UNIVERSITY OF ARKANSAS
PULASKI TECH

Unit Planning and Assessment Guide

2019

Preface

All UA- PTC units and programs participate in the College's annual planning and assessment process. This process provides a platform through which units/programs can report, track, and utilize outcomes assessment results to support and improve student learning, student success, and college operations.

The purpose of this guide is to provide administrators, faculty, and staff a framework for developing effective unit assessment plans.

This guide is a living document, and may be revised in response to feedback provided by stakeholders. Please direct any recommendations for changes to the Institutional Effectiveness Office by emailing IE@uaptc.edu.

Overview

A successful planning and assessment process facilitates institutional improvement and increases our overall effectiveness in both instructional and non-instructional areas. The information below is intended to help provide a context for the planning and assessment process.

What is assessment?

Assessment can be defined as the on-going and systematic process of measuring achievement towards goals and expected outcomes. The assessment process is effective when results are valued, and **used** to make improvements.

What is planning?

In the context of the annual unit planning and assessment cycle, planning is the use of results from outcomes assessment to plan **actions** for improvement.

Why is planning and assessment important?

Planning and assessment provides a means for the College to evidence its commitment to continuous quality improvement through systematic institutional effectiveness processes.

Unit Benefits:

- Evidences that units are accomplishing their purpose
- Drives improvement of unit structure, services, processes, or policies
- Informs decision makers of resource needs
- Improves the units relationship with stakeholders

College Benefits:

- Helps us make decisions based on fact, rather than assumption
- Informs our process for resource allocation
- Tell us if we are meeting stakeholder expectations
    - Reliability
    - Efficiency
    - Quality
- Assists us with documenting evidence that supports external accountability expectations
    - Engages in systematic and integrated planning
    - Links processes for assessment of student learning, evaluation of operations, planning, and budgeting
    - Works systematically to improve our performance

Key Elements for Effective Unit Planning and Assessment

- A team of employees from the unit who can provide input on the unit's functions
- UA-PTC's Strategic Plan and relevant ancillary plans
- Unit plan and report from the previous year
- Relevant institutional or unit-level reports, including program reviews and analysis of assessment data

Developing the Plan

To help guide you in the development of an effective plan, a systematic approach has been outlined for you below. Each step is closely aligned with the sections of the template you will complete in the Nuventive Improve system.

Before you begin following the steps provided, it is very important that you first identify your unit's key stakeholders. One person may lead the unit assessment process, but it essential to have your entire team involved in the assessment process.

Step 1: Define Unit Purpose Statement

The purpose statement describes the overall purpose of the unit, including how it relates to UA-PTC's mission and contributes to the College's overall work.

The purpose statement should highlight the most important functions, operations, services, and/or offerings of your unit or operation. It should also distinguish you from other units.

The unit purpose statement generally does not change from year to year; however, it is important to review the unit purpose statement each year to determine if a modification is necessary. If a unit is restructured or reorganized to perform different functions or if a unit takes on new services or functions, the purpose statement may need to be updated.

Purpose Statement Tip:
The **purpose statement** should follow this pattern: *The mission/purpose of the (program/unit name) is to (program/unit primary purpose) by providing (service, function, operation) to (stakeholder groups)."* EXAMPLE: The mission of the College Library is to support student learning in the provision and promotion of information services to faculty, staff, administrators, and most importantly, students.

Step 2: Define Unit Goals

Goals explain how the unit/program will fulfill its purpose and use action verbs to describe the services and functions of the unit.

Unit goals rarely change from year to year. There may be a time when additional goals need to be created for short-term situations, such as one-time funds or offering an interim service.

Well-written goals:

- Clearly relates to the unit/program purpose statement
- Aligns with the functions or services the unit/program provides
- Represents the core of what the unit/program does
- Will be applicable to the unit/program four years from now

Goal Statement Tip:
Unit goal statements follow a general format: "(Unit name) (action verb) (what unit wants to achieve)." EXAMPLE: The Library provides instruction on ethical use of information.

Step 3: Define Measurable Outcomes

Outcomes are specific statements that describe what the unit expects to achieve in terms of performance. Outcomes should be derived from the goals identified in the previous step.

Effectively written expected outcome statements have SMART qualities: Specific, Measurable, Attainable, Realistic, and Time-bound

Expected outcomes can be classified into **three categories**—unit processes and functions, satisfaction, and learning.

Outcome Type	Description
Unit Processes and Functions	Expected outcomes about quality, efficiency, and effectiveness by evaluating organizational processes, functions, and services
EXAMPLE The Library will respond within 24 hours to 90% of on-line requests for research assistance via "Ask a Librarian."	
Satisfaction	Expected outcomes about constituents' or stakeholders' satisfaction with a unit/program's processes, functions, and services
EXAMPLE: 85% of Learning Assistance Center clients will rate themselves "highly satisfied" with online learning management systems instruction.	
Learning	Expected outcomes about whether or not students/faculty/staff are learning the desired knowledge, skills, or attitudes intended by the unit/program.
EXAMPLE: 80% of students will be able to conduct a data base search on an assigned topic.	

Step 4: Identify Measures and Performance Targets

A measure is a tool(s) used to determine if a unit has achieved its expected outcome. To determine a measure, ask the questions: "How will the unit know if the outcome has been achieved? What information or data will the unit look at to determine if it has been successful?"

Try to avoid using the completion of a project as a measure—simply completing the project does not provide any information on how to improve.

Examples:
Count of students served
Counts/tallies of co-curricular activity offerings
Enrollment comparisons (college, concurrent, school, program, course, non-credit, etc.)
Facility usage statistics
Graduation Rates
Number of admissions applications
Number of training attendees
Percentage of alumni giving
Response time to requests for service
Retention Statistics (faculty, staff, students, etc.)
Satisfaction surveys (students, employers, employees, community, board members, etc.)
Success Rates

Performance Target:

Measures should indicate performance targets, such as specific percentages and numbers. A performance target establishes a specific criterion for success and enables your outcome to be measurable.

Example:
85% of students who complete the online student orientation will rate themselves as "highly satisfied" with the presentation.

Step 5: Describe Activities and Timeline

Activities should be specific actions that will be taken to help achieve the expected outcome; multiple steps may be required. A clear timeline with specific milestones should be included.

Remember activities will be completed over an entire fiscal year—focus on quality.

Example
The Library will provide in-class and on-line instruction on ethical use of information for each English Composition II course during both the fall and spring semesters.

Step 6: Identify Resources Needed

If you believe resources will be needed to successfully achieve your outcome, you will identify which resource types are needed.

There should be a direct connection between what is assessed, the plans for improvement based on the results of the assessment, and budgetary decisions. Assessment should not be used to justify a predetermined budget, but rather assessment results may demonstrate a need for resource allocation.

Not sure what to write in your plan or include as a measure?

Contact the Institutional Effectiveness Office: IE@uaptc.edu!

Appendix A—Planning Units

Chancellor's Office

Advancement Office

- Alumni Association
- Development
- Public Relations & Marketing
- Special Events Programming

Finance & Administration (CFO's Office)

Controller

- Business Office
- Student Accounts
- Payroll

Grants & Contracts

Human Resources

- Professional Development Institute

Budget

Physical Plant

Purchasing

Dean of Admissions & Financial Aid

- Enrollment Services
- Financial Aid
- Career Pathways Grant
- STEM Success Grant
- TRiO Grant
- VUB Grant
- Student Services-LRS
- Testing Services
- Veteran's Services
- Welcome Center

Governmental Relations

Provost's Office

Academic Assessment

Academic Partnerships

- Perkins Grant

Information Technology Services

- Administrative Computing
- Learning Management System
- Networking Services

Institutional Effectiveness

Libraries

Dean of Arts, Humanities, & Social Sciences

- Department of Education & Reading
    - Little Learners Academy
- Department of Fine Arts & Humanities
- Department of Languages & Communication
- Department of Social & Behavioral Sciences

Dean of Sciences & Mathematics

- Department of Mathematics
- Department of Natural & Physical Sciences

Dean of Technical & Professional Studies

- Department of Business & Information Technology
- Department of Culinary Arts & Hospitality Management
- Department of Technical Studies
- UA- PTC Career Center
- Workforce Development & Community Education

Dean of Student Affairs

- Adult Education
- Advising & Career Services
- Counseling & Disability Support Services
- First Year Experience
- Police & Public Safety
- Registrar's Office
- Student Life & Leadership
- Tutoring Services

Appendix B—Strategic Objectives: Implementation

Year One: 2017-2018	Year Two: 2018-2019	Year Three: 2019-2020	Year Four: 2020-2021
1.1 Establish clear paths to students' career or transfer goals through program maps and transfer pathways. Δ 1.5 Ensure students are learning. Δ	1.2 Utilize admissions processes and standards that ensure all students are adequately prepared for success. Δ 1.3 Implement processes that assist students with the selection of a program of study. Δ	1.4 Execute strategies for guiding students to reach their goal. ⇧	1.6 Build a culture of student engagement. 1.7 Expand community outreach to secure resources and promote student success.
2.4 Build a culture that leverages employee collaboration and engagement at all levels through cross-functional, interdisciplinary activities.	2.2 Provide campus-wide professional development opportunities that improve job skills, leadership capabilities, and employee productivity. ⇧	2.3 Strengthen participation in operational practices to support the achievement of strategic priorities.	2.1 Recognize and promote faculty and staff contributions that occur within, as well as above and beyond, expected job activities. ⇧
3.1 Implement an organizational structure focused on both student success and organizational effectiveness. 3.3 Develop and implement process for the systematic review of all College programs and operations. Δ	3.2 Ensure consistency of experience across all departments, programs, and facilities. 3.5A Ensure fair and ethical standards in all policies. 3.8 Grow the capacity and increase fundraising opportunities. ⇧	3.5B Ensure fair and ethical procedures are aligned with policies and embedded in operational documentation. Δ 3.7 Advance data-driven decision making at all levels.	3.6 Ensure continuity of College operations.
4.1 Develop a comprehensive marketing & communication plan. *Includes embedding 3.4, 4.3, and 4.6		4.2 Create robust, face-to-face, college recruiting opportunities.	4.4 Empower all UA-PTC students and employees to be ambassadors of the College.

Notes:

- 3.4 Develop internal communication systems that ensure consistent and regular messages are shared with the College community, and 4.5 Identify and track indictors of success relative to marketing and messaging activities, should both be embedded as part of 4.1. In fact, 4.3 could very well be included in the overall plan, but it's important to remember the targeted audiences and points in time should be driven by the Recruitment and Retention Plan, which would be tied to the Academic Master Plan
- Objectives 1.7 and 3.8 are closely tied and could be focused on together. Not sure 3.8 made sense under priority 3.
- Again, 4.2 would normally be included in a Recruitment and Retention Plan, which would be tied to the Academic Master Plan
- Many of these objectives should be embedded in a comprehensive Recruitment and Retention Plan that's aligned with an Academic Master Plan
- Many of these objectives could use the Completion by Design model to guide the work
- Δ means "operationalize"
- ⇧ indicates potential overlap with other objectives
- Important to keep in mind that many of these objectives will require a process owner be identified for the management of the process for years to come
- Important to keep in mind that some these will have elements worked on in years prior to where they are placed, but will be specifically focused on during the years in which they fall

Appendix C—Guided Inquires

Turning Data into Information

Guided Inquiry Questions	Report Name:
What do the data seem to tell us?	
What do they not tell us?	
What else would we need to know?	
What are your areas of concern?	
What good news is there for us to celebrate?	
Where do you see high performance?	
Where do you see low performance?	
What surprises or jumps out at you?	
What patterns do you find?	
What are your questions, significant ideas, and curiosities?	

Taking Action on the Information

Guided Inquiry Questions	Report Name:
How should this information be shared across the institution?	
What interventions or strategies do we need to deploy in order to move the needle?	
What is working that can be replicated in additional areas of the college?	
What is working in other departments that we can replicate in our area?	
What need for program, curriculum, or management improvements might arise from these data?	
What might we include in an action plan to support the learning and success of our students?	
What can we do differently and more efficiently?	
What low-cost changes could be implemented that would positively impact student success and institutional effectiveness?	
How can we increase support for faculty, staff and administrators regarding evaluation processes and supporting best practices?	

Appendix D—Annual Plan Evaluation Rubric

Plan Area	Excellent	Acceptable	Needs Work	Missing
Purpose Statement	Clearly stated and specific to the unit. Defines the core purpose of the unit. Clear alignment with the mission of the division and College.	Clearly stated and specific to the unit. Somewhat defines the core purpose of the unit. Mostly aligns with the mission of the division and College.	Unclear statement. Vaguely defines the core purpose of the unit. Alignment with the mission of the division or College also unclear.	Vague statement that does not define the core purpose of the unit. No alignment to the mission of the division or the College.
Alignment Unit Goals	Explicitly aligns with one or more strategic objectives.	Clearly aligns with one or more strategic objectives.	Results may support one or more strategic objective, but link is not clearly stated.	No apparent link to strategic objectives.
Alignment KPIs	Impact on KPI(s) is explicit.	Will impact KPIs.	May not impact KPIs.	No impact on KPIs.
Goals	Clearly relate to the unit's purpose, functions, or services. Uses action verbs to describe how the unit will fulfill its purpose.	Relate to the unit's purpose, functions, and services. States how the unit will fulfill its purpose.	Somewhat relates to the unit's purpose, function, or services. Does not clearly represent what the unit does or how the unit purpose will be fulfilled.	Goals do not relate to the unit's purpose, functions, or services. Do not explain how the unit will fulfill its purpose.
Activities	Concrete steps for accomplishing unit goals. Activities can be realistically achieved and will likely achieve the expected outcome.	Mostly clear steps for accomplishing unit goals. Activities are realistic for the unit and may achieve the expected outcome.	Vague or unclear steps. Activities may be unrealistic, unrelated to the unit goal, or may not clearly align with the expected outcome.	Steps are missing or incomplete.
Outcomes	Smart, Measurable, Attainable, Results-oriented and realistic, and time-bound (SMART).	Have most Smart, Measurable, Attainable, Results-oriented and realistic, and time-bound (SMART) qualities, but may not be effectively written.	Outcomes have some Smart, Measurable, Attainable, Results-oriented and realistic, and time-bound (SMART) qualities, but are not clearly written.	Outcomes are not clear and do not have Smart, Measurable, Attainable, Results-oriented and realistic, and time-bound (SMART) qualities.
Measures	Uses indirect, direct, qualitative, and quantitative measures. Measures align with the intention of the outcome and indicate performance targets.	Uses at least two different types of measures (indirect, direct, qualitative, and quantitative). Measures somewhat align with the intention of the outcome and indicate performance targets.	Uses either indirect, direct, qualitative, or quantitative measures. Measures barely align with the outcomes and may not indicate performance targets.	Does not list clear measures **OR** Measures do not align to the outcome or performance targets for the unit.

Appendix E—Planning Terms

Academic Planning (AP) - Planning that outlines an institution's overall academic goals and how those goals will be met. It can include academic program planning (APP), academic structure, organizational framework, institution-wide outcomes or competencies, and division or department goals and how they align to the overall Academic Plan. See also *academic program planning*.

*Academic Planning is the heart of the integrated planning process. Academic planning often makes explicit links to planning in student services, enrollment, career services, libraries, and technology. Faculty roles related to teaching and service tend to be included in planning and governance documents, not academic plans.

Academic Program Planning (APP) - A subset of academic planning, APP is a process that fosters measurement, analysis, and prioritization of academic programs and helps institutions achieve strategic balance. See also *academic planning*.

Alignment- A state of agreement and cooperation among individuals, groups, processes, documents, etc., about what should be done, how, and why. There are two kinds of alignment: (1) Vertical alignment is the direct connection of desired outcomes from mission to the on-the-ground operations. (2) Horizontal alignment is the coordination of tactics across boundaries so they effectively work together towards the same institutional goals.

Activities- Specific actions the institution, unit, or program takes to achieve outcomes and goals.

Campus Master Planning (CMP) - Planning that outlines the long-term direction of the physical campus (often called the "physical manifestation of an institution's strategic plan"). At its best, it is a roadmap for the future of a campus, and becomes a crucial tool in confirming short-term projects are working in conjunction with long-term plans and goals.

Capital Planning- Within the context of its strategic plan and campus master plan, the process by which an institution decides which long-term investments—in future buildings, major renovations, and remodeling—to make. This planning should ensure that any proposals to erect or renovate buildings are made within the context of the strategic plan and campus master plan.

Change Management- A systematic approach to dealing with change, both from the perspective of the organization and on the individual level.

Communication Plan- A document that outlines how you will inform, engage with, and seek feedback from your plan's stakeholders, including specific audiences, messages, delivery methods, and frequency.

Environmental Scanning- An exploration and analysis of the external factors (economic, environmental, political, social, and technological) affecting the institution.

Evaluation- A required and ongoing part of the integrated planning process that emphasizes the measurement of goals, objectives, strategies, and tactics against agreed-upon criteria. Evaluation is also widely used to gauge the effectiveness of programs. See also *benchmarks* and *metrics.*

Goal- A broad, general statement of what the institution, unit, or program intends to accomplish.

Implementation- The process of putting a plan into action.

Implementation Plan- A document that outlines how the strategic plan will be put into action, monitored, and revised.

Initiative- A general term for a strategy, program, product, service, or project.

Institutional Plan- Plan for a specific aspect of operations that covers the entire institution. Examples: academic plan, campus master plan, budget plan, IT plan, enrollment plan, retention plan, etc.

Integrated Planning- A sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change. Integrated planning is both an overarching model of alignment—the connective tissue *amongst* disparate institutional planning efforts—and a process of planning *within* each of the institutions component planning efforts. See also *strategic planning*.

Integrated Planning Culture- A high-impact organizational culture that values strategy and preparedness for change, collaboration, healthy and productive debate, and empowering stakeholders to pursue its mission.

Measure- A measurement tool that tracks, monitors, and assesses the effectiveness of an objective/outcome, initiative, or plan.

Milestone- A significant date or event during the implementation of a plan.

Mission- An institution's stated purpose or reason for existence.

Objective/Outcome- A specific, measurable outcome the institution, unit, or program intends to accomplish. See *SMART objectives*.

Operational Planning- A process for determining the day-to-day operations of an institution or unit over the next one to twelve months.

Organizational Capacity- The resources, skills, and people an organization needs to make a change effort successful, including physical resources, IT resources, budget, leadership, and institutional capacities.

Organizational Culture- A system of shared assumptions, values, and beliefs that govern how people behave in an organization.

Outcome- A result from the implementation of a plan or any of its components.

Purpose Statement- A stated purpose or reason for existence. Describes the overall purpose of the unit, program, or position, including how it relates to UA- PTC's mission and contributes to the College's overall work.

SMART Objectives- An acronym that describes the characteristics of a good objective. It stands for:

- *Specific:* Clearly define what an institution intends to accomplish
- *Measurable:* Quantifies how much the institution intends to accomplish
- *Assignable:* A person, department, or committee could be given responsibility for the objective.
- *Realistic:* Can be achieved with an institution's resources and in the amount of time indicated.
- *Time Bound:* Identifies when the objective will be completed.

Strategic Plan- A product of the strategic planning process that documents and communicates decisions made during the planning process.

Technology Plan- A technology plan is a comprehensive plan that IT professionals develop to guide their organizations in alignment with the other key institutional planning units.

Unit Plan- Plan for a specific group that is part of the larger institution—product that documents and communicates tasks that need to be completed, who is responsible, timeframe, required resources, milestones, and expected outcomes.

Values- Principles and beliefs that form an important part of the foundation on which an institution operates.

Vision Statement- A description of what the institution will look like if the institution achieves its full potential.

Appendix F—Program Review Schedules

Program Review Schedule for Instructional Programs							
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACADEMIC DISCIPLINES & GENERAL EDUCATION PROGRAMS							
ARTS, HUMANITIES & SOCIAL SCIENCES							
	Communications (*all disciplines*)	*Update*	*Update*	X	*Update*	*Update*	*Update*
	Humanities (*all disciplines*)	*Update*	X	*Update*	*Update*	*Update*	X
	Social Sciences (*all disciplines*)	*Update*	X	*Update*	*Update*	*Update*	X
	Education- AS	*Update*	*Update*	X	*Update*	*Update*	*Update*
*	Early Childhood Education- AAS	*Update*	*Update*	*Update*	X	*Update*	*Update*
	General Education- AA	X	*Update*	*Update*	*Update*	X	*Update*
	General Studies- AGS	X	*Update*	*Update*	*Update*	X	*Update*
SCIENCES & MATHE MATICS							
	Mathematics	X	*Update*	*Update*	*Update*	X	*Update*
	Sciences (*all disciplines*)	*Update*	*Update*	X	*Update*	*Update*	*Update*
	Liberal Arts & Sciences- AS	X	*Update*	*Update*	*Update*	*Update*	*Update*
	Allied Health (*all options*)	*Update*	*Update*	*Update*	X	*Update*	*Update*
*	Dental Assisting- TC	*Update*	X	*Update*	*Update*	*Update*	X
*	Occupational Therapy- AAS	*Update*	*Update*	*Update*	X	*Update*	*Update*
	Pre-Health Care Studies- TC	*Update*	X	*Update*	*Update*	*Update*	X
*	Practical Nursing- TC	*Update*	*Update*	X	*Update*	*Update*	*Update*
*	Respiratory Therapy- AAS	X	*Update*	*Update*	*Update*	X	*Update*
TECHNICAL & PROFESSIONAL STUDIES PROGRAMS							
BUSINESS & INFORMATION TECHNOLOGY							
	Business- AAS and AS (*all options*)	*Update*	X	*Update*	*Update*	*Update*	X
	Computer Information Systems (*all options*)	X	*Update*	*Update*	*Update*	X	*Update*
	Digital Media Production (*all options*)	*Update*	*Update*	X	*Update*	*Update*	*Update*
	Legal Secretarial	*Update*	*Update*	X	*Update*	*Update*	*Update*
	Medical Office Technology	*Update*	X	*Update*	*Update*	*Update*	X
	Paralegal Technology	X	*Update*	*Update*	*Update*	X	*Update*
	Technology & Engineering- AS	*Update*	*Update*	*Update*	X	*Update*	*Update*

CULINARY ARTS & HOSPITALITY MANAGEMENT							
*	Baking & Pastry Arts	**X**	*Update*	*Update*	*Update*	**X**	*Update*
*	Culinary Arts	*Update*	**X**	*Update*	*Update*	*Update*	**X**
*	Hospitality Management	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
TECHNICAL SCIENCES							
	Applied Electronics Technology- AAS	*Update*	**X**	*Update*	*Update*	*Update*	**X**
	Automated Manufacturing Systems (*all options*)	**X**	*Update*	*Update*	*Update*	**X**	*Update*
	Automotive Service Technology	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
*	Aviation Maintenance (*all options*)	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
	Collision Repair Technology	*Update*	*Update*	*Update*	**X**	*Update*	*Update*
	Construction Management Technology	*Update*	**X**	*Update*	*Update*	*Update*	**X**
	Cosmetology (*all programs*)	*Update*	*Update*	*Update*	**X**	*Update*	*Update*
	Diesel Technology	*Update*	**X**	*Update*	*Update*	*Update*	**X**
	Drafting & Design Technology	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
	General Technology- AAS	**X**	*Update*	*Update*	*Update*	**X**	*Update*
	HVAC- AAS	*Update*	*Update*	*Update*	**X**	*Update*	*Update*
	Machine Shop	**X**	*Update*	*Update*	*Update*	**X**	*Update*
	Military Technologies- AAS	*Update*	*Update*	*Update*	**X**	*Update*	*Update*
	Power Sports Equipment Technology	*Update*	**X**	*Update*	*Update*	*Update*	**X**
	Tractor & Trailer (*all options*)	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
	Welding Technology	**X**	*Update*	*Update*	*Update*	**X**	*Update*

"X" Indicates full Program Review; Annual Updates are submitted in all years without an X.

*"*****" Indicates program has an external accreditor.*

Program Review Schedule for Non-Instructional Service Areas and Administrative Units						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
CHANCELLOR'S OFFICE						
Chancellor's Office	X	*Update*	*Update*	*Update*	X	*Update*
Governmental Relations	*Update*	X	*Update*	*Update*	*Update*	X
ACADEMIC AFFAIRS						
Academic Affairs/Provost's Office	*Update*	*Update*	*Update*	X	*Update*	*Update*
Academic Partnerships Office	X	*Update*	*Update*	*Update*	X	*Update*
Academic Assessment Office	*Update*	X	*Update*	*Update*	*Update*	X
Information Technology Services	*Update*	*Update*	X	*Update*	*Update*	*Update*
Institutional Effectiveness Office	*Update*	X	*Update*	*Update*	*Update*	X
Libraries (*includes Dean*)	X	*Update*	*Update*	*Update*	X	*Update*
School of Arts, Humanities & Social Sciences	*Update*	*Update*	*Update*	X	*Update*	*Update*
School of Sciences & Mathematics	*Update*	*Update*	X	*Update*	*Update*	*Update*
School of Technical & Professional Studies	*Update*	*Update*	*Update*	X	*Update*	*Update*
ADVANCEMENT						
VC for Advancement Office	X	*Update*	*Update*	*Update*	X	*Update*
Alumni Association	*Update*	*Update*	*Update*	X	*Update*	*Update*
Development Office	*Update*	*Update*	X	*Update*	*Update*	*Update*
Public Relations & Marketing	*Update*	X	*Update*	*Update*	*Update*	X
Special Events Programming	X	*Update*	*Update*	*Update*	X	*Update*
FINANCE & ADMINISTRATION						
VC for Finance Office	*Update*	*Update*	*Update*	X	*Update*	*Update*
Budget Office	*Update*	*Update*	X	*Update*	*Update*	*Update*
Controller & Business Office	*Update*	X	*Update*	*Update*	*Update*	X
Grants & Contracts	*Update*	X	*Update*	*Update*	*Update*	X
Human Resources (*includes PDI*)	X	*Update*	*Update*	*Update*	X	*Update*
Physical Plant	*Update*	*Update*	X	*Update*	*Update*	*Update*
Purchasing	X	*Update*	*Update*	*Update*	X	*Update*
STUDENT AFFAIRS						
Dean of Student Affairs Office	*Update*	*Update*	*Update*	X	*Update*	*Update*
Adult Education	*Update*	*Update*	X	*Update*	*Update*	*Update*
Advising & Career Services	X	*Update*	*Update*	*Update*	X	*Update*
Counseling & Disability Support Services	*Update*	X	*Update*	*Update*	*Update*	X
First Year Experience Program	*Update*	*Update*	*Update*	X	*Update*	*Update*

	Police & Public Safety	*Update*	*Update*	*Update*	**X**	*Update*	*Update*
	Registrar's Office	*Update*	**X**	*Update*	*Update*	*Update*	**X**
	Student Life & Development	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
	Tutoring Services	**X**	*Update*	*Update*	*Update*	**X**	*Update*
ADMISSIONS & FINANCIAL AID							
	Dean of Admissions & Financial Aid	*Update*	*Update*	*Update*	**X**	*Update*	*Update*
	Enrollment Services	*Update*	**X**	*Update*	*Update*	*Update*	**X**
	Financial Aid	*Update*	**X**	*Update*	*Update*	*Update*	**X**
	Student Services- LRS	**X**	*Update*	*Update*	*Update*	**X**	*Update*
	Testing Services	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
	Veteran's Services	**X**	*Update*	*Update*	*Update*	**X**	*Update*
	Welcome Center	*Update*	*Update*	*Update*	**X**	*Update*	*Update*
	Career Pathways	*Update*	**X**	*Update*	*Update*	*Update*	**X**
	STEM Success	*Update*	*Update*	*Update*	**X**	*Update*	*Update*
	TRiO	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
	Veteran's Upward Bound	*Update*	*Update*	**X**	*Update*	*Update*	*Update*
"X" Indicates full Program Review; Annual Updates are submitted in all years without an X.							