ASSESSMENT AT FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Mission

Please state the mission of your department or program of study. According to SACSCOC (Southern Association of Colleges and Schools Commission on Colleges), the accredited institution "(1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees its offers, and that indicate whether it is successful in achieving its stated objectives" (SACSCOC, 2020, p.3). For all programs and departments, the mission statement should be distinctive, clarify program/department activities and functions, identify stakeholders, and reflect alignment with the institutional mission and strategic plan (Bresciani, 2006).

Outcomes

Academic programs and non-academic departments must formulate **at least three objectives** that are specific, measurable, achievable, realistic, and time-bound (SMART). According to Bresciani (2006), "the institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results" (p. 60). For academic programs, each objective must map to one or more of the institutional goals, strategic plan strategies, and general education core competencies. The objectives for non-academic departments must map to one or more institutional goals and strategic plan strategies. General education core competencies are not applicable, except for some departments in Student Services (e.g., Library, Student Learning Center).

Measures

For each objective, there is a related measure that describes the methods used for evaluation purposes (Bresciani, 2006). **First, you will identify the source of evidence from the drop-down box** (e.g., test, survey, portfolio, etc.). The use of multiple measures allows you to gather different perspectives and gauge effectiveness using direct and indirect assessments. For the purposes of assessment at FTCC, the following template will be used by all:

- What (What are you assessing?):
- How (How are you going to assess the objective? Also, this is where you will talk about how you established the target for success. In other words, what is your basis for the target):
- Why (Why is assessing the objective important? What do you hope to prove?):
- When (When will the assessment take place?):
- Who (Who is responsible for the assessment?):

Target

What is the key performance indicator that indicates success?

Findings

In this section, you will indicate whether you met or did not meet the target. Regardless of whether you met the target, you must create an action plan.

Summary

After you indicate whether the target was met or not met, please provide a brief summary of the results within the summary box.

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Analysis

For each measure, this is the section where you will close the assessment loop. Within the Analysis box for each measure, please use the following template:

- What were the strengths of your assessment process?
- What were the weaknesses of your assessment process?
- What was learned as a result of your assessment process?
- What opportunities were identified from assessment findings for continuous improvement?
- How will the assessment data be used for evidence-based decision-making for continuous improvement?

Action Planning:

Regardless of target success, please create an action plan (the icon is located at the bottom of the Measure screen) for each finding within the Measure section. If you did not meet your target, you will carry the objective, measure, and target forward into the next assessment cycle. However, here is where you will indicate the following:

- Click on the dropdown box and select the intervention that best aligns with your plan for the upcoming cycle.
- Description of what occurred to prevent you from meeting the target during the current assessment cycle.
- Implementation Description: What will you adjust going forward to meet the target? What additional resources are needed, if any? Who will be responsible for the assessment? Also, the implementation description must be reflected in the "How" statement in the next assessment cycle.
- If you met the target, there is an option in the dropdown box for not assessing in future cycles. However, please provide a brief explanation within the action plan. Also, this an excellent opportunity to build upon what you learned and incorporate into a new objective, measure, and target.

Documentation

The following supporting documentation must be uploaded into your assessment within Watermark:

- Academic Program Reviews (curriculum only)
- Advisory Committee Meeting Minutes (curriculum only)
- Planning Documents
- Sources of evidence used for each objective
- Detailed evidence that supports your target (while you may report a target in aggregate, you must upload individual results for each student while maintaining FERPA-Family Education Rights Privacy Act). To maintain FERPA, please ensure that no student names or identification numbers are uploaded into the assessment management system. For instance, if you used a rubric, you would upload the rubric used for each student (with the student's name removed) and their respective score using the rubric. If you used a test, you would upload each student's test score without the student's name.

References

Bresciani, M. J. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices*. Stylus Publishing, LLC.

Southern Association of Colleges and Schools Commission on Colleges (2020). *Resource manual for the principles of accreditation: Foundations for quality enhancement (3rd ed.)*. https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf