

Policy: **Institutional Effectiveness and Assessment**  
Responsible for Policy: Director of Institutional Effectiveness

Policy Number: **B-21**  
Most recent approval date: September 2014

### **Policy Statement**

It is the policy of Finger Lakes Community College to maintain and support a comprehensive institutional improvement process as a means to assess and improve the total range of programs and services at the institution. The College's ongoing institutional effectiveness and planning activities are designed to answer the question, "Is the College fulfilling its mission and achieving its goals?" The College is committed to assessing the effectiveness of all institutional functions on a regular and ongoing basis, with the highest priority placed on the assessment of student learning.

The assessment of institutional effectiveness at FLCC is designed to be useful; cost-effective; accurate and truthful; carefully planned; and organized, systematic and sustained. Assessment information at FLCC is used as a basis for assessing the institution's effectiveness in achieving its mission and strategic plan, for monitoring and improving the environment for student learning, and for identifying ways to enhance overall student success. Institutional effectiveness information is linked to the institution's ongoing planning and resource allocation process. In addition, findings are used to evaluate the assessment process itself, leading to modifications that improve its relevance and effectiveness.

Professional development and training in outcomes assessment, along with ongoing institutional guidance and support by the Assessment Coordinator and the Director of Institutional Effectiveness, are provided for all employees who are engaged in assessment activities.

### **Reason for Policy**

Regularly scheduled assessment allows the College to ensure that its entire range of programs and services are effective (they accomplish what they are intended to do), efficient (they make wise use of human and financial resources) and equitable (they are fair and consistent). Assessment at FLCC is designed to promote a culture of evidence and to support continuous improvement in all aspects of the institution.

### **Applicability of Policy**

All employees of Finger Lakes Community College should be familiar with this policy.

### **Definitions**

None

### **Related Documents**

- Finger Lakes Community College Institutional Effectiveness Plan
- Finger Lakes Community College Institutional Effectiveness Plan Scheduling Matrix
- Middle States Characteristics of Excellence (Standards 2, 3, 7 and 14)

### **Review dates/action taken (policy requires Board of Trustees approval):**

- December 2013: original approval date (new policy)
- September 2014: no policy revisions

## **Procedures**

These Finger Lakes Community College procedures are set forth to establish a comprehensive, ongoing, integrated system designed to assess institutional effectiveness. These procedures apply to all employees at the College.

## **Process**

### Structure

The College's Institutional Effectiveness Plan is structured to outline the process, clarify the responsibility and consolidate the ongoing schedule for the review and assessment of all aspects of the College's operation. The components of the institutional effectiveness plan include: the strategic plan (mission, vision, operational goals, strategic goals, key performance indicators); supporting strategic planning documents (scheduling matrix, divisional master plans, operational plans); finance and facilities plans (five year financial model, facilities master plan, capital improvement plan); enrollment management plan; retention plan; assessment of student learning (academic program review, general education assessment, course level assessment) and service area program reviews.

The Director of Institutional Effectiveness is charged to lead, direct and communicate the ongoing implementation of the college's Institutional Effectiveness Plan. Assessment of student learning (academic program reviews, general education assessment and course-level assessment) is led by the Assessment Coordinator and the Assessment Committee, a standing committee of the Academic Senate. The Vice President of Academic & Student Affairs is responsible for the assessment of student learning. Service Area program reviews are led by the Director of Institutional Effectiveness and the Service Area Assessment Committee, a standing committee of the College Council.

### Timeline

The Institutional Effectiveness Plan Matrix outlines, by semester, a ten-year schedule for all components of the comprehensive plan. The matrix will be modified annually by deleting the previous year and adding the tenth year to the document. A permanent record of all Institutional Effectiveness Plan Matrixes will be housed in the Office of Institutional Effectiveness.

## **Forms/Online Processes**

- None

## **Appendix**

- None

## **Review dates/action taken:**

- December 2013: original effective date (new procedures)
- September 2014: non-substantive revision