



INSTITUTIONAL EFFECTIVENESS PLAN

• 2026–2031 •

*Supporting Data-Informed Decision Making.
Continuous Improvement. Strategic Excellence.*



MISSION



VISION



VALUES



EVERY PLAN.

EVERY PROCESS.

EVERY DEPARTMENT.

EVERY STUDENT.

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Executive Summary

The **Johnson College Institutional Effectiveness Plan (2026–2031)** provides the framework for implementing the *Forging Futures Together* Strategic Plan, ensuring that every department, academic program, and institutional initiative advances the College's mission through measurable outcomes, assessment, and continuous improvement.

Institutional effectiveness is a shared responsibility that integrates strategic planning, assessment, budgeting, and resource allocation into a continuous cycle of planning, evaluation, and improvement. Faculty, staff, administrators, and institutional leaders use assessment results to strengthen student learning, improve programs and services, and support responsible stewardship of College resources.

The Institutional Effectiveness Plan aligns every department with the strategic priorities of the *Forging Futures Together* Strategic Plan

Advancing Johnson College's Mission Through Four Strategic Priorities

Strategic Priorities • 2026–2031

 Priority 1 Student Success	 Priority 2 Academic Quality & Innovation	 Priority 3 Industry & Community Partnerships	 Priority 4 Sustainability & Advancement
Advance equitable student success, persistence, completion, and career readiness.	Ensure academic excellence through innovative programs, curriculum improvement, and high-quality teaching and learning.	Strengthen employer engagement, workforce partnerships, experiential learning, and community collaboration.	Promote institutional sustainability through enrollment growth, financial stewardship, technology, facilities, employee engagement, and resource development.

Implementation is supported through a collaborative governance structure led by the Office of Institutional Effectiveness in partnership with Executive Council, Academic Leadership, department leaders, the Johnson College Assessment Team (JCAT), and the Board of Directors. Together, these groups monitor institutional performance, evaluate strategic progress, and promote accountability across the College.

Institutional performance is measured through a comprehensive set of KPIs that evaluate student success, academic quality, workforce engagement, institutional sustainability, and organizational effectiveness. These measures demonstrate accountability and provide evidence for continuous improvement and informed decision-making.

Through this integrated approach, Johnson College advances its mission, supports student success, responds to workforce and community needs, and promotes long-term institutional sustainability. More than a compliance document, the Institutional Effectiveness Plan serves as a strategic framework for organizational excellence and continuous improvement.

Institutional Effectiveness at a Glance

-  Purpose
-  Strategic Plan
-  Assessment
-  Governance
-  Resource Allocation
-  Student Success

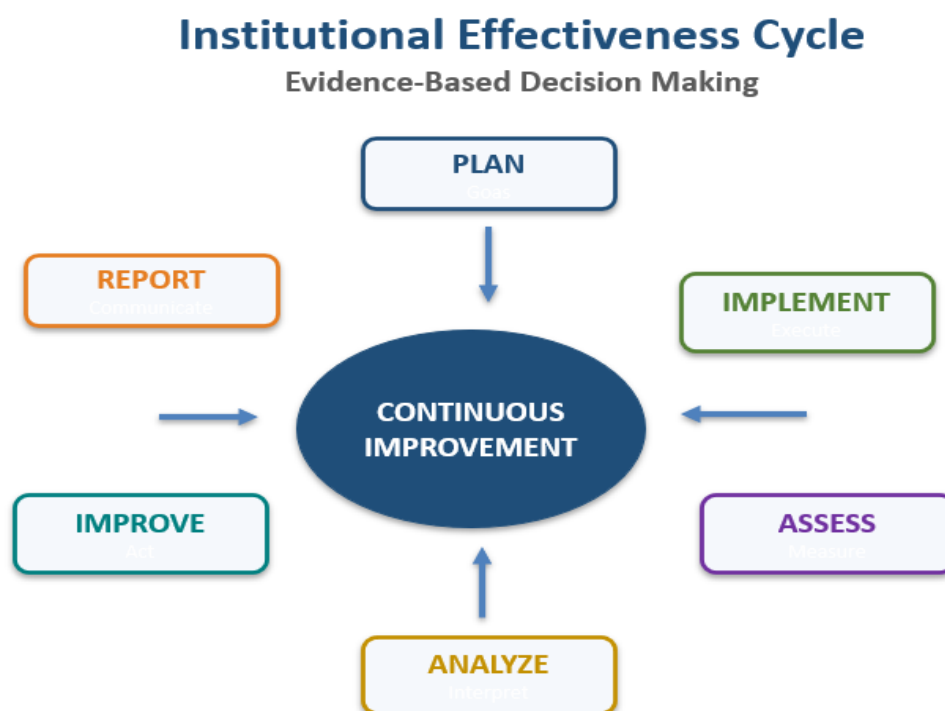
Institutional Effectiveness is the framework through which Johnson College ensures that every plan, process, and decision advances the College's mission and strategic priorities. It integrates strategic planning, assessment, governance, and resource allocation into a continuous cycle of planning, evaluation, and improvement that supports student success and organizational excellence. Guided by evidence and informed by meaningful data, institutional effectiveness fosters accountability, promotes collaboration across all departments, and ensures that institutional resources are aligned with the greatest opportunities for impact. The Institutional Effectiveness Plan that follows, outlines this integrated approach and provides the roadmap for measuring progress, strengthening performance, and achieving the goals of *Forging Futures Together* throughout the 2026–2031 strategic planning cycle.

Section I: Purpose of the Institutional Effectiveness Plan

The Johnson College Institutional Effectiveness Plan establishes a comprehensive framework for aligning institutional planning, assessment, resource allocation, and decision-making with the College's mission and the goals of the *Forging Futures Together 2026–2031* Strategic Plan. It provides a consistent process for setting priorities, measuring institutional performance, evaluating progress, and using evidence to strengthen programs, services, and student outcomes.

The plan connects the work of every academic program, administrative department, and student support unit to institutional priorities through measurable outcomes and annual assessment. By integrating planning, budgeting, and performance evaluation, it ensures that institutional resources and improvement efforts are directed toward initiatives that have the greatest impact on student success, academic quality, workforce responsiveness, and long-term sustainability.

Through this integrated approach, the Institutional Effectiveness Plan promotes accountability, supports accreditation, strengthens organizational effectiveness, and provides the evidence needed to inform strategic decisions, demonstrate institutional performance, and foster a culture of continuous improvement.



Institutional Effectiveness at Johnson College

Institutional effectiveness is the ongoing, institution-wide process of planning, assessing, evaluating, and improving institutional performance to fulfill Johnson College's mission and achieve the goals of the *Forging Futures Together* Strategic Plan. It ensures that decisions are informed by evidence, resources are aligned with institutional priorities, and programs, services, and operations are continuously enhanced to support student success and organizational excellence.

Institutional effectiveness is embedded in the daily work of every employee and is a shared responsibility across the College. Through measurable outcomes, key performance indicators (KPIs), assessment, and data-informed decision-making, Johnson College evaluates its effectiveness, identifies opportunities for improvement, and demonstrates accountability to students, employers, accreditors, and the broader community.

Institutional effectiveness encompasses every area of the College, including:

- Academic programs and curriculum
- Student learning and educational effectiveness
- Student support and engagement
- Enrollment management
- Career development and industry partnerships
- Administrative and operational services
- Financial planning and resource stewardship
- Facilities, technology, and campus operations
- Human resources and employee development
- Governance and institutional leadership
- Community engagement and external partnerships

Together, these areas form an integrated institutional effectiveness system in which planning, assessment, resource allocation, and continuous improvement work collectively to advance the College's mission and strategic priorities.

Guiding Principles

Johnson College's approach to institutional effectiveness is guided by the following principles:

- **Innovation** - Johnson College embraces innovation through continuous evaluation of programs, technologies, partnerships, and instructional practices that enhance student learning and institutional effectiveness.
- **Mission Driven** - All planning and decision-making supports the College's mission, vision, values, and priorities.

- **Student Centered** – Student learning, success, and workforce readiness remain at the center of institutional improvement efforts.
- **Evidence Based** – Decisions are informed by reliable data, assessment findings, stakeholder feedback, and industry trends.
- **Continuous Improvement** – Assessment is an ongoing cycle that identifies strengths, opportunities for improvement, and measurable progress.
- **Collaborative** – Faculty, staff, administration, students, advisory committees, and community partners all contribute to institutional effectiveness.
- **Transparent and Accountable** – Results are communicated, improvement plans are documented, and progress toward institutional goals is regularly monitored.

Academic Program Assessment

Academic program assessment is an ongoing process designed to ensure the quality of teaching, learning, and student achievement while supporting continuous improvement. Assessment occurs at the course, program, and departmental levels, providing faculty with meaningful evidence to evaluate student learning, improve curriculum, and strengthen academic programs.

At the course level, Course Learning Outcomes (CLOs) are reviewed and assessed each semester using direct measures of student learning. Faculty evaluate the extent to which students achieve the established course outcomes and use the results to refine instructional strategies, course content, assignments, and assessment methods to improve student learning and achievement.

Program-level assessment focuses on Student Learning Outcomes (SLOs), which are aligned with the curriculum and institutional learning goals. Faculty analyze assessment data to determine the extent to which students are achieving program outcomes, identify areas for improvement, and develop action plans to enhance curriculum, instruction, and student learning.

Each academic program completes an Annual Assessment Report that evaluates progress toward program goals, strategic priorities, and established key performance indicators (KPIs). Programs review assessment findings, enrollment trends, retention and completion data, licensure or certification results where applicable, employer and student feedback, and other relevant measures to inform continuous improvement and future planning.

Programs also participate in periodic comprehensive program reviews on a five-year cycle. These reviews evaluate program quality, student outcomes, workforce demand, resource needs, and strategic alignment while incorporating internal data, stakeholder feedback, and

environmental analysis. Findings guide long-term planning, curriculum enhancement, resource allocation, and program sustainability.

Program Advisory Committees (PACs), composed of industry partners, alumni, faculty, and other stakeholders, provide valuable feedback on curriculum relevance, workforce needs, and emerging industry trends. Their recommendations help ensure that academic programs remain responsive to employer expectations and prepare graduates for career success.

Assessment results are integrated into institutional planning and decision-making, providing evidence to support accreditation, strategic planning, budgeting, and the continuous improvement of academic quality.

General Education Assessment

General Education provides students with the foundational knowledge, skills, and competencies necessary for academic success, career readiness, lifelong learning, and engaged citizenship. As a core component of every academic program, General Education supports the College's mission by preparing students to think critically, communicate effectively, solve problems, and succeed in an evolving workforce.

Johnson College assesses student achievement in the following General Education competencies:

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

Each academic program maps these competencies to specific courses through a General Education Curriculum Map, ensuring that students develop and demonstrate these skills throughout their academic experience.

General Education assessment is conducted electronically through the College's Learning Management System (D2L). Program-specific assessments are administered to students at designated points in their academic journey to measure growth and achievement of the General Education competencies. Student performance is evaluated using proficiency levels that range from Proficient to Mastery, providing faculty with meaningful data to assess competency development across programs. Assessment results are reviewed annually to identify strengths, address areas for improvement, and support curriculum enhancement and student success.

Assessment findings contribute to institutional planning, accreditation reporting, and evidence-based decision-making, ensuring that General Education remains aligned with the College's mission, strategic priorities, and workforce expectations while fostering continuous improvement across the institution.

Administrative, Educational, and Student Support (AES) Assessment

Administrative, Educational, and Student Support (AES) Units play a critical role in advancing Johnson College's mission and strategic priorities. Each unit develops annual outcomes that align with the goals and objectives of the *Forging Futures Together* Strategic Plan and identifies measurable key performance indicators (KPIs) to evaluate effectiveness.

Throughout the fiscal year, AES Units collect and analyze quantitative and qualitative evidence to assess progress toward their established outcomes. Assessment measures may include operational metrics, service utilization data, survey results, benchmarking, compliance indicators, and other performance data appropriate to the unit's function. At the conclusion of each assessment cycle, units complete an Annual Assessment Report that summarizes results, evaluates progress toward benchmarks, documents improvement initiatives, and identifies priorities for the upcoming year.

Assessment findings are used to support evidence-based decision-making and continuous improvement. Units determine whether outcomes should be continued, revised, expanded, or concluded based on the results achieved. Recommendations from the annual assessment process inform resource allocation, staffing requests, technology enhancements, process improvements, professional development, and strategic initiatives.

In addition to the annual assessment process, each AES Unit participates in a comprehensive Periodic Program Review on a five-year cycle. The review provides a holistic evaluation of the unit's mission, services, organizational effectiveness, staffing, resource utilization, strategic alignment, and overall contribution to institutional success. The review incorporates institutional data, stakeholder feedback, environmental analysis, and a SWOT assessment to identify strengths, opportunities for growth, and recommendations for improvement.

The Office of Institutional Effectiveness coordinates the assessment and review process, providing guidance, standardized templates, and support to ensure consistency across the institution. Results from annual assessments and periodic reviews are synthesized to identify institutional trends, inform leadership decision-making, demonstrate accountability, and provide evidence for strategic planning, budgeting, accreditation, and continuous institutional improvement.

Strategic Enrollment Management Assessment

Strategic Enrollment Management (SEM) is an institution-wide, data-informed process that supports the recruitment, enrollment, persistence, retention, and graduation of students. Aligned with the *Forging Futures Together* Strategic Plan, SEM integrates the work of Enrollment Management, Academic Affairs, Student Affairs, Financial Aid, Marketing, Career Services, and Institutional Effectiveness to advance student success and institutional sustainability.

Enrollment strategies are evaluated annually through the assessment of key performance indicators (KPIs), including inquiry and application trends, yield rates, enrollment by program, retention and persistence, graduation rates, student demographics, financial aid utilization, and student success outcomes. Data are analyzed to identify trends, evaluate the effectiveness of recruitment and retention initiatives, and inform strategic decision-making.

Assessment findings support continuous improvement by guiding enrollment strategies, resource allocation, academic program planning, student support initiatives, and marketing efforts. Results are incorporated into the annual planning process to ensure enrollment goals remain aligned with institutional priorities, workforce needs, and the College's mission.

Alignment with the Strategic Plan

The Institutional Effectiveness Plan connects the work of every academic program, administrative department, and student support unit to the *Forging Futures Together* Strategic Plan. Each department develops annual outcomes and assessment measures that align with one or more strategic priorities, ensuring that departmental goals directly support the College's mission and long-term objectives.

Departments measure progress using key performance indicators (KPIs), student learning outcomes, operational metrics, program reviews, surveys, and stakeholder feedback. Assessment results are evaluated annually to identify accomplishments, address improvement opportunities, and demonstrate progress toward strategic goals.

Findings are used to inform planning, budgeting, resource allocation, and institutional decision-making, creating a continuous cycle in which departmental assessment drives institutional improvement and advances the successful implementation of the Strategic Plan.

Section II: Institutional Effectiveness Framework

The Institutional Effectiveness Framework provides a structured, continuous process for implementing the *Forging Futures Together* Strategic Plan and ensuring that every department contributes to the College's mission and strategic priorities.

The process begins with strategic planning, where institutional priorities are translated into departmental goals and measurable annual outcomes. Departments implement these goals and measure progress using key performance indicators (KPIs), student learning outcomes, operational metrics, enrollment and completion data, surveys, financial measures, and stakeholder feedback.

Assessment results are analyzed to evaluate performance, identify improvement opportunities, and determine progress toward institutional goals. Findings guide planning, budgeting, resource allocation, accreditation, and strategic decision-making, ensuring that resources remain aligned with institutional priorities and measurable outcomes.

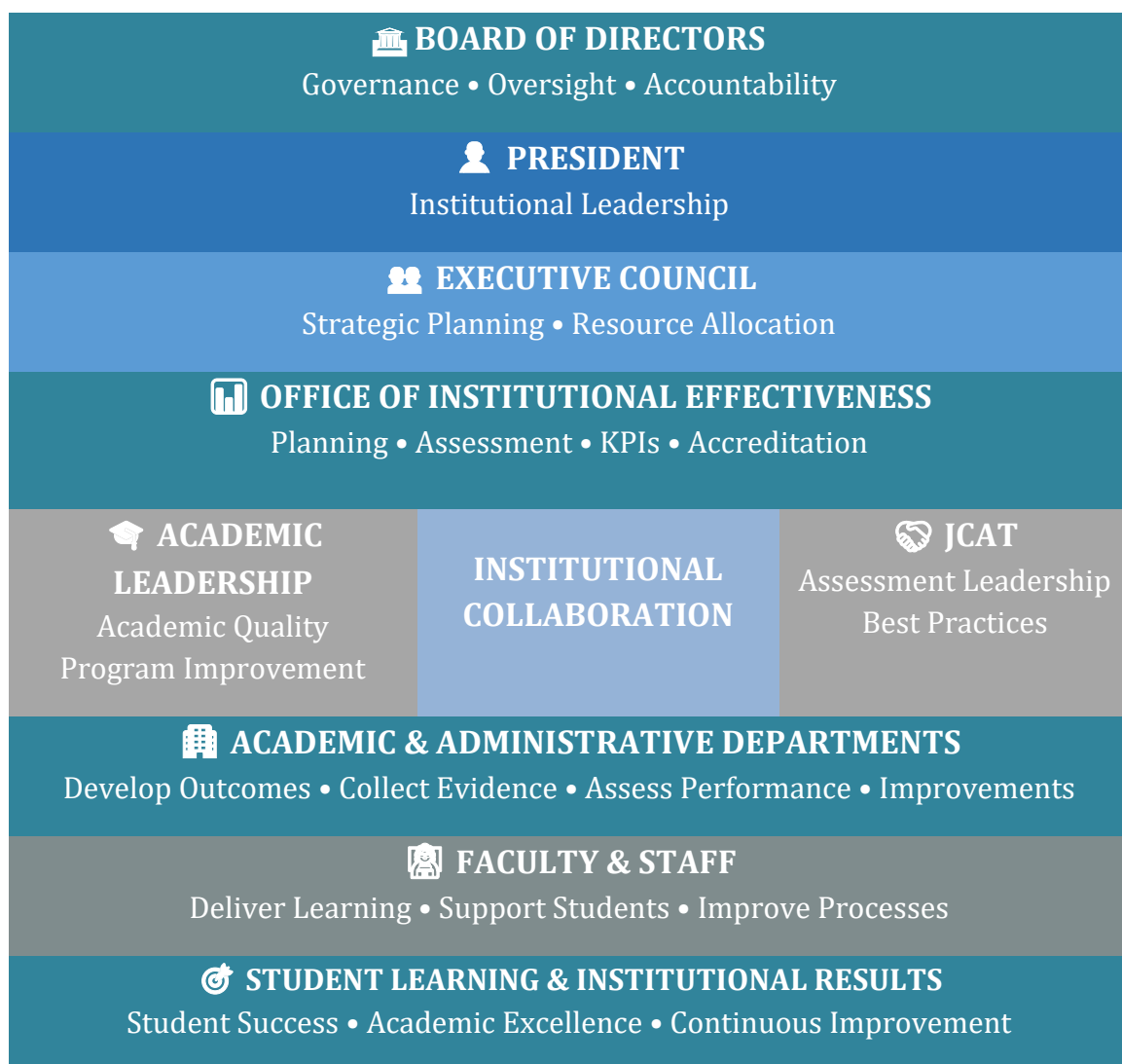
Phase	Framework Component	Purpose
Phase 1	 Strategic Planning	Set priorities and establish measurable goals.
Phase 2	 Assessment & Evidence	Measure performance using meaningful evidence.
Phase 3	 Analysis & Decision-Making	Evaluate results and guide institutional action.
Phase 4	 Shared Governance	Engage the College community in continuous improvement.
Phase 5	 Institutional Results	Achieve measurable outcomes that advance the mission.
Phase 6	 Institutional Excellence	Putting Evidence into Action ➤ Departmental assessment outcomes align with one or more Strategic Plan priorities. ➤ Assessment findings inform planning, budgeting, resource allocation, accreditation, and strategic decision-making. ➤ Continuous improvement strengthens student success, institutional effectiveness, and organizational excellence.

Institutional Governance & Oversight

Through shared governance, faculty, staff, administrators, department leaders, institutional committees, and the Board of Directors review results, implement improvements, and monitor progress. Together, this continuous cycle of planning, assessment, analysis, and improvement strengthens student success, enhances institutional performance, and advances the College's strategic priorities.

Institutional Governance Framework

Shared Governance Supporting Strategic Planning, Assessment, and Student Success



Mission • Strategy • Assessment • Evidence • Decisions • Improvement • Results

Strategic Alignment

Johnson College's Institutional Effectiveness framework provides a structured approach for translating the goals of the **Forging Futures Together** Strategic Plan into measurable actions across the institution. Every academic program, administrative office, and student support unit establishes annual outcomes that align with one or more strategic priorities and are evaluated through defined Key Performance Indicators (KPIs) and evidence-based assessment measures. Assessment results provide meaningful insight into institutional performance, highlight opportunities to enhance programs, services, and operations, and support informed decision-making at every level.

The findings also guide resource allocation, budgeting, professional development, and strategic initiatives to ensure investments are aligned with institutional priorities. Through this integrated cycle of planning, evaluation, action, and reassessment, Johnson College fosters a culture of accountability, continuous improvement, and data-informed decision-making that advances student success, academic excellence, workforce partnerships, and long-term institutional sustainability.



Annual Assessment Cycle

The Annual Assessment Cycle provides a consistent framework for planning, measuring, evaluating, and improving institutional effectiveness across Johnson College. Each year, academic programs, administrative offices, and student support units establish measurable outcomes aligned with the College's strategic priorities and identify the assessment methods and Key Performance Indicators (KPIs) that will be used to evaluate success. Throughout the assessment cycle, departments collect and analyze quantitative and qualitative evidence to determine progress toward intended outcomes. Findings are used to celebrate achievements, identify opportunities for improvement, and develop action plans that strengthen programs, services, and operations. Assessment results also inform resource allocation, budgeting, professional development, and institutional planning, ensuring that decisions are supported by evidence and aligned with strategic goals. By completing this cycle annually, Johnson College promotes a culture of continuous improvement, accountability, and data-informed decision-making that advances student success and institutional excellence.

Timeframe	Major Activities
July-August	Finalize annual plans and KPIs
September	Assessment cycle begins
October-December	Collect fall data; update quarterly dashboard
January	Mid-year review; Collect spring data
February-April	Student Satisfaction Day; Course and Instructor evaluations; Student Learning Outcomes review
May-June	Annual reports; strategic updates; budget planning

Institutional Goals, Objectives and KPI Measurements

The *Forging Futures Together* Strategic Plan provides the foundation for institutional planning, assessment, and continuous improvement at Johnson College. Each strategic priority is supported by institutional goals, measurable objectives, and Key Performance Indicators (KPIs) that define how progress and success are evaluated. These KPIs serve as the primary measures for monitoring institutional performance, informing annual assessment activities, guiding resource allocation, and supporting evidence-based decision-making. The framework below illustrates the relationship between the College's strategic priorities, institutional goals, objectives, and corresponding KPI measurements used to assess progress toward achieving the mission and strategic vision.

GOAL 1 Advance equitable student success and career readiness	
PRIORITY Student Success	
OBJECTIVE	KPI MEASUREMENTS
Objective 1.1 Improve student retention and completion across programs	• Fall-to-fall retention rate • Graduation rate (150% time) • First-year persistence rate
Objective 1.2 Strengthen academic progression and momentum toward program completion	• Successful course completion rate (C or better) • Credit completion ratio (earned/attempted) • Course withdrawal rate
Objective 1.3 Expand structured work-based learning and applied learning experiences	• % of students participating in internships, clinicals, or industry honors • % of programs embedding experiential learning • Employer satisfaction with student preparation
Objective 1.4 Enhance student engagement, connection, and sense of belonging	• Student engagement or sense of belonging survey results • Participation in advising, mentoring, or student success programming • Participation in campus programming or learning support activities

GOAL 2	Ensure academic excellence and future-ready programs
PRIORITY Academic Quality & Innovation	
OBJECTIVE	KPI MEASUREMENTS
Objective 2.1 Ensure continuous improvement of academic programs through assessment, evidence-based decision-making, and workforce alignment	• % of programs documenting improvements based on assessment findings • Evidence of curriculum updates aligned to workforce or industry competencies • Completion of program review cycle with documented action items
Objective 2.2 Integrate emerging technologies, industry competencies, and innovative instructional practices across programs	• % of programs integrating emerging technologies or industry-relevant tools • # students earning industry-recognized credentials • % of courses incorporating experiential learning
Objective 2.3 Strengthen academic preparation and success through student support services	• Student feedback on effectiveness of academic support services • Utilization of academic support services • Development of learning support strategies aligned to program coursework
Objective 2.4 Promote high-quality teaching and learning environments through ongoing faculty development and instructional improvement	• % of faculty participating in professional development annually • Student feedback related to instructional effectiveness • Faculty engagement in assessment or curriculum development activities

GOAL 3 Strengthen regional impact through strategic partnerships

PRIORITY Industry & Community Partnerships

Objective 3.1 Expand and strengthen employer and industry partnerships supporting workforce development and applied learning	• Number of active employer partners • Employer participation in advisory committees • Number of internships, job shadowing, or industry honors
Objective 3.2 Increase student participation in community-connected or service-learning experiences	• Number of community engagement or service-learning activities • % of programs incorporating community-based learning • Student participation in service-learning activities
Objective 3.3 Strengthen regional collaboration and institutional visibility within workforce and economic impact	• Employer perception of graduate workforce readiness • Participation in regional workforce or economic development initiatives • Number of partnerships supporting workforce or economic development efforts

GOAL 4 Ensure long-term institutional sustainability and stewardship

PRIORITY Sustainability & Advancement

OBJECTIVE	KPI MEASUREMENTS
Objective 4.1 Strengthen institutional effectiveness through data-informed planning, assessment, and continuous improvement processes	• Evidence of documented improvements resulting from assessment findings ("closing the loop") • Alignment of planning and budget requests to strategic priorities • Use of institutional data to inform program or departmental decision-making
Objective 4.2 Enhance operational and financial sustainability to support long-term mission success	• Diversification of revenue sources (non-tuition revenue growth) • Grant activity levels • Multi-year financial stability indicators

OBJECTIVE	KPI MEASUREMENTS
Objective 4.3 Strengthen institutional capacity through strategic use of technology, infrastructure, and organizational effectiveness	• Utilization of technology supporting teaching and learning • Employee participation in professional development aligned to institutional priorities • Improvements to systems or processes that support institutional effectiveness
Objective 4.4 Support sustainable facilities, technology, and infrastructure aligned to strategic priorities	• Modernization of instructional labs and learning spaces • Investment in technology supporting academic programs • Infrastructure improvements aligned to program needs

Resource Allocation and Budget Planning

Johnson College integrates assessment findings with its annual budgeting process to ensure that institutional resources are strategically aligned with the goals of the **Forging Futures Together** Strategic Plan. Evidence gathered through annual assessments, Key Performance Indicators (KPIs), student learning outcomes, operational performance measures, financial indicators, and stakeholder feedback is used to evaluate institutional needs, establish priorities, and support data-informed decision-making.

Assessment results play a central role in the annual budget development process, informing requests for staffing, technology, facilities, curriculum enhancements, professional development, and strategic initiatives. To promote responsible fiscal stewardship and long-term institutional sustainability, the College conducts **three budget reviews** throughout the fiscal year. These reviews evaluate institutional performance, monitor progress toward strategic priorities, assess emerging needs, and reallocate resources as appropriate to respond to changing conditions and opportunities.

By integrating assessment, planning, and ongoing budget review, Johnson College ensures that resources are invested where they will have the greatest institutional impact. This continuous process strengthens accountability, supports evidence-based decision-making, and advances student success, academic excellence, operational effectiveness, and the College's long-term financial sustainability.

Middle States Alignment

The Institutional Effectiveness Plan is intentionally aligned with the expectations of the Middle States Commission on Higher Education (MSCHE) by integrating planning, assessment, shared governance, and continuous improvement into a comprehensive institutional framework. Assessment activities generate meaningful evidence that demonstrates educational effectiveness, student achievement, and the accomplishment of strategic priorities while supporting informed decision-making at every level of the College. Assessment findings are reviewed through established governance processes and used to guide resource allocation, strengthen academic and administrative operations, and promote continuous institutional improvement. This integrated approach ensures that Johnson College not only meets accreditation expectations but also fosters a culture of evidence, accountability, and ongoing excellence in support of its mission and the goals of *Forging Futures Together*.

MIDDLE STATES ALIGNMENT

Assessment activities support evidence expectations related to institutional planning, educational effectiveness, student achievement, governance, resource allocation, and continuous improvement.



INSTITUTIONAL PLANNING

Assessment informs planning aligned with institutional priorities.



EDUCATIONAL EFFECTIVENESS

Assessment of programs and services demonstrates effectiveness.



STUDENT ACHIEVEMENT

Evidence of student learning and success supports student achievement.



GOVERNANCE

Findings are reviewed through established governance structures.



RESOURCE ALLOCATION

Assessment evidence guides effective use of resources.



CONTINUOUS IMPROVEMENT

A cycle of assessment and evaluation drives ongoing improvement.



Aligned with Middle States Standards to ensure accountability, evidence-based decision making, and institutional excellence.

Conclusion

The Institutional Effectiveness Plan is a dynamic framework designed to evolve alongside Johnson College's mission, strategic priorities, and commitment to continuous improvement. Rather than serving as a static document, the Plan is reviewed on an ongoing basis to ensure that institutional processes, assessment practices, and performance measures remain aligned with the College's strategic direction and emerging needs.

Key Performance Indicators (KPIs) are reviewed annually to evaluate their validity, relevance, and effectiveness in measuring institutional performance. As priorities, regulatory requirements, or operational needs change, assessment methods and performance measures may be refined to ensure they continue to provide meaningful, actionable evidence for decision-making.

When substantive revisions to institutional processes, assessment methodologies, strategic alignment, or performance measures are necessary, Johnson College develops a Comprehensive Institutional Effectiveness Plan to formally document and communicate those changes. This ensures that all stakeholders operate from a current and consistent framework while maintaining transparency, accountability, and alignment across the institution.

Through this ongoing cycle of review, refinement, and implementation, the Institutional Effectiveness Plan remains a living document that supports evidence-informed decision-making, strengthens institutional effectiveness, and advances the College's mission of preparing students for successful careers while fostering long-term institutional sustainability.

Appendices

Appendix A – Academic Program Annual Assessment Template

The Annual Assessment Template documents yearly planning and improvement activities.

The Five-Year Program Review Template provides a comprehensive review of long-term trends, outcomes, and strategic planning.

Academic Program Mission Statement

What is your academic program's mission statement? Are you meeting your mission? Explain the metrics and benchmarks used to determine whether the mission is being met.

Mission Statement	
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Academic Program Overview

Summarize noteworthy events, changes, accomplishments, or issues from the academic year. Include staffing information and credentials.

Noteworthy Highlights / Changes	
Staffing / Credentials <i>(do not include resumes)</i>	

S.W.O.T. Analysis

Identify three items within each category.

Strengths	
Weaknesses	
Opportunities	
Threats	

Institutional Goals

 Goal I	Advance equitable student success and career readiness
 Goal II	Ensure academic excellence and future-ready programs
 Goal III	Strengthen regional impact through strategic partnerships
 Goal IV	Strengthen institutional sustainability and stewardship

Previous Year Goal Results and Action Plan

Insert the prior year's goals into this section. Explain how each program goal tied to an institutional goal, then add the current results and action plan. Use terms such as continue, not met, improve by, or completed as appropriate.

1. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

2. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	

Resources Needed	
Results	
Action Plan	

3. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

Annual Data and Findings

Enter the annual assessment data used to evaluate program performance and student learning.

Enrollment	
Retention / Persistence	
Graduation Rate	
Student Learning Outcome (SLO) Results	
Course Learning Outcome (CLO) Results	
Curriculum Map	
General Education Curriculum Map	
General Education Assessment Results	

Survey Results (<i>Course evaluations, Assessment Day...etc</i>)	
Program Advisory Committee (PAC) Recommendations	
Industry Visits / Guest Speakers / Field Trips	
Photos of Events Held	

Assessment Tools Used

<i>Select all tools currently used by the program.</i>	
☐ Dropbox	☐ Discussion posts
☐ Quizzes and exams	☐ Presentations
☐ Peer reviews	☐ Rubrics
☐ Projects	☐ Field trips / Industry visits
☐ Self-assessments	☐ Surveys
Other Assessments:	

Data-Driven Decisions

<i>Summarize the program's data-driven decisions based on the annual data. Tie decisions directly to evidence when possible.</i>	
Summary of Decisions	

Goal Initiatives for the Next Academic Year

1. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	

Resources Needed	
Results	
Action Plan	

2. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

3. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

Appendix B: Academic Program Five-Year Periodic Assessment Template

Academic Program Mission Statement

What is your academic program's mission statement? Are you meeting your mission? Explain the metrics and benchmarks used to determine whether the mission is being met.

Program Mission Statement	
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Academic Program Overview

Summarize noteworthy events, changes, accomplishments, or lessons from the past five years. Include staffing information and credentials.

Noteworthy Highlights / Changes	
Staffing / Credentials (do not include resumes)	

S.W.O.T. Analysis

Identify three items within each category.

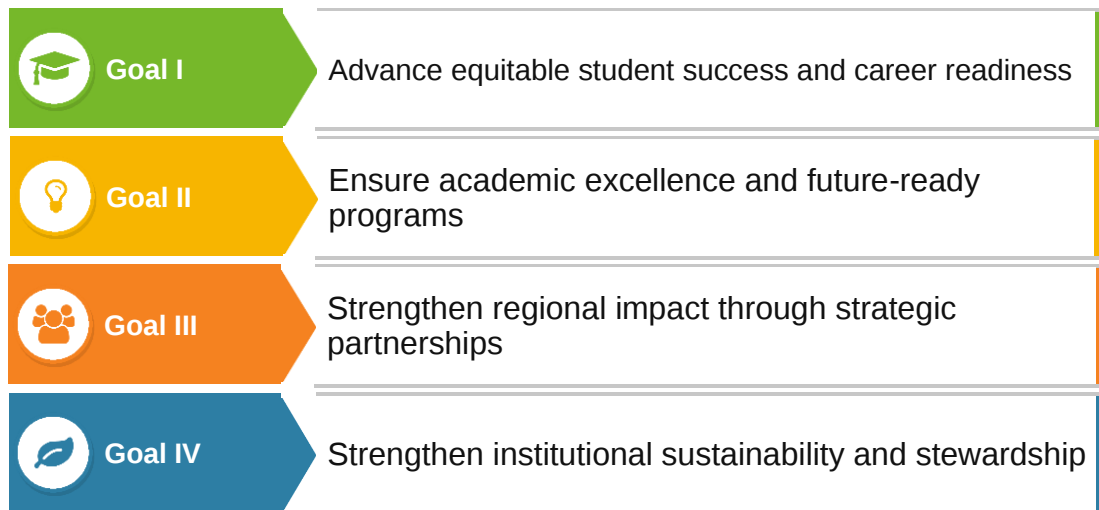
Strengths	
Weaknesses	
Opportunities	
Threats	

Budget

Write a short overview of the program's budget, including operating and capital budget.

Budget Overview	
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Institutional Goals



Progress on Previous Academic Program Goals

List yearly goals and outcomes from the previous five years.

Goals	
Objectives	
Results	

Five-Year Periodic Trends

Enter internal tracking numbers and note whether each item increased, decreased, or remained the same across the five-year review period.

Enrollment	
Retention / Persistence	
Graduation Rates	
Job Placement Rates	
Student Learning Outcome (SLO) Grid	
Course Learning Outcomes (CLO)	
Program Learning Outcome (PLO) Curriculum Map	
General Education Curriculum Map	
General Education Assessment Results	
Survey Results (Course evaluations, Assessment Day...Etc)	
Program Advisory Committee (PAC) Recommendations	
Industry Visits / Guest Speakers / Field Trips/ Events	

Assessment Tools Used

Select all tools currently used by the academic program.

☐ Dropbox	☐ Rubrics
☐ Discussion posts	☐ Projects
☐ Quizzes and exams	☐ Field trips / Industry visits
☐ Presentations	☐ Self-assessments
☐ Peer reviews	☐ Surveys
Other Assessments: _____	

Data-Driven Decisions

Summarize your data-driven decisions based on the five-year trends. Tie decisions directly to evidence where possible.

Summary of Decisions

Strategic Advancement Development Plan

Summarize accomplishments, required changes, anticipated benefits for student success, and resources needed for effective implementation.

Identify the Changes Required to Strengthen Academic Program Effectiveness	
Anticipated Benefits for Student Success	
Resources Needed for Effective Implementation	

Goal Initiatives for the Next Five Academic Years

Identify 3 goals. The Results and Action Plan sections should be completed during the next five-year periodic review.

1. Goal	
Institutional Goal	
Academic Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

2. Goal	
Institutional Goal	
Academic Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

3. Goal	
Institutional Goal	
Academic Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

Appendix C: Academic Program Syllabus Review Template

Instructions: Enter each course code in the designated column. For every review criterion, select Met, Revise, or N/A from the dropdown menu. Select Met when the syllabus meets the requirement, Revise when a change is needed, and N/A when the criterion does not apply. Any item marked “Revise” must include a comment in the section below explaining what needs to be changed.

Program Syllabus Review								
Program:				Semester/ Year:				
Reviewed By:				Review Date:				
Course Code (e.g., CCM 101)								
1. Course name and identifier								
2. Prerequisites and/or co-requisites								
3. Instructor name and contact information								
4. Instructor office hours								
5. Section time and location								
6. Overview matches the course catalog								
7. Objectives are appropriate and measurable								
8. Required/recommended materials are listed								
9. Instructional Strategies Statement								
10. Grading calculation is clearly described								
11. Attendance Policy								
12. Late Work Policy								
13. Current semester drop date								
14. Student resources								
15. ADA Statement								
16. Student Services Statement								
17. Academic Integrity Statement								
18. Diversity Statement								

Appendix D: PLO Curriculum Map Template

		Program XXX: 2026-2027								
xxxx Technology Program Curriculum Map		xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
Goal 1:										
a)	SLO:									
b)	SLO:									
c)	SLO:									
d)										
f)										
Goal 2:										
a)	SLO:									
b)	SLO:									
c)										
Goal 3:										
a)	SLO:									
b)	SLO:									
c)										

Appendix E: SLO Grid Template

Institutional Goal: Program Goal:					
Student learning outcomes (SLO)	Assessment Tool	Term	Benchmark	Results	Next Steps
	☐ Quizzes & Exams ☐ Presentation ☐ Peer Reviews ☐ Rubrics ☐ Projects ☐ Other: please specify_____	☐ Fall ☐ Spring	☐ __% of students will score at or above “proficient” on the rubric. ☐ Average score of__ out of __ on assessment tool. ☐ __% of students will improve from the pre- to post-assessment. ☐ __% of students will successfully complete the assignments. ☐ students will receive a grade of __ or higher. ☐ Other: _____	☐ Not Met ☐ Approaching ☐ Met	If SLO was Not Met, ☐ Barriers were identified ☐ Plan developed to overcome barriers ☐ Keep SLO as is ☐ Keep SLO but lower benchmark ☐ remove the SLO If SLO was Met, check one: ☐ Keep SLO as is ☐ Keep the SLO, but increase the Benchmark ☐ Remove the SLO – the loop is closed

Appendix F: AES Unit Annual Assessment Template

AES Unit Mission Statement

What is your AES Unit's mission statement? Are you meeting your mission? Explain the metrics and benchmarks used to determine whether the mission is being met.

Mission Statement

AES Unit Overview

Summarize noteworthy events, changes, accomplishments, or issues from the academic year. Include staffing information and credentials.

Noteworthy Events / Changes

Staffing / Credentials

S.W.O.T. Analysis

Identify three items within each category.

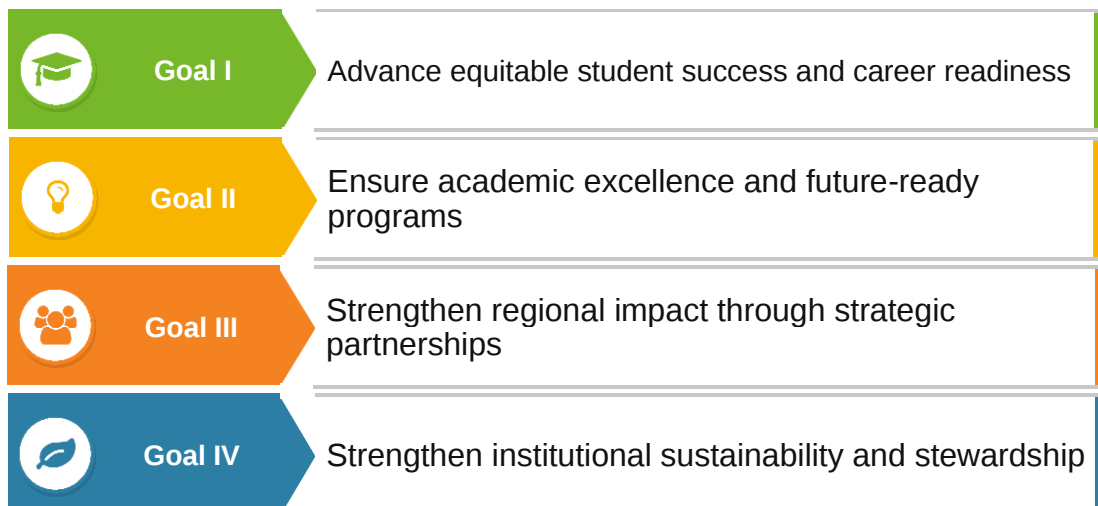
Strengths

Weaknesses

Opportunities

Threats

Institutional Goals



Previous Year Goal Results and Action Plan

Insert the prior year's goals into this section. Explain how each program goal tied to an institutional goal.

1. Goal

Institutional Goal	
Department Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

2. Goal

Institutional Goal	
Department Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

3. Goal

Institutional Goal	
Department Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

Annual Data and Findings

Enter the annual assessment data used to evaluate program performance and student learning.

Survey Results (RNL, Assessment Day...Etc)	
Photos of Events Held	
Any other data that is used to measure your goals/objectives	

Data-Driven Decisions

Summarize the program's data-driven decisions based on the annual data. Tie decisions directly to evidence when possible.

Summary of Decisions	
-----------------------------	--

Goal Initiatives for the Next Academic Year

Use the S.W.O.T. analysis and annual data to identify three goals for the next academic year. Leave Results and Action Plan blank until the end of the academic year.

1. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

2. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

3. Goal	
Institutional Goal	
Program Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

Appendix G: AES Unit Five-Year Periodic Assessment Template

AES Unit Mission Statement

What is your academic program's mission statement? Are you meeting your mission? Explain the metrics and benchmarks used to determine whether the mission is being met.

Program Mission Statement

AES Unit Overview

Summarize noteworthy events, changes, accomplishments, or lessons from the past five years. Include staffing information and credentials.

Noteworthy Highlights / Changes

Staffing / Credentials (do not include resumes)
--

S.W.O.T. Analysis

Identify three items within each category.

Strengths

Weaknesses

Opportunities

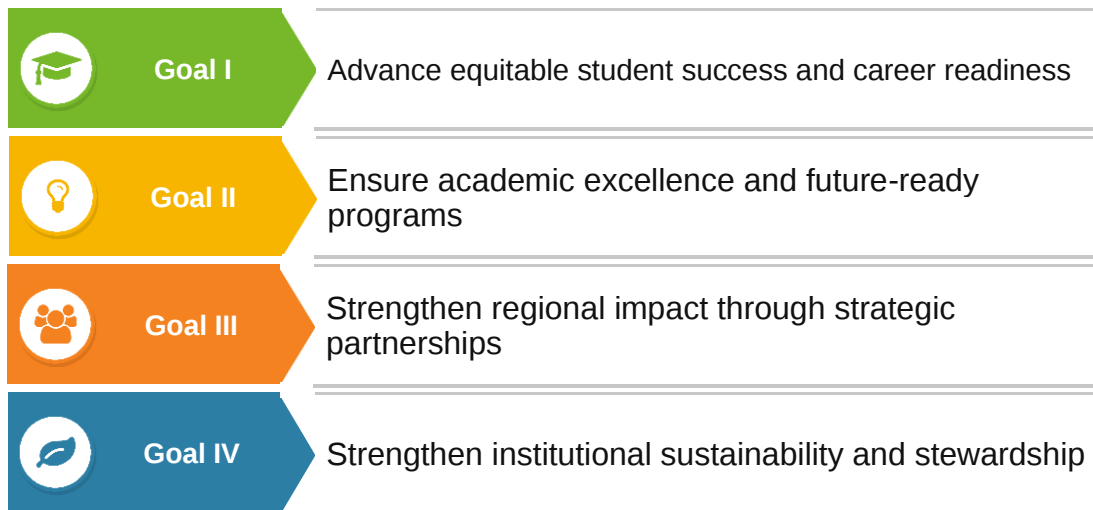
Threats

Budget

Write a short overview of the department's budget, including operating and capital budget.

Budget Overview

Institutional Goals



Progress on Previous AES Unit Goals

List yearly goals and outcomes from the previous five years.	
Goals	
Objectives	
Results	

Five-Year Periodic Trends

Enter internal tracking numbers and note whether each item increased, decreased, or remained the same across the five-year review period.

Survey Results (RNL, Assessment Day...Etc)	
Photos of Events Held	
Any other data that is used to measure your goals/objectives	

Data-Driven Decisions

Summarize your data-driven decisions based on the five-year trends. Tie decisions directly to evidence where possible.

Summary of Decisions	
-----------------------------	--

Strategic Advancement Development Plan

Summarize accomplishments, required changes, anticipated benefits for student success, and resources needed for effective implementation.

Identify the Changes Required to Strengthen AES Department's Effectiveness

Anticipated Benefits for Student Success

Resources Needed for Effective Implementation

Goal Initiatives for the Next Five Academic Years

Identify 3 goals. The Results and Action Plan sections should be completed during the next five-year periodic review.

1. Goal

Institutional Goal

AES Department Goal

Objective

Measurement

Resources Needed

Results

Action Plan

2. Goal

Institutional Goal

AES Department Goal

Objective

Measurement

Resources Needed

Results

Action Plan

3. Goal	
Institutional Goal	
AES Department Goal	
Objective	
Measurement	
Resources Needed	
Results	
Action Plan	

Appendix H - Institutional Goals and Objectives Template

GOAL 1 Advance equitable student success and career readiness		
PRIORITY Student Success		
OBJECTIVE	KPI MEASUREMENTS	RESPONSIBLE OFFICE
Objective 1.1 Improve student retention and completion across programs	Fall-to-fall retention rate Graduation rate (150% time) First-year persistence rate	Academics & OIE
Objective 1.2 Strengthen academic progression and momentum toward program completion	Successful course completion rate (C or better) Credit completion ratio (earned/attempted) Course withdrawal rate	Academics & Student Success
Objective 1.3 Expand structured work-based learning and applied learning experiences	% of students participating in internships, clinicals, or industry honors % of programs embedding experiential learning Employer satisfaction with student preparation	Career Services & HS Division Chair
Objective 1.4 Enhance student engagement, connection, and sense of belonging	Student engagement or sense of belonging survey results Participation in advising, mentoring, or student success programming Participation in campus programming or learning support activities	Student Success & OIE

GOAL 2**Ensure academic excellence and future-ready programs****PRIORITY Academic Quality & Innovation**

OBJECTIVE	KPI MEASUREMENTS	RESPONSIBLE OFFICE
Objective 2.1 Ensure continuous improvement of academic programs through assessment, evidence-based decision-making, and workforce alignment	% of programs documenting improvements based on assessment findings Evidence of curriculum updates aligned to workforce or industry competencies Completion of program review cycle with documented action items	Academics & OIE
Objective 2.2 Integrate emerging technologies, industry competencies, and innovative instructional practices across programs	% of programs integrating emerging technologies or industry-relevant tools # students earning industry-recognized credentials % of courses incorporating experiential learning	OIE & IT
Objective 2.3 Strengthen academic preparation and success through student support services	Student feedback on effectiveness of academic support services Utilization of academic support services Development of learning support strategies aligned to program coursework	Student Success & Academics
Objective 2.4 Promote high-quality teaching and learning environments through ongoing faculty development and instructional improvement	% of faculty participating in professional development annually Student feedback related to instructional effectiveness Faculty engagement in assessment or curriculum development activities	VP of Faculty and College Planning

OBJECTIVE		KPI MEASUREMENTS	RESPONSIBLE OFFICE
GOAL 3		Strengthen regional impact through strategic partnerships	
PRIORITY Industry & Community Partnerships			
Objective 3.1 Expand and strengthen employer and industry partnerships supporting workforce development and applied learning	Number of active employer partners Employer participation in advisory committees Number of internships, job shadowing, or industry honors		VP of Faculty and College Planning / OIE
Objective 3.2 Increase student participation in community-connected or service-learning experiences	Number of community engagement or service-learning activities % of programs incorporating community-based learning Student participation in service-learning activities		Career Services, Volunteer Committee/Club, and Student Success
Objective 3.3 Strengthen regional collaboration and institutional visibility within workforce and economic impact	Employer perception of graduate workforce readiness Participation in regional workforce or economic development initiatives Number of partnerships supporting workforce or economic development efforts		OIE & VP of Faculty and College Planning

GOAL 4			Ensure long-term institutional sustainability and stewardship		
PRIORITY Sustainability & Advancement					
OBJECTIVE		KPI MEASUREMENTS		RESPONSIBLE OFFICE	
Objective 4.1 Strengthen institutional effectiveness through data-informed planning, assessment, and continuous improvement processes		Evidence of documented improvements resulting from assessment findings ("closing the loop") Alignment of planning and budget requests to strategic priorities Use of institutional data to inform program or departmental decision-making		OIE & VP of Faculty and College Planning	

OBJECTIVE	KPI MEASUREMENTS	RESPONSIBLE OFFICE
Objective 4.2 Enhance operational and financial sustainability to support long-term mission success	Diversification of revenue sources (non-tuition revenue growth) Grant activity levels Multi-year financial stability indicators	Grants and Finance
Objective 4.3 Strengthen institutional capacity through strategic use of technology, infrastructure, and organizational effectiveness	Utilization of technology supporting teaching and learning Employee participation in professional development aligned to institutional priorities Improvements to systems or processes that support institutional effectiveness	IT, HR, and OIE
Objective 4.4 Support sustainable facilities, technology, and infrastructure aligned to strategic priorities	Modernization of instructional labs and learning spaces Investment in technology supporting academic programs Infrastructure improvements aligned to program needs	Facilities

Appendix I: Institutional Survey Assessment Cycle (2026-2031)

Survey Title:	Responsible Unit:	Target Population:	Survey Cycle:	26-27	27-28	28-29	29-30	30-31
Freshman Survey	OIE	Freshman	Annual-September	●	●	●	●	●
Faculty Profile Survey	OIE	All Faculty	Every other year November		●		●	
Assessment Day	OIE	All Students	Annually	●	●	●	●	●
End of Course Instructor Evaluation Survey	OIE	Students	2 weeks before each semester ends	●	●	●	●	●
Senior Exit Survey – Grad Finale	OIE/Career Services	All Graduates	Annual- April	●	●	●	●	●
Career Fair Employer Survey	OIE/Career Services	Employers of JC Graduates/ PAC	Annual - Spring	●	●	●	●	●
Career Fair Student/Alumni Survey	OIE/Career Services	Students and Employers	Bi-Annual-Fall/Spring	●	●	●	●	●
Open House Survey	OIE/Admissions	Potential Students	After every open house	●	●	●	●	●
Wellness Fair Attendees Survey	OIE/HR	Staff, Students, Faculty	Bi-Annual	●	●	●	●	●
Wellness Fair Vendor Survey	OIE/HR	Staff, Students, Faculty	Bi-Annual	●	●	●	●	●
PTA Surveys	OIE/PTA	PTA Students	Fall/Spring	●	●	●	●	●
Emergency Drill Survey	OIE/Security	Staff, Students, Faculty	After every drill	●	●	●	●	●
Orientation Survey	Student Success	Orientation Attendees	Annual-Summer	●	●	●	●	●
Campus Climate survey	HR	All Faculty and Staff	Every 3 years		●		●	
Workforce Advancement & Value-Added Education (WAVE) Survey	OIE/Wave	Wave Students	After course completion					
General Education Assessment Survey		All Students	Freshman in the Fall Seniors in the Spring	●	●	●	●	●

Employer Survey		PAC Members/Industry Partners	Annually	●	●	●	●	●
Campus Committee Survey	OIE	ALL Faculty and Staff	2 years	●		●		●
Board Member Self-Assessment Survey	OIE	Board Members	Annually	●	●	●	●	●
PHY 101 Portfolio Survey	OIE/Instructor	PHY 101 Students	Annually	●	●	●	●	●
CHM 101 ALEKS Survey	OIE	CHM 101 Students	Annually	●	●	●	●	●
MAT 101 ALEKS Survey	OIE	MAT 101 Students	Annually	●	●	●	●	●

Program	Program Director	Fall 2026	Spring 2027	Fall 2027	Spring 2028	Fall 2028	Spring 2029
Architectural Drafting & Design Technology	Jim Burden			5 Year Review / Syllabus Review	External Review		
Automation & Robotics - Mechatronics Technology	Cole Goldstein			5 Year Review / Syllabus Review	External Review		
Automotive Technology	Jim Williams	5 Year Review	External Review			OIE Close Out	
Aviation Technology	Ryan Stevens	Syllabus Review		5 Year Review	External Review		
Biomedical Equipment Technology	Allan Miller			OIE Close Out / Syllabus Review		Syllabus Review	
Building and Property Maintenance (Certificate)	Walter Wood			5 Year Review	External Review		
Carpentry & Cabinetmaking Technology	Todd Campbell	OIE Close Out				5 Year Review	External Review
Computer Information Technology	Matthew Cirba	OIE Close Out		5 Year Review	External Review		
Cybersecurity - Computer Information Technology	Matthew Cirba	New Program					

Cybersecurity Analytics & Operations (Certificate)	Matthew Cirba						
Diesel Preventative Maintenance Technology	Elliot Harvey	5 Year Review	External Review			Syllabus Review	
Diesel Truck Technology	Elliot Harvey	5 Year Review	External Review			Syllabus Review	
Electrical Construction Technology	Matt Bozym	OIE Close Out				5 Year Review	External Review
Electronic Engineering Technology	Rick Fornes	5 Year Review	External Review	Syllabus Review		OIE Close Out	
Heating, Ventilation & Air Conditioning Technology	Walter Wood	OIE Close Out				5 Year Review	External Review
Heating, Ventilation, & Air Conditioning Technology + Plumbing	Walter Wood	New Program					
Industrial Mechanics - Mechatronics Technology	Cole Goldstein	New Program					
Network Management - Computer Information Technology	Matthew Cirba	New Program					

Plumbing (Certificate) - Starting January 2027	Walter Wood	New Program					
Radiologic Technology	Roxanne Caswell	Third-Party Program Review				OIE Close Out	
Scripting and Application Development - Computer Information Technology	Matthew Cirba	New Program					
Veterinary Technology	Kim Konopka	Third-Party Program Review				OIE Close Out	
Welding Fabrication & Manufacturing Technology /Welding Technology (Certificate)	Anthony DeLucca			OIE Close Out		Syllabus Review	

AES Department	Department Lead	Fall 2026	Spring 2027	Fall 2027	Spring 2028	Fall 2028	Spring 2029
Career Services	Dana Healey	5 Year Review	External Review			OIE Close Out	
College Relations	Doug Cook	OIE Close Out					
Counseling & Disability Services	Melissa Saxon-Price			OIE Close Out			
Enrollment Services	William Burke / Angela Semkew	OIE Close Out				5 Year Review	External Review
Facilities	Roger Orlandini			5 Year Review	External Review		
Finance	Liz Renda	OIE Close Out				5 Year Review	External Review
Financial Aid	Janice Richardson	OIE Close Out				5 Year Review	External Review
Grants & Foundation Relations	Karen Baker	5 Year Review	External Review			OIE Close Out	
Human Resources	Stephenie Vergnetti			5 Year Review	External Review		
Institutional Effectiveness	Jeanne Ruane	5 Year Review	External Review			OIE Close Out	
Network & Systems Administration	Jerry Marsh	5 Year Review	External Review	OIE Close Out			
Office of Academics / Registrar	Jeanine Engelmann	5 Year Review	External Review			OIE Close Out	
Special Programs	Kellyn Williams-Nolan	5 Year Review	External Review			OIE Close Out	

Student Success / Resource Center	Amy Driscoll-McNulty	OIE Close Out				5 Year Review	External Review
WAVE	Ashley Bechaver			OIE Close Out			

Appendix J: Assessment Inventory (2026-2031)

Academic Program Templates	Timeframe	Template Location	Results Location
Academic Program Annual Template	Annually	S:\Assessments\Program Assessment\2026 - Templates	S:\Assessments\Program Assessment
Periodic Academic Program Review	Every five years	S:\Assessments\Program Assessment\2026 - Templates	S:\Assessments\Program Assessment
Syllabus Review	Every five years	S:\Assessments\Program Assessment\2026 - Templates	S:\Assessments\Program Assessment
Curriculum Map Reviews	Annually	S:\Assessments\Program Assessment\2026 - Templates	S:\Assessments\Program Assessment
SLO Review	Annually	S:\Assessments\Program Assessment\2026 - Templates	S:\Assessments\Program Assessment
Administrative Educational & Student Support (AES) Templates	Timeframe	Template Location	Results Location
Annual Assessment: AES Unit	Annually	S:\Assessments\AES Unit Assessment\Templates\Annual Assessment - AES	S:\Assessments\AES Unit Assessment
Periodic AES Unit Review	Every five years	S:\Assessments\AES Unit Assessment\Templates\5 year Periodic Review	S:\Assessments\AES Unit Assessment
Survey Results	Timeframe	Template Location	Results Location
Academic Year Closeout Report	Annually	S:\department\Data Management\Closeout Report - DATA	S:\department\Data Management\Closeout Report - DATA
Assessment Day	Annually	Template held in Watermark	Survey results held in Watermark
End-of-Course Instructor Evaluation Survey	2 weeks before each semester ends	Template held in Watermark	Survey results held in Watermark
Senior Exit Survey – Grad Finale	Annual – April	Template held in Watermark	Survey results held in Watermark
Career Fair Employer Survey	Annual – Spring	Template held in Watermark	Survey results held in Watermark
Career Fair Student/Alumni Survey	Biannual – Fall/Spring	Template held in Watermark	Survey results held in Watermark
Open House Survey	After every open house	Template held in Watermark	Survey results held in Watermark
Wellness Fair Attendees Survey	Biannual	Template held in Watermark	Survey results held in Watermark
Wellness Fair Vendor Survey	Biannual	Template held in Watermark	Survey results held in Watermark
PTA Surveys	Fall/Spring	Template held in Watermark	Survey results held in Watermark
Emergency Drill Survey	After every drill	Template held in Watermark	Survey results held in Watermark

Orientation Survey (Scranton),(Hazleton)	Annual – Summer	Template held in Watermark	Survey results held in Watermark
Workforce Advancement & Value-Added Education (WAVE) Survey	After course completion	Template held in Watermark	Survey results held in Watermark
General Education Assessment Survey	Freshmen – Fall; Seniors – Spring	S:\Assessments\General Education Assessments\Gen Ed Surveys	S:\Assessments\General Education Assessments\Gen Ed Surveys
Campus Committee Selection Survey	Every two years	Template held in Watermark	Survey results held in Watermark

July 2026