



Institutional Effectiveness Plan

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Strategic Planning vs. Institutional Effectiveness Planning

Strategic Planning is setting priorities, establishing goals, identifying the resources necessary to meet the goals, and communicating the information to both internal and external stakeholders. The concept of a Strategic Plan is to provide a set of goals that work toward fulfilling the mission of the institution. The Strategic Plan is a road map for increasing the effectiveness of an institution. The Strategic Plan is designed to answer the questions involving implementation of the institutional mission and goals, and designed to answer questions concerning student learning and functionality of support services.

Institutional effectiveness is a systematic and ongoing process of collecting, analyzing, and using data and information relating to the goals and outcomes developed in support of Johnson College's mission and vision. The plan assists with the process to measure results, use the information to aid in decision-making, and show continuous improvement. Institutional effectiveness is everchanging and an evolving process.

Assessment Plan Overview

The Johnson College Assessment Plan provides direction for assessment in all aspects of the College to foster continuous improvement to reach the institutional goals as established in the ***Innovation at Work*** Strategic Plan. The Office of Institutional Effectiveness (OIE) provides oversight on assessment practices, including training, monitoring, and assessing individual unit practices, which ultimately leads to institutional assessment.

To fulfill the requirements of the office, members of the OIE administer surveys, gather and analyze data, provide reports to decision-makers, coordinate Academic program and Administrative, Educational, and Student Support (AES) unit annual and periodic reviews, chair the Johnson College Assessment Team (JCAT) and the Strategic Planning Committee, and serve as a support network for program and institutional accreditation.

Johnson College is continuously engaged in planning, evaluating, and assessing resources, facilities, and the degree of success in program implementations. The Johnson College ***Innovation at Work*** Strategic Plan and mission statement place emphasis on the holistic and dynamic priorities of the institution. Johnson College implements several procedures to assess the effectiveness in achieving its mission. A well-defined institutional organization and shared governance structure supports administrative decision-making processes and allocation of resources. Regular institutional assessments are conducted on a defined timeline. Assessment occurs at the student level with faculty members assessing students on a regular basis. This process continues at the department, program, unit, and institutional levels.

Institutional assessment is not independent of the academic assessment process and is closely linked to assessment of student learning outcomes (SLO) and course learning outcomes (CLO). Faculty, staff, and students are engaged in the assessment processes institution wide. Academic

programs, AES Units, and Administration, including Board members, engage in active evaluation of programs and in allocation of resources.

Johnson College engages in continuous and dynamic assessments and evaluation of performance. Many of these assessments are carried out in the spirit of shared governance common to Johnson College. In these cases, both internal and external assessments and strategic planning occur collaboratively with faculty, staff, and administration as well as with industry partners and Program Advisory Committees (PAC). Johnson College regularly reviews the assessment processes and procedures for applicability, usability, and effectiveness. Revision of the processes and procedures occur as necessary to create a working assessment model that reflects the mission, vision, and culture of the College. Consistent assessment and review of the assessment procedures ensure that Johnson College will remain effective and efficient in supporting its mission.

The following pages will review the new Strategic Plan, *Innovation at Work*.

Innovation at Work Strategic Plan 2021-22 to 2025-26

Strategic Plan

Approach

The Johnson College *Innovation at Work* Strategic Plan (2021-22 to 2025-26) was born during a time of great disruption. The global COVID-19 pandemic forced senior leadership and stakeholders to adopt new and different communication channels and re-envision the operating model to ensure stability for students during such an unstable time. Creating a collaborative and inclusive environment in a virtual setting proved challenging, yet the committee members and College stakeholders rose to the challenge to accomplish the task.

The strategic plan was also developed during the midst of momentous institutional change, with the change in institutional accreditation from the National Accrediting Commission of Career Schools and Colleges (ACCSC) to the regional accreditation of the Middle States Commission on Higher Education (MSCHE). Historically, the road to MSCHE accreditation began with *The Johnson College Board Directives: A Roadmap for the Future* issued by the Board of Directors in the Summer of 2013, which led to the achievement of MSCHE candidacy status. The *Vision 2020* (2017-18 to 2020-21) Strategic Plan led the College through the self-study phase and to final full accreditation. The *Innovation at Work* Strategic Plan incorporates the findings of the self-study process, feedback from the MSCHE visiting team, and areas identified for growth and

improvement through environmental scanning. It was born in an environment of disruption, one that exposed the potential for previously discarded notions of what a technical school could be. Through innovative ideas and technology, the world can now become our campus, and **the *Innovation at Work*** strategic plan reflects the possibilities which are limited only by our imagination.

The ***Innovation at Work*** Strategic Plan was formulated with the input from key stakeholder groups including current students, alumni, employees, the Board of Directors, administration, industry partners, Program Advisory Committee members, the Middle States Commission on Higher Education (MSCHE), vendors, donors, and other community partners. In the era of COVID, face-to-face opportunities were limited. The College collected 1837 data points through surveys which focused on evaluating the College's mission and vision. Data from the survey results further formed the strategic goals and objectives, as did direct feedback from MSCHE.

Pre-Planning

Upon completion of the 2019-2020 Annual Strategic Plan Closeout Report, the Strategic Planning Committee (SPC) recommended a five-year time frame for the next strategic plan. The Board of Directors accepted the recommendation and the planning for ***Innovation at Work*** began in the Fall of 2020. To kick-off the new strategic planning process, the College's Executive Council assessed the priorities from the previous *Vision 2020* Strategic Plan to determine relevance and synergy with the President and CEO's vision for the College. Using information from the *Vision 2020* annual closeout reports, SPC recommendations, multiple data points, and Industry and Program Advisory Committee (PAC) recommendations, Executive Council determined that four priorities, with slight modifications, were still viable and suggested the addition of a fifth priority, as listed below.

- Academic Excellence
- Diversity
- Student Experience
- Community Partnership
- Institutional Sustainability

The campus community held a conversation at their All-College meeting to brainstorm possible strategies to help Johnson College become the best it can be, developing ideas that later provided themes for development of objectives.

Mission and Vision/Shared Values

The SPC conducted a survey in December 2020, coordinated by the Office of Institutional Effectiveness (OIE), to assess internal and external stakeholder feedback on relevancy of the Vision and Mission statements. Open-ended questions were also presented with regard to the future of the College, benefits of a Johnson College education, attributes a Johnson graduate should

take away, the three most important opportunities Johnson should provide to its students, and suggestions for improving the student experience.

OIE conducted a thematic analysis of the results. There were 291 respondents providing 1837 data points for analysis. The SPC assessed the resulting thematic reports within the context of overall stakeholder desire and created a second interactive survey to narrow down alternatives. This survey was distributed to initial respondents to determine a final version of the Mission Statement. Similarly, the Vision Statement was created using survey results and alignment with the vision of the President and CEO. As a result, the two new statements from which *Innovation at Work* was formulated, were approved by the Board of Directors in March 2021.

MISSION STATEMENT

Johnson College provides industry-focused, hands-on learning in a supportive environment and prepares graduates to enter into and advance in their careers.

VISION STATEMENT

To make the world our campus through industry partnerships and experiential learning by teaching the students of today the skills of tomorrow.

Values

Using stakeholder feedback and building on the work of the Strategic Planning Committee, members received collaborative worksheets seeking input on values and objectives. OIE distilled words and phrases related to the core values concept from the earlier surveys into a list for inclusion in the worksheet. In early April 2021, the committee adopted the following values for recommendation to the Board of Directors:

Forward-thinking

We strive to be the leaders of change. We anticipate hurdles, innovate, and make incremental improvements by embracing an innovative and proactive attitude

Equity

We adopt an equity framework that proactively seeks to make Johnson College accessible, affordable, and inclusive for people.

Student-centered

The best interest of our students is a central consideration in all that we do at Johnson College.

Collaboration

We interact with dignity and respect for those with whom we work, inside and outside the College, to ensure productive and quality partnerships.

Advancement

We have the courage and curiosity to challenge the status quo, innovate and take calculated risks. We find new ways to move forward which translates into growth for our students, our campus and our community.

Institutional Goals & Objectives

The Strategic Planning Committee determined that the most effective method of communication during the COVID-19 crisis was via Zoom. While not a true replacement for working sessions, the use of virtual breakout rooms and guided worksheets helped the committee members to focus on the task at hand. Prior to finalizing any recommendations, the Committee members were reminded to consider all stakeholder feedback including Executive Council recommendations, survey results, MSCHE self-study and team visit results, and prior Strategic Planning Committee recommendations.

The first step in goal development was a SWOT analysis. The Strategic Planning Committee meeting in February 2021, which occurred on Zoom, featured four break-out groups that focused on elements of the SWOT – Strengths, Weaknesses, Opportunities, and Threats. The results were compiled into one document and were added to the feedback obtained from earlier survey results. In March, the committee followed the same process to develop institutional goals that were finalized through compilation of worksheet results.

On April 1, 2021 the ***Innovation at Work*** institutional goals were communicated to the campus community via SharePoint:



Strategies for Goal Achievement and Key Performance Indicators (KPI)

Once the institutional goals and objectives were approved by Executive Council and the President & CEO, a survey was distributed to the campus community to generate ideas on how to achieve the goals and objectives. Survey responses were compiled by the Office of Institutional Effectiveness and ideas were parsed into categories which were then simplified into strategies. Suggestions from the MSCHE team report were also incorporated. KPIs were developed for each objective and will be monitored over the next five years. In addition, monthly Board Reports will

be used to communicate KPIs to The Board of Directors. Starting in Fall 2022, these reports will be provided by the Executive Office with the KPIs reported monthly as follows:

- Persistence
- Retention
- Enrollment
- Graduation Rate
- Job Earnings
- Placement
- Financial Health (Excess Net Assets)

Goal 1: Foster a culture of innovative instructional practices to enhance students' academic performance.

Objective 1.1 - Support the College's focus on talent acquisitions, development, and retention.

Measurement 1: # of in-house professional development opportunities offered
(Human Resources/AVP Faculty)

Measurement 2: # of participants at professional development opportunities
(Human Resources/AVP Faculty)

Objective 1.2 - Explore new opportunities for programs

Measurement 1: # of certifications, certificates, degrees explored (Academics)

Measurement 2: # of PAC recommendations (Faculty Chair)

Objective 1.3 - Diversify the methods of instruction

Measurement 1: # of experiential learning opportunities (live labs, service learning) engaged by students (Faculty Chair/Career Services)

Measurement 2: # of flexible scheduling options (CBE, telecommunications, dual enrollment, IFT) (Academics)

Goal 2: Promote an inclusive environment to expand and support a diversified population.

Objective 2.1 - Identify, recruit, retain, and graduate a diverse population.

Measurement 1: Increase ethnicity rates (% non-white population) as of the Fall census (OIE)

Measurement 2: Increase # of students aged >24 (OIE)

Measurement 3: Increase # of diverse students who graduate (OIE)

Measurement 4: Increase # of PELL students (Financial Aid/OIE)

Measurement 5: Increase # of military/veteran students (OIE)

Measurement 6: Increase # of females in traditionally male programs and males in traditionally female programs (OIE)

Objective 2.2 - Foster an internal population at all levels of the college that reflects the diversity of the college service area.

Measurement 1: Expand recruitment strategies in the interest of hiring a diverse and inclusive workforce (Human Resources)

Measurement 2: Diversify the Program Advisory Committees to incorporate all potential program career paths (Faculty Chair/AVP of Faculty)

Objective 2.3 - Develop targeted marketing efforts to reach underserved population

Measurement 1: Increase student representation of diversity across media platforms (College Relations)

Measurement 2: # of communication channels geared to underserved groups (College Relations)

Goal 3. Integrate student support systems in a meaningful way to foster success.

Objective 3.1 - Improve customer service and communications for potential and current students.

Measurement 1: Increased opportunities for student interactions and intermingling within and among programs (Student Engagement)

Measurement 2: Freshman Fall survey results regarding a welcoming campus environment (OIE)

Objective 3.2 - Create flexible pathways that lead to employment opportunities

Measurement 1: # of students who participate in internships (Career Services)

Measurement 2: # of articulation agreements with 4-year institutions (Academics)

Measurement 3: # of students receiving PLA credit (Registrar)

Objective 3.3 - Evaluate and strengthen student support offerings.

Measurement 1: Advising

Measurement 2: Career Services

Measurement 3: Financial Aid

Measurement 4: Registrar Office

Measurement 5: Resource Center

Measurement 6: Counseling & Disability Services

Goal 4. Enhance industry and community relationships for the mutual benefit of students and the marketplace.

Objective 4.1 - Expand and enhance industry relationships with those organizations that represent our educational offerings and reflect our values.

Measurement 1: Increased number of Department of Industry Relations outreach visits (Office of Industry/ Career Services)

Measurement 2: % of industry visit feedback put into action (Office of Industry)

Measurement 3: increased # of opportunities for students to engage with industry (field trips, guest speakers, Career Fair participants) (Faculty Chair/AVP Faculty)

Objective 4.2 - Analyze workforce trends to ensure curriculum is meeting the regional community need.

Measurement 1: # of program market analyses conducted prior to start of Fall recruitment season (Strategic Enrollment Management Committee)

Measurement 2: # of PAC meeting recommendations (Faculty Chair)

Measurement 3: # Career Fair employer survey question regarding student preparedness (Career Services/OIE)

Objective 4.3 - Expand student participation and opportunities in community and volunteer services.

Measurement: Number of students who complete community service prior to graduation (Academics)

Measurement 2: # of community service opportunities organized by the College (Student Engagement)

Goal 5. Optimize resources to reflect our continued commitment to responsible growth.

Objective 5.1 - Align the internal budget processes to distribute resources on the basis of strategic priorities.

Measurement 1: Complete 70% of the Master Plan by the conclusion of *Innovation at Work*.

Objective 5.2 - Expand sources of funding to ensure sustainable financial stability.

Measurement 1: total of grant revenue (College Advancement)

Measurement 2: total of Continuing Education revenue (Continuing Education)

Measurement 3: total donations (fundraising, gifts, in-kind donations) (College Advancement)

Measurement 4: total # of new Fall students as of Census (OIE)

Measurement 5: total number of students on campus as of Fall census (OIE)

Objective 5.3 - Pursue optimal development and use of existing facilities through strategic campus expansion.

Measurement 2: number of data-driven decisions identified in annual assessment plans (OIE)

Objective 5.4 - Enrich assessment practices for continuous improvement.

Measurement 1: # of assessment training opportunities (OIE)

Measurement 2: number of data-driven decisions identified in annual assessment plans (OIE)

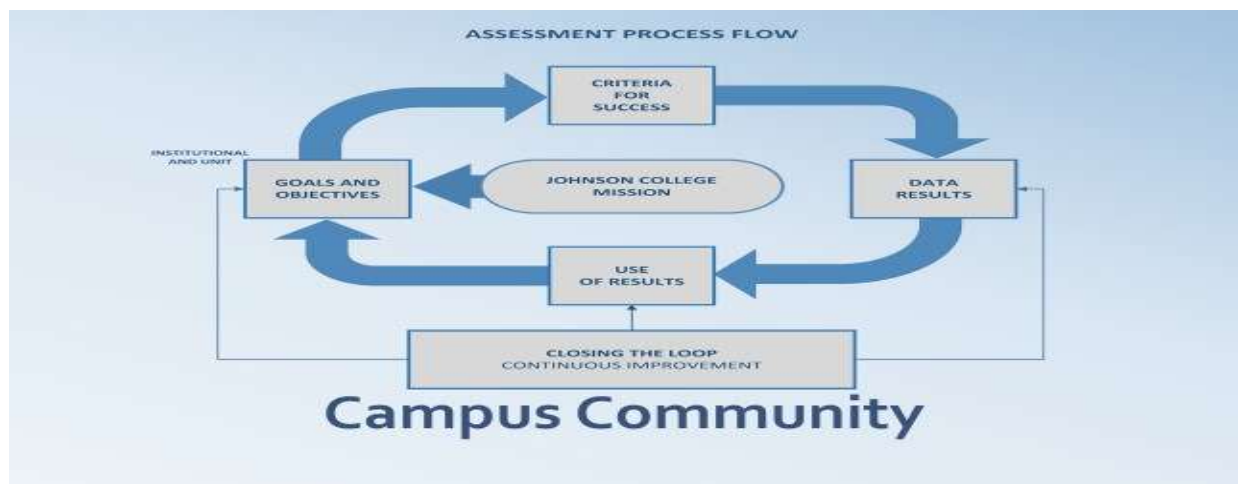
Institutional Planning Process

The institutional mission creates the foundation for the Institutional Goals and Objectives which are interwoven into AES Unit and Program Plans. The College uses monthly, quarterly, annual and periodic planning cycles throughout implementation and integration of *Innovation at Work* strategic plan. Modifications to AES Unit and Academic Program goals and objectives can occur throughout the planning cycles to accommodate external and internal adjustments needed. The Office of Institutional Effectiveness collects data and information stemming from the assessment of the strategic plan and distributes results to Executive Council as well as the Strategic Planning Committee, which monitors the effectiveness of the Strategic Plan. A Strategic Enrollment Management (SEM) plan was also designed to guide the institution's effort in identifying, recruiting, enrolling, retaining, and graduating its students in accordance with the institutional strategic plan. The Johnson College Strategic Enrollment Management plan is designed to create a framework that guides the College's Enrollment Management strategies for the next five years. The goals and strategies were developed in conjunction with the Institutional Strategic plan and incorporated campus wide input.

Assessment of Strategic Plan

Assessment processes at Johnson College can be represented as a key component within the College's continuous improvement cycle (Figure 1). The institutional mission drives the assessment process through development of Academic Program and AES Unit goals and objectives, establishment of criteria for success, documentation of data results, and analysis for use of the results in closing the loop and leading back to evaluation of goals and objectives (Figure 2). Assessment is supported by a variety of surveys, data collection, and reviews as indicated in the Assessment Inventory. Quarterly review of program and unit progress is provided by the Strategic Planning Committee of the College. The Strategic Planning Committee is comprised of College stakeholders including students, faculty, staff, Executive Council, and Board of Directors. Student members serve on the committee for one year and submit recommendations for their successors upon graduation. The Associate Vice president of Faculty and College Planning serves as the Committee Chair and the Director of Institutional Effectiveness serves as the Co-Chair. All other members serve for the duration of the strategic plan. After a new strategic plan is developed, a new group of stakeholders are identified to serve on the committee, allowing for a fresh set of eyes to assess the effectiveness of the new strategic plan.

Assessment Process Flow



The Johnson College Assessment Team (JCAT), made up of employees from AES Units, faculty, and administration, serves as the guide for campus-wide assessment processes. Members of the committee provide training and support to the College community in all aspects of assessment. Committee members complete the Syllabus Review as well as the Results, Review, and Recommendation (RRR) according to the Assessment Timeline. Members also serve as external reviewers during Periodic Reviews of AES Units and Academic Programs.

Institutional Goal Alignment



Administrative, Educational, and Student Support (AES) Unit Assessment

Each AES Unit aligns its goals and objectives to the institutional goals. Assessment of goals occurs throughout the fiscal year culminating in an annual review of the AES Unit by June 30th. Using the AES Unit Annual Assessment template, each unit reflects on the yearly progress toward goals. Data from surveys, internal tracking, and other metrics are used to assess unit effectiveness. The AES Unit updates their SWOT analysis, and then determines whether current goals should remain in their plan, remain in the plan with an increased benchmark, removed from the plan for reasons of inapplicability, or removed from the plan because the loop was closed as the goal(s) were met.

The Periodic Review cycle of assessment provides for a more in-depth look at each of the AES Units on a five-year schedule (see Assessment Timeline). This review provides for a two-pronged approach involving both a Self-Study and an External Review Team assessment. Each group has unique responsibilities and works parallel to each other. Components of the review include a unit overview in terms of mission, staffing, and services; a SWOT analysis by both groups; and recommendations for action plans for improvement. The process also includes the oversight of any action plans by the Johnson College Assessment Team (JCAT).

Finally, the Johnson College Results, Review, and Recommendation (RRR) Process is structured to allow all levels of administration to regularly gauge the effectiveness and efficiency of AES Units. AES Units undergo review on a staggered, five-year cycle according to the Assessment Cycle Timeline. The Johnson College Assessment Team (JCAT) reviews the assessment processes used by each unit including the proper and robust use of templates, use of data in decision-making, and progress toward goals and objectives. The AES Unit vs. Program Plan rubric is used to provide feedback to the AES Units on the use of their assessment system. This process also reviews aggregated unit-level data such as Student Satisfaction and Exit Surveys, and Graduate Follow-up Surveys to identify areas of strength and weakness. The committee completes a Committee Data Review Form which provides feedback to the AES Unit members who will then incorporate recommendations into their assessment processes moving forward.

Academic Program Assessment

Academic Programs engage in continual improvement through ongoing cycles of assessment at each level of the program: course, program, and department. Course level objectives are assessed on a semester basis. Objectives are reviewed for applicability and graded activities are assessed for their ability to reflect student learning. The results are recorded in the Teaching h Assessments database located in the Shares Data drive (V:\TEACHING ASSESSMENTS). This process is replaced by the course objectives that are housed with the learning management system. Instructors use the results of this assessment to either adjust the graded activity or to adjust the objectives of the course.

Program-level assessment occurs through the review of the Student Learning Outcomes (SLOs). SLOs are linked to specific classes within the program through the Program Objectives Curriculum Map, located in each program's Program Assessment folder on the Shares drive. SLOs are assessed on a semester basis and the results are recorded in the SLO grids located in the Program Assessment folder on the Shares drive (S:\Assessments\Program Assessment). Program Directors use the results of this assessment to determine the applicability of the SLO or to determine the effectiveness of the program to ensure that students are meeting the program's Student Learning Outcomes. Action plans are developed to address the areas that fell short of benchmarks and areas that would benefit from continuous improvement.

Department-level assessment occurs on an annual basis through the completion of the Academic Program Annual Assessment template. Using the template, each program reflects on the yearly progress toward goals. Data from surveys, internal tracking, and other metrics are used to assess program effectiveness. The Academic Program updates their SWOT analysis and then determines whether current goals should remain in their plan, remain in the plan with an increased benchmark, removed from the plan for reasons of inapplicability, or removed from the plan because the loop was closed as the goal(s) were met.

Each program also undergoes a periodic syllabus review (see Assessment Timeline, and Syllabus Assessment Review Template) to ensure that these official documents best reflect the objectives of the course as it relates to each program and also the student-centered culture of the College.

The Periodic Review cycle of assessment provides for a more in-depth look at each of the Divisions of the Academic Programs on a five-year schedule (see Assessment Timeline). This review provides for a two-pronged approach involving both a Self-Study and an External Review Team assessment. Each group has unique responsibilities and works parallel to each other. Components of the review include a unit overview in terms of mission, staffing, and services; a SWOT analysis by both groups; and recommendations for action plans for improvement. The process also includes the oversight of any action plans by the Johnson College Assessment Team (JCAT).

Each program is also maintaining a Program Advisory Committee (PAC) which is comprised of industry representatives, alumni, and faculty from local Career and Technology Centers (CTCs). The committees meet semi-annually to assess the effectiveness of the program and the curriculum

as it relates to industry standards. Input from these meetings lend to the continuous improvement of each academic program.

Programs which are found to be under-performing according to Institutional KPIs, including enrollment trends and financial analysis, are placed on hiatus for a period of one year. During the hiatus, an environmental analysis is completed to determine the viability of the program. At the end of the hiatus, the Office of Academics determines whether to revive the program or to terminate its offering. A revival consists of a proactive marketing campaign and a partnership with the Enrollment department to ensure success of the program and its students. The termination of the program includes a teach-out plan as well as the necessary adjustments to marketing material to solidify closure. Transcripts and other necessary documentation on graduates of a terminated program are kept on file according to state and federal regulations.

Finally, the Johnson College Results, Review, and Recommendation (RRR) Process is structured to allow the program faculty and all levels of administration to regularly gauge the effectiveness and efficiency of Academic Programs. Academic Programs undergo review on a staggered, five-year cycle according to the Assessment Cycle Timeline. The Johnson College Assessment Team (JCAT) reviews the assessment processes used by each program including the proper and robust use of templates, use of data in decision-making, and progress toward goals and objectives. The attached RRR Program Assessment Plan rubric is used to provide feedback to the programs on the use of their assessment system. This process also reviews aggregated unit-level data such as Employer Surveys, Student Engagement and Exit Surveys, and Graduate Follow-up Surveys to identify areas of strength and weakness. The committee completes a Committee Data Review Form which provides feedback to the program representatives who will then incorporate recommendations into their assessment processes moving forward.

General Education Assessment

General Education strives to cultivate students' abilities to thrive personally and professionally in our diverse community and become contributing members of society. As an integral part of the entire college experience, General Education provides students with skills, knowledge, and cultural awareness that enable students to succeed in their program courses and their careers. Johnson College established General Education as its own program accountable for the success of all students at the College in the following five areas:

- Critical Thinking and Problem Solving
- Written and Oral Communication
- Scientific and Quantitative Reasoning
- Technological Competency and Information Literacy
- Equity and Inclusion

Each program has mapped the general education objectives to specific courses within the program via the General Education Curriculum Map, located in each program's Program Assessment folder

Starting in the fall 2019, a revised process through which general education will be assessed within the programs. A general education assessment will be given to incoming first-year students, and the same test will be given to graduating second-year students. These assessments were developed in collaboration with program directors specifically for Johnson College students. They are program specific and identify each aspect of the general education core competencies as they are applied in each program. The results should indicate both the students' ability to apply general education competencies within their respective programs and the level of progression in these competencies during their time at Johnson College. At the end of the first year of implementation, the tests were assessed for appropriate questions. At the end of the third year, the process itself will be assessed for its effectiveness to determine students' ability and progression in general education core competencies.

Institutional Assessment

Assessment at the institutional level occurs throughout the year. Academic programs and AES Units report on the status of their ***Innovation at Work*** goals to their Executive Council member. Council members report-out to the President and CEO, as well as to the Strategic Planning Committee. An annual Close-Out Report is created once the final assessment documents are submitted which summarizes the assessment of all Academic Programs and AES Units. The results of these assessments culminate in a big-picture view of the progress the College has made toward achieving the Institutional Goals of the Strategic Plan. Upon review by the President & CEO, the Close Out Report is analyzed by the Strategic Planning Committee which then monitors the action plans of each program and unit. The Board of Directors is informed of this progress during regular board meetings and feedback is provided and implemented as necessary.

Resource Allocation

The Strategic Plan, Academic Program plans, and AES Unit plans are formalized as drivers of the resource allocation strategy, which occurs through operating and capital budgets. Resource allocation at Johnson College can be envisioned as a key component within the continuous improvement loop of the College's planning processes. The institutional mission drives the planning cycle through implementation and integration of the Strategic Plan. Academic Program and AES Unit Annual Assessment and Periodic Reviews further assist in identifying required resources for integration of the Strategic Plan. During the budget cycle, expense line items are directly tied to institutional goals within departmental budget templates. Budget templates also include a prioritization area to help with assessing allocated resources during the budget development process. Assessment of strategy requires monitoring of criteria for success to assess that resources are used efficiently and appropriately to support College mission and goals. The process leads to continuous improvement action plans. As part of the strategic planning process, Johnson College documents budgeting, planning, and resource allocation processes that include financial, human capital, physical plant, and technological resources. In order to ensure that the plan is truly driving the budgeting process, individual operating and capital budget templates link budget expenses to institutional priorities and goals.

Johnson College uses comprehensive planning for facilities, infrastructure, and technology, all of which are linked to the institutional, strategic, and financial planning process. The Institutional Effectiveness Plan and Planning and Resource Allocation plan work together to ensure the college adequately and efficiently utilizes its resources. The budget templates together with annual and periodic assessment clearly identify how each, goal, objective, and budgetary item align with the College's mission and goals.

Shared Governance

Johnson College values shared governance which entails active participation by administration, faculty, staff, and students. Effective shared governance will represent the entire institution rather than one department or program. It is essential that all areas of the college be part of the governance system and that all participants think holistically about what is best for Johnson College. This will allow all stakeholders mutual reasonability to adhering to the Vision, to live up to the mission and goals, having academic integrity, and sustaining all aspects of Johnson College.

Shared governance allows stakeholders the opportunity to raise issues about college policies and procedures through one's job description or committee work. Not all decisions of the college are a part of the shared governance process. Many decisions are outlined in one's job description or the role one holds within the college. Examples would be financial resources, personnel, resource allocation, and administrative operations of the college. Shared governance decisions focus on areas of policy and procedure development, curricular issues, certain planning matters that help Johnson College meet its vision, mission, and goals.

The decision-making process at Johnson College under the shared governance system helps ensure informed participatory governance while respecting Johnson College's current organizational structure. Participation by all members will serve as the foundation for continuous improvement and is important for Johnson College to sustain a standard of excellence and care. This will assure that students are receiving the quality education they deserve. The shared governance committee structure will support collaborative decision-making with open and transparent communication. Each standing committee will serve a role in shared governance and have a description and charge, and members will be expected to make meaningful and measurable contributions.

There are two types of committee structures, Standing Committees and Ad Hoc Committees. An executive council member will serve as the liaison between each committee and senior leadership. The committee will consist of a chair and co-chair (one faculty, one staff) as well as a recorder to record minutes. Chairs or co-chairs should ensure minutes are kept and feedback loops followed to ensure the committee recommendations are made through the appropriate channels.

Committee members are allowed to rotate between different committees to ensure that everyone has a voice on campus. The term for standard members is two years while if serving in a chair, co-chair, or recorder role the term would be three years. The Associate Vice President of Faculty and College Planning will oversee the committee structure to ensure that recommendations are being met and the structure is being followed. Certain committees will have key members that will remain on the committee due to their role at the college. The role will be listed if the committee needs this type of membership.

Summary

The institutional effectiveness plan will result in Institutional data, Program and AES reviews, and Learning Outcomes. The results will help serve the ***Innovation at Work*** plan through accountability and data informed decisions. The combined efforts of strategic planning and the institutional effectiveness plan will help fulfill the goal of accreditation to ensure that the education received is at acceptable levels of quality.

******Note: The following document categories can be found on the Shares drive and also on the Office of Institutional Effectiveness Webpage at <https://johnson.edu/institutional-effectiveness/>***

Assessment Inventory

Academic Programs		
Assessment	Timeframe	Results Location
Annual Academic Program Assessment	Annual	S:\Assessments\Program Assessment
Periodic Academic Program Review	Every five years	S:\Assessments\Program Assessment\PROGRAM REVIEWS
Syllabus Review	Every five years	S:\Assessments\Program Assessment\Syllabi Review
Curriculum Map Review	Annual	S:\Assessments\Program Assessment: Within each department folder
SLO Review	Every two years	S:\Assessments\Program Assessment: Within each department folder
Results, Review, and Recommendation (RRR)	Every five years	S:\Assessments\JCAT\RRRs
AES Units		
Assessment	Timeframe	Results Location
Annual AES Unit Assessment	Annual	S:\Assessments\AES Unit Assessment: Unit folders
Periodic AES Unit Review	Every five years	S:\Assessments\AES Unit Assessment: Unit folders
Results, Review, and Recommendation (RRR)	Every five years	S:\Assessments\JCAT\RRRs
Institutional Assessment		
Assessment	Timeframe	Results Location
AES Unit/Academic Program Report to Executive Council	Quarterly	Executive Council Meeting Minutes
Strategic Planning Committee	Quarterly	S:\Assessments\SPC
Closeout Report	Annual	S:\Assessments\SPC
Surveys		
Assessment	Timeframe	Results Location
Freshman Survey	5 th Week of Fall Semester	S:\Assessments\Survey Results
Orientation Survey	Following each new student orientation	S:\Assessments\Survey Results
Senior Exit Survey	Grad Finale	S:\Assessments\Survey Results
Alumni Survey	November and May	S:\Assessments\Survey Results
Student Satisfaction Surveys	Annual Assessment Day	S:\Assessments\Survey Results
End-of-Course Survey	Each semester	S:\Assessments\Program Assessment: depart. folders
Employer Survey	August	S:\Assessments\Survey Results
Board Assessment Survey	Annual (Spring)	Secretary to the Board
Campus Climate Survey	Every 3 years (Jan.)	Human Resources
Faculty Survey	Every 2 years-Spring	S:\Assessments\Survey Results
Ad Hoc Surveys	As requested	S:\Assessments\Survey Results