chair, Center for the Advancement of Teaching and Learning) (2010-2012)
- Sarah Friedman (Advisor III, Downtown Campus) (2011-2013)
- Toni Southerland (Counselor Coordinator, South Campus) (2011-2013)

Representatives from Administrative Support Services Effectiveness Collaborative

- Larry Snell (Associate Vice President, Purchasing and Business Services, District) (2010-2012)
- Karen Arlington (Project Coordinator, Open Campus) (2011-2013)
- Melissa Armstrong (Instructional Program Coordinator, Kent Campus) (2011-2013)
- Rose Zurawski (Facilities Planning Manager, District) (2011-2013)

Representatives from Human Performance Enhancement Effectiveness Collaborative

- Bill Ganza (Director of Professional Development, District) (2010-2012)
- Jametoria Burton (Librarian, South Campus/Deerwood Center and Chair, Center for the Advancement of Teaching and Learning) (2010-2012)

Representatives from Community/Public Service Effectiveness Collaborative

- LaDonna Morris (Counselor Coordinator, Women's Center) (2010-2012)
- Beth Harvey (Wilson Center Operations Manager, South Campus) (2011-2013)
- Don Hughes (Executive Director, Nassau Center) (2011-2013)

Cabinet Advisor: Barbara Darby, North Campus President

Committee Resources

- Roxanne Jordan, Institutional Effectiveness and Accreditation Officer
- Greg Michalski, Director of Student Analytics and Research
- Theresa Lott, Director of Information Systems
- Naomi Sleap, Project Coordinator
- Stephanie Fisher, Administrative Assistant

Ex Officio Members

- Jim Simpson, Effectiveness Process Owner, Professional Schools and Florida Coast Career Tech
- Brian Mann, Effectiveness Process Owner, Florida Coast Career Tech
- Nancy Yurko, Effectiveness Process Owner, School of Arts and Sciences
- Tracy Pierce, Effectiveness Process Owner, Educational Support Services
- Steve Bowers, Effectiveness Process Owner, Administrative Support Services
- Chris Arab, Effectiveness Process Owner, Human Performance Enhancement

Appendix "B"

Institutional Effectiveness Committee
2011-2012 Meeting Schedule

All meetings occur in the Administrative Offices Board Room

Friday, Sept. 16, 9:00am – 11:00am – IE Committee Meeting

Friday, Oct. 7, 1:00-4:30pm –Rubric Training for Non-Academic Unit/Educational Support Services Plans and Reports

Friday, Nov. 4, 9:00am – 11:00am – IE Committee meeting

Friday, Dec. 9, 9:00am – 11:00am – IE Committee meeting

Friday, Jan. 27, 9:00am – 11:00am - IE Committee meeting

Friday, Feb. 24, 9:00am – 11:00am - IE Committee meeting

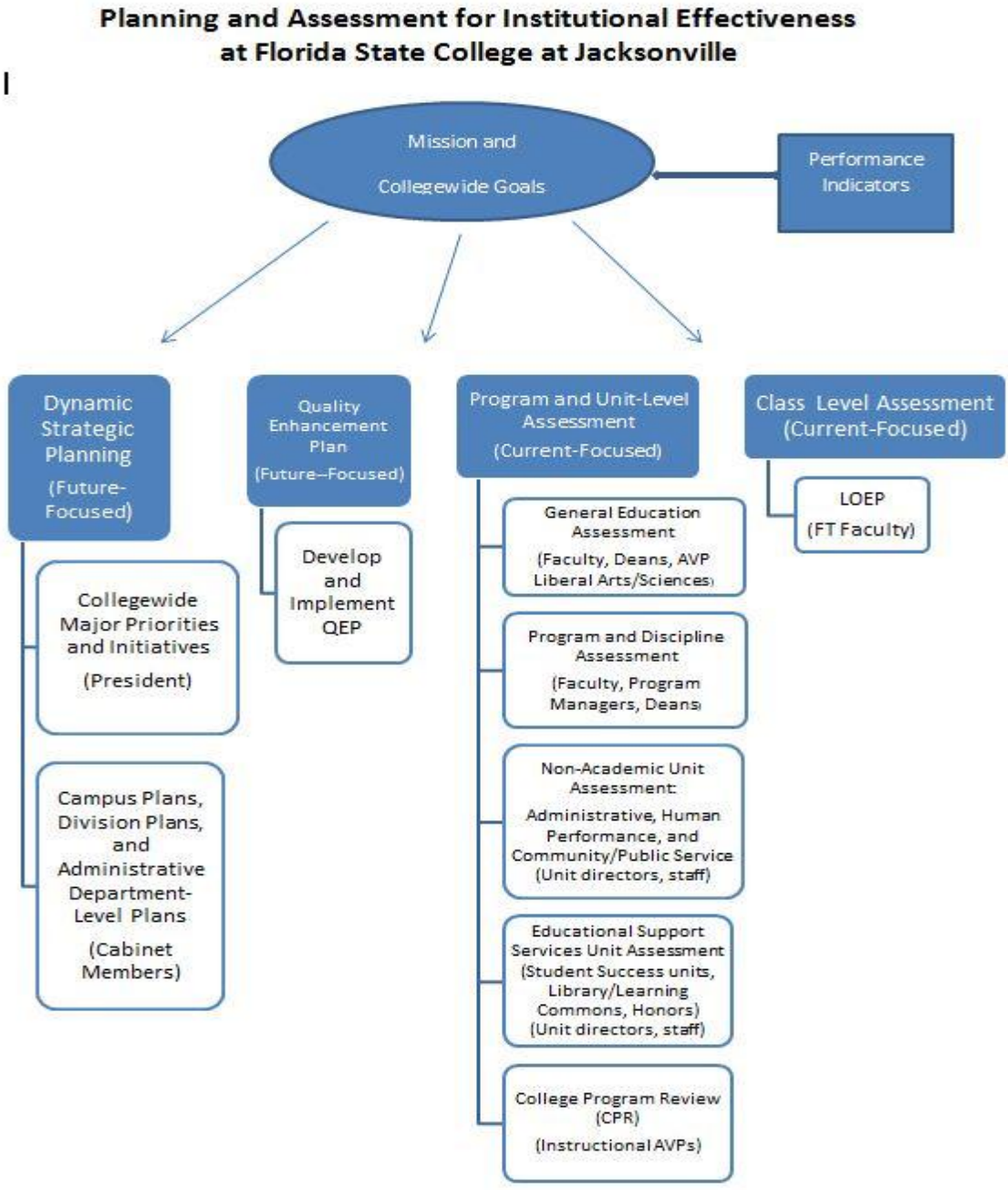
Friday, Mar. 30, 9:00am – 11:00am - IE Committee meeting

Friday, April 20, 9:00am – 11:00am - IE Committee meeting

Friday, May 18, 8:30am-4pm – Rubric Training for Academic Programs and Disciplines

Appendix "C"

Draft Comprehensive View



Appendix "D"

Rubric for Institutional Effectiveness Assessment PLANS
For Academic Programs
(all degree, workforce certificate programs, and programs/disciplines)

Program/Discipline: _____ Assessment Year: _____

Date reviewed by Institutional Effectiveness Committee _____

PLAN				
PROGRAM MISSION/ PURPOSE STATEMENT	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
	Program/Mission Statement series of ratings are not applicable as this program has previously been reviewed in the IE process. Programs "new" to the process are evaluated for the first time regarding mission/statement.			
Program/Mission Statement				Program/Mission Statement is not provided
Functions	Program/Mission Statement clearly states primary functions of the program	Program/Mission Statement infers primary functions of the program	Program/Mission Statement does not state primary functions of the program	

Population Served	Program/Mission Statement clearly describes the population served	Program/Mission Statement somewhat addresses population served	Program/Mission Statement does not acknowledge population served	
Link to College Goals	Program/Mission Statement is clearly linked to the College Goals, and supports the College Mission Statement	Program/Mission Statement is somewhat linked to the College Goals, and attempts to support the College Mission Statement	Program/Mission Statement is not linked to the College Goals, and does not support the College Mission Statement	

Reviewer Comments:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Program/Discipline Student Learning Outcome #1				Program/Discipline Student Learning Outcome #1 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of what graduates know, think or are able to do as a result of the program	Outcome only indirectly suggests student learning such as students getting jobs or pursuing further education	Outcome is not stated in terms of what graduates know, think or are able to do as a result of the program	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in student learning	Achievement of Outcome is unlikely to lead to meaningful improvement in student learning	Achievement of Outcome will not lead to improved student learning	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #1:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #1				Assessment measure is not described or reported
Number of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement)	Outcome is assessed by only one direct measure (and may or may not include indirect measures)	Assessment measure uses only inappropriate measures such as course grades, pass/fail rates, or GPAs	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected, and **where** (course or learning experience) data will be collected from	Statement of measure(s) directly describes some but not all of the *who, when, what, how* and *where* of the data collection	Statement of measure(s) describes none of the *who, when, what, how* and *where* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	

Representative Measures	The program/discipline's measures are designed to collect and disaggregate data from appropriate locations and/or delivery method.		The program/discipline's measures are not designed to collect and disaggregate data from appropriate locations and/or delivery method.	Not Applicable for program/discipline.
Actionable	Measure(s) will clearly yield actionable data	It is unclear whether measure(s) will yield actionable data	Measure(s) will not yield actionable data (e.g., pass/fail results)	
Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported
Quality of Target	Achievement target is specific and measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative Targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	Not Applicable for program/discipline.

Reviewer Comments for Measures/Targets for Outcome #2:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Program/Discipline Student Learning Outcome #2				Program/Discipline Student Learning Outcome #2 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of what graduates know, think or are able to do as a result of the program	Outcome only indirectly suggests student learning such as students getting jobs or pursuing further education	Outcome is not stated in terms of what graduates know, think or are able to do as a result of the program	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in student learning	Achievement of Outcome is unlikely to lead to meaningful improvement in student learning	Achievement of Outcome will not lead to improved student learning	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #2:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #2				Assessment measure is not described or reported
Number of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement)	Outcome is assessed by only one direct measure (and may or may not include indirect measures)	Assessment measure uses only inappropriate measures such as course grades, pass/fail rates, or GPAs	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected, and **where** (course or learning experience) data will be collected from	Statement of measure(s) directly describes some but not all of the *who*, *when*, *what*, *how* and *where* of the data collection	Statement of measure(s) describes none of the *who*, *when*, *what*, *how* and *where* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	

Representative Measures	The program/discipline's measures are designed to collect and disaggregate data from appropriate locations and/or delivery method.		The program/discipline's measures are not designed to collect and disaggregate data from appropriate locations and/or delivery method.	Not Applicable for program/discipline.
Actionable	Measure(s) will clearly yield actionable data	It is unclear whether measure(s) will yield actionable data	Measure(s) will not yield actionable data (e.g., pass/fail results)	
Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported
Quality of Target	Achievement target is specific and measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative Targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	Not Applicable for program/discipline.

Reviewer Comments for Measures/Targets for Outcome #2:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Program/Discipline Student Learning Outcome #3				Program/Discipline Student Learning Outcome #3 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of what graduates know, think or are able to do as a result of the program	Outcome only indirectly suggests student learning such as students getting jobs or pursuing further education	Outcome is not stated in terms of what graduates know, think or are able to do as a result of the program	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in student learning	Achievement of Outcome is unlikely to lead to meaningful improvement in student learning	Achievement of Outcome will not lead to improved student learning	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #3:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #3				Assessment measure is not described or reported
Number of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement)	Outcome is assessed by only one direct measure (and may or may not include indirect measures)	Assessment measure uses only inappropriate measures such as course grades, pass/fail rates, or GPAs	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected, and **where** (course or learning experience) data will be collected from	Statement of measure(s) directly describes some but not all of the *who*, *when*, *what*, *how* and *where* of the data collection	Statement of measure(s) describes none of the *who*, *when*, *what*, *how* and *where* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	
Representative Measures	The program/discipline's measures are designed to collect and disaggregate data from appropriate locations and/or delivery method.		The program/discipline's measures are not designed to collect and disaggregate data from appropriate locations and/or delivery method.	Not Applicable for program/discipline.

Actionable	Measure(s) will clearly yield actionable data that can be used to determine areas for improvement	It is unclear whether measure(s) will yield actionable data that can be used to determine areas for improvement	Measure(s) will not yield actionable data (e.g., pass/fail results)	
Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported
Quality of Target	Achievement target is specific and measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative Targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	Not Applicable for program/discipline.

Reviewer Comments for Measures/Targets for Outcome #3:

PLAN				
OVERALL	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Mission	The program/discipline faculty has demonstrated clearly that the mission statement states primary functions, population served, linkage to the College Goals and support of the College Mission Statement.	The program/discipline faculty vaguely presents the mission statement with only some primary functions and references to population served; attempts to link the mission statement to the College Goals and support of the College Mission Statement but does so unclearly	The program/discipline faculty has not developed an adequate mission statement.	Mission is not described and/or reported
Outcomes	The program/discipline faculty has demonstrated it has established Outcomes that are distinct, specific and focused, and will lead to improved student learning.	The program/discipline faculty has demonstrated it has established Outcomes which are somewhat distinct and focused, and may lead to some improvement in student learning.	The program/discipline faculty has not formulated Outcomes which reflect what graduates should know, think or be able to do upon completion of the program; achievement of the Outcomes will not lead to improved student learning.	Outcomes are not described and/or reported
Quality of Assessment Measures	Assessment measures appropriately address all aspects of the associated Outcomes and describe the who, what, when and how of the data collection process	Assessment measures address only some of the aspects of associated Outcomes and describe only some, but not all, of the who, what, when and how of the data collection process	Assessment measures do not appropriately address all aspects of the associated Outcomes nor do they adequately describe the who, what, when, how and where of the data collection process	Assessment measures are not described and/or reported

Number of Measures	At least three outcomes and at least two direct assessments per outcome are stated	At least two outcomes and one direct assessment per outcome are stated	Only one outcome and/or no direct assessment measures for outcomes are stated	
Faculty Involvement In Plan Development	The program/discipline's measures demonstrate appropriate faculty involvement in development		The program/discipline's measures do not demonstrate appropriate faculty involvement	

Reviewer Overall Comments regarding Plan, Suggestions for Improvement, and Next Steps for Program/Discipline

Curriculum Map for Degree and Certificate Programs:

An initial program curriculum map should be posted in WEAVEonline and 'connected' to the program mission statement area. Subsequent revisions to the map are at the discretion of the program.

Is Curriculum Map provided? Yes No N/A (Liberal Arts/Sciences disciplines, SLS)

Note: Florida State College at Jacksonville has a curriculum map for all general education endeavors.

Rubric for Institutional Effectiveness Assessment

REPORTS

For Academic Programs
(all degree, workforce certificate programs, and programs/disciplines)

Program/Department/Unit: _____ Assessment Year: _____

Date reviewed by Institutional Effectiveness Committee _____

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #1 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	

Detail of Findings	Findings are reported in sufficient detail to document results so that they can be used to lead to meaningful improvement (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed to lead to meaningful improvements	Findings are reported without sufficient detail and are inadequate for the purposes of leading to meaningful improvements	
Consideration of location/delivery method	The program/discipline's findings are discussed for all students in the assessment sample, as well as per location and delivery method		The program/discipline's findings are not discussed for all students in the assessment sample, as well as per location and delivery method	Not applicable to program/discipline for current review, will be implemented for 2012-2013 report review

Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #1 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides action plans for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve student performance	Action plan indirectly uses results from findings and/or may not improve student performance	Action plan does not use results from findings and will not improve student performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	
Consideration of location/delivery method	The program/discipline's action plan addresses any differences in IE assessment findings based on location and/or delivery method		The program/discipline's action plan does not address any differences in IE assessment findings based on location and/or delivery method	Not applicable to program/discipline for current review, will be implemented for 2012-2013 report review

Reviewer Comments:

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #2 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	
Detail of Findings	Findings are reported in sufficient detail to document results so that they can be used to lead to meaningful improvement (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed to lead to meaningful improvements	Findings are reported without sufficient detail and are inadequate for the purposes of leading to meaningful improvements	
Consideration of location/delivery method	The program/discipline's findings are discussed for all students in the assessment sample, as well as per location and delivery method		The program/discipline's findings are not discussed for all students in the assessment sample, as well as per location and delivery method	Not applicable to program/discipline for current review, will be implemented for 2012-2013 report review

Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #2 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides action plans for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve student performance	Action plan indirectly uses results from findings and/or may not improve student performance	Action plan does not use results from findings and will not improve student performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	
Consideration of location/delivery method	The program/discipline's action plan addresses any differences in IE assessment findings based on location and/or delivery method		The program/discipline's action plan does not address any differences in IE assessment findings based on location and/or delivery method	Not applicable to program/discipline for current review, will be implemented for 2012-2013 report review

Reviewer Comments:

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #3 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	
Detail of Findings	Findings are reported in sufficient detail to document results so that they can be used to lead to meaningful improvement (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed to lead to meaningful improvements	Findings are reported without sufficient detail and are inadequate for the purposes of leading to meaningful improvements	
Consideration of location/delivery method	The program/discipline's findings are discussed for all students in the assessment sample, as well as per location and delivery method		The program/discipline's findings are not discussed for all students in the assessment sample, as well as per location and delivery method	Not applicable to program/discipline for current review, will be implemented for 2012-2013 report review

Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #3 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides action plans for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve student performance	Action plan indirectly uses results from findings and/or may not improve student performance	Action plan does not use results from findings and will not improve student performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	
Consideration of location/delivery method	The program/discipline's action plan addresses any differences in IE assessment findings based on location and/or delivery method		The program/discipline's action plan does not address any differences in IE assessment findings based on location and/or delivery method	Not applicable to program/discipline for current review, will be implemented for 2012-2013 report review

Reviewer Comments:

ACHIEVEMENT SUMMARY/ ANALYSIS	Exemplary 3	Progressing 2	Developing 1
Number of Questions	All five questions were answered in meaningful manner	Three to four questions were answered in a meaningful manner	Less than three questions were answered in a detailed and meaningful manner
Quality of Responses .	Program/discipline faculty provided detailed and meaningful responses to the appropriate Analysis Questions.	Program/discipline faculty provided responses to the appropriate Analysis Questions but did so with limited detail.	Program/discipline faculty did not provide detailed and meaningful responses to the appropriate Analysis Questions.

Reviewer Comments:

REPORT			
Overall	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**
	The program faculty has demonstrated it is using assessment to enhance effectiveness.	The program faculty has demonstrated limited use of assessment to enhance effectiveness.	The program faculty has not demonstrated it is using assessment to enhance effectiveness.
	The program faculty demonstrated involvement of faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.	The program faculty demonstrated involvement of some faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.	The program faculty has not demonstrated it has involved faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.

Reviewer Overall Comments regarding Report, Suggestions for Improvement, and Next Steps for Program/Discipline:

Appendix "E"

Rubric for Institutional Effectiveness Assessment
PLANS
For Non-Academic Programs

Program/Unit: _____ Assessment Year: _____

Date reviewed by Institutional Effectiveness Committee _____

PLAN				
MISSION PURPOSE AND GOALS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Program/Mission Statement				Program/Mission Statement is not provided
Functions	Unit Mission Statement clearly states primary functions of the program	Unit Mission Statement infers primary functions of the program	Unit Mission Statement does not state primary functions of the program	
Population Served	Unit Mission Statement clearly describes the population served.	Unit Mission Statement somewhat addresses population served	Unit Mission Statement does not acknowledge population served	
Link to College Goals	Unit Mission Statement is clearly linked to the College Goals, and supports the College Mission Statement	Unit Mission Statement is somewhat linked to the College Goals, and attempts to support the College Mission Statement	Unit Mission Statement is not linked to the College Goals, and does not support the College Mission Statement	

Reviewer Comments:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Outcome #1				Outcome #1 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of primary current service, process, or instruction	Outcome is vaguely stated and/or describes a minor current service, process or instruction	Outcome is not stated in terms of a current service, process or instruction	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in unit performance	Achievement of Outcome is unlikely to lead to meaningful improvement in unit performance	Achievement of Outcome will not lead to improved unit performance	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #1:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #1				Assessment measure is not described or reported
Number/Quality of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement) which measure the unit's services, processes or instruction	Outcome is assessed by only one direct measure (and may or may not include indirect measures) which measures the unit's services, processes or instruction	Assessment measure uses only inappropriate measures which do not measure the unit's services, processes or instruction	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected	Statement of measure(s) directly describes some but not all of the *who*, *when*, *what* and *how* of the data collection	Statement of measure(s) describes none of the *who*, *when*, *what* and *how* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	
Actionable	Measure(s) will clearly yield actionable data	It is unclear whether measure(s) will yield actionable data	Measure(s) will not yield actionable data	

Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported
Quality of Target	Achievement target is specific measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	

Reviewer Comments for Measures/Targets for Outcome #1:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Outcome #2				Outcome #2 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of a primary current service, process, or instruction	Outcome is vaguely stated and/or describes a minor current service, process or instruction	Outcome is not stated in terms of a primary current service, process, or instruction	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in unit performance	Achievement of Outcome is unlikely to lead to meaningful improvement in unit performance	Achievement of Outcome will not lead to improved unit performance	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #2:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #2				Assessment measure is not described or reported
Number/Quality of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement) which measure the unit's services, processes or instruction	Outcome is assessed by only one direct measure (and may or may not include indirect measures) which measure the unit's services, processes or instruction	Assessment measure uses only inappropriate measures which do not measure the unit's services, processes or instruction	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected	Statement of measure(s) directly describes some but not all of the *who, when, what* and *how* of the data collection	Statement of measure(s) describes none of the *who, when, what* and *how* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	
Actionable	Measure(s) will clearly yield actionable data	It is unclear whether measure(s) will yield actionable data	Measure(s) will not yield actionable data	
Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported

Quality of Target	Achievement target is specific measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	

Reviewer Comments for Measures/Targets for Outcome #2:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Outcome #3				Outcome #3 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of a primary current service, process, or instruction	Outcome is vaguely stated and/or describes a minor current service, process or instruction	Outcome is not stated in terms of a primary current service, process, or instruction	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in unit performance	Achievement of Outcome is unlikely to lead to meaningful improvement in unit performance	Achievement of Outcome will not lead to improved unit performance	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #3:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #3				Assessment measure is not described or reported
Number/Quality of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement) which measure the unit's services, processes or instruction	Outcome is assessed by only one direct measure (and may or may not include indirect measures) which measure the unit's services, processes or instruction	Assessment measure uses only inappropriate measures which do not measure the unit's services, processes or instruction	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected and analyzed to determine areas for improvement	Statement of measure(s) directly describes some but not all of the *who, when, what* and *how* of the data collection	Statement of measure(s) describes none of the *who, when, what* and *how* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	
Actionable	Measure(s) will clearly yield actionable data that can be used to determine areas for improvement	It is unclear whether measure(s) will yield actionable data that can be used to determine areas for improvement	Measure(s) will not yield actionable data	

Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported
Quality of Target	Achievement target is specific measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	

Reviewer Comments for Measures/Targets for Outcome #3:

PLAN			
Overall	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**
Mission	The program/discipline faculty has demonstrated clearly that the mission statement states primary functions, population served, linkage to the College Goals and support of the College Mission Statement.	The program/discipline faculty vaguely presents the mission statement with only some primary functions and references to population served; attempts to link the mission statement to the College Goals and support of the College Mission Statement but does so unclearly	The program/discipline faculty has not developed an adequate mission statement.
Outcomes	The unit has demonstrated it has established Outcomes that are distinct, specific and focused, and will lead to improved unit performance.	The unit has demonstrated it has established Outcomes which are somewhat distinct and focused, and may lead to some improvement in unit performance	The unit has not formulated Outcomes which reflect primary current services, processes or instruction; achievement of the Outcomes will not lead to improved unit performance.
Quality of Assessment Measures	Assessment measures appropriately address all aspects of the associated Outcomes and describe the who, what, when and how of the data collection process	Assessment measures address only some of the aspects of associated Outcomes and describe only some, but not all, of the who, what, when and how of the data collection process	Assessment measures do not appropriately address all aspects of the associated Outcomes nor do they adequately describe the who, what, when and how of the data collection process
Number of Measures	At least three outcomes and at least two direct assessments per outcome are stated.	At least two outcomes and one direct assessment per outcome are stated.	Only one outcome and/or no direct assessments measures for outcomes are stated.

Reviewer Overall Comments regarding Plan, Suggestions for Improvement, and Next Steps for Program/Discipline

Rubric for Institutional Effectiveness Assessment

REPORTS

For Non-Academic Units

Unit: _____ Assessment Year: _____

Date reviewed by Institutional Effectiveness Committee _____ _____

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #1 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	
Detail of Findings	Findings are reported in sufficient detail to document results so that they can be used to lead to meaningful improvement (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed to lead to meaningful improvements	Findings are reported without sufficient detail and are inadequate for the purposes of leading to meaningful improvements	

Outcome 1 Findings Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #1 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides an action plan for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve program/unit performance	Action plan indirectly uses results from findings and/or may not improve program/unit performance	Action plan does not use results from findings and will not improve program/unit performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	

Reviewer Comments:

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #2 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	
Detail of Findings	Findings are reported in sufficient detail to document results so that they can be used to lead to meaningful improvement (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed to lead to meaningful improvements	Findings are reported without sufficient detail and are inadequate for the purposes of leading to meaningful improvements	

Outcome 2 Findings Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #2 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides an action plan for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve program/unit performance	Action plan indirectly uses results from findings and/or may not improve program/unit performance	Action plan does not use results from findings and will not improve program/unit performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	

Reviewer Comments:

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #3 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	
Detail of Findings	Findings are reported in sufficient detail to document results so that they can be used to lead to meaningful improvement (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed to lead to meaningful improvements	Findings are reported without sufficient detail and are inadequate for the purposes of leading to meaningful improvements	

Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #3 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides an action plan for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve program/unit performance	Action plan indirectly uses results from findings and/or may not improve program/unit performance	Action plan does not use results from findings and will not improve program/unit performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	

Reviewer Comments:

REPORT				
ACHIEVEMENT SUMMARY/ ANALYSIS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	
Number of Questions	All appropriate questions (as indicated in WEAVEonline) were answered in a meaningful manner		All appropriate questions (as indicated in WEAVEonline) were not answered in a meaningful manner	
Quality of Responses	Program/discipline faculty provided detailed and meaningful responses to the appropriate Analysis Questions.	Program/discipline faculty provided responses to the appropriate Analysis Questions but did so with limited detail.	Program/discipline faculty did not provide detailed and meaningful responses to the appropriate Analysis Questions.	

Reviewer Comments:

REPORT			
Overall	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**
	The program faculty has demonstrated it is using assessment to enhance effectiveness.	The program faculty has demonstrated limited use of assessment to enhance effectiveness.	The program faculty has not demonstrated it is using assessment to enhance effectiveness.
	The program faculty demonstrated involvement of faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.	The program faculty demonstrated involvement of some faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.	The program faculty has not demonstrated it has involved faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.

Reviewer Overall Comments regarding Report, Suggestions for Improvement, and Next Steps for Program/Unit:

Appendix "F"

Institutional Effectiveness Process Timeline

Educational Support Services, Administrative Support Services, Human Performance Enhancement and Community/Public Services

When does my department or unit submit information?

Cycle 2 in WEAVEonline

Sept. 30, 2011	Submit 2010-2011 IE Assessment Report; and begin implementing action plan (Phase IV) Submit 2011-2012 IE Assessment Plan in WEAVEonline (Phase I)
Oct. 10-Nov. 30, 2011	Refrain from making edits to IE Assessment Plan and Report in WEAVEonline until program receives feedback
Nov. 30, 2011	Receive IE Committee's first round of feedback on 2010-2011 IE Assessment Report (Phase V) and 2011-2012 IE Assessment Plan (Phase II)
Dec. 19, 2011	Submit revised 2010-2011 IE Assessment Plan, if requested (Phase V) and 2011-2012 IE Assessment Plan in WEAVEonline, if requested (Phase II)
Jan. 20, 2012	Receive second round feedback on your revised 2010-2011 IE Assessment Report and 2011-2012 IE Assessment Plan, if applicable
Spring/Summer 2012	Implement IE Assessment Plan and Collect Assessment Data (Phase III)
Sept. 3, 2012	Begin analyzing data, submit findings, and design action plan by this date (Phase III and IV)
Sept. 28, 2012	Submit 2011-2012 IE Assessment Report; and begin implementing action plan (Phase IV) Submit 2012-2013 IE Assessment Plan in WEAVEonline (Phase I)

Appendix "G"

Institutional Effectiveness Process Timeline

Academic Programs

This includes baccalaureate programs; A.A./Liberal Arts/General Education; Academic Success Centers/Developmental Education; A.S./A.A.S./Technical Certificate/Advanced Technical Certificate/and Applied Technology Diploma programs (Professional Schools); Florida Coast Career Tech; High School Completion and English Language Training programs.

May 20, 2011	Submit IE Assessment *Plan for Academic Programs into WEAVEonline (Phase I)*
May 21, 2011 to TBA	Refrain from making edits to IE Assessment Plan in WEAVEonline until program receives feedback
Summer 2011	Receive feedback on IE Assessment Plan *(Phase II)*
September 15, 2011	Submit revised 2010-2011 report and/or revised 2011-12 plan in WEAVEonline, if requested *(Phase II)*
October, 2011	Receive feedback on your revised IE Assessment Report and/or Plan, if applicable (Phase II)
Summer 2011 to Spring 2012	Implement IE Assessment Plan and Collect Assessment Data (Phase III)
Spring 2012	Begin analyzing data and designing action plan (Phase III and IV)
May 15, 2012	Submit 2011-2012 IE Assessment Report; and begin implementing action plan (Phase IV) Submit 2012-2013 IE Assessment Plan in WEAVEonline (Phase I)
May 16, 2012 to TBA	Refrain from making edits to IE Assessment Report and Plan in WEAVEonline until program receives feedback
Summer 2012	Receive feedback on IE Assessment Report for 2011-2012 (Phase V)

September 17, 2012	Submit revised IE Assessment Report for 2011-2012 if requested (Phase V)
October, 2012	Receive feedback on your revised IE Assessment Report, if applicable

Appendix "H"

2011-2012 Institutional Effectiveness Committee Working Group Recommendations (4.23.12)

WG #	Recommendation	Committee Support	Action Steps	Responsibility
5	Accept Revised Academic Rubric	Yes	1. Solicit feedback from The Center for Teaching & Learning and Faculty Senate 2. Roll Out: Email (from OIEA) to Academic Effectiveness Process Facilitators, Deans, and Program Managers 3. Roll Out: IE Day (May 9, 2012) as one of the Morning Workshop offerings	1. Beth Tuckwiller, with Lynne & Holly 2. OIEA 3. Volunteers from WG #5
5	Accept Revised Non-Academic Rubric	Yes	1. Roll Out: Email (from OIEA) to Non-Academic Effectiveness Process Facilitators 2. Roll Out: Summer Non-Academic IE event for Non-Academic Effectiveness Process Facilitators	1. OIEA 2. OIEA, ask IE Committee members if available & interested to help and/or nominate Non-Academic Effectiveness Process Facilitators to help in planning
6	Application process for Recognition Award	Yes*	Form a Development & Implementation Team for next year	IE Committee

6	Physical token to offer from person to person	Yes*	Form a Development & Implementation Team for next year	IE Committee
7	Internal Marketing Campaign, including visually engaging website, logo, slogan	Yes*	Form a Development & Implementation Team for next year	IE Committee
7	Development of IE Ambassadors	Yes	Form a Development & Implementation Team for next year	IE Committee
7	Creation and distribution of audio & video support materials for IE, WEAVE & best practices	Yes*	Form a Development & Implementation Team for next year	IE Committee
8	Utilize rubric format as a parallel template for feedback	Yes	Adopt immediately, beginning with May 2012 Academic submissions	OIEA
8	Explore long-term adoption of criteria-based assessment software, such as Waypoint	Yes*	Form a Development & Implementation Team for next year	IE Committee
9	Mid-cycle web-based survey	Yes	1. Form a Development & Implementation Team for next year 2. Schedule a meeting to confirm access to Survey Monkey	IE Committee 2. Amy Perkins & OIEA
9	Semi-automated case management	Yes*	1. Identify within WEAVEOnline where to define triggers for automated system 2. Following completion of #2 (above), submit IT request for programmers to be assigned 3. Meet with assigned programmers to develop system 4. Testing of program design 5. Implement program	1. Larry Snell & OIEA 2. Larry Snell 3. Larry Snell, OIEA & programmers

*** Will require collaboration and/or approval beyond the scope of the IE Committee.**