2017

Planning and Institutional Effectiveness Unit Review

SUFFOLK COUNTY COMMUNITY COLLEGE

Planning and Institutional Effectiveness:
Review Year 2016-2017:
Responsible Executive: Dr. Jeffrey Pedersen
Unit Review Chairperson: Dr. Helen Wittmann

Internal Committee Members:
Dr. Jeffrey Pedersen – Vice President, Planning and Institutional Effectiveness
Dr. Helen Wittmann – Assistant to the Vice President, Planning and Institutional Effectiveness
Kaliah Greene – Executive Director, Planning and Institutional Effectiveness – August 2017
James Lagonegro – Director of Enrollment Information & Reporting – Retired March 2017
Dr. Caroline Burns – Assistant Director
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Introduction
The purpose of this document is to guide the unit through the process of evaluation. While the unit conducts regular assessment of outcomes and establishes plans based upon these results, the process requires the unit to take a broad and pervasive look at the impact, effectiveness, and opportunities for enhancement of services. This process is designed to take a full year and requires significant investment of all individuals within the unit. It is important to not only involve administrators, faculty, and senior staff, but also, where applicable, support staff. This is an opportunity for the unit to closely examine its impact on the college and complete involvement is key to its success.

Section 1: History
Please provide pertinent historical information that will provide necessary context to the report. This section should highlight the development, modification of the mission, changes to staffing, reporting, and organizational structure as well as other important adjustments that have occurred which have significantly impacted the unit's operations and which external readers should be aware of.

The Office of Planning and Institutional Effectiveness had its beginnings in the College's Institutional Research Office. In addition to compliance reporting done by most college IR offices, the office also performed research projects both for the College and outside agents. After a change in leadership, the focus of the office changed and no longer performed outside research, and in 2007, the name of the office was changed to the Office of Planning and Institutional Effectiveness (OPIE), to reflect the language used in the field, and in recognition that the office

also performed the functions of evaluation, institutional research, compliance, and grants support.

In 2010 The State University of New York sent out a memorandum to College Presidents in reference to Policy and Guidance: Assessment. The memorandum discusses resolution 2010-39: Streamlining the State University Board of Trustees Policy on Assessment.

In response to this memorandum and recommendations of the Middle States Commission on Higher Education (MSCHE), and the increased attention to assessment in all of higher education, Suffolk County Community College began constructing a Comprehensive Plan for Institutional Effectiveness, originally focusing primarily on academic programs and learning outcomes. The College reorganized the Office of Planning and Institutional Effectiveness to support assessment activities.

In 2011 Suffolk County Community College (SCCC) renewed development of the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE), which was completed and approved by the administration and the College Board of Trustees in 2013. As the name suggests, the CAPIE is a plan that guides all assessment and evaluative activities at the college. The document was created with the assistance of the college community and is considered a living document that can change when edits are warranted.

During this time, the Office of Planning and Institutional Effectiveness worked with both faculty and staff to create goals and outcomes for every program and unit. The college community conducts annual assessment of these outcomes for both Academic programs and Administrative and Educational Support (AES) Units. Program and Unit Reviews also are conducted according to cycles outlined in the CAPIE.

At this time, the College was responding to being placed on warning by its accreditor, MSCHE, for the compliance standards concerning assessment of learning outcomes and assessment of institutional effectiveness. It was also important to make sure the college understood the importance of assessment, not simply for compliance purposes, but for the continual improvement. OPIE, working with other units throughout the college, convey the importance of assessment and how committed the college was to assessment activities.



The idea was to create a culture of assessment that inform an integrated planning process that tied strategic planning, operational planning, and budgeting and resource allocation to assessment activities.

OPIE works closely with others throughout the college to ensure that decisions made are based on findings of assessment and evaluative activities.

MSCHE expressed a concern that perhaps the process would not be sustainable, but the College has been progressing for almost six years and there has been significant improvement in all phases of planning and assessment. The guiding principle being that if and when necessary the processes can adapt. The CAPIE was revised in 2015 to make the document more "user friendly" and to reflect modifications to processes recommended through use of the document over time. The Assessment Advisory Council, the Strategic Planning Council, and and the Joint Planning and Assessment Council review the document annually with an eye toward fine-tuning the document to ensure its viability.

Section 2: Unit Overview

This section asks the units to profile and discuss the operations of the unit. Please provide as much narrative as necessary, but rely more heavily on documentation of evidence to make the case. As part of the evidence, please provide copies of unit meetings, agendas, and notes to document involvement from all individuals within the unit. The unit's mission, goals, and outcomes will be prepopulated from the College records. Jeff, I took this directly from our webpage.

The Office of Planning and Institutional Effectiveness (OPIE) at Suffolk County Community College derives its purpose in service to the College's Mission and Institutional Goals, which require a commitment to use College resources efficiently and effectively, a dedication to continual assessment and evaluation, and an assurance of accountability in all College activities.

- Each year the Vice President of Planning and Institutional Effectiveness works closely with the President and his Cabinet in preparing and presenting the Operational Plan. The Operational Plan defines how each division or campus with address one or more of the College's Institutional Goals. The document has evolved to include Achieving the Dream Capacities, Middle States Standards, as well as Presidential Goals. The document is updated periodically throughout the year with the Final Report in September. Reports can be found on the Office of Planning and Institutional Effectiveness website: http://www.sunysuffolk.edu/About/1368.asp
- Annual Report of Institutional Effectiveness details the College's progress in achieving progress on Measurable Institutional Objectives (MIO's) and Key Performance Indicators (KPI's) as developed for the Strategic Plan. Reports can be located at: http://www.sunysuffolk.edu/About/1374.asp

The Office of Planning and Institutional Effectiveness is dedicated to facilitating, coordinating, and guiding the college's strategic planning process; supervising and carrying out the college's institutional research functions; providing data and analysis for decision-making at a variety of levels throughout the College; assisting internal stakeholders with their research and assessment needs; helping monitor institutional compliance with all federal, state and local regulations; and coordinating College reporting to governmental agencies and external constituents in the most timely and accurate manner possible.

- The Office of Planning and Institutional Effectiveness is required to report to SUNY and IPEDS. OPIE also is responsible for reporting to the Voluntary Framework of Accountability (VFA), and the National Community College Benchmarking Project. There are also a number of reports that OPIE produces to assist the college community; these reports can also be found on the OPIE webpage at: http://www.sunysuffolk.edu/About/1399.asp
- OPIE members are involved in both Academic and AES assessments; preparing documentations such as SWOT analysis, Data Packages and Assessment Reports for both Academic and AES Unit Reviews. Assessment Reports are housed in TracDat. Units are informed that they must complete the process by adding their own summary and conclusions.

Further, the Office is committed to providing senior administrative personnel with accurate and timely measures of institutional progress to help guide decisions toward continuous improvement of systems and services. OPIE houses an Institutional Effectiveness division that coordinates institutional planning and assessment and evaluation efforts, including activities of strategic and operational planning, coordination of the Strategic Planning Council, the Assessment Advisory Council, and the Joint Planning and Assessment Council. The office also maintains oversight of the Institutional Review Board. Also under OPIE is the division of Institutional Research that coordinates survey research, data collection and reporting for enrollment, federal and SUNY programs, and other educational research activities.

- Through several committees, the members of the Office of Planning and Institutional Effectiveness work with constituents throughout the college community. The OPIE webpage houses the minutes from:
    - Strategic Planning Council
    - Assessment Advisory Council - https://www.sunysuffolk.edu/about-suffolk/office-of-planning-and-institutional-effectiveness/assessment-advisory-council.jsp
    - Members of the department are also on many college committees that may require expertise in the field of research and analysis.
- The OPIE webpage also houses tools and templates created to assist in the documentation of assessment activities - https://www.sunysuffolk.edu/about-suffolk/office-of-planning-and-institutional-effectiveness/administrative-and-educational-support-unit-assessment/tools-and-templates.jsp. Assessment documentation/reports are also housed in TracDat
- The Institutional Review Board page is set up to give researchers the tools needed to apply for IRB approval - https://www.sunysuffolk.edu/about-suffolk/office-of-planning-and-institutional-effectiveness/institutional-review-board.jsp
- As mentioned earlier in this document the Institutional Research webpage houses many reports meant to assist the college in its planning and assessment activities - https://www.sunysuffolk.edu/about-suffolk/office-of-planning-and-institutional-effectiveness/institutional-effectiveness-and-research.jsp

OPIE is a service department at the College that hopes to assist every College department in fulfilling Suffolk County Community College's Mission to promote "intellectual discovery,

physical development, social and ethical awareness, and economic opportunities for all through an education that transforms lives, builds communities, and improves society.

Mission:

The Office for Planning and Institutional Effectiveness (OPIE) engages the stakeholders of Suffolk County Community College in a process of continuous improvement and functions as a resource for the advancement of the College's mission and vision, through systematic, integrated, and strategic processes. OPIE supports and facilitates planning, institutional effectiveness, institutional research, assessment, and accreditation activities and provides consultation and expertise in research methods, data administration, and implementation logistics.

Goal:

To support the College's strategic and operational planning efforts
To develop, implement, and maintain the planning system, in collaboration with appropriate stakeholders, which supports institutional effectiveness, creates planning mechanisms, and develops and evaluates planning cycles.

Objectives

Document efforts to ensure yearly progress toward achievement of the College's strategic plan;
Document the development and implementation of action plans in academic programs and AES units;
Provide the appropriate tools and training for planning efforts.

Goal:

To support the College's assessment and evaluation efforts as stated in the CAPIE
To take responsibility for institutional assessment efforts, in collaboration with appropriate stakeholders, which supports planning, develops and evaluates assessment cycles, and assists Academic Programs and Administrative and Educational Support (AES) units in pursuit of continuous improvement.

Objectives:

Document and support the implementation of academic assessment
Document and support the implementation of AES assessment
Document and support the implementation of Academic Program Review (evaluation)
Document and support the implementation of AES Unit Review (evaluation)

Goal:

To provide data and reports that are accurate, consistent, and timely to both internal and external constituents.
To provide data and reports that are accurate, consistent, and timely to both internal and external constituents, conduct research and analyses in support of institutional effectiveness, and serve as a resource for the college community.

Objectives:

Provide accurate and timely data, analysis, and reports to internal constituents
Provide accurate and timely data and reports to external constituents with no errors
Consult with constituents on research, including research design, data collection, statistical analysis, and reporting of results

Goal:

To document the achievement of the college's mission and goals through the institutional effectiveness system within the CAPIE
To develop, implement, and maintain the institutional effectiveness system, in collaboration with appropriate stakeholders, which supports the achievement of the college's mission and goals, and develops and evaluates the institutional effectiveness cycle.

Objectives

To document and support implementation of the integrated planning system as stated in the CAPIE

Goal:

To support the College's regional and specialized accreditation and reaffirmation efforts
To provide or facilitate provision of accurate and timely data for reporting to regional and national accrediting bodies, and to serve as a resource to self-study teams.

Objectives**:**

Provide, document and analyze required data and information for regional accreditation and reaffirmation efforts
Provide, document and analyze required data and information for specialized accreditation and reaffirmation efforts

If the Unit has modified the mission, goals, and outcomes as a result of the review, please provide that information below.

What current institutional goals and measurable institutional objectives (MIOs) connect to the mission of the unit?

The Office of Planning and Institutional Effectiveness is engaged all of the current goals of the college, however, OPIE's main connection is to Goal 4: Institutional Effectiveness. It is the purpose of Institutional Effectiveness to ensure that all divisions, departments, programs, services and units are implementing assessment activities used towards continuous improvement in achieving the College's mission, vision, and goals, and to provide data used for decision-making, budget and resources allocation, all planning activities, and the gauging of institutional effectiveness.

What are the primary functions and services this unit provides to Suffolk County Community College?

- Institutional Effectiveness Report
- Operational Planning Report

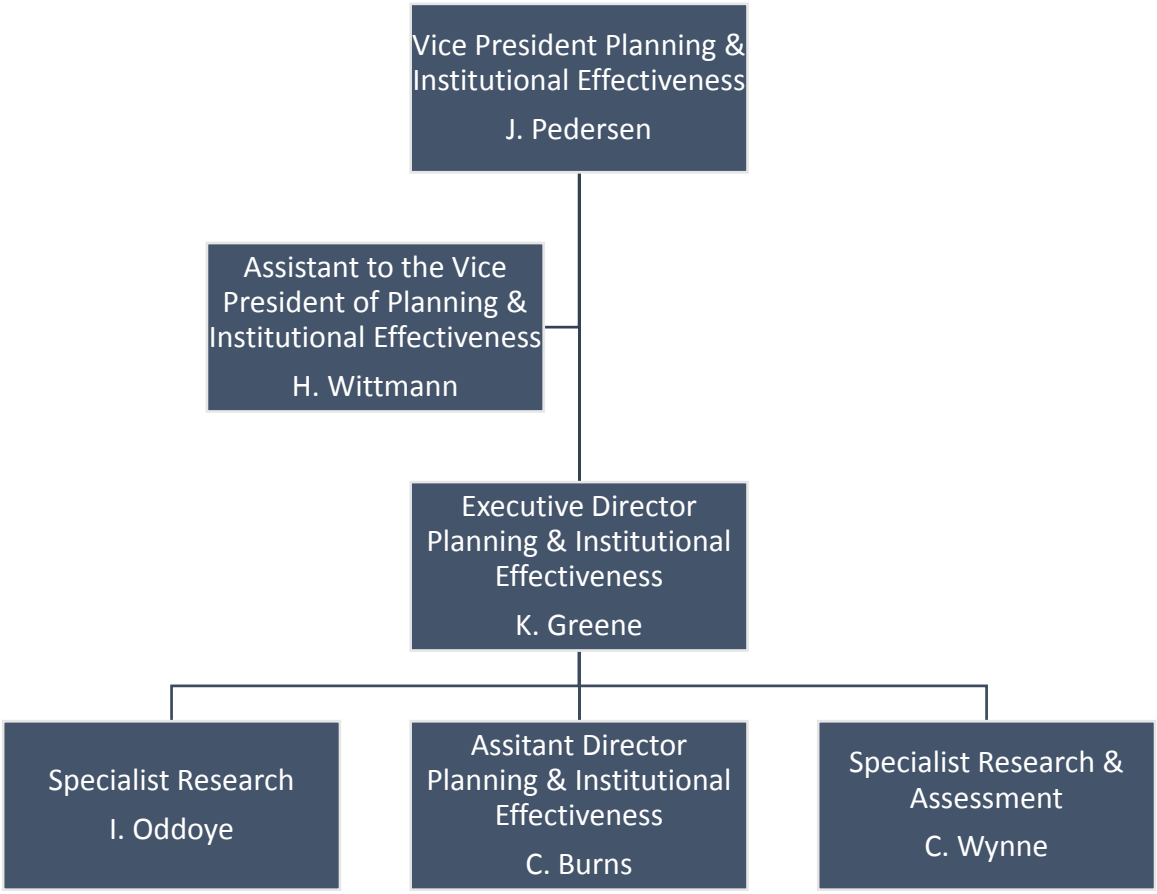
- Reporting (internal and external)
  - IPEDS
  - Voluntary Framework of Accountability (VFA)
  - Achieving the Dream
  - National Community College Benchmarking Project
  - SUNY Excels
  - Long Island Regional Advisory Council on Higher Education (LIRACHE)
  - Student Achievement Measures
  - SUNY Student Opinion Survey
  - Community College Survey of Student Engagement
- Assisting with Academic and Unit Assessments
  - Academic and AES Assessment Reports
  - Surveys
  - Ad Hoc Reports
  - Data packages
- Joint Planning and Advisory Council
- Strategic Planning Advisory Council
- Assessment Advisory Council
- Institutional Review Board (IRB)
- Support of the Grants Office (reporting)

Please identify the unit's reporting structure and processes for ensuring quality communication (include a unit organizational chart as an appendix).

- The Office of Planning and Institutional Effectiveness is supervised by the Vice President for Planning and Institutional Effectiveness, a Cabinet-level position, who reports directly to the President of the College. The Vice President of OPIE
- The Assistant to the Vice President for Planning and Institutional Effectiveness reports to the Vice President and helps to coordinate the various functions of the office, especially in the areas of compliance reporting, IRB, statistical and enrollment reports, and AES Unit assessments and reviews.
- The Executive Director reports to the Vice President and is responsible for oversight of staff, assigning tasks, monitoring operational planning activities, developing the framework for construction of the Strategic Plan (2020-2027), including the identification of Key Performance Indicators to inform the planning process. The Executive Director assists the Vice President in budgeting.
- The Assistant Director for Planning and Institutional Effectiveness reports to the Executive Director and assists with academic assessment, supervises survey research, supervises Professional Assistants in the area, organizes and maintains the College's planning and assessment software, and is the office liaison with the Grants Office.
- The specialists report to the Executive Director and perform assigned tasks in data retrieval and analysis, ad hoc reporting, institutional research, SWOT analyses used in evaluation, and compliance reporting, in collaboration with the Assistant to the VP.
- The office has two secretarial support personnel, who assist the office staff in clerical duties, budgeting and procurement, coordination of meetings, webpage maintenance, and communication efforts.

- Currently, the Professional Assistants assist with survey research and grants support, as well as academic assessment.

In September of 2015, office personnel, who had been located in three separate locations at the College, were relocated to the North Building to occupy a shared space. This allowed for more collaboration among staff, constant communication, an increase in both supervision and efficiency, and a reduced need for personnel.



Staff from the Office of Planning and Institutional Effectiveness (OPIE) will be facilitating a strengths, weaknesses, opportunities, and threats session with the unit. OPIE will provide a report from the session which should be included as an appendix to the report, however, the Unit is required to provide a summary of the key findings below.
Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit and with the internal committee, both of these in respect to unit overview section.

A SWOT Analysis was conducted on November 15, 2016.

Analyses of OPIE's strengths found that its "people" are considered its greatest strength, followed by their "adaptability." Relatedly, staff were described as "collaborative," "hard-working," "knowledgeable," and "hospitable." Lastly, the staff's positive reputation was noted, in particular, one respondent commented that "it had improved greatly."

Participants cited staffing, or more accurately, lack of staffing, as the number one weakness currently facing OPIE; particularly in light of the demand for services placed on the office. Communication/image was noted as its second leading weakness – the perception of the office had often been negative in the past. Lastly, participants commented on the need to bring the office up-to-date with current and available technologies/software. In particular, acquiring both appropriately trained staff and the requisite number of staff is crucial to running an effective department.

A polling of participants' perceptions of "opportunities" and "threats" facing the office found a synergy between the two SWOT dimensions. Further, participants' analyses of potential opportunities directly addressed the perceived "threats" to the office. In keeping with their analyses, a review of the "threats" facing the office found an "increased demand" for data/information generated from Federal and State mandates, accrediting bodies, and compliance-related issues to be the greatest threat facing the office, followed by problems related to communication/perception, and outdated technology. Increased demands for data/information are seen not only in the type and amount of data/information requested, but also in the number of agencies requesting information (i.e., Middle States, Achieving the Dream, Benchmarking Project, Clearinghouse, and etcetera). Survey functions associated with the office are vulnerable to threats related to a lack of cloud-based technologies and "survey fatigue."

Participants found that the greatest opportunity available to the unit is the opportunity to update training, software, and technology. For example, technologies addressing web-based/ cloud-based survey administrations would serve to augment the office's scope in this area. Moreover, the "culture of assessment" that prevails in higher education today, could be used as an opportunity to communicate and educate our stakeholders to the role OPIE plays in helping achieve a culture of assessment, and ultimately institutional effectiveness. Likewise, communication to stakeholders as to the use of data and information would stand to benefit both the office and the college.

Section 3: Staffing

As part of the unit review process, the unit is asked to examine staffing levels, impact of leadership, and the ability to effectively achieve a unit's mission as a result. The unit and internal committee should consider the scope of responsibilities, expertise, credentials, and the mission of the unit as central to the conversation.

Historically, how has the unit sought to determine the appropriate staffing levels necessary to meet the mission (i.e. benchmarking against national or state standards, ? If there have been recent efforts, please highlight these as well.

Do your current staffing levels and qualifications enhance or detract from the unit's ability to achieve its stated mission? Please provide a detailed explanation.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit and internal committee, both of these in respect to staffing.

The Office of Planning and Institutional Assessment has undergone a significant amount of change over the last ten years, both in terms of personnel and its focus. There have been four different chief administrators, and many mid and lower level staff changes, which has provided both challenges and opportunities for the office.

Changes in leadership have created challenges in the form of different levels of expectation, changing roles among the staff, changing processes and reporting structures, and different approaches in performing functions. Such changes can create anxiety, frustration, and confusion among staff.

Changes in leadership have allowed for an evaluation of processes and procedures, a change in office culture and climate, and eventually, once stability in leadership was achieved, a clearer direction for the office.

Staffing changes have presented challenges as well. Due to the College's very slow process for replacing personnel, historically weak succession planning, and a tendency toward "silos," which didn't allow for multiple staff members to know and understand tasks of others and at time a loss of "institutional memory," the office has been faced with vacuums that various staff members have had to fill so that the College would maintain its compliance requirements and the ability to perform day-to-day functions. This, at times, has been stressful.

Due to continual evaluation of the utilization of personnel as the evolution of the office's responsibilities at the College has taken place, the office has been able to function well with a reduced staff by working toward greater efficiencies, using technology to enhance operations, and developing amore collaborative approach to tasks.

This has led to several enhancements in operations:

- All work performed by staff is reviewed before release.
- The office is working toward redundancy in knowledge of how tasks are accomplished.
- Progress has been made toward a more collaborative culture.
- Due to a focus on accuracy and consistency, the work of the office is more trusted by the College community than it had been.

- The office has developed a more “service” oriented culture and so has been utilized more readily by the College community. Working collaboratively, rather than independently or in a directive manner, has helped the College enhance its culture of planning, assessment, and evaluation.
- The office has been able to reduce expenditures, submitting two reduced budgets, and coming in under budget each of the last several years. And, the College has experienced large turnover savings in having some key positions vacant for long periods.

While greater demands have been placed on the office and look to grow even more, the office is aware of the fiscal challenges facing the College, and understands that a fully staffed office is unlikely. The office has recently filled some key positions, and with restructuring and collaboration, along with stability in leadership, the office is poised to be effective, even while “doing more with less.”

Section 4: Planning and Assessment
For the past several years, this unit has been assessing specific outcomes, gauging progress, looking at how to improve results through yearly planning, and identifying available/requesting additional resources to support the unit. While the process has been annual, the unit review process not provides an opportunity to explore, comprehensively, these results in the context of unit enhancement through a self-evaluation.

Please identify which outcomes have been assessed by the unit. If formal assessments through the use of the annual assessment template have not been completed, please detail major improvement efforts, activities, and initiatives as well as comprehensive reports that are aligned with the unit's goals and outcomes.

We have annual assessments from 2013-2014, 2015-2016 and a survey that was completed in 2011. I will look for the 2014-2015 assessment. Not sure if you would like all of us to meet and see if running the survey would be pertinent. I think it might show quite a culture change at the college.

For each outcome assessed, please provide a summary of both the results of the assessment as well as the plans that emerged from the assessments. Again, please consider all efforts whether officially aligned with the unit's goals and assessments or not.
Please identify changes that were implemented as a result of the unit's improvement efforts.

Please identify all budget requests and resource reallocations that emerged as a result of the unit's improvement efforts.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to planning and assessment.

Section 5: External Evaluation
It is important for units to look outside of SCCC when evaluating the effectiveness of its operations. Not only is this a Middle States requirement, but it reflects commonly accepted good practices. While the College is only asking for each unit to secure two external reviews, there is certainly no limit.
Please identify the two external reviewers who will be examining this unit. Note, at least one should be from a community colleges and, ideally, at least one will be from a SUNY institution. Please refer to the external visit guidelines and external reviewer reporting guidelines for further information on what material should be provided to and by the external reviewers.

External Review Members (name, position, and institutional affiliation):

Raymond Galinkski – Lehman College - Interim Director, Institutional Research, Planning, and Assessment
Davinder Kaur – Stony Brook University - Assistant Dean, Office of E-Learning School of Professional Development

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit and internal committee, both of these in respect to the external evaluations.

Section 6: Final Conclusions and Recommendations
As a result of this evaluation, the unit possesses an inventory of information, but without a comprehensive review and discussion of the information, this review is incomplete. It is critical that the unit take all of the information, from the internal self-study as well as the external report, and establish a direction, expectations, and a focus for the next five years. Doing so will enhance the effectiveness of the annual assessment efforts and development of action plans moving forward.
Please provide an evaluation of the unit's performance based upon the information provided thus far.
Finally, please incorporate all of the summary information gathered thus far during the unit review and provide a final analysis. Include all conclusions, recommendations, and information that will be important for the unit to consider over the next six years in preparation of the next AES Unit review.

The Office of Planning and Institutional Effectiveness has experienced a great deal of change over the last few years. There have been several changes in leadership and personnel. During this period, the role of the office at the College has also undergone significant change. The emphasis on assessment and evaluation, compliance and accountability, and the changes and demands of new technologies, has shaped the emerging role of the Office of Planning and Institutional Effectiveness.

Now that the office is more stable, with more manageable staffing levels, and a Vice President that has been in place for four years, the office is settling into its more defined role at the College and is working more collaboratively, with a greater eye to efficiency, accuracy, and effectiveness.

The Office of Planning and Institutional effectiveness has a broad scope of responsibilities. Often these responsibilities were "siloed," with only one or two staff members involved in each process. The office has succeeded in creating a more collaborative environment, which has contributed to necessary redundancy in process knowledge and the ability for better review of work.

The Office has improved its relationship with College departments, offices, and divisions, and is seen more as a "service" department, as opposed to a strictly "compliance" or research office.

The office has taken significant steps to work collaboratively with Computer Information Systems and other offices involved with data collection, maintenance, and retrieval to work on issues of data integrity, data management, and accurate data reporting.

The office has successfully resuscitated the Institutional Review Board to a point where it functions effectively and meets compliance standards with federal regulation.

The office has refined the Comprehensive Assessment Plan for Institutional Effectiveness to guide the College in its assessment, evaluation, planning, and budgeting tasks. It has managed an integrated planning model that addresses multiple needs in these areas, creating a more efficient process to monitor and gauge its institutional effectiveness.

The office has helped define a more important role for the Strategic Planning Council, which now serves as an accountability agent and a reporting means for the College's planning and effectiveness efforts. The office is engaging a like redefinition of the Assessment Advisory Council.

The office has, over the last year, worked to improve its data reporting. The office has altered its data reporting protocols, which require multiple staff to review data, with final approval required before data are submitted to the various agents requiring submissions. The growing demand for data batch file uploads has necessitated a closer attention to data gathering.

The office has made much more information available to the College community than had been done in the past. The creation of a College FactBook, Report of Operational Planning, report of Institutional Effectiveness, in addition to its customary statistical reports allows data to be put into context. The availability of assessment and review reports has contributed to the growth of a culture of assessment at the College.

The integration of software to track assessment, evaluation, and planning efforts has enhanced the integrated planning model adopted by the College, and has created a better system of accountability, record-keeping, and efficiency.

The office has embraced technological advancement and has reduced paper surveys and mailings, which has saved the College funds and has resulted in greater participation in survey research.

The office faces challenges as it moves forward. Higher Education is requiring even greater reporting responsibilities of its IR departments. These put stress on an office with a small staff.

Data integrity and maintenance continue to be a challenge. The office is at the beginning stage of working with other involved departments to fix these problems.

The office faces the challenge of making data available to College personnel in a format that makes it intelligible and useful. This includes the incorporation of dashboards and other data retrieval and analysis tools – but fixing our data issues must happen first.

The office needs to continue to engage College personnel to know what data are available, how to understand what it says, and how it can be used to improve effectiveness.

The office faces an immediate challenge in beginning the next Strategic Planning process that will guide the College from 2020 through 2027. The office hopes to make this process as inclusive as possible.

Section 7: Action Plans

To this point, the review has focused on the collection of information to better understand what changes need to made and issues address in the future. This section of the document requests that you begin to develop plans to address these issues. By completing these plans and assessing their impact, you will be "closing the loop," which means that you will have utilized information gathered for the purpose of continually improving the unit.

Based on the information included in this document, what improvements does the unit feel are necessary, over the next six years (the time between periodic evaluations), to position the unit to more effectively achieve its mission? In other words, how will you use the information gathered in this unit review to guide your annual assessments? Please utilize the AES Annual Assessment Calendar template to provide a preliminary schedule of assessment activities based on the final internal and external recommendations and conclusions that emerged from this report.

1. With other departments, develop a means to regularly review data integrity and remedy data integrity issues.
2. Further leverage technology to gather data, provide analysis, and present it in an efficient, engaging, and useful way.
3. Embrace its role as educator to help the College community know what data are available and what it can help the College achieve.
4. Refine key performance indicators to provide a useful body or measures to evaluate institutional effectiveness and to "better tell our story."
5. Shepherd the College through the Strategic Planning process to create more measureable goals, with clearer methods of using data to evaluate effectiveness in attaining mission.
6. Continue to improve its reporting accuracy and efficiency through collaboration and use of more dynamic technologies.
7. Continue to enhance its efforts in presenting the office as a "service" office that offers assistance, hospitality, and collaborative energy.
8. Continue to assist the College in meeting its compliance responsibilities that are growing continually throughout higher education.
9. Remain fiscally efficient.