

2019-2021

INSTITUTIONAL **EFFECTIVENESS PLAN**

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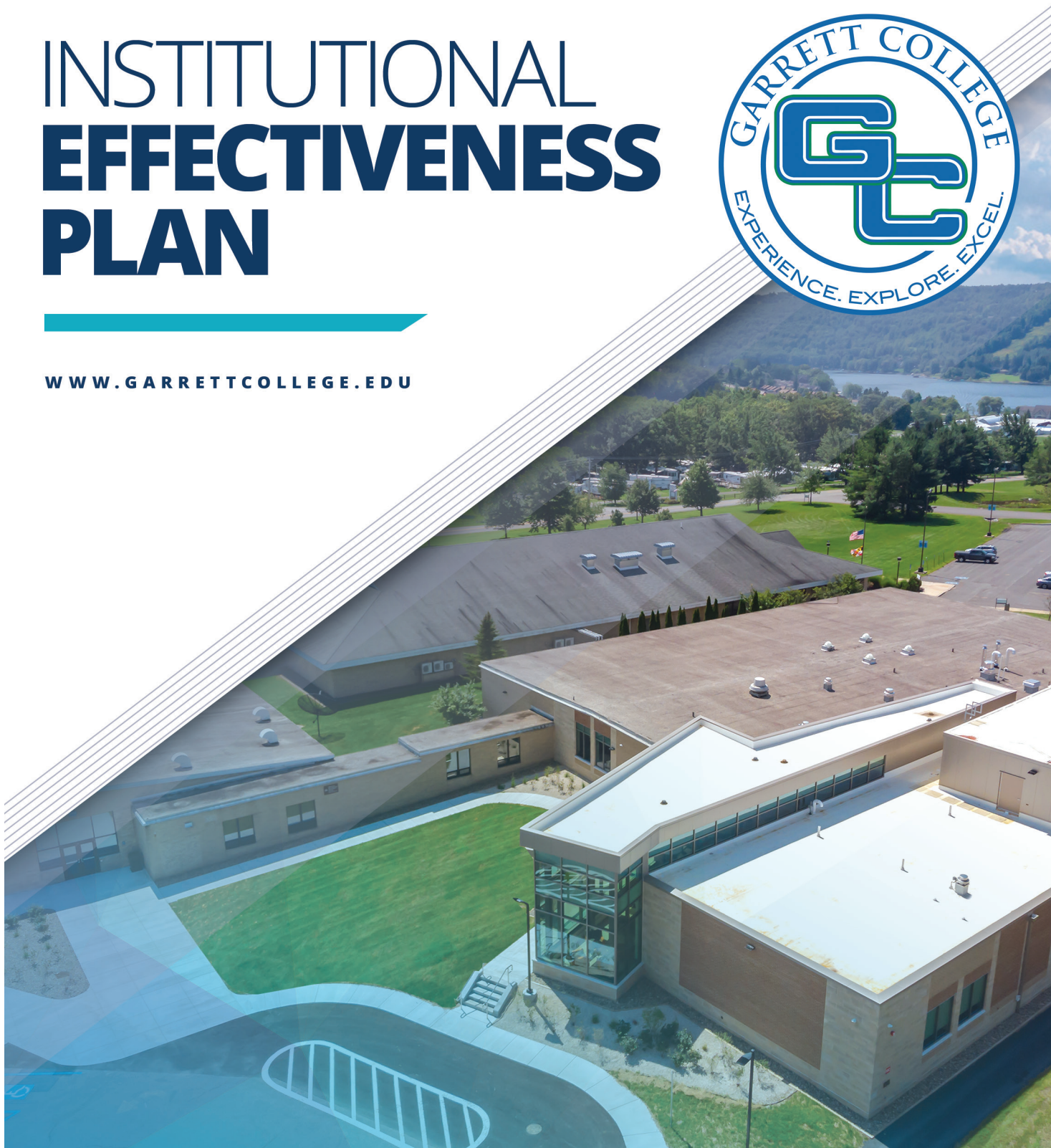


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INTRODUCTION

Garrett College's institutional effectiveness process is an ongoing, college-wide activity involving planning and outcomes assessment for the purpose of evaluating the extent to which the College is achieving its mission and goals, and continuously improving its operations, programs, and services. Institutional effectiveness encompasses all parts of the institution. Key institutional effectiveness activities include:

1. Establishing a clearly defined mission or purpose;
2. Formulating educational and administrative/operational goals consistent with the mission;
3. Developing and implementing procedures to evaluate the extent to which these goals have been achieved; and
4. Using the results from assessments and evaluations to improve operations, programs, and services.

The Institutional Effectiveness Plan outlines the various components and processes involved in assessing and evaluating student learning as well as all of the services and functions that support and facilitate student learning, whether directly or indirectly. Institutional effectiveness also incorporates all of the College's other planning and assessment activities, including the use of assessment results for decision-making, establishing priorities, allocating resources, and budgeting.

Mission and Institutional Goals

Institutional effectiveness is evaluated in relation to the College's Mission and Institutional Goals. These statements of purpose and objectives direct all activities of the institution. Garrett College conducted a thorough review of its mission and goals during the first three months of 2018. The mission and goals were essentially reaffirmed, but some wording was added to the mission statement to better describe the scope of the College's mission and emphasize its flexibility, as well as to reinforce and better describe the College's commitment to the success and well-being of its students. The College's revised mission statement reads as follows:

Garrett College provides an accessible, quality, and comprehensive educational experience in a supportive environment to a diverse student population in both traditional and non-traditional settings. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world. The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life.

In addition to the Mission Statement, in 2009 the College adopted the following Institutional Goals:

Accessibility: Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs.

Student Satisfaction and Success: Create and sustain a supportive learning environment that encourages student growth and achievement through appropriate advising and career counseling, transfer and career preparation programs, experiential learning opportunities, and curricular as well as extra-curricular activities that encourage student engagement and responsibility.

Educational Effectiveness: Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.

Workforce Development: Support the economic development of Garrett County and the surrounding region by creating a skilled workforce through credit programs, as well as non-credit job readiness and workforce preparation courses and programs; Garrett College will also be the provider of choice for affordable contract and customized training in response to the emerging needs of new and growing businesses.

Community Service: Serve, within the scope of available resources, the specific needs of the community through partnerships with local government, businesses, community and arts organizations, schools, and non-profit agencies; and by providing continuing education courses for personal enrichment, lifelong learning, and community need.

Effective Use of Financial, Human, and Physical Resources: Ensure, through the application of *best practices*, that financial, human, and physical resources are managed effectively and efficiently for optimal results.

These six goals align with the Maryland Higher Education Commission's institutional performance accountability framework, and the performance measures associated with them are assessed annually. While clearly related, the College's *institutional* goals should not be confused with its *strategic* goals. The former are relatively fixed and unlikely to change, while the latter change over time in response to both internal and external factors, as well as

institutional priorities. (A complete listing of the College's Mission, Vision, and Values and Institutional Goals may be found in Appendix A.)

INSTITUTIONAL EFFECTIVENESS FRAMEWORK

Garrett College's institutional effectiveness framework is comprised of the organized set of planning and assessment processes the College uses to evaluate the extent to which it is achieving its mission and goals, assess and improve teaching and learning along with its other programs and services, and respond effectively to opportunities and challenges. The planning component of the institutional effectiveness framework is described below, followed by a description of the assessment component.

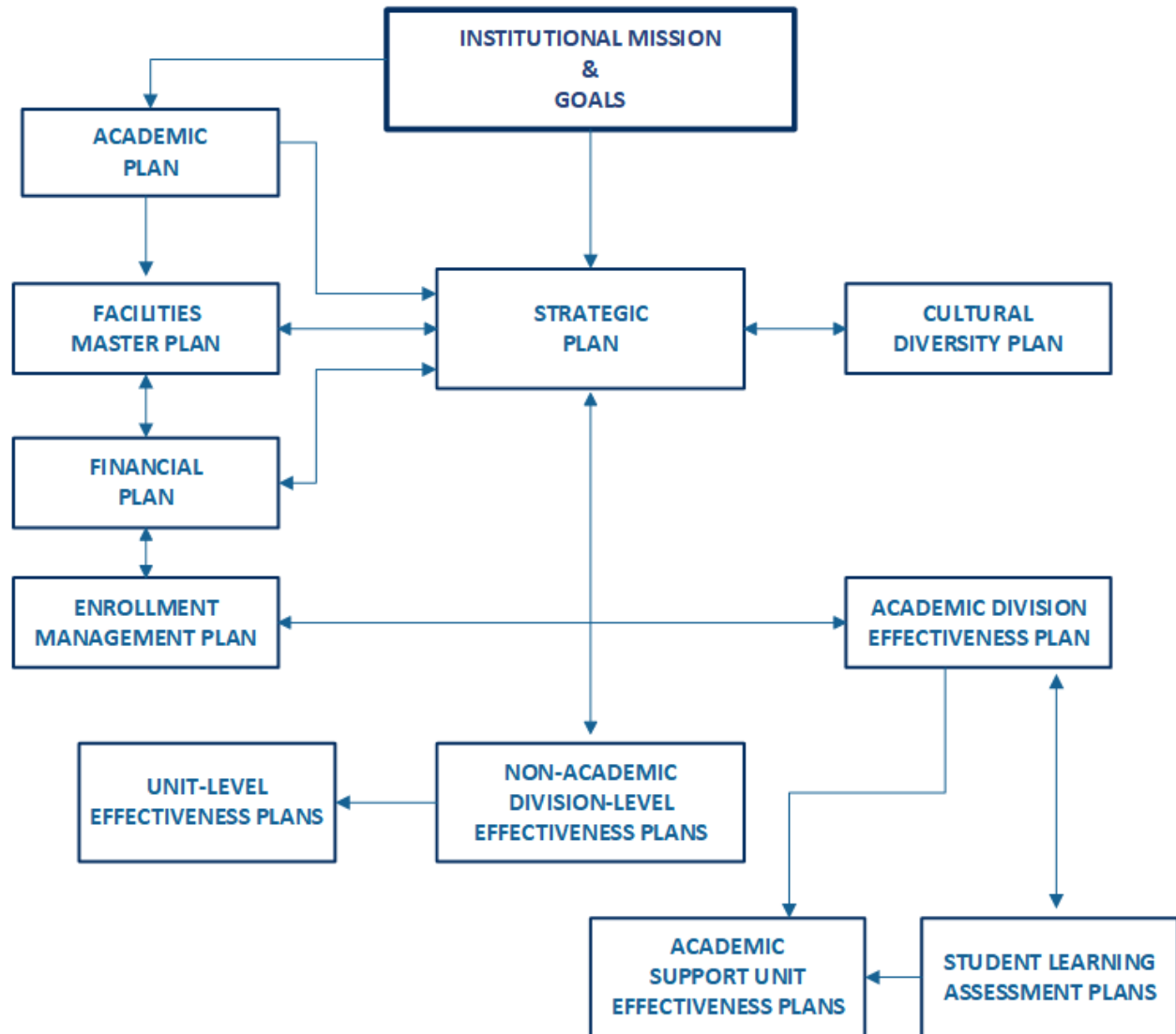
Planning Component

The College seeks to accomplish its mission and institutional goals through the process of developing, executing, assessing, evaluating and, when called for, revising both its long- and short-range plans. These plans, and the manner in which they relate to and interact with each other, comprise the planning component of the institutional effectiveness framework, which is shown in the diagram that appears on the following page. This diagram reveals a hierarchy of plans, most of which are typical of those used in higher education, although the particular titles attached to them may vary. A description of each plan follows.

Academic Plan and Facilities Master Plan

The Academic Plan and the Facilities Master Plan are longer-range plans which are aligned to the College's Mission and Institutional Goals, either directly in the case of the Academic Plan, or indirectly, in the case of the Facilities Master Plan, which draws largely from the Academic Plan. The Academic Plan takes into account the existing internal and external environment and institutional priorities and aspirations. It also accounts for any anticipated challenges and opportunities, lays out broad – and often conceptual – goals for what the institution hopes to achieve or accomplish within the next 10 years in relation to instructional programs, student support services, initiatives to promote economic development, community service, etc. While the life of an academic plan varies, it typically takes into consideration enrollment and financial projections for the next 5-10 years as well as any opportunities and challenges that might potentially occur during this same time period. However, these plans can be updated whenever conditions or institutional requirements dictate. Work on the College's first Academic Plan started in November 2010 and continued through January 2012, although the final plan was not actually released until March of that year. Work on an update to the 2012 Academic Plan was begun in fall 2015, but was later delayed due to subsequent events. That work resumed in 2018, which resulted in the issuance of a new Academic Plan in February 2019.

INSTITUTIONAL EFFECTIVENESS FRAMEWORK PLANNING HIERARCHY



The Facilities Master Plan, which is a requirement of the Maryland Higher Education Commission (MHEC), is largely aligned to the Academic Plan. The Facilities Master Plan reviews the current state of the College's facilities and delineates the infrastructure and facilities needed to support the College's ongoing programs as well as the proposed goals and initiatives outlined in the Academic Plan. The plans for construction of a STEM education building through renovation and expansion of the former Continuing Education building – which were originally included in the College's 2011 Facilities Master Plan – serve as a good example of the relationship between the Academic Plan and the Facilities Master Plan. The STEM project was included in the Facilities Master Plan as a result of the Academic Plan's call for expansion of the College's STEM programs and replacement of its outdated laboratory facilities. The Facilities Master Plan was previously submitted to MHEC on a 10-year cycle, with an update every five years, but MHEC has since changed that requirement to allow these plans to be updated whenever needed. A new Facilities Master Plan was submitted to MHEC in February 2019. It is important to note that since execution of the Facilities Master Plan is heavily dependent on the availability of financial resources, it is also closely tied to the College's financial plan.

Strategic Plan and Financial Plan

The Academic Plan and Facilities Master Plan typically outline more projects and/or activities than can be undertaken within a normal 3-5-year operational planning timeframe. The process of developing the Strategic Plan, which includes a comprehensive environmental scan and SWOT analysis, identifies those projects and activities considered the most crucial or “strategic” with respect to advancing the institution and/or enabling it to respond to anticipated challenges or opportunities that are likely to occur during the planning window. The Strategic Plan is tied to the College's mission and institutional goals, either through alignment with the Academic Plan, or directly in cases where its goals and objectives have been designed to address particular events, threats, or opportunities not anticipated in the Academic Plan. The goals and objectives outlined in the Strategic Plan are monitored regularly and assessed, evaluated, and revised (if necessary), annually. The current Strategic Plan extends through FY2020. The process for developing a new Strategic Plan will begin in summer 2019.

The College's Financial Plan is a companion document to the Strategic Plan. Based on projected revenue coming from tuition and fees and state and county allocations (usually over a five-year period), it outlines strategies to ensure the College will have the financial resources necessary for carrying out its mission and achieving the goals and objectives outlined in the Strategic Plan. The Financial Plan is reviewed and updated annually.

Division-Level and Departmental/Unit-Level Effectiveness Plans

The four major divisions that make up the College – Academic Affairs, Student Affairs, Continuing Education and Workforce Development, and Administrative and Financial Services –

along with the individual departments or units that comprise them, are responsible for carrying out the Strategic Plan. Execution of the Strategic Plan is accomplished through implementation of *effectiveness plans* that each division and each of its component units prepares annually. (At the division level, these plans were formerly known as annual operating plans.) Effectiveness plans serve dual purposes: (1.) they are the vehicle through which the Strategic Plan is executed, and (2.) they are a tool for accomplishing continuous improvement. The goals and objectives outlined in effectiveness plans are either directly or indirectly aligned to the goals and objectives outlined in the Strategic Plan or, in certain cases, to the College's institutional goals. Effectiveness plans are reviewed, assessed, and updated annually, although the goals and objectives they outline are not necessarily limited to a one-year timeframe, as was previously the case with annual operating plans. For instructional units, student learning assessment plans are used in place of effectiveness plans.

In addition to outlining goals and objectives to be accomplished and desired outcomes to be achieved, effectiveness plans also identify the various sources of assessment information that pertain to that respective unit or division that are being used for (1.) decision-making, establishing priorities, allocating resources, and budgeting; (2.) making continuous improvements; (3.) managing day-to-day operations; and (4.) evaluating performance.

Under the College's current organizational structure, there are four departments or units that operate under the direction of the President's Office. These include Compliance, Human Resources, Institutional Research and Effectiveness, and the Garrett College Foundation. Each of these units prepares an effectiveness plan, as does the President's Office itself (a division-level plan in the case of the latter).

Enrollment Management Plan

Enrollment management is an organizational concept and systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. The College's Enrollment Management Plan outlines strategies for attracting potential students (marketing), converting prospective students into applicants (recruitment), converting applicants into enrolled students (registration), onboarding students (orientation), and ensuring that students remain enrolled until they have successfully accomplished their educational goals (retention). Garrett College's current Enrollment Management Plan was developed collaboratively in an effort to provide a market-based roadmap to drive student enrollment from FY2018 through FY2020. It is directly aligned with the College's FY2017-20 Strategic Plan (Goals 1.2 and 1.3, and particularly Goal 3.2). It is also linked to the College's Financial Plan and the Enrollment Management unit-level effectiveness plan.

Technology Plan (Not shown on the diagram)

The Technology Plan evaluates the College's existing technology assets, systems, and services with respect to providing both instructional and operational support. It also assesses the College's future information technology needs and provides a timeline and strategies for technology replacement/upgrades. Garrett College's current Technology Plan, which covers the period FY2019-22, was developed collaboratively in an effort to provide greater focus and understanding to both the short- and long-term technology needs of the campus. It also encourages adoption of a more streamlined communications approach in order to increase campus technology knowledge, thereby increasing the College's transparency and efficiency. The FY2019-22 Technology Plan aligns with the College's FY2017-20 Strategic Plan (especially Goal 3.4). It is also linked to the Financial Plan, the Facilities Master Plan, and the Information Technology unit-level effectiveness plan.

Cultural Diversity Plan

The legislation requiring every Maryland public college and university to submit an annual cultural diversity plan/progress report defines "cultural diversity" as "the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education." The 2013-2017 Maryland State Plan for Postsecondary Education subsequently broadened the definition of diversity to also include age, cultural identity, disability, family educational history, gender identity and expression, nationality, sexual orientation, religious affiliation, sex, and socio-economic status. The Cultural Diversity Plan outlines the College's goals and objectives for achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity. It also describes the strategies the College will use to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. The Cultural Diversity Plan is aligned with the College's Strategic Plan (Goal 1.3 of the current plan) and also to the various division- and/or unit-level effectiveness plans to which it may apply. The Cultural Diversity Plan is assessed, evaluated, and updated annually.

The various processes and tools the College uses for assessing the extent to which it is achieving its goals, objectives, and desired outcomes are described below.

Assessment Component

The College has processes in place for assessing its overall effectiveness as an institution of higher learning, particularly with regard to measures of student success (college-wide assessment); for assessing its effectiveness with respect to its core mission of teaching and learning (instructional assessment); and for assessing the effectiveness of all of the non-instructional components that otherwise support and facilitate student learning (division- and unit-level assessment). The various elements that comprise the assessment component of the College's institutional effectiveness framework are outlined below.

I. COLLEGE-WIDE ASSESSMENT

- A. MHEC Performance Accountability Report & Metrics
- B. MHEC Mission Statement
- C. Integrated Postsecondary Education Data System (IPEDS) Metrics
- D. Graduating Student Survey
- E. Maryland Association of Community Colleges (MACC) *Data Book*
- F. Student Satisfaction/Opinion Survey
- G. Graduate Follow-Up Survey
- H. Community College Survey of Student Engagement (CCSSE)
- I. National Community College Benchmarking Project (NCCBP)

II. INSTRUCTIONAL (ACADEMIC) ASSESSMENT

- A. General Education Assessment
 - 1. Assessment of General Education Learning Outcomes: Information Literacy, Written and Oral Communication, Critical Thinking and Analysis, Scientific Literacy and Quantitative Reasoning, Information Management, and Cultural and Global Perspective
 - 2. Program-Specific Learning Outcomes with embedded program-specific General Education Learning Outcomes
 - 3. ETS HElghten® Assessment Suite
 - 4. Cultural Competency Assessment
- B. Degree & Certificate Program Assessment
 - 1. Program-Specific Learning Outcomes with embedded program-specific General Education Learning Outcomes
 - 2. Program-Specific Learning Outcomes
 - 3. Certification Exam Pass Rates (if applicable)
 - 4. Other program-specific assessments
- C. Formal Program Reviews
- D. Developmental Studies Assessment
 - 1. Developmental Course Learning Outcomes
 - 2. Development course pass rates
 - 3. Developmental student success in first college-level math and English classes
- E. Noncredit Program Assessment

III. DIVISION- AND UNIT-LEVEL ASSESSMENT

A. Academic Affairs Division

Academic Affairs: Assessment of Division-Level Effectiveness Plan; MHEC Performance Accountability Report; MACC Data Book

1. Advising & Academic Success Center (AASC)
 - a. Assessment of Effectiveness Plan
 - b. Student Satisfaction Survey
 - c. Graduating Student Survey
 - d. AASC Student Satisfaction Surveys: New Student Advising, Best Chance Advising, AASC Services
 - e. Assessment of Cultural Diversity Plan
 - f. Performance indicators and other metrics
2. Athletics
 - a. Assessment of Effectiveness Plan
 - b. Assessment of Cultural Diversity Plan
 - c. Performance indicators and other metrics
3. Distance Learning & Instructional Design
 - a. Assessment of Effectiveness Plan
 - b. Distance Learning Survey
 - c. Performance indicators and other metrics
4. Library & Learning Commons
 - a. Assessment of Effectiveness Plan
 - b. Student Satisfaction Survey
 - c. Performance indicators and other metrics

B. Administrative and Financial Services Division

Administrative and Financial Services: Assessment of Division-Level Effectiveness Plan; MHEC Performance Accountability Report; MACC Data Book

1. Business Office
 - a. Assessment of Effectiveness Plan
 - b. Audit Report
 - c. Performance indicators and other metrics
2. Facilities
 - a. Assessment of Effectiveness Plan
 - b. Assessment of Deferred Maintenance Plan
 - c. Student Satisfaction Survey
 - d. Employee Survey
 - e. Performance indicators and other metrics
3. Information Technology
 - a. Assessment of Effectiveness Plan
 - b. Assessment of Technology Plan

- c. Student Satisfaction Survey
- d. Employee Survey
- e. Performance indicators and other metrics
- 4. Security
 - a. Assessment of Effectiveness Plan
 - b. Clery Report
 - c. Student Satisfaction Survey
 - d. Employee Survey
 - e. Performance indicators and other metrics

C. Continuing Education and Workforce Development Division

Continuing Education and Workforce Development: Assessment of Division-Level Effectiveness Plan; MHEC Performance Accountability Report; MACC Data Book

- 1. Administration and Operations
 - a. Assessment of Effectiveness Plan
 - b. Assessment of Primary Metrics – Revenue, FTE, Unduplicated Enrollment
 - c. Performance indicators and other metrics
- 2. Business Solutions
 - a. Assessment of Effectiveness Plan
 - b. MHEC Performance Accountability Report
 - c. Performance indicators and other metrics
- 3. Community Education
 - a. Assessment of Effectiveness Plan
 - b. MHEC Performance Accountability Report
 - c. Performance indicators and other metrics
- 4. Workforce Development and Adult Basic Education
 - a. Assessment of Effectiveness Plan
 - b. MHEC Performance Accountability Report
 - c. Maryland Community Colleges Annual Workforce Training Reports: Licensure & Certification Report, Workforce Training Certificate Program Completers, Adult Literacy-High School Diploma and ESOL
 - d. DLLR Adult Basic Education Reports: Trimester Reports, Financial Reports, Professional Learning for Adult Education Reports
 - e. Adult Education National Reporting System (DLLR)
 - f. Performance indicators and other metrics

D. President's Office

President's Office: Assessment of Division-Level Effectiveness Plan: MHEC Performance Accountability Report; MACC Data Book

- 1. Compliance
 - a. Assessment of Effectiveness Plan
 - b. Verification of Compliance Report
 - c. Assessment of Cultural Diversity Plan
- 2. Foundation

- a. Assessment of Effectiveness Plan
 - b. Performance indicators and other metrics
- 3. Human Resources
 - a. Assessment of Effectiveness Plan
 - b. Employee Survey
 - c. Compensation Study Recommendations
 - d. Assessment of Cultural Diversity Plan
 - e. Performance indicators and other metrics
- 4. Institutional Research and Effectiveness
 - a. Assessment of Effectiveness Plan

E. Student Affairs Division

Student Affairs: Assessment of Division-Level Effectiveness Plan; MHEC Performance Accountability Report: MACC Data Book

- 1. Enrollment Management
 - a. Assessment of Effectiveness Plan
 - b. Assessment of Enrollment Management Plan
 - c. Weekly enrollment reports
 - d. Student Satisfaction Survey
 - e. Performance indicators and other metrics
- 2. Financial Aid
 - a. Assessment of Effectiveness Plan
 - b. Student loan default rates
 - c. Student Satisfaction Survey
 - d. Performance indicators and other metrics
- 3. Registration & Records
 - a. Assessment of Effectiveness Plan
 - b. Student Satisfaction Survey
 - c. Performance indicators and other metrics
- 4. Student Life
 - a. Assessment of Effectiveness Plan
 - b. Student Satisfaction Survey
 - c. Assessment of Cultural Diversity Plan
 - d. Performance indicators and other metrics

ASSESSMENT PROCESSES

The assessment component of the College's institutional effectiveness framework involves a number of different assessment processes depending on the particular organizational level and/or functional area involved, but these process can be grouped into one of three main categories: (1.) college-wide assessment, (2.) instructional assessment, and (3.) division- and unit-level assessment.

College-Wide Assessment

College-wide assessment focuses on the College's overall effectiveness as an institution of higher learning and continuing education, particularly with regard to universally recognized measures of student success such as retention and graduation/transfer rates, but it also takes into account other important indicators of institutional performance that can be compared with those of peer or aspirational institutions.

Instructional Assessment

Instructional assessment focuses on the College's effectiveness with respect to carrying out its core mission of teaching and learning. Teaching and learning in this context includes not only postsecondary education, but also both developmental education and noncredit workforce development programs. At the postsecondary (academic) level, the College annually assesses student learning in relation to General Education, which encompasses information literacy, written and oral communication, critical thinking and analysis, scientific literacy and quantitative reasoning, information management, and cultural and global perspective (cultural competency). It also assesses student learning in relation to the particular degree or certificate program or major (area of concentration) in which a student is enrolled. The College's General Education assessment process is described in detail in the General Education Student Learning Assessment Plan (Appendix B), and its program-level learning assessment process is described in the Program-Level Student Learning Assessment Plan (Appendix C).

The College also conducts a more comprehensive assessment (formal program review) of its academic programs on a five-year rotational cycle. The formal program review template and schedule are shown in Appendix D. To date, student learning in developmental courses has been assessed only sporadically, mainly through review of student pass rates and developmental students' success rates in their first college-level math and English courses. However, with the hiring of two full-time developmental faculty members, a regular learning assessment plan will be developed and implemented. Assessment of student learning in noncredit workforce development programs is largely competency-based, and focuses primarily on students' ability to pass the external national certification exam for their particular trade or

discipline. Prior to the national exam, students' learning is evaluated through skills demonstration and computer-based learning assessments.

Division- and Unit-Level Assessment

The effectiveness plans developed by each of the College's four divisions and their constituent units, and the President's Office and the units reporting to that office, are reviewed, assessed, and updated annually. Since execution of the division- and unit-level effectiveness plans is the College's principal means for execution of the Strategic Plan, assessment of these plans largely serves as the assessment for the Strategic Plan as well. The College recently adopted the practice of aligning its annual performance evaluations for administrators and professional staff to the effectiveness plans by establishing annual performance goals that are linked to the goals and objectives outlined in the particular division- or unit-level effectiveness plan that pertains to a given employee. This practice has led not only to a more effective and useful performance evaluation process, but it has also added another level of assessment to the process for assessing the effectiveness plans.

In addition to outlining goals and objectives to be accomplished and desired outcomes to be achieved, effectiveness plans identify the sources of assessment information that are being used by the division or unit for decision-making, priority-setting, resource allocation, budgeting, improvement of programs, services and operations, and/or performance evaluation. These sources are reviewed annually, or more frequently as new data or other information becomes available.

As part of the planning component within the Institutional Effectiveness Framework, there are plans that inform or otherwise complement the division- and/or unit-level effectiveness plans. These include the Enrollment Management Plan, Technology Plan, and Cultural Diversity Plan. The Enrollment Management Plan and Technology Plan, which primarily inform the Enrollment Management and Information Technology Effectiveness Plans, respectively, are more conceptual in nature as they provide direction and establish desired benchmarks. However, since these plans lack specific goals and objectives, they are not regularly assessed, but are reviewed and updated as needed. The Cultural Diversity Plan is different in that it does outline specific goals and objectives and it is assessed, evaluated, and updated annually. Its goals and objectives also involve a number of units across campus. These currently include the Advising and Academic Success Center, Athletics, Compliance, Human Resources, Enrollment Management, and Student Life. Annual assessment of the Cultural Diversity Plan therefore involves compilation and analysis of the applicable assessment results from each of these six units.

ASSESSMENT TOOLS

The College employs a variety of tools for purposes of assessment, ranging from state and federally required reports and surveys, such as IPEDS, to surveys and other instruments developed in-house specifically for use in conducting assessment. A complete list of the tools the College uses for assessment is provided above; some of the more important ones are described here.

Performance Accountability Report (submitted annually)

The College is required to submit a Performance Accountability Report (PAR) to the Maryland Higher Education Commission each year. This report, which is comprised of separate narrative and data sections, self-evaluates the institution in relation to 34 measures of performance. Performance is evaluated based on four years of longitudinal data and in relation to self-established benchmarks which are generally reset every five years and must be approved by the College's Board of Trustees. The PAR also contains four years of longitudinal data on student characteristics. Presentation of these data helps to clarify the institution's mission and provides context for interpreting the performance indicators.

MHEC Mission Statement (submitted every four years)

Maryland statute requires that, under the guidance of the Maryland Higher Education Commission, public institutions conduct a review of their mission statements every four years to ensure their mission and goals are consistent with the current Maryland State Plan for Postsecondary Education. The College's most recent MHEC Mission Statement was submitted in November 2018. *(Note: The MHEC Mission Statement is not a mission statement per se, but rather a document which evaluates the extent to which the College's mission and goals are consistent with the goals and objectives outlined in the State Plan for Postsecondary Education.)*

Integrated Postsecondary Education Data System (IPEDS) (submitted annually)

The College collects and submits data to IPEDS at various specified points throughout the academic year. These data and their compilation in the annual IPEDS Data Feedback Report provide valuable assessment information. The Data Feedback Report also provides comparative data obtained from institutions that have been identified as peers based on their institutional characteristics. Key performance indicators obtained from IPEDS include retention, completion, graduation and transfer rates, as well as information on enrollment, financial aid, human resources, and financial indicators.

*Community College Survey of Student Engagement (CCSSE) (administered biennially) **

The CCSSE is administered in-class to a pre-determined sample of students and the results are compared to national norms in relation to five key benchmarks: active and collaborative learning; student effort; academic challenge; student-faculty interaction; and support for learners. The College has administered the CCSSE in the spring of even-numbered years since 2010, and most recently in spring 2018. *Going forward, however, due to the relatively high cost involved, the College will administer the CCSSE less frequently.

*National Community College Benchmarking Project (NCCBP) (administered biennially) **

Participation in the National Community College Benchmarking Project provides the College with comparative data from peer or aspirational institutions nationwide in relation to more than 150 benchmarks focusing on completion and transfer for full- and part-time students; retention and persistence rates, student performance; student satisfaction and engagement; job market; and other institutional effectiveness metrics. The College participated in the NCCBP beginning in 2013 and most recently in 2017. *Going forward, however, the College's participation in the NCCBP will be less frequent due to the time and cost involved.

ETS HEIghten® Assessment Suite (administered annually)

The Educational Testing Service's HEIghten® Assessment Suite is one of the tools the College uses for assessing student learning with respect to General Education. All students who are candidates for graduation are tested in mathematics, critical thinking/reading, and writing. Formerly, from spring 1999 until it was discontinued by ACT in 2017, the College used the Collegiate Assessment of Academic Proficiency (CAAP) for this purpose. While HEIghten® is an improvement over the CAAP, it shares some of the CAAP's limitations, and for this reason, the College is currently evaluating its continued use.

Student Surveys (administration schedule varies)

The College administers several student surveys. The *Graduating Student Survey*, which is administered to each graduating class just prior to graduation, focuses on students' evaluation of their experience at Garrett College. The *Student Satisfaction Survey*, which is generally administered in the spring of even-numbered years, focuses on students' opinions concerning the campus facilities and environment and the College's programs and services. Both of these surveys are developed in-house. The *Graduate Follow-Up Survey*, which is administered in spring/summer of odd-numbered years to the previous year's graduating class, as required by MHEC, focuses on graduates' evaluation of the extent to which their time at Garrett College prepared them for either further study (i.e., transfer) or for work. The *Non-Returning Student Survey*, which MHEC also requires, is administered in the fall of odd-numbered years to students who do not return to the College from the previous spring; it focuses on students' reasons for not returning. This response rate for this particular survey is typically very low.

Employee Survey (administered biennially)

The College periodically surveys its employees. Respondents are asked to evaluate the College's facilities, the support services provided by various offices, the College's governance process, and their satisfaction with their job, including the fringe benefits and professional development opportunities the College provides. At present, the employee survey is conducted in the spring of even-number years, with the most recent occurring in spring 2018.

How Planning and Assessment Information Is Being Shared

Until recently, except for the Strategic Plan and its accompanying progress reports, other kinds of planning and assessment information were rarely shared or discussed outside of the respective division or unit where those plans and assessment results originated. The College also lacked any kind of systematic process for effectively organizing such information and making it accessible to a wider audience, apart from occasional discussions that occurred at College Council. The Middle States small team that visited campus in October 2017 recommended that *"The institution should establish widespread participation in departmental/area institutional effectiveness activities. In turn, those activities should regularly inform the budgetary process of the institution and serve as a measure of achieving the goals of the 2017-2020 Strategic Plan."* They also recommended that the College *"... develop a consistent and cohesive assessment calendar, one that will provide evidence of workable, regularized, collaborative institutional processes and protocols to ensure the effective dissemination, analysis, discussion, and use of assessment results among all relevant constituents."*

In response to the small team's recommendations, the College has taken the following actions:

College Council meetings have been designated as the principal forum for sharing and discussing assessment results across campus, and for making decisions and recommendations based on those discussions. A principal body within the College's governance process, College Council is the appropriate choice for taking on this role within the College's institutional effectiveness process since its membership includes all of the division heads and all but a few of the heads of its individual operating units. (Any unit heads who are not regular members of College Council are asked to attend when institutional effectiveness items are on the meeting agenda.) College Council normally meets monthly, but meetings can be scheduled more frequently when needed.

Once assessment results have been reviewed and discussed, College Council is responsible for making decisions and recommendations based on those results, particularly where the allocation of resources is involved. As a result, College Council is now charged with the task of establishing the institution's priorities with respect to the allocation of resources in preparation for the next budgeting cycle. This process was piloted successfully in November 2018 as a preliminary to developing the budget for Fiscal Year 2020. Data obtained from MHEC

Performance Accountability Reports and other sources, which were shared with College Council, have shown that among the College's incoming credit students, the developmental education need has typically averaged about 80 percent, and that among students in this population, the attrition rate has averaged about 70 percent. After discussing the implications of these data, and their impact on student success, College Council recommended strengthening the College's developmental education program as a top funding priority for the FY2020 budget. As a result, two new full-time developmental faculty positions (one for developmental English/reading and one for developmental math) have been included in the FY2020 budget.

A comprehensive institutional effectiveness plan (this document) is in place that provides a coherent framework for organizing and directing all of the College's planning and assessment activities and bringing them together around the common theme of what it means to be an effective institution. Such a "roadmap" has been lacking in the past, which has made it difficult for many faculty and staff, as well as individuals from outside the College, to understand how all the pieces fit together. The Institutional Effectiveness Plan connects all of the College's various planning and assessment activities and explains their respective roles with regard to achieving institutional effectiveness.

Taskstream AMS® was adopted as the electronic system the College will be using for organizing, storing, managing, communicating, and reporting all of its planning and assessment information. With Taskstream®, all of the College's planning and assessment information is housed in one location, can be easily transferred between components, and can be readily shared with a wide audience. The College is still in the process of implementing Taskstream®, but it is expected to be fully operational for fall 2019.

The steps the College has taken over more than the last 18 months with respect to creating a coherent framework for organizing and managing its planning and assessment information – developing an Institutional Effectiveness Plan; establishing a process and a forum where assessment information can be widely shared, analyzed, and discussed, and the results used for decision-making, priority-setting, and allocating resources; and acquiring a software system designed to facilitate the storage, management, communication, and presentation of planning and assessment information – have significantly strengthened the College's capabilities with respect to achieving more widespread participation in institutional effectiveness activities. These actions have also helped ensure that assessment results are used to enable the College to more effectively carry out its mission and goals, and improve its operations, programs, and services.

How Assessment Results Are Being Used to Achieve Institutional Effectiveness

After assessment results have been analyzed and discussed, one or more of the following actions are normally taken:

1. The assessment results can be used to either update or revise existing plans, or inform development of new plans.
2. The assessment process can be continued (repeated) in order to obtain longitudinal data.
3. The assessment results can be used to improve teaching and learning; make informed decisions; establish priorities; allocate resources (i.e., develop budgets); improve programs, operations and services; and evaluate performance.

All of these actions can lead to greater institutional effectiveness through improved planning and assessment; improved programs, operations and services; more efficient use of resources; and increased student success, as is shown by the institutional effectiveness process flowchart displayed on the following page.

It should be noted that by fall 2019, the College's Strategic Plan, division- and unit-level effectiveness plans, Cultural Diversity Plan, and student learning assessment plans, along with the progress reports and assessment results associated with them, will be lodged in Taskstream®. In order for any of the actions shown on the institutional effectiveness process flowchart (or those listed under #3 above) to be taken, Taskstream® calls for the generation of an *operating plan* – an action or implementation plan – a protocol that has been incorporated into the institutional effectiveness process flowchart.

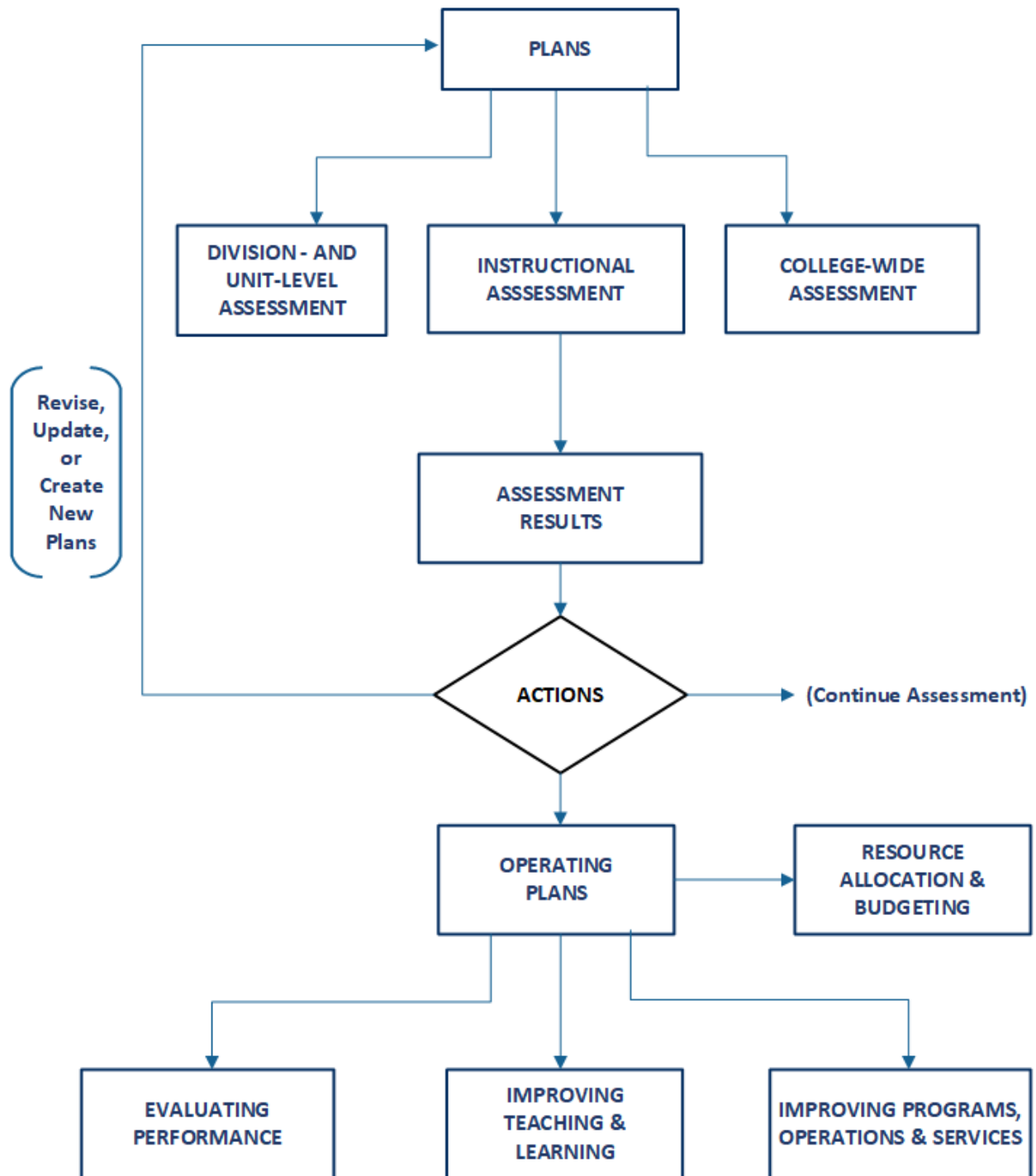
EVIDENCE OF CHANGES MADE AS A RESULT OF ASSESSMENT

It is important that any changes or improvements that have been made based on assessment results are documented. To date, most of this documentation is recorded in the following places:

- Annual reports from the Faculty Student Learning Assessment Workshops
- Division- and unit-level effectiveness plan annual progress reports
- Strategic Plan status and annual progress reports
- Other miscellaneous reports

Taken altogether, this involves a large number of separate documents. Going forward, all of the College's planning and assessment information, including evidence of changes and improvements made as a result of assessment, will be lodged in Taskstream®, along with any supporting documentation.

INSTITUTIONAL EFFECTIVENESS PROCESS FLOWCHART



ANNUAL PLANNING, ASSESSMENT & BUDGETING CALENDAR

JULY

- Begin compilation of assessment results from the preceding fiscal year
- Effectiveness Plan (division- and unit-level) annual progress reports due (in Taskstream)
- Board of Trustees reviews the Strategic Plan Annual Progress Report
- Board of Trustees approves the Cultural Diversity Plan/Progress Report
- Preparation of the MHEC Performance Accountability Report begins
- Submit Garrett County Scholarship Annual Report to County Commissioners

AUGUST

- Compilation of assessment results from the preceding fiscal year completed
- Strategic Plan revised as necessary (pending Board approval in September)
- Effectiveness Plans (division- and unit-level) updated/revised (in Taskstream)
- MHEC Performance Accountability Report completed (pending Board approval in September)
- Cultural Diversity Plan/Progress Report submitted to MHEC
- Assessment findings presented at Convocation activities
- Faculty Assessment Planning Workshop (half-day) for the fall semester (includes a review of the learning assessment results from the previous academic year)
- Faculty/academic program director formal program review assignments for the upcoming academic year

SEPTEMBER

- Reviews of updated Effectiveness Plans conducted with all division- and unit-level personnel, and implementation (*operating*) plans developed if necessary (in Taskstream)
- Revisions to the Strategic Plan approved by the Board of Trustees (if necessary)
- MHEC Performance Accountability Report approved by the Board of Trustees and submitted to MHEC

OCTOBER

- Strategic Plan quarterly progress review
- IPEDS Feedback Report – comparison groups
- Based on assessment results and other criteria, divisions and their component units (including the President's Office) meet to determine the funding priorities for their respective areas with regard to the next fiscal year's budget

NOVEMBER

- Based on assessment results and division input, College Council determines funding priorities for the College's next fiscal year budget
- Requests for special state capital funding submitted to the State government
- Budgeting process "kick-off" meeting; distribution of operating budget materials to budget managers
- Administer the Non-returning Student Survey (fall of odd-numbered years)

DECEMBER

- Budget managers solicit input from staff and faculty to identify and prioritize items to be included in the proposed operating budget for their area
- Compile learning assessment results from the fall semester and input to Taskstream

JANUARY

- Budget development continues, with draft budgets and budget justifications/narratives to be input into Jenzabar by the end of the third week of the month
- Tuition rates set for the next academic year (changes require Board of Trustees approval); estimate of total enrolled credit hours for the next academic year determined
- Strategic Plan quarterly progress review
- Faculty Assessment Planning Workshop (half-day) for the spring semester
- Learning assessment results from the fall semester entered to Taskstream

FEBRUARY

- Effectiveness Plans (division- and unit-level) interim progress reports (with notes entered in Taskstream)
- Next fiscal year county appropriation request submitted to Garrett County government
- Develop budget for equipment and other one-time expenditures
- Conduct review and analysis of draft operating budget
- Administer Student Satisfaction Survey (spring of even-numbered years)

MARCH

- Revise draft operating budget based on input from Executive Council
- Review current year's budget-versus-actual/anticipated expenditures for the remainder of the fiscal year^
- Administer Graduate Follow-Up Survey (spring of odd-numbered years)

APRIL

- Graduating students complete the *HElghten*® Assessment Suite
- Draft budget submitted to the Board of Trustees for preliminary review
- Strategic Plan quarterly progress review
- Administer Employee Survey (spring of even-numbered years)
- Begin preparation of MSCHE Annual Institutional Update (AIU)
- State capital funding awards announced

MAY

- Board of Trustees review and discussion of the draft operating and capital budgets
- AIU completed and submitted to MSCHE
- Administer Graduating Student Survey
- Learning assessment results from the spring semester entered to Taskstream

- Faculty Learning Assessment Workshops (Day One – Program-Level Learning Assessment); Day Two – General Education Assessment (including developmental studies)
- Student learning assessment annual reports completed in Taskstream
- Next fiscal year county appropriation and capital funding announced[±]

JUNE

- The Board of Trustees approves the operating and capital budgets for the next fiscal year
- Executive Council conducts an annual review of the Strategic Plan; the Strategic Plan Annual Progress Report is extracted from Taskstream
- The Cultural Diversity Plan/Progress Report is developed in preparation for Board of Trustees review and approval in July
- Prepare Garrett County Scholarship Annual Report

NOTES:

*Data and other information are submitted to IPEDS and MHEC at various points throughout the year.

^A budget analysis is actually prepared each month for review by the President and Board of Trustees, but the more in-depth March review takes into consideration possible budget cuts that may be necessary in order to maintain a balanced budget.

± In some years, this announcement may not occur until June.