



CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE

Institutional Effectiveness

2017-2018

Table of Contents

Introduction	1
Elements of Institutional Effectiveness.....	2
Annual Needs Assessment.....	3
Mission Statement.....	4
Review of College Mission Statement	4
Program Reviews	5
Standing Committees	5
Institutional Effectiveness Process	6
Functional Units	6
Assessment and Outcomes Report	7
Assessment Plan for Academic Program Outcomes	8
Assessment Plan for Academic and Student Support.....	9
Assessment Plan for Administrative Support	9
Planning Model	10
Exhibits.....	

Introduction

The objective of the Annual Plan for Institutional Effectiveness (APIE) is to ensure Chattahoochee Valley Community College (CVCC) is effectively carrying out its mission through ongoing assessment and use of results. Assessment of the institutional effectiveness of CVCC is a systematic evaluation of how well the needs of the local constituents (i.e., students, community, business, and industry) are met through the CVCC mission, objectives, programs offered, and personnel delivering these services. The Institutional Effectiveness Calendar (Exhibit 1) and details of the assessment process are included in the APIE. The Office of Institutional Advancement and Effectiveness (OIAE) is responsible for the oversight of this process.

Chattahoochee Valley Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Accreditation by the Commission on Colleges signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers and that indicate whether it is successful in achieving its stated objectives.

The Principles of Accreditation: Foundations for Quality Enhancement

The adoption in 2001 of the *Principles of Accreditation* by the SACSCOC introduced significant changes in its approach to accreditation. The institution's effectiveness and its ability to create and sustain an environment that enhances student learning became the focus of a process designed to determine the quality of an institution within the framework of its mission, its goals, and an analysis of and response to crucial institutional issues. The success of the reaffirmation process depends upon four paramount concepts:

(1) The belief that the accreditation of institutions should be determined through a system of **peer review** whereby institutional effectiveness and quality are evaluated primarily by individuals from institutions of higher education, professional educators whose knowledge and experience enable them to exercise professional judgment, (2) **institutional integrity** evidenced by all information disseminated by institutions seeking reaffirmation being truthful, accurate, and complete and all institutional interactions with constituencies and the public being honest and forthright, (3) commitment to **quality enhancement and continuous improvement**, and (4) **focus on student learning** and that institutional effectiveness is supporting and enhancing student learning.

Institutional Effectiveness, as defined by SACSCOC, is the ongoing, comprehensive and institutionally integrated system, composed on several levels of complementary processes: planning, assessment, and evaluation. These processes are designed to enhance and improve the institution, as well as demonstrate to what degree the institution

has been effective in fulfilling or achieving its stated mission or purpose. The three key elements of institutional effectiveness are as follows:

- Planning procedures and documentation
- Assessment and evaluation of all institutional operations
- Demonstrative use of the results/information to improve all aspects of the institution

Elements of Institutional Effectiveness

Institutional Effectiveness (IE) is a process involving all aspects of the College. The Office of Institutional Advancement and Effectiveness is at the center of this process helping to coordinate the assessment/evaluation and planning efforts. The IE process consists of the following functions:

Coordination

- Coordinating aspects of evaluation with the Division Chairs, Budget Managers, Strategic Planning Committee, and Cabinet
- Providing professional development workshops for employees to understand their roles in achieving Institutional Effectiveness
- Providing data on students, faculty/staff, and administration to appropriate individuals or agencies as requested
- Coordinating the development of Unit Plans for all areas of the College

Assessment/Evaluation

- Developing the Institutional Effectiveness Assessment Calendar
- Administering surveys and evaluations
- Collecting and analyzing data for the annual *Fact Book*
- Preparing summary reports of evaluations and disseminating to the appropriate functional units for review
- Entering results into the Unit Plans and working with faculty and staff preparing the annual outcomes reports and sharing with Cabinet

Planning

- Developing and implementing an *Annual Plan for Institutional Effectiveness*
- Reviewing Unit Plans and establishing Use of Results for planning purposes
- Developing and monitoring the Strategic Plan for IE based on evaluations and the *Annual Needs Assessment*.
- Development of Unit Plans in conjunction with the budgeting process
- Providing ongoing support for reviews of all areas of the College.

SACSCOC Core Requirement 2.5 specifies that “the institution engages in ongoing, integrated, and institutionwide research-based planning and an evaluation process that incorporates a systematic review of the institutional mission, goals, and outcomes, resulting in continuing improvement in institutional quality and demonstrating the institution is effectively accomplishing its mission.”

Additionally, Comprehensive Standard 3.3.1 states “the institution identifies expected outcomes, assesses the extent to which it achieve these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- Educational programs, to include student learning outcomes
- Administrative support services
- Educational support services
- Research within its educational mission, if appropriate
- Community/public service within its educational mission, if appropriate

These activities and practices are described in the following sections and are also outlined in the Institutional Effectiveness Calendar.

The evaluation of the IE process is through a continuous cycle that requires constant monitoring of the expected institutional and educational outcomes.

At the beginning of each academic year, the OIAE is responsible for the coordination and documentation of the following annual reviews:

- Annual Needs Assessment
- College Mission Statement
- Program Reviews
- Standing Committees
- Unit Plans
- Report on Measures of Student Success

Annual Needs Assessment

Periodically, as part of the budgeting process, the institution undertakes an assessment of its needs. This process includes an analysis of the institution’s strengths, weaknesses, opportunities, and threats (SWOT). All employees are asked to provide their assessments which are compiled into a report. The *Annual Needs Assessment* consists of the results of the SWOT analysis (Exhibit 2) the *Employee Evaluation of College and Services*, and the *Student Satisfaction Survey*. The *Annual Needs Assessment* is reviewed by the Cabinet and used in planning and review of the *Facilities Master Plan* (revised every three years) and the *Strategic Plan* (revised every three years). This process allows for input from across the College community as the College works to provide continuous improvement in the quality of its programs and services.

Mission Statement

The College's mission statement is reviewed annually. The Institutional Effectiveness Committee and Cabinet are responsible for the review. If changes are needed, the College follows the process outlined by the Alabama Community College System (ACCS) and the Board of Trustees (BOT) for approval of recommended changes.

Review of the College Mission Statement:

The mission statement was last reviewed and approved by the College March 2012. The mission statement was forwarded to the ACCS for approval and submitted to the BOT with final approval granted May 24, 2012 (Exhibit 3).

Action Taken	Timeline
The College mission statement is forwarded to the Cabinet for review	Feb/Mar
Members of Cabinet distribute and review the mission statement with all employees in their functional unit/area	Feb/Mar
Suggested changes to the mission statement are forwarded to the OIAE for review and approval by the Cabinet	April
If changes are recommended, the revised mission statement is forwarded to the ACCS for approval	May
The ACCS submits the revised mission statement to the BOT for approval	May/June

For substantive changes requiring SACSCOC approval prior to implementation, the requisite SACSCOC documentation is typically prepared by the department head and is then submitted for review and consideration for approval through the supervisory line to the SACSCOC liaison and then to the President (director/department head → dean → SACSCOC liaison → President). The SACSCOC liaison and Dean of Instruction are available to work with the department head during the preparation of the documentation.

Program Reviews

The schedule of program reviews is updated each summer to ensure all programs are reviewed on a rotating basis. The OIAE notifies the program chairs and sets the expected deadline for review. All program reviews are submitted to the OIAE and included in the *Academic Program Outcomes Assessment Report*. Program reviews are submitted to Cabinet for review. Program reviews are available for submission to ACCS as required.

Program for Review	CIP Code	Year of Proposed Review	Date of Last Review
Criminal Justice – A.A.S./Certificate	43.0107	2019-20	2014-15
Fire Science – A.A.S./Certificate	43.0202	2019-20	2014-15
Visual Communications – A.A.S./Certificate*	50.0401	2018-19	2011-12
Business and Office Technology – A.A.S./Certificate	52.0401	2017-18	2010-11
Nursing (ADN) – A.A.S.	51.3801	ACEN 2016-17	2011-12
Nursing (LPN) – Certificate	51.3901	ACEN 2016-17	2014-15
Child Care and Development – Certificate	19.0708	2017-18	2011-12
Emergency Medical Technology – Certificate	51.0904	2018-19	2015-16
Computer Information Technology – A.A.S./Certificate	11.0101	2019-20	2016-17
Business – A.A.S./Certificate	52.0201	2017-18	2012-13
AA Program	24.0101	2018-19	2012-13
AS Program	24.0102	2018-19	2012-13
Medical Assisting – A.A.S./Certificate**	51.0801	2017-18	2013-14
Homeland Security – Deactivated	43.9999	N/A	2013-14
Applied Technology – A.A.S./Certificate	15.0613	2018-19	2014-15

*Will send a modified 2016-2017 review

**Seeking accreditation from Accrediting Bureau of Health Education Schools (ABHES)

SACSCOC 4.1 and BOT Policy 903.01: Institutional Effectiveness: Instructional Program Review

Standing Committees

All CVCC faculty and staff members participate in institutional decision-making by serving on committees (Exhibit 4). Committee assignments are based on job function and on a self-selection process by faculty and staff. Committee responsibilities include planning, assessing, coordinating, recommending, reviewing, and supporting all facets of the institution. These groups are critical to the fulfillment of the College's mission. During the summer, each committee completes an evaluation of their activities and committee participation. The evaluations (Exhibit 5) are reviewed by the Committee on Committees and included in the Annual Plan for Institutional Effectiveness. Recommendations (Exhibit 6) are discussed and approvals noted and chairs notified via email. The roster for the Standing Committees is updated annually by the OIAE.

Institutional Effectiveness Process

Chattahoochee Valley Community College (CVCC) is committed to planning and assessment practices that reflect the requirements and standards of the Southern Association of Colleges and Schools Commission on Colleges. To this end, the College supports a process of planning and assessment that represents a cycle of identifying goals, expected outcomes, assessment measures and schedules, recording actual results, and developing plans for improvement based on these results. The College's planning and assessment process is broad-based and collaborative.

Specifically, the College has a five-year schedule of strategic focus that reflects both institutional and systemwide goals. While published as a five-year plan, the foci are reviewed and updated annually.

Strategic Planning 2013-2018

Strategic Focus Area I	Student Success
Strategic Focus Area II	Broadening Our Reach
Strategic Focus Area III	Technology and Infrastructure
Strategic Focus Area IV	Measuring Effectiveness
Strategic Focus Area V	Expanding Resources

Functional Units

The College presently has 29 functional units (Exhibit 7). These units serve as an optimal grouping for strategic planning purposes and budgeting. There are two major groupings of the functional units: Academic Programs (Transfer and Career), and Administrative and Educational Support.

Each functional unit has a program/unit goal that supports at least one of the Focus areas and Institutional Goals giving strategic direction to the Unit and the College. Each functional Unit conducts planning activities with these tools in mind: **Expected Outcome, Action Plan, Assessment Measure, Assessment Results, and Use of Results**. Each spring the OIAE calls for new Unit Plans from the functional Units. This solicitation is conducted to coincide with the College's budget planning calendar (Exhibit 8).

The Strategic Funding Committee reviews all requests that are beyond a division's normal operational budget. Divisions must submit a **Form B** (Exhibit 9) requesting additional funds and explaining the rationale for the request. The Strategic Funding Committee reviews these requests and submits their recommendations to the Cabinet. The planning objectives and associated costs are reviewed by the Cabinet and aligned with financial resources where needed. The approved planning objectives (Exhibit 10) become the focus of the planning activities of the various functional Units.

for the upcoming year. Simultaneously, department and program Chairs review the previous year's Unit Plans to see how they performed in meeting their expected outcomes. Assessment results from surveys, reviews, reports, and data obtained through the implementation of the IE Assessment Calendar (Exhibit 11) provide feedback to the Units. Units must update the Unit Plan with "**Use of Results.**" Unit Plans may be edited to reflect new Expected Outcomes. Unit Plans are available online through the College website (<http://intranet.cv.edu/unit-planning/index.asp>).

There is clear linkage between planning and the budget cycle, strategic initiatives, institutional goals, and planning objectives. The College's *Annual Plan for Institutional Effectiveness* ensures all Unit Plans have published expected outcomes and performance measures.

Assessment and Outcomes Reports

Institutional research plays a prominent role in the College's assessment and planning processes. The collection and application of data brings focus and direction to the entire planning program. An Assessment Calendar is maintained by the OIAE and drives the assessment process each year. All areas of the College are assessed by faculty, staff, students, and community. Additionally, the OIAE works with other divisions on the annual personnel evaluations (Human Resources Procedure Manual). As part of the IE process, a report is prepared each year for the functional units to document assessment of expected outcomes and use of results. The following reports summarize the results, which are reviewed by the Cabinet.

The *Academic Program Outcomes Assessment Report* addresses program-level assessment for the College's 15 academic programs as well as Distance Education, Developmental Education, and Workforce Development. Programs of study offered at CVCC include university parallel programs, career programs, and certificate programs.

University parallel programs include the Associate in Arts and the Associate in Science degrees. These degrees are intended to provide the General Education core requirements of the first two years of a baccalaureate program and thus prepare baccalaureate-seeking students for transfer to a four-year college or university. Upon satisfactory completion of a prescribed course of study, a student at Chattahoochee Valley Community College may earn an associate degree. Each degree requires a core of courses designed to provide general educational skills as expressed by the following general education (Associate Degree) outcomes:

- The student will write sentences and paragraphs in Standard English that are sequential, logical, and effectively organized.
- The student will demonstrate effective oral communication skills using unity of thought and logical arrangement of ideas.

- The student will perform mathematical computations and apply mathematical principles and methodologies to be successful in their specific degree program.
- The student will demonstrate knowledge of basic computer skills through the use of current computer technology and applications to develop computer literacy for academic setting and lifelong learning.
- The student will demonstrate scientific literacy through factual knowledge, understanding theoretical concepts and fundamental principles in the natural sciences and the application of scientific principles and methodologies to solve scientific problems.

(Adopted Feb. 2012)

Career/technical programs lead to the Associate in Applied Science degree. These programs are intended to prepare students for specific careers or occupational enhancement and they also include some general education courses.

Certificate programs are especially designed for students who wish to prepare for careers or career advancement through short-term, intensive programs.

Assessment Plan for Academic Program Outcomes

University Transfer – Associate of Art and the Associate of Science
Career/Technical –

Criminal Justice
Fire Science
Visual Communications
Business and Office Technology
Nursing (ADN)
Nursing (LPN)
Child Care and Development
Emergency Medical Services
Medical Assisting
Computer Information Systems
Applied Technology

Distance Education

Developmental Education

Adult Education/ESL

Workforce Development

The *Assessment Plan for Academic and Student Support* and the *Assessment Plan for Administrative Support* comprise the College's assessment methodologies, plans, and results for all support programs and services.

Assessment Plan for Academic and Student Support

Academic and Student Support Areas

Admissions, Athletics, Counseling/Advising/Testing, Distance Education, Financial Aid, Learning Resource Center, Recruiting, Student Development

Assessment Plan for Administrative Support

Administrative Support

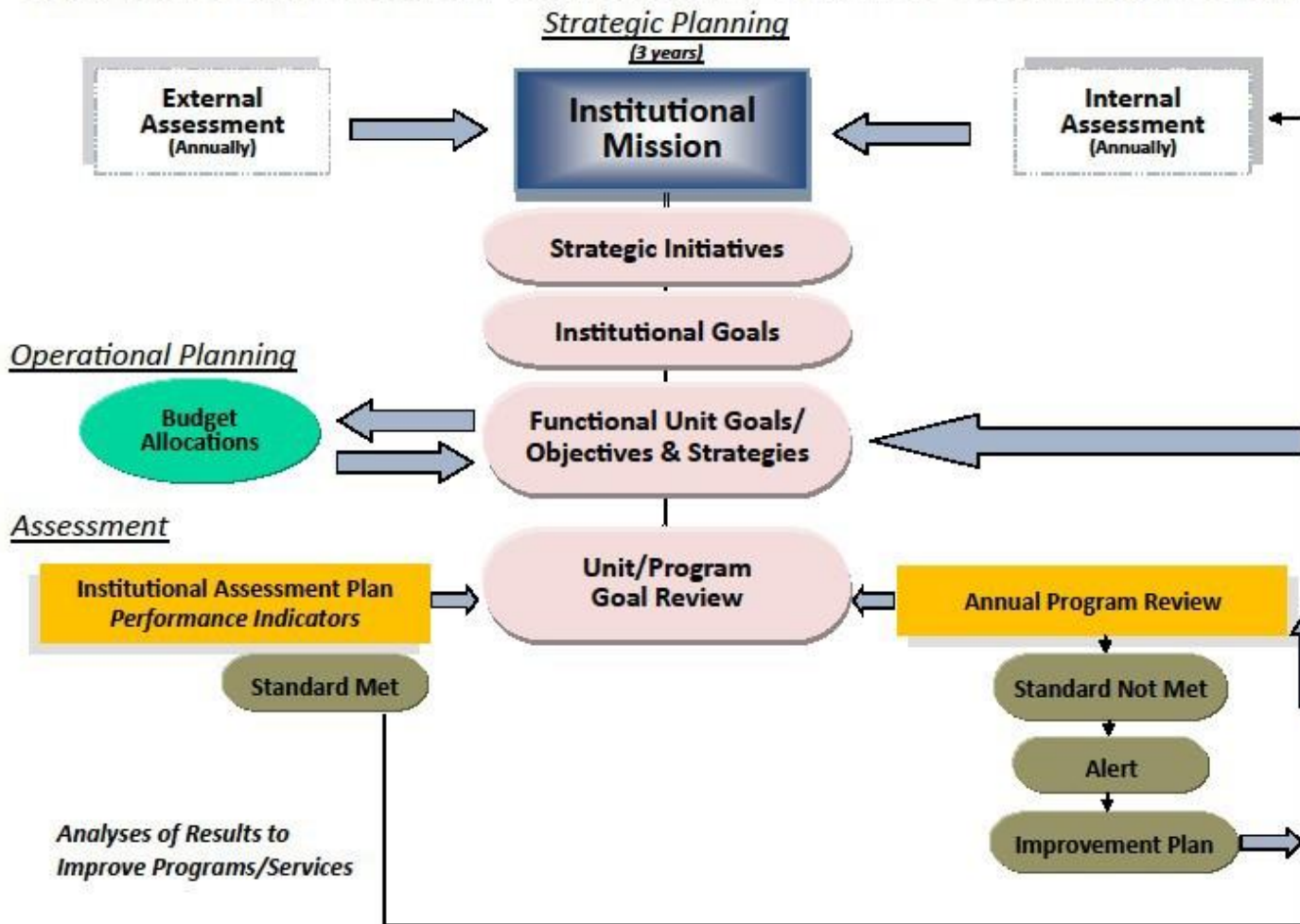
Business Services, Evening, Facilities and Maintenance Services, Human Resources, Information Systems, Institutional Advancement, Marketing and Public Relations, Institutional Effectiveness and Planning, President's Office, Safety and Security

These reports serve as the documentation for “**closing the loop**” in the IE model. The reports are updated on an annual basis and accessible to all employees on the CVCC Intranet.

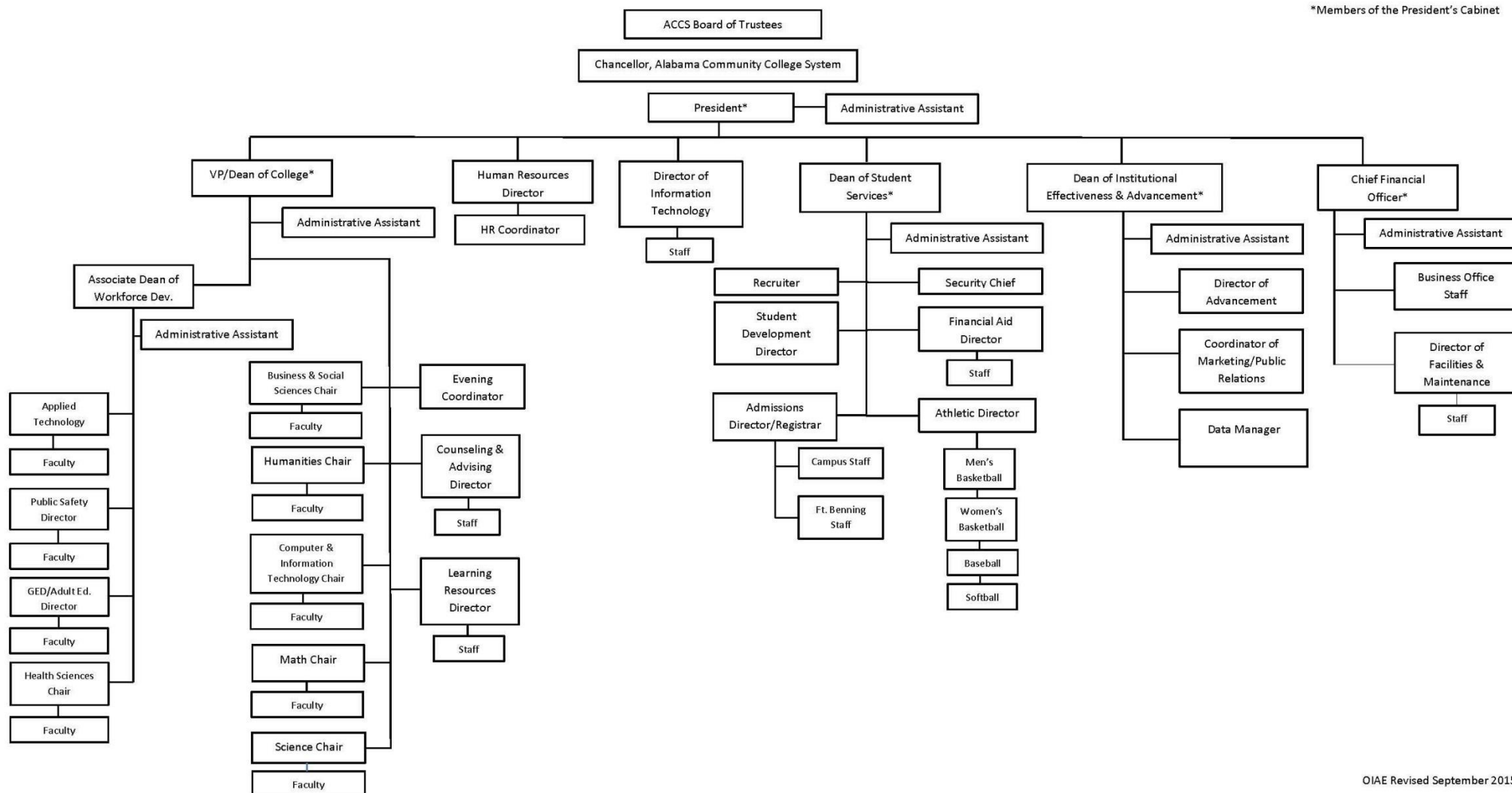
The Office of IAE serves as a repository for information on a broad range of planning and research issues. The office publishes an annual *Fact Book* providing important institutional data including student enrollment, demographics, and performance. The OIAP provides data for the College's annual reviews as well as data needed to complete reports for ACCS such as the Institutional Management Plan (currently under revision by the ACCS). The Dean of Institutional Advancement and Effectiveness, in conjunction with the President and Cabinet, guides the College's strategic planning and institutional research working with the functional units on planning objectives.

The President of CVCC takes an active role in planning and provides a sense of strategic mission to the College's employees and the community. The President encourages the processes of strategic planning, reviews recommendations, makes suggestions, and provides vision and encouragement to all faculty, staff, students, and the community.

CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE PLANNING MODEL



*Members of the President's Cabinet



OIAE Revised September 2015

Exhibits

Exhibit 1

Institutional Effectiveness Calendar Planning and Budgeting	
Month	Information
September	OIAE Completes Annual Assessment Reports
October	OIAE updates the IE Plan for the upcoming year
November	Fact Book Completed
Ongoing Assessments (Programs and Services)	See Assessment Calendar
January	Updates to Unit Plans as needed or appropriate
Feb/March	Review of Mission Statement
Feb/March	Form A and Form B Budget Planning Meeting with Campus Budget Coordinators and meet with staff
March/April	Departmental staff and Budget Coordinators create Unit Plans to support Form B Request
April/May	Annual Needs Assessment (SWOT Analysis done periodically)
April	Form A requests to Business Office
April	Form B requests to Strategic Funding Committee
April	Strategic Funding Committee submits Form B recommendations to Cabinet
April	Cabinet Reviews/Approves Form B requests (If a Form B request is not approved, it will be noted in the Resources Needed section of the new Unit Plan . It may be rolled over the next year.)
April/May	Business Office summarizes all request and drafts budget for review
May	Cabinet approves final draft
June	Budget submitted to ACCS
June/July	Assessment Results and Use of Results entered in Unit Plans for current year by Chairs
July/August	Unit Plans rolled over and updated for new year
July/August	Completed Program Review
July/August	Standing Committee Annual Report
August	Board Approval/Final Budget
August/September	Annual Report
August/September	Review of Standing Committees
September	Approved budgets distributed to Budget Coord.

Exhibit 2

SWOT Analysis

	<i>INTERNAL</i>	<i>EXTERNAL</i>
<i>P O S I T I V E</i>	Strengths	Opportunities
<i>N E G A T I V E</i>	Weaknesses	Threats

Exhibit 3

Chattahoochee Valley Community College Mission Statement

Chattahoochee Valley Community College, a member of the Alabama Community College System, is a public, comprehensive, community college serving a diverse population through traditional classroom and distance-learning formats. The College is dedicated to providing accessible and affordable education of excellent quality preparing students for transfer to senior colleges and universities, employment, or career advancement through associate degrees and certificate programs. Development courses are offered to assist students in improving learning skills and overcoming educational deficiencies. Student success is fostered by providing a student-centered environment and support services that respect uniqueness and value diversity. The College supports partnerships, advancing community, workforce development, and life-long learning.

Approved May 24, 2012

Exhibit 4:

Please see Exhibit 4 Standing Committee Structure in the link provided on page 5.

Exhibit 5:

Chattahoochee Valley Community College STANDING COMMITTEE ANNUAL REPORT Date: _____			
1. Name of Committee:			
2. Membership of Committee			
3. Number of Meetings Held:			
4. List the accomplishments of the group during the last year. <i>(Attach additional page if necessary.)</i>			
5. List the most active members:			
6. List any members who were not active. <i>(Missed 50% or more of the meetings or were present but did not contribute.)</i>			

Annual Plan for Institutional Effectiveness **2017**

Chattahoochee Valley Community College STANDING COMMITTEE ANNUAL REPORT									
<p>7. Please recommend persons and give a reason why you feel they should be added as new members of the committee for the coming year.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 35%; border-bottom: 1px solid black;"><u>Person</u></th> <th style="text-align: left; width: 65%; border-bottom: 1px solid black;"><u>Reason</u></th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>		<u>Person</u>	<u>Reason</u>						
<u>Person</u>	<u>Reason</u>								
<p>8. List any general thoughts about the group, recommendations for improvements in activities, the continued need for the committee, etc.</p>									
<p>9. Any closing comments?</p>									
Committee Chair Signature:	Date:								
Date Submitted to President:	Date Reviewed by Cabinet:								
Recommended for continuance as currently structured? <input style="margin-left: 10px;" type="checkbox"/> Yes <input style="margin-left: 10px;" type="checkbox"/> No									
Approved by the President:	Date:								

Annual Plan for Institutional Effectiveness | 2017

Exhibit 6:

Summary of Recommendations

Standing Committee	Chair	Cabinet Liaison	Recommended Persons	Recommended Activities	Recommended Policies	Action Taken
Academic & Instructional	Dr. David Hodge	Dr. David Hodge	None	None	None	
Academic Awards	Shawn Junghans	Dr. David Hodge	Adam Thomas	Have event off campus	Review CSU transfer scholarship	
Academic Chair	Dr. David Hodge	Dr. David Hodge	None	None	Class attendance policy	
Administrative Council	Mark Ellard	Mark Ellard	None	None	None	
Admissions Appeal	Sanquita Alexander	Dr. David Hodge	Faculty from Applied Tech	None	None	
ALL Alabama Academic Team	Dr. Shirley Armstrong	Dr. David Hodge	None	None	None	
Athletics	Adam Thomas	Dr. David Hodge	Hunter Vick Staff from Financial Aid, Admissions, & Business Office	None	None	Hunter Vick – 8/17 Felicia Reed – 8/17
Black History & Cultural Diversity	Vickie Williams	Dr. David Hodge	None	None	None	
Calendar	Mr. Mark Ellard	Cabinet	Member from Business Office and/or Financial Aid			Christer Sanks – 8/17
Committee on Committees	Mr. Mark Ellard	Cabinet				
Curriculum	Dr. David Hodge Dr. Joree Jones	Dr. David Hodge Dr. Joree Jones	None	None	None	
Distance Education	Debra Plotts	Dr. David Hodge	None	None	None	

Annual Plan for Institutional Effectiveness | 2017

Standing Committee	Chair	Cabinet Liaison	Recommended Persons	Recommended Activities	Recommended Policies	Action Taken
Employee Recognition	Debbie Boone	Dr. David Hodge Dr. Joree Jones	None	None	None	
Facilities, Health, & Safety	Johann Wells	Dr. David Hodge	Greg Lawrence	None	None	
Institutional Effectiveness	Dr. Joree Jones	Dr. Joree Jones	Samantha Vance	None	Proposed changes by SEM Committee to become part of Unit Plans	
Learning Community-Temporarily Suspended	Selected by Committee					
Library Advisory	Rachel Cotney	Dr. David Hodge	None	None	None	
Marketing & PR	Kelly Williams	Dr. Joree Jones	None	None	None	
Professional Development	Dr. Joree Jones	Dr. David Hodge	None	None	None	
Scholarship & Financial Aid	Joan Waters	Dr. David Hodge	Kristen Carlsson	None	None	8/17
Security	Keith Manual	Dr. David Hodge	Shawn Junghans Justin Smith	None	None	
Sick Leave Bank	Dr. David Hodge	Dr. David Hodge	None	None	Member for 2-3 years rather than once per year	
Social	Karen Kelly	Dr. Joree Jones	None	None	None	
Strategic Funding	Christer Sanks	Mr. Mark Ellard	None	None	None	

Annual Plan for Institutional Effectiveness | 2017

Standing Committee	Chair	Cabinet Liaison	Recommended Persons	Recommended Activities	Recommended Policies	Action Taken
Student Discipline	Brion McClanahan	Dr. David Hodge	None	Have one member from each division for a total of six faculty for a more equal representation	Write a more complete codification of the rules and procedures for a committee hearing	Discussion in Cabinet but suggestion decided against
Student Grievance	Vickie Williams	Dr. Joy Hamm	None	None	None	
Student Success	Dr. Joy Hamm	Dr. Joy Hamm Dr. David Hodge	None	None	None	
Technology	Jody Noles	Mr. Mark Ellard	None	None	None	
QEP	Mary Johnson	Dr. David Hodge	None	None	None	

Exhibit 7
CVCC Planning Structure 2017-2018

Functional Unit	Unit Director
Admissions/Registrar	Ms. Sanquita Alexander
Adult Education	Ms. Laodecea Seay
Applied Technology	Mr. Clint Langley
Athletic Department	Mr. Adam Thomas
Computer and Information Technology	Ms. Debra Plotts
Business and Social Sciences	Dr. Bob Dansby
Business Office	Ms. Christer Sanks
Counseling/Advising Services	TBD
Distance Education	Ms. Debra Plotts
Evening Coordinator	Mr. Reggie Gordy
Facilities and Maintenance	Mr. Johann Wells
Financial Aid	Ms. Susan Bryant
Health Sciences	Ms. Resa Lord
Human Resources	Ms. Debbie Boone
Humanities	Ms. Samantha Vance
Information Systems	Mr. Jody Noles
Institutional Advancement	Ms. Karen Kelly
Institutional Effectiveness	Dr. Joree Jones
Instruction	Dr. Chantae Calhoun
Learning Resource Center	Elizabeth Bradsher
Marketing and PR	Ms. Kelly Williams
Mathematics	Ms. Mary Johnson
President's Office	Mr. Mark Ellard – Interim
Public Safety	Mr. Kenneth Harrison
Recruiting	Ms. Amanda Gamble
Security Chief	Mr. Keith Manuel
Science	Ms. Susan McCollum
Student Development	Ms. Vickie Williams
Student Services	Dr. David Hodge
Workforce Development	Dr. Shirley Armstrong

Exhibit 8

CVCC BUDGET PLANNING CALENDAR

Year 2017-2018

Mar/April	Campus Budget Coordinators Meet with Departmental Staff to Determine 2017-2018 Recommended Budget Needs – Forms A
April	Budget Coordinators Finalize Draft 2017-2018 Budget Recommendations –Forms A
April	“Requested Departmental Expenditure” Summaries Due to Business Office – Forms A
April	2017-2018 Form B Planning Goals Requests Due to SFC for Review
April	SFC Determine 2017-2018 Recommended Form B Budget Needs
Apr	SFC submits 2017-2018 Form B Planning Budget Recommendations to Cabinet
Apr	Business Office Summarizes (1) “Recommended 2017-2018 College Expenditures, and (2) Estimation of 2017-2018 Revenue
Apr	SFC and Budget Coordinators’ Meeting to Review First Draft – Recommended Combined 2017-2018 College Budget
Apr/May	Feedback/Recommendations/Revisions Due to Business Office from Budget Coordinators on Second Draft 2017-2018 Proposed College Budget
May	Business Office Summarizes Second Draft Recommended 2017-2018 Budgets
May	Business Office Gives President’s Cabinet Recommended 2017-2018 College Budget
May	Approved 2017-2018 College Budget Given to Business Office for Final ACCS Preparation
Mid June	2017-2018 College Budget Due to the Chancellor’s Office
End of June	Draft “Final” 2017-2018 Department Budgets Distribute to Coordinators
August	Board Approved/Final 2017-2018 Department Budgets
Mid September	Final Approval 2017-2018 Departmental Budgets Distributed to Coordinators; Review of Prior Year Planning Department Goals; and Evaluation of 2017-2018 Budget Process

Exhibit 9

FORM B Instructions

1. Go to the CVCC Intranet (<http://intranet.cv.edu/#>)
2. Select **Institutional Effectiveness** tab at the top
3. Select **Unit Planning**
4. Log on : User Name CV\your.name
Password XXXXX
5. Enter Unit Plan # based on the **Unit Plan List (posted on the Intranet in Institutional Effectiveness – Lookup Unit Number)**
6. Select Term: ex. **2015-16**
7. Select: **View Goals**
8. **Page will come up stating “No Goals were found”**
9. Select: **Create Goal**
10. A blank **Unit Plan** will be created
11. Complete each line down thru “Assessment Measure”
12. Skip: **Assessment Results**
13. Skip: **Use of Results**
14. Budget Consideration: enter the amount of the request
15. Resources Needed: Type in Bold **FORM B Request**
16. Select: **Create**
17. New **Unit Plan** created with option to Upload supporting documents
18. Complete the **FORM B** and save
19. Select: **Upload** to attach the **FORM B** Excel Sheet.
20. Business Office will compile Form B Requests and send to Strategic Funding Committee for review, rank, and submit to Cabinet.
21. Cabinet will review and make final selection based on funds, priorities, and strategic initiatives.

Exhibit 10**Approved Planning Objective**

Record ID : 5468

Associated ID : 0

Unit Number : 104.2.2 [\(Delete Goal\)](#) [\(Change Unit #\)](#)

Program/Dept Name : Fire Science-Fire Service Management Program

Person Responsible : Kenny Harrison

Plan Entered By :

Selected Term : 2016-2017

Program/Unit Goal : Provide an educational experience for direct entry or professional advancement

Program/Option :

Scheduled
Completion : August 2017

Outcome Type : Student Learning Objective/Outcome

General Ed Outcome
:

Institutional Goal : To expand and strengthen program offerings that prepare students for direct entry into jobs at technical, paraprofessional, and entry-level management positions.

Strategic Initiative : Strategic Focus Area I: Student Success

Expected Outcome : Students will understand the correct method for the use of turnout gear and self-contained breathing apparatus used during fire suppression operations.

Action Plan : Students will receive instruction and demonstration on the proper wear, use, and application of turnout gear and self-contained breathing apparatus. The instructor will provide a test that requires each student enrolled in FSC101 Introduction to the Fire Service, to properly identify the parts of firefighting personnel protective equipment.

Assessment Measure : Students were given a test that required them to identify and list the parts of PPE for structural firefighting and were evaluated on the identification, use, application, and wear of turnout gear and scba. Benchmark - Students must score 70% or higher on evaluations.

Assessment Results : In Fall 2016 FSC101 course was offered. Reviewed the course grade book indicates that 9 students were enrolled in the course and of those 9 students, eight correctly identified and listed the parts of PPE for structural firefighting and were evaluated on the identification, use, application, and wear of turnout gear and scba and one did not take the assignment.

Analysis of Results : Results indicate that 89% of the class met this student learning outcome.

[\(Upload\)](#) Analysis

Attachments :

Outcome Met : **YES**

Use of Results : Continue with current action plan.

Action Taken for
Improvement : None

Future Action : Continue with current action plan.

Budget
Considerations : N/A

Resources Needed : N/A

[\(Upload\)](#) Resource

Attachments :

Annual Plan for Institutional Effectiveness | 2017

Exhibit 11

Chattahoochee Valley Community College

Institutional Effectiveness
Assessment Implementation Calendar
Academic Year: 2017-2018

When	Task	Administered By	Administered To	Records Maintained By	Reported To	Purpose Collected
August	Student Clubs and Organizations Annual Report	Dean of Student Services	Committee Chair	Dean of Student Services	President's Cabinet	To determine continuation, addition, deletion, or changes to student clubs/organizations.
August	Standing Committee Annual Report	President's Office	Committee Chair	President's Office	President's Cabinet	To determine continuation, addition, deletion, or changes to Standing Committees.
September	Academic Programs Outcomes Assessment	Office of IAE	Department Chairs	Office of IAE	President's Cabinet	To document and analyze the expected outcomes and use of results for the College's 15 academic programs.
September	Assessment Plan for Administrative and Educational Support	Office of IAE	Department Chairs	Office of IAE	President's Cabinet	To document and analyze the expected outcomes and use of results for the College's 16 administrative and educational support departments.
March/April	Annual Needs Assessment	Office of IAE	Faculty, Staff and Students	Office of IAE	President's Cabinet	To assess the needs of the College during the budgeting process.

Survey Schedule	Survey/Evaluation	Administered By	Administered To	Records Maintained By	Reported To	Purpose Collected
Close of each course	Course Survey	All Faculty	All Students	Office of IAE	VP/Dean of College, Division Chairs	To ascertain students' level of satisfaction of a particular course regarding content and instructor
Six months after graduation	Alumni - ADN	Health Sciences Department	ADN Program Graduates	Office of IAE	Dean of Instruction, Chair of Health Sciences Department	To evaluate and improve instruction. To gather demographic post-graduation employment information.
Six months after graduation	Alumni - PN	Health Sciences Department	PN Program Graduates	Office of IAE	VP/Dean of College, Chair of Health Sciences Department	To evaluate and improve instruction. To gather demographic post-graduation employment information.
Close of graduate's program of study	Graduate Survey - ADN	Health Sciences Department	ADN Students	Office of IAE	Dean of Instruction, Chair of Health Sciences Department	To evaluate graduate responses to the program.
Close of graduate's program of study	Graduate Survey - PN	Health Sciences Department	PN Students	Office of IAE	VP/Dean of College, Chair of Health Sciences Department	To evaluate graduate responses to the program.
End of each semester	Clinical Supervisor Evaluation	Health Sciences Department	Nursing Students	Office of IAE	Chair of Health Sciences Department	To ascertain students' level of satisfaction with the clinical supervisor's professionalism and ability to incorporate classroom instruction and clinical activities.

Survey Schedule	Survey/Evaluation	Administered By	Administered To	Records Maintained By	Reported To	Purpose Collected
Close of each clinical course	Clinical Site Student Evaluation	Health Sciences Department	Nursing Students	Office of IAE	Dean of College, Chair of Health Sciences Department	To ascertain students' level of satisfaction with policies, procedures, and work environment of each clinical site.
End of each semester	EMS Clinical Site Survey	Public Safety Division	EMS Students	Office of IAE	VP/Dean of College, Assoc. Dean of WKD, Dir. Of Public Safety	To ascertain students' level of satisfaction with policies, procedures, and work environment of each clinical site.
End of each semester	EMS Preceptor Survey	Public Safety Division	EMS Students	Office of IAE	VP/Dean of College, Assoc. Dean of WKD, Dir. of Public Safety	To ascertain students' level of satisfaction with the EMS preceptor's professionalism and ability to incorporate classroom instruction and activities.
End of each semester	EMS Program Survey	Public Safety Division	EMS Students	Office of IAE	VP/Dean of College, Assoc. Dean of WKD, Dir. of Public Safety	To ascertain students' level of satisfaction with EMS programs.

Survey Schedule	Survey/Evaluation	Administered By	Administered To	Records Maintained By	Reported To	Purpose Collected
End of each semester	Program Resource Survey (EMS, FSC, HLS, CRJ)	Public Safety Division	Public Safety Students	Office of IAE	VP/Dean of College, Assoc. Dean of WKD, Dir. of Public Safety	To ascertain students' level of satisfaction with EMS program resources.
End of each semester	Graduate Survey (EMS, FSC, HLS, CRJ)	Public Safety Division	Public Safety Students	Office of IAE	VP/Dean of College, Assoc. Dean of WKD, Dir. of Public Safety	To evaluate graduate responses to the program based upon their satisfaction of the education they received at CVCC
Email is sent to alumni six months after graduation with a link to survey/also mail	Alumni Survey (EMS, FSC, HLS, CRJ)	Public Safety Division	Public Safety Students	Office of IAE	VP/EA of College, Assoc. Dean of WKD, Dir. of Public Safety	To evaluate and improve instruction. To gather demographic post-graduation employment information.

Survey Schedule	Survey/Evaluation	Administered By	Administered To	Records Maintained By	Reported To	Purposed Collected
Mailed to the employer one month after the alumni survey	Employer Survey (EMS, FSC, HLS, CRJ)	Public Safety Division	Public Safety Students	Office of IAE	VP/Dean of College, Assoc. Dean of WKD, Dir. of Public Safety	To ascertain if new hires are well prepared to perform upon entering the workforce based upon both clinical skills and team support
Each Spring	Facilities	Facilities	All Students and Faculty	Office of IAE	President's Cabinet	To ascertain students' and faculty level of satisfaction with the facilities and designated areas of the campus
Each Spring	Employee Evaluation of College and Services	Office of IAE	All Employees	Office of IAE	Human Resources President's Cabinet	To ascertain all faculty and staff level of satisfaction with policies, procedures, and work conditions across all divisions and outside vendors
Each Spring	Student Satisfaction Survey	Office of IAE	All Students	Office of IAE	Dean of Student Services President's Cabinet	To ascertain all students' level of satisfaction across all divisions, services, faculty, and facilities
End of season	Athletic Programs Survey	Office of IAE and Athletic Director	Student Athletes	Office of IAE	Dean of Student Services, Athletic Director	To ascertain students' level of satisfaction with athletic programs.

Survey Schedule	Survey/Evaluation	Administered By	Administered To	Records Maintained By	Reported To	Purpose Collected
Beginning of Fall Semester	Library Instruction Survey	Instructor	Students	Office of IAE	VP/Dean of College	To ascertain students' level of satisfaction with librarian.
Fall and Spring Semesters (as needed)	New Employee Orientation	Human Resources	New Employees	Office of IAE	Human Resources	To evaluate and improve the quality of the new employee orientation.
End of each project	WKD Project Evaluation	Office of IAE	WKD Department Chair	Office of IAE	VP/Dean of College Assoc. Dean of WKD	To evaluate and improve the project performance.