Institutional Effectiveness Annual Plan

Chattahoochee Valley Community College

December 2021

Table of Contents

Introduction

Chattahoochee Valley Community College (CVCC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC defines institutional effectiveness as the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.

Accreditation by SACSCOC 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. Source: SACSCOC Principles of Accreditation: Foundations for Quality Enhancement.

CVCC is a unit of the Alabama Community College System. 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. The CVCC institutional planning and effectiveness assessment is an ongoing, comprehensive, systematic, and integrated research-based planning and evaluation process of how effective the needs of stakeholders (e.g. students, faculty, staff, community, business, and industry) are met through the CVCC mission, objectives, programs offered, and personnel delivering these services. These ongoing, comprehensive processes include strategic planning, conducted on a three-year cycle, and operational planning, conducted annually. Both planning processes incorporate systematic reviews of programs and services and related outcomes from the strategic plan with an emphasis on continuous improvement and effective accomplishment of the College's mission, vision, and strategic institutional goals.

The CVCC Division of Strategic Initiatives (DSI) serves as a repository for information on a broad range of institutional effectiveness planning and research. The mission of DSI is to provide leadership and assistance in developing and overseeing the institutional processes for planning, assessment, evaluation, and using feedback for continuous improvement to fulfill the College's mission and goals. The Director of Strategic Initiatives oversees planning efforts, and in conjunction with the President and Cabinet, guides the College's strategic planning and institutional research processes.

Institutional Planning and Effectiveness Process

Institutional Effectiveness (IE) is a process that involves all aspects of the College. DSI is at the center of this process helping to coordinate the planning, implementation, and assessment/evaluation efforts. SACSCOC requirements specifies that the institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness; and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. Additionally, accredited colleges are required to identify expected outcomes of its administrative and support services and demonstrate the extent to which the outcomes are achieved.

The CVCC IE process consists of the following functions:

Planning
- Developing procedures and identifying documentation
- Developing and monitoring the CVCC Strategic Plan, based on evaluations and needs assessments
- Developing and implementing an *IE Annual Plan*
- Reviewing Unit Plans and utilizing Use of Results for continuous improvement
- Providing ongoing support for reviews of all areas of the College

Coordination and Implementation
- Coordinating all aspects of assessment/evaluation with Division Chairs, Budget Managers, IE Committee, Cabinet, and President
- Providing professional development workshops for employees to understand their roles in achieving institutional effectiveness
- Providing data on students, faculty, staff, and administrators to appropriate individuals or agencies as requested
- Coordinating the development of Unit Plans in conjunction with the strategic plan process
- Coordinating and administering assessments/evaluations
- Reviewing and monitoring the *IE Assessment Calendar*
- Collecting and analyzing data for the annual *Fact Book* and *Report on Measures of Student Success*
- Preparing summary reports of evaluations and disseminating to the appropriate Functional Units for review

- Compiling Unit Plans Results and working with faculty and staff to prepare annual outcomes reports to share with the Cabinet

Assessment/Evaluation
- Assessment/evaluation of all College operations
- Demonstrative use of results/information to improve all aspects of the College
- Ongoing planning and assessment
- Promote continuous improvement

DSI prepares and publishes an Institutional Effectiveness (IE) Annual Plan to communicate that the Institution is effectively carrying out its mission through ongoing assessment and use of results for continuous improvement. The *IE Annual Plan* provides a means to collect data for the College's annual reviews, as well as data needed to complete annual reports. DSI guides the College's strategic planning and institutional research processes, working with 29 Functional Units (Exhibit 1) on planning objectives. The *IE Annual Plan* includes The IE Calendar (Exhibit 2), and details of the assessment process. Additionally, DSI prepares and publishes an annual *Fact Book* and *Report on Measures of Student Success*, which provide important institutional data, including student enrollment, demographics, and performance. DSI Office of Institutional Research (IR) is responsible for the oversight of these publications.

Comprehensive Planning and Evaluation Processes

The purpose of the planning and evaluation processes at CVCC is to create a comprehensive approach to institutional planning and evaluation. The DSI IE Office compiles the completed Unit Plans and Assessment Reports each year. These reports are used to document the planning and assessment processes and show the accomplishment of unit goals. In addition, reports reflect how results were used in achieving outcomes and making improvements.

Administrative and academic student support units develop Program Outcomes (POs) to measure achievement in Unit Plans. The College has academic degree programs with embedded certificates and stand-alone certificates. Academic Unit Plans are developed by each department and are measured in two ways: (1) Program Outcomes and/or (2) Student Learning Outcomes (SLOs). The College-wide planning and evaluation processes have three phases: Phase 1 (beginning of cycle, selection of outcomes), Phase 2 (midpoint assessment of outcomes), and Phase 3 (end of cycle, reporting of outcomes at year-end). As noted, the processes are cyclical (running on an annual clock) and broad-based (involving every division/unit/department at the College).

These Unit Plans serve as the documentation for "**closing the loop**" in the CVCC IE planning

process and ultimately continuous improvement. The plans are updated on an annual basis and accessible on the CVCC Intranet (http://intranet.cv.edu/unit-planning/index.asp).
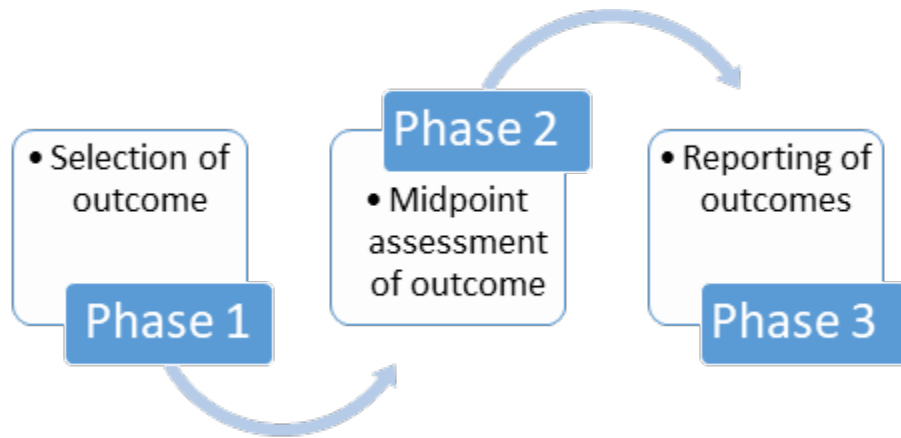
Phase 1 (Early Fall): Beginning Process: Drafting Outcomes

Phase 1 marks the beginning of the planning cycle and takes place during the start of the fall term. This initial planning cycle runs from August through September annually. Functional Units identify Program Outcomes, define SLOs, identify how such outcomes tie back into the College's mission through the Institutional Goals and Areas of Strategic Focus, determine appropriate direct and indirect assessments, and plan unique strategies/action plans (processes/activities/procedures required) for reaching each outcome. Unit Plans POs and SLOs represent the highest order of importance. Once Phase 1 is completed, the department/division begins to implement the plan(s).

Phase 2 (At Mid-Year): Assessing Outcome Progress

Phase 2 marks the midpoint/mid-review of unit planning and SLO efforts, and takes place annually between early January and late February. Units internally assess progress made toward completion of program outcomes and SLOs (at mid-year) and make an assessment (where possible) of where they are at this stage in terms of reaching the goals set under each outcome. If preliminary results are achieved on an outcome, units complete "Use of Results" to adjust and/or make improvements (mid-year) to ultimately achieve the outcome.

Phase 3 (Summer): Final Reporting of Outcomes: Unit Plan Closeout

Phase 3 marks the end of the annual planning cycle and occurs every summer (typically in August). Administrators, faculty, and staff representing each division and department of the College report their outcomes achieved and/or not achieved for their Program Objectives and SLOs, where applicable. "Assessment Results and Analysis" are also discussed. Each unit plan outcome is formally assessed in terms of whether outcomes are met/not met. The "Use of Results" and "Action Taken for

Improvement" sections of the report are closely examined to ensure the unit has focused on improvement. Budget implications and the outcomes that tie in to the goals and Areas of Strategic Focus (indicators to support the mission) are also assessed to ensure congruency.

Functional Units

Functional Units serve as an optimal grouping for strategic planning purposes and budgeting. Each Functional Unit has a program/unit goal that supports at least one of the Institutional Goals and Areas of Strategic Focus, giving strategic direction to the Unit and the College. Functional Units conduct planning activities with these tools in mind: Institutional Goal, Areas of Strategic Focus, Program/Unit Goals, Expected Outcome, Action Plan, Assessment Measure, Assessment Results, and Use of Results to develop plans for continuous improvement. Each spring DSI calls for new Unit Plans from the Functional Units.

Unit Planning Online Template

Each educational and administrative department at CVCC has to identify and evaluate Program Outcomes and/or Student Learning Outcomes. CVCC uses a Unit Planning Online Template (Exhibit 3) to allow all functional units of the College access to their unit plans. Unit Plans are developed for each functional area and contain the following key components:

- **Expected Outcomes:** Expected outcomes are identified at the student, division and program level. Each unit identifies a list of expected outcomes for assessment and links to the College's Strategic Plan goals.
- **Assessment Measure:** The unit identifies multiple modes of assessment measurements. Wherever possible, existing data or existing instruments are used.
- **Assessment Results:** Each unit determines results based on multiple assessment instruments and methods. Units are encouraged to use good assessment practices to ensure reliability of the instrument and validity of the results.
- **Analysis of Results:** Each unit manager is responsible for analyzing results asking questions such as: Did they meet the goal? What is the trend? What is impacting results? Are factors influencing results something that can be controlled?
- **Use of Results:** The unit shows how results of assessment will be used to make improvements. Use of Results helps develop the action plan for the coming year.
- **Actions Taken:** Twice per year unit managers may go back to the Unit Plan and indicate what actions have taken place to make improvements. Actions Taken are written in past tense to indicate what improvements have been made or that a plan has been developed to make improvements.

- **Future Actions:** Unit managers may state future actions that are in the plan but have not, or cannot, be implemented at this time. This could be due to budget issues or other factors; however, the manager wants to leave the action on the list.
- **Budget Considerations:** Each unit indicates how the budget may be affected (if any) through Use of Results. Special requests for items not in the regular budget must be submitted on a Form B request with the division's regular budget for consideration and approval.

Unit Plan Outcome Reports

Units obtain assessment results and feedback from surveys, reviews, reports, and data compiled from the assessments listed on the *Institutional Effectiveness (IE) Annual Calendar* (Exhibit 2). Units must update the Unit Plan "Use of Results" section to identify needs for improvement based on the results. Department and Program Chairs review the previous year's Unit Plans to assess the level of performance in meeting expected outcomes. (Exhibit 3 - Unit Plan Sample).

DSI IR updates surveys annually, including any changes requested by the unit, and sends a link to the campus. Unit Plans may be edited to reflect new Expected Outcomes. There are clear linkages among planning objectives, and the budget cycle, strategic initiatives, institutional goals, and the College Mission.

Functional Unit Assessment

The Units involved in the planning and evaluation processes are from a comprehensive cross-section of the College. There are three major groupings of Functional Units: Academic Programs (Transfer and Career), Administrative Support, and Academic and Student Support. Programs of study offered at CVCC include university parallel programs, career programs, and certificate programs. Academic program-level assessment addresses the College's 13 academic programs, as well as Online Learning, Adult Education, and Workforce Development.

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 CVCC may earn an Associate's 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

6

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.

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.

Unit Plans for Academic Programs

Applied Technology, Business and Computer & Information Technology, Fine Arts & Social Sciences, Health Sciences, English & Communications, Mathematics, Public Safety, Science, Workforce Development

Unit Plans for Administrative Support

Business Services, Facilities & Maintenance, Human Resources, Information Systems, Institutional Advancement, Marketing and PR, President's Office, Campus Security, and Strategic Initiatives

Unit Plans for Academic and Student Support

Admissions/Registrar, Disability Support Services, Information Technology, Learning Resource Center, Online Learning, Orientation, Recruiting, Student Development, Student Financial Services (Financial Aid), Testing, and Tutoring

Although structurally located in Student Services, the College views Student Financial Services (financial aid) and Campus Security as dual service units that have administrative functions as well as co-curricular educational functions. This perspective is important to the Institution because campus security and financial aid for the population of students the College serves, are essential to meet the College's Mission to promote student success. Correspondingly, funds awarded through Student Financial Services allow students to pay tuition and fees, which impact the administrative finances (tuition, fees, etc.) of the Institution.

CVCC has identified student achievement measures and steps to, evaluate and publish goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students served, and the kinds of programs offered.

CVCC selected IPEDS 150% as its key graduation rate metric. Each year, results are compiled in the *Report on Measures of Student Success* and published via a link on the College's website under Consumer Information and under About Us: Strategic Initiatives. In order to maximize institutional effectiveness in the area of student achievement, CVCC also disaggregates graduation rate data by appropriate gender, race, ethnic, and/or other student population characteristics. As a result of the analysis of such disaggregated data, CVCC identifies ongoing institutional strategies to seek improvement in the achievement of at-risk student populations.

Upon identifying expected outcomes, assessing the extent to which the College achieves these outcomes, and providing evidence of seeking improvement based on analysis of the results, the College endeavors to address the following:

      a. Student learning outcomes for each of its educational programs. (*Student outcomes: educational programs*)

      b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)

      c. Academic and student services that support student success. (*Program outcomes: academic and student services*)

Comprehensive Assessment and Evaluation Processes

The IE assessment/evaluation process is a continuous cycle that requires ongoing monitoring of the expected institutional and educational outcomes.

Assessment Cycle

Assessment is a four-step continuous cycle of:

1. Establishing clear, measurable expected program and student learning *outcomes* (SLOs).
2. Ensuring that students have sufficient *opportunities* to achieve those outcomes.
3. Systematically gathering, analyzing, and interpreting *evidence* to determine how well student learning matches our expectations.
4. Using the resulting information to understand and *improve* student learning (continuous improvement).

DSI is responsible for the coordination and documentation of the following annual reviews, which are listed in the IE Annual Calendar:

- Annual Policy Review

- Substantive Change Policy Review

- College Mission Statement

- Program Reviews

- General Education Assessment

- Standing Committees Review

- Strategic Planning process

Annual Policy Review

CVCC conducts reviews of policies and procedures typically between summer and fall each year. However, changes dictated by the ACCS Board of Trustees or other governing entities may dictate more frequent changes. This process ensures that policies are current and up to date based on SACSCOC, federal, state, and other relevant requirements.

Substantive Change Policy Review

The purpose of the CVCC Substantive Change Policy and Procedures is to ensure all substantive changes are reported to SACSCOC in a timely manner, consistent with the SACSCOC Substantive Change Policy and Procedures, which are incorporated herein by reference. CVCC follows the SACSCOC general requirements that universally apply to most, or all types of substantive change, and the specific requirements of substantive change type, institutional changes, off-campus instructional site/location changes, and program changes. Whenever an administrative decision is contemplated that would result in a substantive change relative to courses, programs, instructional sites or other issues covered in the CVCC Substantive Change Policy, the implications for accreditation, including timelines for notifications and the submission of a substantive change prospectus, will be carefully considered and must be approved by the appropriate entities. Upon approval, the Dean of Instruction presents to Cabinet for final approval, and ensures notification to ACCS and ACHE. Entities responsible for review and approval of substantive changes are: Curriculum Committee, Online Learning Committee and Online Learning Coordinator (if appropriate), Dean of Instruction, Director of Strategic Initiatives/SACSCOC Accreditation Liaison, Cabinet, and the President. The *CVCC Substantive Change Policy and Procedure* is reviewed annually and posted on the Intranet accessible to faculty and staff.

College Mission Statement Review

CVCC reviews its Mission Statement annually. DSI and the Administrative Cabinet are responsible for oversight of the review. The College follows the process outlined by the Alabama

Community College System (ACCS) Board of Trustees who review and approve each College's Mission Statement every other year. CVCC Mission Statement is reviewed in even years. The Mission Statement was last reviewed and approved by ACCS March 2020 (Exhibit 4). The next review is March 2022.

Action Taken	Timeline
The College Mission Statement is forwarded to the campus annually for review.	April
The results of the annual review of the Mission Statement are forwarded for review and approved by the Cabinet.	Summer (Cabinet Retreat)
The approved Mission Statement is forwarded to ACCS biennially for approval.	January
The ACCS submits the revised mission statement to the BOT for approval.	March

Instructional Program Reviews

Instructional Program Reviews are key components of the College's accreditation process and assessment of program viability. The CVCC Instructional Program Review Schedule is updated annually between summer and fall semesters to ensure all programs are reviewed on a rotating basis. Attached is the *Instructional Program Review Template and Instructions* (Exhibit 5). DSI notifies the Dean of Instruction and program chairs, and sets the expected deadlines for submission to the Dean and Cabinet for approval.

Program for Review	CIP Code	Scheduled Year of Review	Date of Last Review
Criminal Justice – A.A.S./Certificate	43.0107	2023-24	2019-20
Fire Science – A.A.S./Certificate/STC	43.0202	2023-24	2019-20
Visual Communications – A.A.S./Certificate/STC	50.0401	2024-25	2020-21
Nursing (ADN) – A.A.S.	51.3801	2021-22	2017-18
Nursing (LPN) – Certificate	51.3901	2022-23	2017-18
Child Care and Development – STC	19.0708	2021-22	2017-18
Emergency Medical Technology – Certificate	51.0904	2022-23	2019-20
Computer Information Technology – A.A.S./Certificate/STC	11.0101	2023-24	2019-20
Business – A.A.S./Certificate	52.0201	2021-22	2017-18
AA Program	24.0101	2022-23	2018-19
AS Program/Certificate	24.0102	2022-23	2018-19
Medical Assisting – A.A.S./Certificate	51.0801	2024-25	2020-21
Applied Technology – A.A.S./Certificate/STC	15.0613	2022-23	2018-19

General Education Assessment

Chattahoochee Valley Community College (CVCC) measures the effectiveness of its general education program using multiple direct and indirect assessments. The Report on General Education Assessment is a composite of three years of data collected from faculty assessments and random sampling of student's artifacts. Each fall, division chairs begin the process of creating a general education portfolio for CVCC. The process is as follows:

1. Annually, the five-general education/associate degree outcomes (Writing, Speech, Math, Science, and Technology) are assessed;

2. In the fall, department chairs meet with faculty to ensure there is agreement on the identified student learning outcomes (SLOs) and assessment tools that are in place;

3. The general education faculty members assigned general education SLOs collect the assessment data to the specific course. Additionally, the assessment data is collected from student work in traditional, online, and hybrid courses identified.

4. Annually, the assessment of the data takes place during fall and spring semesters;

5. Annually, by the end of August, department chairs enter the results from the assessment into the College's Unit Plan platform for each area;

6. Division meetings are held to discuss the results and determine what changes, if any, need to be made;

7. The division chair enters the Use of Results in the Unit Plan and develops an Action Plan for improvement;

8. If a change requires funding beyond the normal operating expenses for the department, a Budget Form B will be completed the following spring.

Standing Committees Review

It is the policy of Chattahoochee Valley Community College (CVCC) that all faculty and staff participate in institutional decision-making by serving on standing committees. Standing Committee structures include faculty, staff, administrators, and in some instances, students. CVCC has 24 Standing Committees representing Administrative, Student Services, and Instructional Programs college-wide to address governance and operations issues, with faculty and staff assigned to at least one committee. Each Standing Committee roster includes the purpose of the committee and the members.

Committee responsibilities include planning, assessing, coordinating, recommending, reviewing, and supporting all facets of the College. Faculty hold the primary responsibility for the content, quality, and effectiveness of the curriculum. These College-wide Standing

Committees determine matters that relate to both instructional and non-instructional programs and campus operations, and are critical to the fulfillment of the College's mission. The Standing Committee rosters are updated ongoing and reviewed/approved by the Cabinet annually.

Strategic Planning Process

CVCC is committed to planning and assessment practices that focus on institutional quality, effectiveness, and continuous improvement. To this end, CVCC 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. CVCC's planning and assessment process is broad-based and collaborative.

Specifically, the College has a Strategic Plan with a three-year cycle of Areas of Strategic Focus that reflects both system-wide institutional and program goals. COVID-19 has drastically impacted the College's ability to achieve many of the goals set in the 2018-2021 Strategic Plan. For this reason, it was decided the current Strategic Plan will be extended to 2023. This will provide CVCC an opportunity to recalibrate its approach to success as the College continues to work on its goals. The current plan is enhanced to ensure that measures for success are clearly defined and measurable, and appropriate adjustments are made to address needs magnified as a result of the pandemic. While published as a three-year plan, the foci are reviewed and updated annually.

<div align="center">

Strategic Plan 2018-2023

Adopted August 2018; revised August 2021

</div>

Institutional Goals

To achieve its purpose, the College has developed the following institutional goals:
- To offer high-quality educational programs
- To expand and strengthen program offerings that prepare students for direct entry into jobs at technical, paraprofessional and entry-level management positions
- To provide educational and support programs that ensure student success
- To develop community service and continuing education programs, strengthen links with high schools and community agencies and promote the economic, educational and cultural development of the service area
- To provide and maintain a comprehensive program of advising, counseling and testing services and extracurricular activities that enrich the cultural, social, physical and intellectual lives of students

- To practice broad-based systematic planning of the College's educational programs, academic and student support services, community service programs and administrative processes
- To provide state-of-the-art technology, infrastructure, and facilities to support the College mission

Areas of Strategic Focus

Area of Strategic Focus I	Teaching and Learning
Area of Strategic Focus II	Public Relations and Community Outreach
Area of Strategic Focus III	Customer Service
Area of Strategic Focus IV	Workforce Development
Area of Strategic Focus V	Technology and Infrastructure
Area of Strategic Focus VI	Resource Development

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 process. DSI maintains the *IE Assessment Calendar* (Exhibit 6)*,* which drives the assessment process each year. Faculty, staff, students, and the community assess all areas of the College. Additionally, DSI works with other divisions, e.g. Human Resources annual personnel evaluations. As part of the IE process, DSI prepares a *Strategic Planning Annual Report* (incorporated herein by reference) each year for Functional Units to document assessment of expected outcomes and use of results to plan continuous improvement, and to compile the College's overall progress towards accomplishing goals set in the planning and evaluation processes.

Exhibit 1   **CVCC Functional Units 2021-2022**

Admissions/Registrar	Ms. Sanquita Alexander
Applied Technology	Mr. Clint Langley
Business and Computer & Information Technology	Dr. Beth Mullin
Business Services	Mr. Dexter Jackson
Disability Support Services	Ms. Vickie Williams
English & Communications	Ms. Samantha Vance
Facilities & Maintenance	Mr. Scot Craig
Fine Arts & Social Sciences	Dr. William Byrd
Health Sciences	Dr. Bridgett Jackson
Human Resources	Ms. Robin Jones
Information Systems	Mr. Warner Taylor
Information Technology	Ms. Aurelia Smith
Institutional Advancement	Mr. David Fletcher
Learning Resource Center	Ms. Elizabeth Bradsher
Marketing and PR	Ms. Myya Robinson
Mathematics	Ms. Shawn Junghans
Online Learning	Ms. Aurelia Smith
Orientation	Ms. Vickie Williams
President's Office	Ms. Jackie Screws
Public Safety	Mr. Kenny Harrison
Recruiting	Ms. Amanda Gamble
Science	Ms. Merry Cuervo
Security	Mr. Keith Manuel
Strategic Initiatives	Dr. RoseMary Watkins
Student Development	Ms. Vickie Williams
Student Financial Services (Financial Aid)	Ms. Melissa Burgett
Testing	Ms. Tina Stamps
Tutoring	Ms. Melinda Pell
Workforce Development	Dr. Shirley Armstrong

Exhibit 2

Institutional Effectiveness (IE) Annual Calendar	
Month	Information
Ongoing Assessments and Reports	See Assessment Calendar
Ongoing Review	Substantive Change
January	Updates to Unit Plans as needed or appropriate (data from previous semester)
January	Strategic Planning Annual Report
March	Review of Mission Statement
March	Program Reviews due to Dean
March 1, 2022	SACSCOC Reaffirmation submission due
March/April	Needs Assessment
April/May	Request any new funding resources (Form B) for upcoming year
May	Program Reviews due to DSI
May/June	Unit Plans data collection, assessment, and use of results analysis
June	VFA Report to ACHE
June	Fact Book published
Mid-July	Financial Profile to SACSCOC
August	Annual Policy Reviews Scheduled
August 29, 2022	QEP Report Due
August 31	Closure of Unit Plans
August 31	Gen Ed Report data collection (Unit Plans)
Summer	Standing Committees Review
Summer	Completed Program Reviews presented to Cabinet at retreat
September	DSI updates the IE Annual Plan for the upcoming year
September	Unit Plans updated or rolled over for new year
August	Completed Program Reviews presented to Cabinet
October	Gen Ed Report presented to Cabinet
December	Enrollment Profile to SACSCOC

Exhibit 3   **Unit Plan Sample**

Record ID :	6490
Associated ID :	0
Unit Number :	104.1.1 (Delete Goal) (Change Unit #)
Program/Dept Name :	Associate Degree Nursing
Person Responsible :	Bridgett Jackson
Plan Entered By :	Bridgett Jackson
Selected Term :	2020-2021

Program/Unit Goal :	To provide quality nursing programs leading to direct entry into the workforce.
Program/Option :	
Scheduled Completion :	August 2021
Outcome Type :	Program Objective/Outcome
General Ed Outcome :	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.
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 Focus :	Strategic Focus Area I: Teaching and Learning
Focus Area Outcome :	CVCC will enable students to succeed in accomplishing their goals by providing quality education and training, as evidenced by data. We will provide a supportive teaching and learning environment, accompanied by an effective array of support services.
Strategies/Action Plan :	Establish clear academic pathways based on curriculum designed to help students achieve important learning outcomes (M3)
Expected Outcome :	90% of ADN graduates will report in-field full-time employment within 6 months of graduation.
Assessment Plan :	Send out electronic surveys to graduates, and/or call graduates
Assessment Measure :	Survey Monkey survey.
Assessment Results :	100% of respondents reported in-field full-time employment within 6 months of graduation.
Analysis of Results :	Results represent the job market for nursing graduates.

(Upload) Analysis Attachments :	
Outcome Met :	**YES**
Use of Results :	To assess job availability in the area.
Action Taken for Improvement :	Will continue to allow recruiters to speak with students in the NUR 221 Transitions course.
Future Action :	Continue to use the data to support the available job market for potential applicants and our clinical partners.
Budget Considerations :	$1000 annually
Resources Needed :	Survey Monkey
(Upload) Resource Attachments :	

Exhibit 4   **CVCC Mission Statement**

Chattahoochee Valley Community College promotes student success and is committed to enriching our community by offering accessible, quality, and engaging educational opportunities through academic transfer, career and technical education, workforce development, and adult education.

Approved March 2020

Chattahoochee Valley Community College
Vision Statement

Chattahoochee Valley Community College (CVCC) will be a dynamic, engaged institution of higher learning dedicated to serving the community and students by providing excellent educational, cultural and career opportunities allowing individuals to be successful and achieve their goals. CVCC will provide quality services through innovative practices, state-of-the-art facilities and an understanding of meeting individuals where they are. CVCC will enhance the lives of its students, faculty, staff and the community by:

- Promoting instructional excellence in all program areas;
- Expanding and enhancing programs to meet the needs of the area's workforce;
- Strengthening partnerships to advance the mission of the College;
- Creating a supportive teaching and learning environment;
- Integrating technology to support all programs and services;
- Implementing the use of evidence-based decision-making and
- Providing exceptional student support services.

Exhibit 5   **Instructional Program Review Template and Instructions**

Program/Subject Area: **Review Period:**_____

Date Due to Dean: March 2022

Date Due to Cabinet: May 2022

PROGRAM LEVEL OUTCOMES

1. Enrollment Summary: Three-year enrollment summary by headcount

Year One:	Year Two:	Year Three:

2. Student Staff Ratios: Three-year summary of average class size and student-faculty ratio.

	Year One:	Year Two:	Year Three:
Class Size			
Student-Faculty Ratio			

3. Faculty Cost: Three-year summary of faculty cost (cost per student)

Year One:	Year Two:	Year Three:

4. Graduation or Program Completion Rates: Three-year summary of graduation or program completion rates.

Year One:	Year Two:	Year Three:

5. Placement Rates: Three-year summary of job placement rates, if applicable.

Year One:	Year Two:	Year Three:

6. Evidence of Student Success upon program completion or graduation: Employer surveys, University GPAs, licensure exam pass rates, student surveys, or other relevant measures of success, as appropriate.

STUDENT LEARNING OUTCOMES

Outcome 1 Unit Plan #

Year One:	Year Two:	Year Three:

Outcome 2 Unit Plan #

Year One:	Year Two:	Year Three:

Outcome 3 Unit Plan #

Year One:	Year Two:	Year Three:

Summary of equipment, instructional support, staffing, or facility needs.

Summary of plans, trends, or concerns not cited in previous sections

List recommendations below. If appropriate, identify new Unit Plan(s) with an Expected Outcome for continuous improvement based on the recommendation. Link the Expected Outcome to a Strategic Area of Focus from the College's Strategic Plan, and identify a Strategy/Action/Assessment Plan and Measure to support the Expected Outcome.
Summary of Recommendations:
Unit Plan 1
Unit Plan 2

Submitted by: _____   `   **Date:**
Reviewed by Dean: _____   `   **Date:**
Dean Comments:

Reviewed by Div. of Strategic Initiatives: _____   **Date:**
DSI Comments:

Reviewed by Cabinet: **Date:**
Cabinet Comments:

Overall Results of Program Review:
☐ **Continued with minor improvements**
☐ **Significantly modified**
☐ **Discontinued/Eliminated**
☐ **Placed on inactive status**
☒ **Scheduled for further review (List reason):**

Exhibit 5 (cont'd)   **Instructional Program Review Instructions**

Program Reviews are key components of the College's accreditation process and assessment of program viability. The Schedule of Program Reviews is updated each summer to ensure all programs are reviewed on a rotating basis. The Division of Strategic Initiatives (DSI) notifies the program chairs and sets the expected deadline for review. Program reviews are submitted to Cabinet for approval.

Below is an explanation or instructions on collecting data and how to calculate areas of the program review. Program Reviews due to: Dean: March 2022; Cabinet: May 2022.

1. **Enrollment Summary:** This information is unduplicated students enrolled in academic year with this program being listed as their major. Students in the courses without this program listed as their major, are not included. This information can be requested from the Division of Strategic Initiatives Institutional Research (IR) Data Manager, Saundra Noles (saundra.noles@cv.edu)

2. **Student-Faculty Ratios:** To calculate student-faculty ratios, add the total number enrolled (all courses with this program prefix), and the total faculty (adjunct faculty is a 2-1, it takes 2 adjuncts to equal 1 counted faculty) Ex: you have 3 full time faculty and 4 adjuncts, this would give you a total of 5 faculty. Divide total students by total faculty.

3. **Faculty Cost (per student):** Request faculty salary from the Business Office. Divide total faculty cost by total number of students.

4. **Graduation or Program Completion Rates:** Request graduation rates from the DSI IR Data Manager. Calculate program completions from your program records. Divide the total number of completions by the total number of students at the end of the program.

5. **Placement Rates:** Calculate placement rates from your program. Divide the total number of placements by the total number of students.

Exhibit 6

Chattahoochee Valley Community College
Institutional Effectiveness
Assessment Calendar
Academic Year: 2021-2022

When	Task	Administer-ed By	Administer-ed To	Records Maintain ed By	Reported To	Purpose Collected
August	Standing Committee Annual Report	Division of Strategic Initiatives (DSI)	Committee Chairs	DSI	President's Cabinet	To determine continuation, addition, deletion, or changes to Standing Committees.
September	Unit Plan Assessment for Academic Programs	DSI	Functional Units	DSI	President's Cabinet	To document and analyze the expected outcomes and use of results for the College's academic programs.
September	Unit Plan Assessment for Administrative and Educational Support	DSI	Department Chairs	DSI	President's Cabinet	To document and analyze the expected outcomes and use of results for the College's administrative and educational support departments.

**Exhibit 6
(cont'd)**

**Chattahoochee Valley Community College
Institutional Effectiveness
Assessment Calendar
Academic Year: 2021-2022**

When	Task	Administer-ed By	Administer-ed To	Records Maintained By	Reported To	Purpose Collected
Mid Term of Each Term	Course Evals	Institutional Research (IR)	All Students	IR	Dean of Instruction	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	Health Sciences Department	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	Health Sciences Department	Dean of Instruction, Chair of Health Sciences Department	To evaluate and improve instruction. To gather demographic post- graduation employment information.

**Exhibit 6
(cont'd)**

**Chattahoochee Valley Community College
Institutional Effectiveness
Assessment Calendar
Academic Year: 2021-2022**

When	Task	Administer-ed By	Administer-ed To	Records Maintained By	Reported To	Purpose Collected
Mid Term of graduate's last semester	Graduate Survey - ADN	Health Sciences Department	ADN Students	Health Sciences Department	Dean of Instruction, Chair of Health Sciences Department	To evaluate graduate responses to the program.
Mid Term of graduate's last semester	Graduate Survey - PN	Health Sciences Department	PN Students	Health Sciences Department	Dean of Instruction, Chair of Health Sciences Department	To evaluate graduate responses to the program.
Mid Term of each semester	Mobility Survey – ADN	Health Sciences Department	ADN Students	Health Sciences Department	Dean of Instruction, Chair of Health Sciences Department	To evaluate student responses to the mobility program.
Middle of each semester	Mobility Survey – PN	Health Sciences Department	PN Students	Health Sciences Department	Dean of Instruction, Chair of Health Sciences Department	To evaluate student responses to the mobility program.

**Exhibit 6
(cont'd)**

**Chattahoochee Valley Community College
Institutional Effectiveness
Assessment Calendar
Academic Year: 2021-2022**

When	Task	Administer-ed By	Administer-ed To	Records Maintained By	Reported To	Purpose Collected
End of each semester	Lab Supervisor Evaluation – SIM Lab	Health Sciences Department	SIM Lab Students	Health Sciences Department	Chair of Health Sciences Department	To evaluate student satisfaction with SIM lab supervisor
End of each semester	Clinical Supervisor Evaluation	Health Sciences Department	Nursing Students	Health Sciences Department	Chair of Health Sciences Department	To ascertain students' level of satisfaction with clinical supervisor's professionalism and ability to incorporate classroom instruction and clinical activities.
Mid Term of graduate's last semester	Graduate Survey – MAT	Health Sciences Department	MAT Students	Health Sciences Department	Chair of Health Sciences Department	To evaluate graduate responses to the MAT program.
Six months after graduation	Alumni Survey – MAT	Health Sciences Department	MAT Students	Health Sciences Department	Chair of Health Sciences Department	To evaluate and improve instruction. To gather demographic post-graduation employment information.
End of each clinical course	Clinical Site Student Evaluation	Health Sciences Department	Nursing Students	Health Sciences Department	Dean of Instruction, Chair of Health Sciences Department	To ascertain students' level of satisfaction with policies, procedures, and work environment of each clinical site.

Exhibit 6 (cont'd)

Chattahoochee Valley Community College
Institutional Effectiveness
Assessment Calendar
Academic Year: 2021-2022

When	Task	Administer-ed By	Administer-ed To	Records Maintained By	Reported To	Purpose Collected
After each Clinical	EMS Clinical Site Survey	Public Safety Division	EMS Students	Public Safety Division	Dean of Instruction, Assoc. Dean of WFD, Dir. of Public Safety	To ascertain students' level of satisfaction with policies, procedures, and work environment of each clinical site.
After each Clinical	EMS Preceptor Survey	Public Safety Division	EMS Students	Public Safety Division	Dean of Instruction Assoc. Dean of WFD, Dir. of Public Safety	To ascertain students' level of satisfaction with the EMS preceptor's professionalism and ability to incorporate classroom instruction and activities.
Mid Term of each semester	EMS Program Survey	Public Safety Division	EMS Students	Public Safety Division	Dean of Instruction, Assoc. Dean of WFD, Dir. of Public Safety	To ascertain students' level of satisfaction with EMS programs.
Mid Term of each semester	Program Resource Surveys (EMS, FSC, CRJ)	Public Safety Division	Public Safety Students	DSI	Dean of Instruction, Assoc. Dean of WFD, Dir. of Public Safety	To ascertain students' level of satisfaction with EMS, FSC, CRJ program resources.

**Exhibit 6
(cont'd)**

**Chattahoochee Valley Community College
Institutional Effectiveness
Assessment Calendar
Academic Year: 2021-2022**

When	Task	Administer-ed By	Administer-ed To	Records Maintained By	Reported To	Purpose Collected
Six months after graduation	Alumni Survey (FSC and CRJ)	Public Safety Division	FSC, CRJ graduates	Public Safety Division	Dean of Instruction, Assoc. Dean of WFD, Dir. of Public Safety	To evaluate and improve instruction. To gather demographic post- Graduation employment information.
Mid Term of graduate's last semester	Graduate Survey (EMS, FSC, CRJ)	Public Safety Division	Public Safety graduates	DSI	Dean of Instruction, Assoc. Dean of WFD, Dir. of Public Safety	To evaluate graduate responses to the program based upon their satisfaction of the education they received at CVCC.
Six months after graduation, based on alumni survey response	Employer Survey (EMS, FSC, CRJ)	Public Safety Division	Employer of Public Safety Students	Public Safety Division	Dean of Instruction, Assoc. Dean of WFD, 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.
Annually Each Spring	Facilities	DSI	All Employees	DSI	President's Cabinet	To ascertain student, staff and faculty level of satisfaction with the facilities and designated areas of the campus.

Exhibit 6
(cont'd)

Chattahoochee Valley Community College
Institutional Effectiveness
Assessment Calendar
Academic Year: 2021-2022

When	Task	Administered By	Administered To	Records Maintained By	Reported To	Purpose Collected
Annually in Spring	Employee Evaluation of College Services	DSI	All Employees	DSI	President's Cabinet	To ascertain all faculty and staff level of satisfaction with policies, procedures, and work conditions across all divisions and outside vendors.
Mid Term Each Spring	Student Satisfaction Survey	DSI	All Students	DSI	President's Cabinet	To ascertain all students' level of satisfaction across all divisions, services, faculty, and facilities.
Mid Term Fall Semester	Library Instruction Survey	Instructor	All Students	Library	Dean of Instruction	To ascertain students' level of satisfaction with library staff, services and resources.
Fall and Spring Semesters (as needed)	New Employee Orientation	Human Resources	New Employees	Human Resources	Human Resources	To evaluate and improve the quality of the new employee orientation.
Graduate's last semester	Graduation Survey	Registrar	Students applying for graduation	DSI	President's Cabinet	To gather feedback from graduating students on their perception of the quality of their education at CVCC
Mid Term Fall and Spring Semester	Online Learning Education Survey	Online Learning Education Faculty	Online Learning students	DSI	President's Cabinet Online Learning Standing Committee	To gauge students' perceptions of the quality of Online Learning courses
Mid Term Fall and Spring Semester	Adult Education	Adult Education	Adult Education students	DSI	Assoc. Dean of WFD	To gauge students' perceptions of the quality of Adult Education classes

**Exhibit 6
(cont'd)**

**Chattahoochee Valley Community College
Institutional Effectiveness
Assessment Calendar
Academic Year: 2021-2022**

Survey Schedule	Survey/ Evaluation	Administer-ed By	Administer-ed To	Records Maintained By	Reported To	Purpose Collected
Mid Term each Semester	Testing Center Survey	Testing Center	Testing Center users	DSI	Dean of Instruction	To gauge students' satisfaction with Testing Center services
Mid Term each Semester	Dual Enrollment	Dual Enrollment Coordinator	Dual Enrollment Students	DSI	Dean of Instruction	To gauge students' perception of dual enrollment
Annually	DoD Report	Dean of Students and College Services	Report	Dean of Students and College Services	Dean of Students and College Services	DoD Report
Quarterly	Title III Evaluations	Dean of Students and College Services	Program Evaluation	Dean of Students and College Services	Dean of Students and College Services	Title III grant
Annually	Title III/IV Eligibility	DIAE	Report	DIAE	DIAE	Title III/IV Eligibility
Annually	VFA Participation	DIAE	Report	DIAE	DIAE	VFA Participation
Each semester	Perkins	Assoc. Dean of WFD		Assoc. Dean of WFD	Assoc. Dean of WFD	Perkins
Quarterly	CARES Act Reporting	Dean of Financial Affairs	Report	Dean of Financial Affairs	Dean of Financial Affairs	CARES Act Reporting