



# **Institutional Effectiveness Annual Plan**

## **Chattahoochee Valley Community College**

2023-2024

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## **Introduction**

Chattahoochee Valley Community College (CVCC) is a unit of the Alabama Community College System. CVCC engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness. The President of CVCC takes an active role in planning and provides a sense of strategic mission and vision to the College's employees and the community. The President encourages the processes of strategic planning, reviews recommendations, and makes suggestions. The mission of CVCC Division of Strategic Initiatives (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.

DSI serves as a repository for information on a broad range of institutional effectiveness planning and research. 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. The CVCC institutional planning and effectiveness processes detail how the needs of stakeholders (e.g. students, faculty, staff, community, business, and industry partners) are met in support of the CVCC mission. DSI is responsible for institutional quality and effectiveness. The College has a clear policy which describes the DSI role in the institutional effectiveness process.

In this regard, the DSI prepares and publishes an *Institutional Effectiveness (IE) Annual Plan* that describes how the Institution effectively carries out its mission through ongoing comprehensive planning, assessment/evaluation, and use of results for continuous improvement. These ongoing, comprehensive processes include a cycle of strategic planning, and annual operational planning. Both planning processes focus on institutional quality and effectiveness and incorporate systematic reviews of programs, services, and related institutional goals and outcomes consistent with the College's mission, vision and strategic institutional goals.

## **Planning Processes**

DSI guides the planning, coordination, evaluation, and documentation of the institution's ongoing planning and evaluation processes. To ensure the ongoing quality and effectiveness of CVCC's programs and services, the DSI conducts the following reviews:

- 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 with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), federal, state, and other relevant requirements.
- College Mission Statement Review**  
CVCC reviews its Mission Statement at the local level, considering input from stakeholders, including faculty, staff, students, and the community. ACCS Board of Trustees policy mandates a formal review and approval of the College Mission Statement every two years. As such, CVCC adjusted its mission statement review from annually to biennially, and now reviews the mission statement in the year prior to the ACCS review. The Mission Statement Review Schedule outlines the timeline for mission review and approval at the College. ACCS approved the Mission Statement in 2022. The next review is March 2024.

**Mission Statement Review Schedule**

Action Taken	Timeline
The College Mission Statement is forwarded to the campus biennially for review.	Spring Semester (odd years)
The results of the 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 for approval.	Fall Semester (odd years)
The ACCS submits the revised mission statement to the BOT for approval.	March (even years)

- Strategic Planning Process**  
The *CVCC Strategic Plan*, developed with input from various College constituents, was published in Fall 2018 as a three-year plan. However, in 2021, as a result of the Coronavirus Pandemic, the Administrative Cabinet extended the Strategic Plan timeline from three years to five years (2018-2023) in an effort to allow for a longer period to assess trends and data. The plan was enhanced to ensure that

measures for success were clearly defined and measurable, and appropriate adjustments were made to address needs magnified as a result of the pandemic. CVCC is committed to planning and assessment practices that focus on institutional quality, effectiveness and continuous improvement. To this end, CVCC supports an annual review process of broad-based and collaborative planning and evaluation 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 next strategic plan will be published in 2023 as a five-year plan (2023-2028).

- **Instructional Program Reviews**

The CVCC Instructional Program Review is a formal, comprehensive, systematic process that examines a program to determine the extent to which it is achieving its purpose and goals, to note program strengths and weaknesses, to make recommendations for improvements, and to provide a process that will facilitate planning, decision making, and budgeting. While the purpose of the Instructional Program Review is to improve the quality of programs offered by the College, the ultimate goal is to increase student success. The deciding factors in determining a program's efficacy are the effects it has on the students who were enrolled in the program, and the extent the results equaled the objective. The *Instructional Program Review Schedule* exhibits an on-going qualitative review schedule of programs, and the *CVCC Instructional Program Review Instructions* exhibit steps in the process (both included herein by reference). Effective 2023, CVCC extended the Instructional Program Review to five years to align with ACCS Board of Trustees Policy 703.01: Instructional Quality.

- **General Education Assessment**

The *Report on General Education Assessment* is a composite of three years of data collected from faculty assessments and a random sampling of students' artifacts. The *Report on General Education Assessment* is prepared annually, shared with division chairs for review, and posted on the College website for internal and external access.

- **Standing Committees Review**

CVCC policy requires 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 describes the purpose of the committee and lists 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. The Standing Committee rosters are updated ongoing and reviewed/approved by the Cabinet annually. An additional standing committee has been proposed for Human resources and will be considered for 2023-2024.

- **Substantive Change Policy Review**

The *CVCC Substantive Change Policy and Procedures* ensures all substantive changes are reported to SACSCOC in a timely manner, consistent with the *SACSCOC Substantive Change Policy and Procedures*. 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. The *CVCC Substantive Change Policy and Procedures* is reviewed annually, and as revised by SACSCOC, and published on the Intranet, accessible to faculty and staff.

### **Comprehensive Planning and Evaluation Processes**

The CVCC IE Annual Plan includes comprehensive planning and evaluation processes focused on institutional quality and effectiveness. Institutional Effectiveness (IE) is an ongoing,

comprehensive, integrated researched-based process that involves all aspects of the Institution. As of 2023, CVCC planning and evaluation processes will focus on institutional quality and effectiveness in a five-year cycle, using the mission, vision, institutional goals and identified areas of strategic focus as the foundations of the process. These planning and evaluation processes identify the specific actions the College takes to accomplish its mission; act as a compass for the College's strategic direction in pursuing its vision for the future; provide a framework from which constituents may work to achieve the institution's mission and goals and set priorities in decision-making and budgeting.

DSI, members of the IE Standing Committee, as well as the Administrative Cabinet, have primary oversight for the systematic review of the planning and evaluation processes and associated activities. The foundation of the work of these groups is to ensure that the mission is always foremost in the planning and evaluation processes to ensure that the College provides “accessible, quality, and engaging educational opportunities through academic transfer, career and technical education, workforce development, and adult education”, as stated in its mission. The CVCC institutional effectiveness process consists of the following comprehensive functions:

### **Planning**

- Developing procedures and identifying documentation
- Developing and monitoring the CVCC Strategic Plan
- Developing and implementing an *Institutional Effectiveness (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**

- Providing professional development workshops for employees to understand their roles in achieving institutional effectiveness
- Collecting, analyzing, and publishing data on students, faculty, staff, and administrators for the annual *Fact Book* and *Report on Measures of Student Success*
- Coordinating the development of Unit Plans in conjunction with the strategic planning process
- Reviewing and monitoring the IE Annual Calendar and the IE Assessment



Calendar.

- 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 Administrative Cabinet

### **Assessment/Evaluation**

- Coordinating and administering all aspects of assessment/evaluation of college operations with Division Chairs, Budget Managers, IE Standing Committee, Administrative Cabinet, and President
- Demonstrative use of results/information to promote continuous improvement in all aspects of the College
- Ongoing planning and assessment

### **Assessment Cycle**

The Assessment cycle is the ongoing process of:

- Establishing clear, measurable expected program, student success measures, and student learning *outcomes* (POs, SSMS, and SLOs).
- Ensuring that students have sufficient *opportunities* to achieve those outcomes.
- Systematically gathering, analyzing, and interpreting *evidence* to determine how well student learning matches CVCC's expectations.
- Using the resulting information to understand and *improve* student learning (continuous improvement).

### **Research-Based Processes**

The CVCC IE Annual Plan includes integrated research-based processes focused on institutional quality and effectiveness. The purpose of the IE processes at CVCC is to create an integrated research-based approach to institutional planning and evaluation. CVCC's campus-wide planning and evaluation processes include an integrated central focus on planning, outcomes-setting, outcomes measures and assessment, outcomes tied to the budget, outcomes based on the mission and goals, analysis of results, use of results, and action taken for improvement. Integrated research-based evaluation includes the use of multiple measures to encourage more

comprehensive and accurate assessment. These processes, which are a part of the College's governance system, are designed to result in continuous improvement of institutional quality and effectiveness to demonstrate that the institution is effectively accomplishing its mission.

The functional units involved in these processes are from a cross-section of the College. The strategic planning process, led by the President of the College, provides the foundation for annual operational planning and evaluation conducted by administrators and staff responsible for the functional units. Each strategic cycle, the College sets institutional goals and outcomes, and engages in systematic reviews of these goals and outcomes using multiple measures. DSI coordinates the development and review of specific Areas of Strategic Focus (strategic indicators). Each functional unit within the College is responsible for submitting a unit plan, which outlines specific outcomes designed to help meet the Institutional Goals. These unit level plans focus on the department's/unit's actions, outcomes, and targets for improvements.

To demonstrate its commitment to institutional quality and effectiveness, and to close the loop on the continuous improvement process, the College develops a comprehensive *CVCC Strategic Planning Annual Report*, which shows the status of strategic planning efforts and delineates actions or achievements. This document is used in conjunction with the aforementioned unit planning effort. The *Strategic Planning Annual Report* is posted on the Intranet, accessible to faculty and staff.

### **Systematic Review**

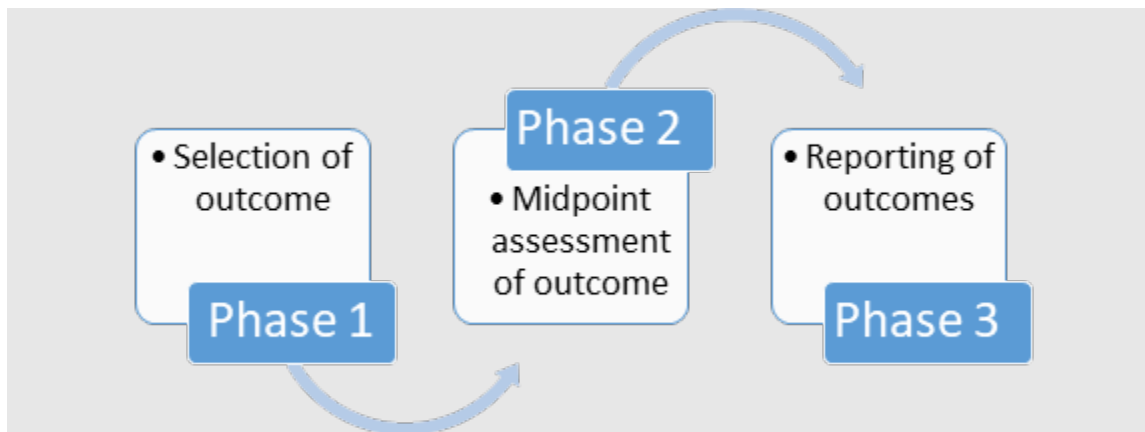
The planning and evaluation processes at CVCC incorporate a systematic review of institutional goals and outcomes consistent with its mission. Reviews are objective, promote communication among all units within the Institution; provide a level of detail that matches the importance of the desired outcomes; and allocate available resources. These systematic planning and evaluation processes are team-oriented. Faculty and staff within the units contribute to the development of performance criteria to ensure that the data collected positively impacts the quality of student learning and decision-making.

The DSI Office of Institutional Effectiveness compiles the completed Unit Plans and Assessment Reports each year. The unit planning and evaluation processes begin each fall and end each summer, requiring each unit to craft Unit Plans (annually), Strategies/Action Plans (annually), program outcomes and/or SLOs (annually, as applicable). Units link the achievement of such outcomes to the College's mission and institutional goals through the Areas of Strategic Focus in the strategic plan, as outlined on the Unit Planning Online Template. These ongoing reports are used to document the planning and assessment processes and the

accomplishment of unit goals. In addition, reports reflect how results were used to achieve outcomes and make improvements.

Administrative and academic student support units develop Program Outcomes (POs) or Student Success Measures (SSMs) to measure achievement in Unit Plans. Educational Unit Plans are developed by each department and are measured in: (1) Program Outcomes (POs), (2) Student Success Measures (SSMs) and/or (3) Student Learning Outcomes (SLOs). The College-wide annual planning and evaluation cycle has 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).

#### Annual Planning and Evaluation Cycle



#### **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 generally runs from August through September annually. Functional Units identify Program Outcomes, define SSMs and 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 to reach each outcome. Unit Plans POs and SLOs should 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 PO and SLO efforts and takes place annually between early January and late February. Units internally assess progress made toward completion of program outcomes (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 semester. Administrators, faculty, and staff representing each division and department of the College report their outcomes achieved and/or not achieved for their Program Outcomes, SSMs, and SLOs, where applicable. Assessment Results and Analysis are also discussed. Each unit plan outcome is formally assessed in terms of whether or not the outcome was achieved, and 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 link to the goals and areas of strategic focus (indicators to support the mission) are also included to ensure congruency.

## **Systematic Review of Institutional Goals and Outcomes**

At CVCC, IE planning includes planning at both the institution and program levels, consistent with its Mission. Both levels are intricately linked and include the College Mission Statement, the Institutional Goals, Areas of Strategic Focus, assessment strategies/action plans to determine progress in meeting goals. Planning also includes annual assessment of educational, administrative and support programs and services, and incorporation of those assessments into the planning process for continuous improvement. Units are also required to discuss the actual results obtained during the planning and evaluation processes and how they use those results for improvement of programs and services, and ultimately student success. To ensure program integrity, Program Reviews are required on a rotational basis and are integrated into the planning and budgeting processes.

## **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, SSMs and/or SLOs. CVCC uses a *Unit Planning Online Template* 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:** Twice per year unit managers may go back to the Unit Plan and indicate what actions have taken place to make improvements. 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:** 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 *Budget Form B* request for consideration and approval.

### **Unit Plan Outcome Reports**

Evaluation at CVCC includes the use of multiple measures for a more comprehensive and accurate assessment to gauge achievement of Program Outcomes, Student Success Measures and SLOs. This benefits not only the students who are learning but also the instructors who are doing the teaching. Assessment data include both direct and indirect assessments and vary from Licensure Exam Results; Academic Progress; Program Accreditation Results; Graduation Rates; and Retention Rates. Units obtain assessment results and feedback from surveys, reviews, reports, and data compiled from the assessments listed on the *IE Assessment Calendar*. Units must update the Unit Plan “Use of Results” section to identify needs for improvement based on the results. Plans are reviewed at Mid-year to determine if revisions are needed. Department and Program Chairs review the previous year’s Unit Plans to assess the level of performance in meeting expected outcomes.

DSI Institutional Research (IR) updates assessment 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: Educational 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 academic programs, as well as Online Learning, Adult Education, and Workforce Development.

University parallel programs include the Associate of Arts and the Associate of 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 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 Educational Programs***

Unit plans for educational programs include: Applied Technology: Automotive Maintenance, HVAC, Industrial Maintenance, Welding; Biology; Business; Child Care & Development; Criminal Justice; Computer & Information Technology, Fine Arts & Social Sciences; Health Sciences: Medical Assistant, Nursing, Pharm Tech, Medical Lab Tech; English & Communications; Mathematics; Public Safety: Emergency Medical Tech, Paramedic; Fire Science; Physical Science; and Visual Communications.

### ***Unit Plans for Administrative Support***

Units plans for administrative support include: 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***

Unit plans for academic and student support include: Admissions/Registrar, COMPASS/Advising, Athletics, Dean of Instruction, Dean of Students, Learning Resource Center, Online Learning, Recruiting, Student Development, Student Financial Services (Financial Aid), Testing, Title III, Tutoring, and Workforce Development.

Although structurally located in Student Services, the College views Student Financial Services (financial aid) as a dual service unit that has administrative functions as well as co-curricular educational functions. This perspective is important to the Institution because financial aid for the population of students the College serves is 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.

### **Conclusion**

The results of the annual planning and evaluation assessments are delineated in the *Strategic Planning Annual Report*, and are discussed during the annual Administrative Cabinet Retreat. The combined planning and evaluation processes act as a compass for the College's strategic direction, providing a framework from which constituents may work to achieve the Institution's mission, vision, and goals; identify specific actions the College will take in pursuing its mission; and set priorities in decision-making. Throughout the year, the IR Office compiles data from, and for, academic, administrative, and educational support units, including but not limited to, *Student Engagement Survey*, *Employee Evaluation of College Services*, and *Facilities Master Plan*. Specific documents that are produced and published as a part of the documentation of outcomes and accomplishments include the *Fact Book*, *Report on Measures of Student Success*, *Strategic Planning Annual Report*, Instructional Program Reviews, and the *CVCC Annual Report*. This information is shared with appropriate units and is available on the College's Intranet for use by faculty and staff.