



# Institutional Outcomes

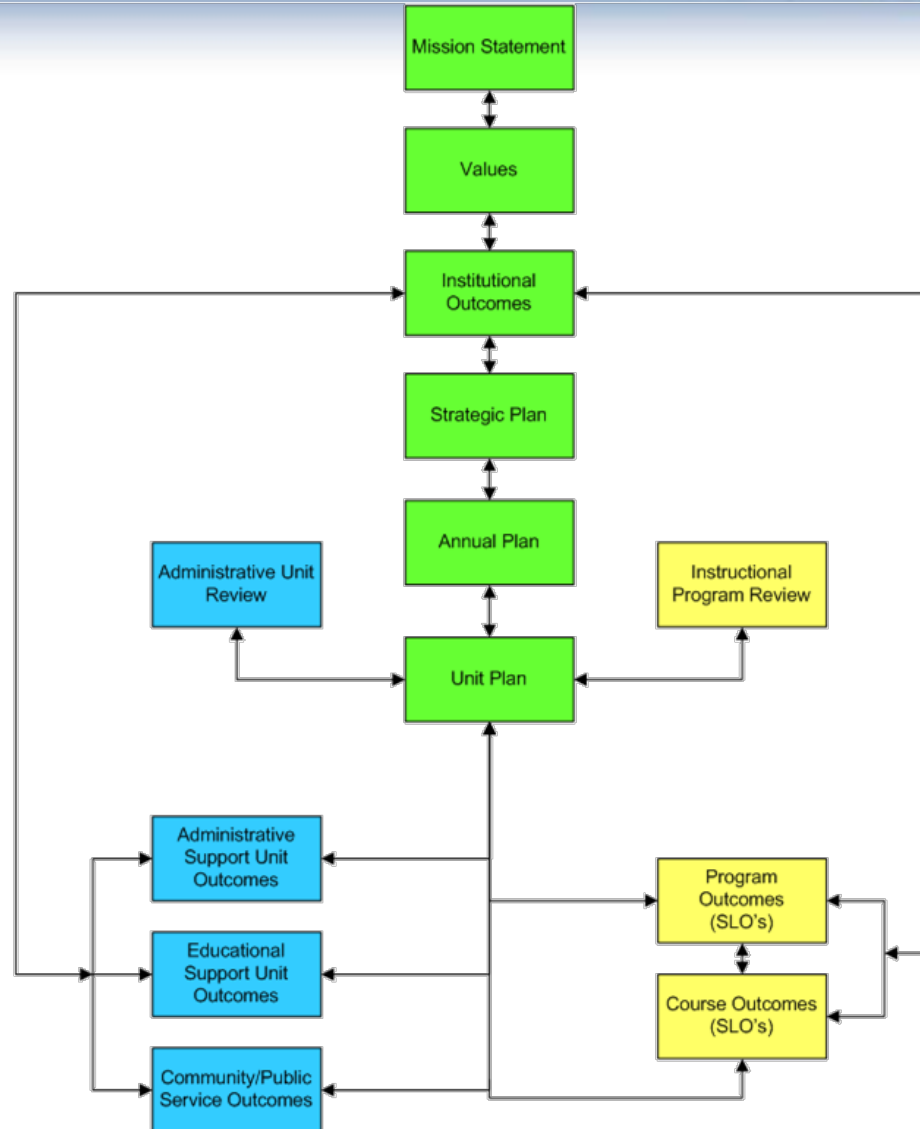
**Dr. Angela M. Garcia Falconetti**

**Vice President**

**Planning, Development, and Institutional Effectiveness**

**Fall Planning 2011**

# Daytona State College's Planning Structure

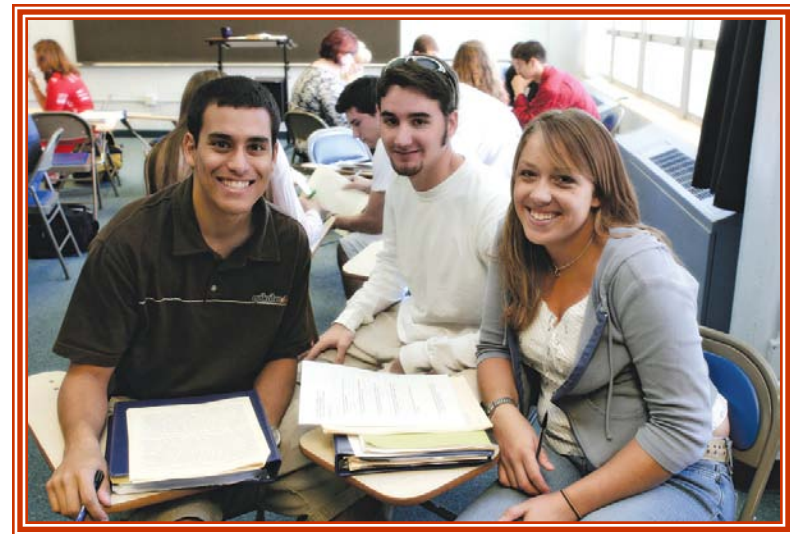


# Daytona State College

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## Vision Statement

**Daytona State College will be the destination of choice for education.**



# Daytona State College

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## Mission Statement

- The mission of Daytona State College is to advance teaching, learning, and innovation.
- Daytona State College, a comprehensive public college, provides access to a range of flexible programs from community enrichment to the baccalaureate degree, emphasizing student success, embracing excellence and diversity, as well as fostering innovation to enhance teaching and learning.

# Values

Community

Diversity

Integrity

Innovation

Excellence

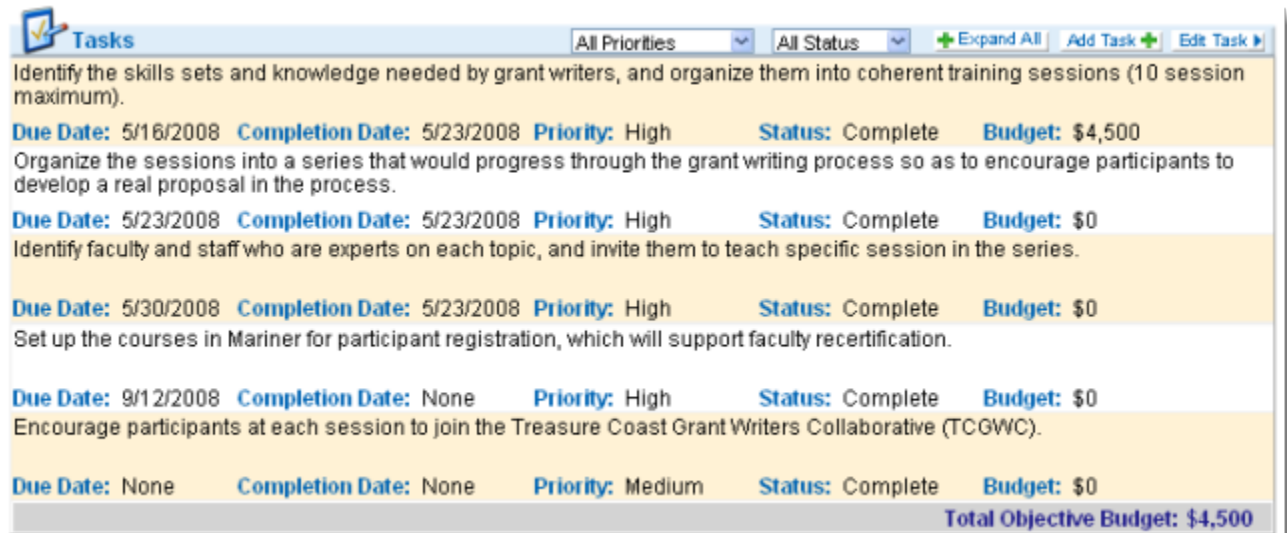
Student Success

# What is an Institutional Outcome?

The extent each “program” or unit is contributing to the overall achievement of students and the institution as a whole.

# Institutional Outcomes

The standards that Daytona State College students must meet prior to graduating: *critical/creative thinking; cultural literacy; communication; information and technical literacy.*



Task Description	Due Date	Completion Date	Priority	Status	Budget
Identify the skills sets and knowledge needed by grant writers, and organize them into coherent training sessions (10 session maximum).	5/16/2008	5/23/2008	High	Complete	\$4,500
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					<b>Total Objective Budget: \$4,500</b>

# Critical/Creative Thinking

Students will use systematic and creative thinking skills to analyze and evaluate issues and arguments, to solve problems, and/or to make decisions.

Critical/Creative Thinking may include but not be limited to:

- **Logical reasoning:** The ability to evaluate arguments for their logic, validity, relevance and strength.
- **Problem-solving and decision-making skills:** The ability to identify and define problems/issues, recognizing their complexity, and considering alternative viewpoints and solutions.
- **Scientific reasoning:** The ability to use the critical skills of observation, analysis, evaluation.
- **Quantitative reasoning:** Computation, application and inference.
- **Qualitative reasoning:** Incorporates personal experience, human perception and human values (i.e., creative thinking, aesthetic reasoning, ethical reasoning).



# Communication

Students will be able to read, write, and exchange information, ideas, and concepts effectively.

Communication may include but not be limited to:

- Reading comprehension and active listening.
- Effective interpersonal communication.
- Effective non-verbal communication.
- Effective public communication in semi-formal and formal settings.
- Writing that has a clear purpose in relation to an appropriately targeted audience.
- Writing that is focused, developed, organized, coherent, unified and correct.

# Cultural Literacy

Students will understand the impact of the variations among and within cultures.

Cultural literacy may include but not be limited to:

- Knowledge of, respect for, and sensitivity towards individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations as well as towards those individuals with diverse abilities and from diverse socio-economic classes.
- Awareness of populations and countries worldwide.
- Social responsibility.
- Ethical values of good citizenship.
- Aesthetic values and artistic endeavors across diverse cultures.
- Variations of human behavior.
- Interdependence between culture and the environment.

# Information and Technical Literacy

Students will use appropriate technology to locate, evaluate, and effectively process information.

Information and Technical Literacy may include but not be limited to:

- Finding and evaluating relevant resources and data.
- Using appropriate technologies to conduct and/or present inquiry and research.
- Citing and documenting resources appropriately.
- The ethical use of information, social media, or networking.
- Ability to navigate within a digital environment.

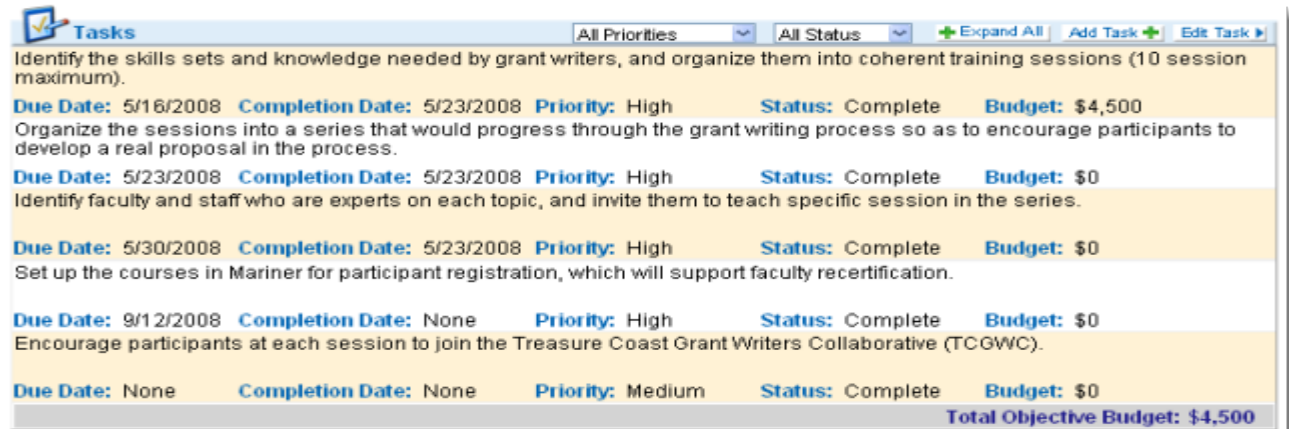
# Strategic and Annual Plans

## Strategic Planning Priority

To fulfill its vision, carry out its mission, and live its values, Daytona State College established strategic directions as the foundation for its future in its 2010-2013 Strategic Plan.

## Annual Developmental Objectives

The 2010-11 Annual Plan has developmental objectives that link to the Colleges 2010-13 Strategic Plan.



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# SACS Standard 3.3.1

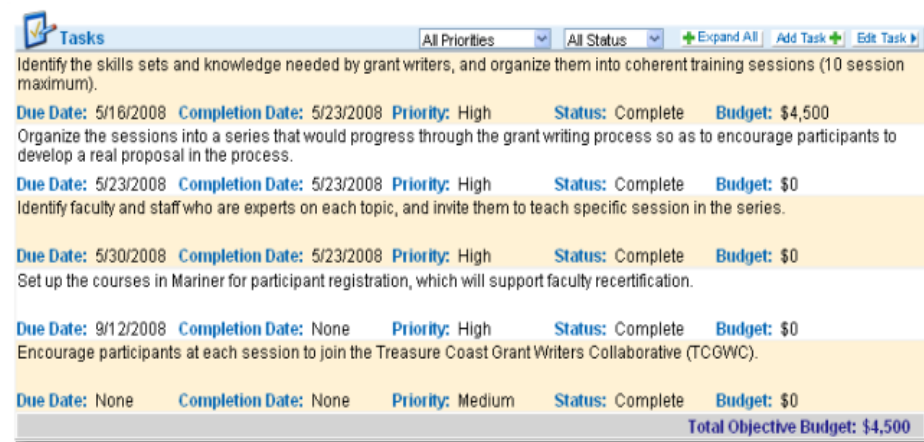
**3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate

# SPOL Unit Plans: Type of Service

“Type of Service” represent the College’s Administrative Unit Outcomes (AUOs), which focus on the services provided by the College units in support of the College’s mission and values and the institutional outcomes, strategic, and annual plans.

- Administrative Support Service
- Community/Public Service
- Educational
- Educational Support Service



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# SPOL Unit Plans: Type of Service

## Administrative Support Service

Administrative support service units maintain College operations in support of the College's instructional programs and institutional outcomes.

## Community/Public Service

Community/public service units offer activities and programs that meet the needs of the College and local communities for cultural enrichment, community engagement, and lifelong learning. The College's community/public service units support community development through civic, charitable, business, and professional organizations. Academic courses and programs often have learning activities related to experiential and/or service learning that are a part of the academic units and apply to this standard. Community/public service units support institutional outcomes.

# SPOL Unit Plans: Type of Service

## **Educational**

Education delivered in the classroom that supports the student learning outcome process both at the program and course level.

## **Educational Support Service**

Educational support service units contribute to student learning, instruction, or access. The educational support units provide services that relate to students and are part of the institution's overall learning environment. Educational support service units support the institutional outcomes.



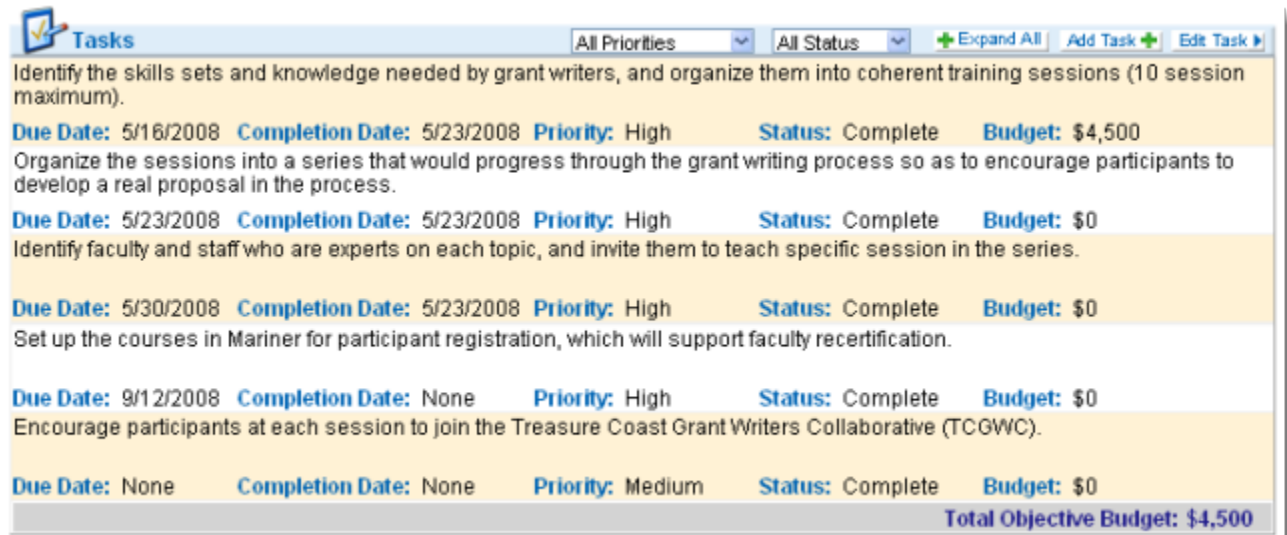
# Assessment

## Intended Results

List the results you want to achieve both from the objective overall and from specific tasks or strategies.

## Assessment Measures

Describe the measurement tools that you will use and/or the methodologies you will employ to gather data. This might also include existing data sources.



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# Reaffirmation Standards

## Associated Standards

Does this objective correct an issue of partial or non-compliance with accreditation standards? Does it provide evidence of compliance with a standard?

Tasks					All Priorities	All Status	+ Expand All	Add Task +	Edit Task ▶
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# Fundamental Assumptions

1. The *process* of planning is as important, if not more important, than the plan itself.
2. Successful planning depends on leadership, communication, assessment, and a knowledge of organizational culture.
3. The goal of strategic planning is organizational improvement and change.
4. The strategic planning process should evaluate funding and resources.

# Questions?

Dr. Angela M. Falconetti

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Planning, Development, and Institutional  
Effectiveness

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