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Preface

Administrators, Faculty, and Staff,

Thank you for your time and effort in helping make our Institutional Effectiveness process at Virginia Highlands Community College a success. Please know that what you contribute to planning and assessment is vital to the needs of our students and the College. In preparation for SACS reaffirmation of accreditation visits, it is necessary for the College to have a comprehensive document outlining its institutional effectiveness, planning, and assessment processes. It is my hope that you will find the ninth edition of this Institutional Effectiveness Handbook helpful and worthwhile. If you need any assistance or have questions concerning institutional effectiveness, planning or assessment processes, please do not hesitate to contact me. Suggestions for improving this Handbook are always welcome.

Special thanks to Nikelle Hagy for the wonderful illustrations found within this Handbook.

Robert

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Introduction

What is Institutional Effectiveness?

Institutional effectiveness is when achievements and outcomes indicate how well the College’s mission is being fulfilled. The purpose of the institutional effectiveness process at VHCC is to demonstrate continuous improvement in student learning, educational programs and administrative and educational support services.

Purposes of Assessment

Assessment is simply the tool used to determine the degree of institutional effectiveness. You must assess in order to demonstrate how effective you are. Assessment attempts to answer the following question: Are your efforts bringing forth the desired results? An effective assessment program can be used to improve student learning, facilitate academic and institutional improvements, and validate institutional effectiveness.

Most importantly, a successful assessment program must have dedication from faculty, staff, and administration. Assessment is a tool to be used for institutional improvement and improvement in student learning. In addition, assessment is a formal process that allows us to document continuous improvements and be accountable to constituents of the College and accrediting bodies.

A Requirement for Accreditation

The demonstration of institutional effectiveness is a critically important component of the Southern Association of Colleges and Schools (SACS) accreditation process. Although elements of institutional effectiveness can be found throughout the Principles of Accreditation, Core Requirement 2.5 and Comprehensive Standard 3.3.1 are specifically devoted to the institutional effectiveness requirement.

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

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

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 educational support services
3.3.1.4 research within its educational mission, if appropriate
3.3.1.5 community/public service within its educational mission, if appropriate
The Institutional Effectiveness process at VHCC is designed to permeate every facet of the College. The College has adopted the Nichol’s Institutional Effectiveness Model (see illustration below). The current Institutional Effectiveness Process of the College includes three key elements:

I. **Strategic Planning** (at the system and institutional level)
II. **Outcomes Assessment** (at the program/unit level)
III. **Program Review**

Each of these processes is further outlined in this Handbook.

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Mission, Vision and Core Value Statements

The mission and vision statement of the College form the overall blueprint for the development of institutional goals and outcomes assessment for programs and administrative and educational support units, thereby defining the most fundamental criteria for assessing institutional effectiveness. The current mission, vision and core value statements of the College, as stated below, were approved in December 2015.

Mission
Virginia Highlands Community College provides exceptional educational pathways to enrich lives and strengthen our communities.

Vision
Virginia Highlands Community College will be an educational institution of choice, empowering students, employees and community members to reach their fullest potential.

Core Values
At Virginia Highlands Community College, we value excellence, individual worth, a welcoming environment, accountability, and achievement.

Educational excellence that furthers intellectual, creative, ethical and social development through a broad range of programs, professionally delivered and continuously evaluated with a focus on improvement.

Individual worth, focusing on the strengths, experiences, and perspectives of all people. We set aside personal preferences and focus on the best interest of our campus and local communities, which are strengthened in an environment of mutual respect and learning.

A safe, secure, and welcoming environment that cultivates a student-centered approach to learning.

Accountability, accepting responsibility for our actions and accepting ownership for the results. We uphold the values of honesty, transparency, and integrity while remaining good stewards of the resources entrusted to us.

Achievement, recognizing that life-long learning provides individual empowerment, resulting in success and personal satisfaction. We are proud to be a life-changing institution that encourages a passionate pursuit of excellence.

Approved by College Board – December 1, 2015
Strategic Planning

What is the difference between Strategic Planning and Institutional Effectiveness (IE) Planning?

Strategic planning focuses on the actions that are taken to implement the Institutional Mission, while institutional effectiveness planning focuses on the end result to determine how well the Institutional Mission is being fulfilled. Strategic planning is means/process oriented, meaning it focuses on actions to improve processes or make a unit operate more efficiently. Institutional effectiveness planning (sometimes referred to as outcomes assessment) is outcomes oriented, meaning it focuses on measuring how well students are learning in the programs and measuring how well administrative units are operating.

The Relationship of Strategic and IE Planning

Strategic Planning at VHCC

The College’s strategic plan consists of a vision statement, mission statement, core values and strategic initiatives. The strategic plan establishes the overall direction for the College and serves as the foundation for annual goal planning at all levels of the College. VHCC’s goals are aligned with and support the goals and objectives of the Virginia Community College System (VCCS).

Each year, the College’s administrative and educational support service leaders are asked to report their progress towards the achievement of their strategic objectives and actions for the previous year and to propose their strategic objectives and actions for the coming year. The process begins in April/May, when the VCCS Chancellor presents the VCCS’ annual objectives. In May, the President and his administrative staff finalize their objectives and actions for the upcoming year. These annual objectives and actions are then submitted to the College Board at the July meeting and approved goals are then forwarded to the Chancellor. The President’s administrative staff communicate their goals to the units they supervise.

Outcomes for the previous year’s goals and objectives are presented to the College Board and Chancellor each May.

The budgeting process is closely tied to college goals. All college cost centers prepare budget requests based on strategic priorities set for the upcoming year. The President’s Advisory Cabinet (PAC) reviews anticipated VCCS funding and establishes budget priorities. For additional information regarding the budgeting process see the Faculty & Staff Manual at http://www.vhcc.edu/manual/sec4/manual_sec4_5.htm.
Organization of Outcomes/Objectives

Assessment should never be done solely for the sake of assessment. This is why it is essential to communicate assessment results as they are organized within an institution so that the information obtained can be used for improvement among all levels of the College. The following shows an illustration of the organization and communication flow of the College’s institutional effectiveness process along with a detailed narrative description.

**VHCC’s Institutional Effectiveness Process**

Tip: College goals should be communicated down to the units (departments/programs) so they have a roadmap for assessing outcomes/objectives in Weave. Post them in each office!
VHCC’s Institutional Effectiveness Process

The College has two distinct cycles of planning and assessment, College-Level Strategic Planning and Assessment and Unit Level Planning and Outcomes Assessment. These two cycles fall under the umbrella of the VCCS’ Mission, Vision and Achieve 2015, and the College’s Mission and Vision.

Steps (Refer to the chart on previous page):

College-Level Strategic Planning & Assessment (C)
The College participates in a Strategic Planning effort every 2-3 years. These goals and objectives are updated annually.

C-1. The Chancellor communicates his goals to the President. The President then forwards these goals to his staff and goals are developed for each division. The President’s staff typically have a retreat or meeting with their staff to develop goals for the coming year. Note: It is essential to review the unit-level findings and actions plans in Weave prior to the development of college goals.

C-2. The College goals/objectives are submitted to the College Board for approval at the July meeting.

C-3. Approved College goals/objectives are communicated to the Chancellor as well as units. This is perhaps the most important step because it is when the two cycles of planning and assessment overlap. It is crucial that the college-level plan is communicated to units prior to development of unit level planning. The College delivers its yearly plan. The President requests a mid-year report on progress of the College goals.

C-4. At the end of the year, results are reported on the progress of the College goals.

Unit Level Planning & Outcomes Assessment (U)

U-1. All units (academic and educational support services and educational programs) develop outcomes assessment plans. This process is completed and maintained in Weave. Units enter Mission, Outcomes/Objectives and Measures in July/August.

U-2. Outcomes assessment plans are delivered throughout the academic and fiscal year.

U-3. Outcomes/objectives are then assessed throughout the academic and fiscal year.

U-4. All units enter Findings and any Action Plan(s) in Weave. It is then crucial for units to report findings and actions back to their supervisors so College-level planning can begin again.
# Organization of College-Level and Unit-Level Outcomes/Objectives and Assessment

<table>
<thead>
<tr>
<th>Institutional Level</th>
<th>Specificity of Statements</th>
<th>Primary Organizational Direction</th>
<th>Assessment Findings and Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Mission</td>
<td>Low</td>
<td>Top</td>
<td>Top</td>
</tr>
<tr>
<td>Institutional Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divisional Objectives/Outcomes (College-Level)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental/Program Objectives/Outcomes (Unit-Level Weave)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course or Personal Objectives/Outcomes (Optional)</td>
<td>High</td>
<td>Bottom</td>
<td>Bottom</td>
</tr>
</tbody>
</table>

Outcomes Assessment Planning

The College’s Educational Programs and Administrative and Educational Support Units complete annual outcomes assessment planning, which is sometimes referred to as institutional effectiveness planning. This process is submitted and maintained in Weave®. The College purchased a subscription to Weave® Assessment Management System beginning in summer 2006. This system is “a web-based solution to capture, manage, archive, and track academic and administrative assessment information for regional and disciplinary accreditation, program reviews, annual reporting, and program improvement.” Guides for outcomes assessment planning are outlined separately for Educational Programs (p.13) and Administrative and Educational Support units (p.22). See Appendix F for a list of programs/units entering data.

To access Weave® go to [http://app.Weave.com/vhcc/login.aspx](http://app.Weave.com/vhcc/login.aspx). The link can also be found at the VHCC homepage—Faculty & Staff—Tools & Resources—Weave®.

If you experience any problems logging in or need password information, contact: weave@vhcc.edu

If you are a first-time user and need a password issued contact the Office of Institutional Research and Effectiveness.
Student Learning Outcomes Assessment for educational programs occurs every academic year. Academic Deans ensure that each Major/Degree awarded within their division is assessed. Program Coordinators, with feedback from other faculty within their discipline, are responsible for entering data for their program(s) into Weave®.

**Mission, Outcomes/Objectives, and Measures** are set for the current academic year in the fall (Due by Nov. 1st). Faculty members receive instruction from the Director of Institutional Research and Effectiveness and may be provided an opportunity during an in-service to complete these items. **Findings and Action Plans** for the previous year are completed in May and must be submitted no later than the following fall (due by Nov. 1st). Below is an illustration of a complete annual assessment cycle.

Academic Deans ensure faculty have completed assessment reports for their area(s). The Vice President for Instruction and Student Services ensures all reports are complete and submitted by the designated date to the Director of Institutional Research and Effectiveness. Upon submission, data is reviewed and feedback is provided to the Program Coordinator by the Director of Institutional Research and Effectiveness and/or Academic Dean.
Format & Guidelines for Educational Programs Student Learning Outcomes Assessment

Weave® is the primary tool the College uses to coordinate its assessment efforts. All academic programs have a mission statement, and enter outcomes/objectives, measures, findings and action plans each academic year. Weave® now has page-specific, expanded help features at the top right side of the screen if you need assistance with entering data.

Mission/Purpose
This is the overall purpose of your program, showing how you connect and contribute to the College’s overall work.

Outcomes/Objectives
Outcomes/Objectives are brief, clear statements that describe desired outcomes in relation to broader goals. Educational programs MUST assess Student Learning Outcomes (SLO’s). SLO’s are specific types of outcomes/objectives which define the Knowledge, Skills, Values, and Attitudes (Beliefs) the students will have achieved as a result of their educational experience in the program. This may include program specific skills or general education skills necessary for program success. Program outcomes measure effectiveness of the program itself and can include student satisfaction, employer satisfaction, graduation rates, transfer rates, retention rates, etc...

Tips:

• Refer to the College’s strategic goals when setting outcomes/objectives to ensure they reflect the College mission and purposes. In addition, this will aid in the compilation of an institution-wide plan (see Strategic Planning section).
• Limit outcomes/objectives to at least three but no more than five per academic year.
• You don’t have to nor should you assess everything every year.
• Avoid assessing the same outcomes/objectives every year to ensure you are documenting continuous improvement. If you find that there are no other areas you want to assess, consider changing your “Target” located in the Measures tab.
• For each outcome/objective, define one or more measures. The more measures you define, the more data (evidence) you will gather.

Below are examples of outcomes/objectives:

<table>
<thead>
<tr>
<th>Outcomes/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates from the EMS program will demonstrate the ability to comprehend, apply and evaluate clinical information relative to his/her role as an entry-level EMT-intermediate or Paramedic. (student learning outcome)</td>
</tr>
</tbody>
</table>

| Graduates will demonstrate competency in oral communication skills. (student learning outcome) |
Human Services graduates will demonstrate critical thinking skills necessary for competency in their major. (student learning outcome)

Accounting graduates will be employed in their field within one year of graduation. (program outcome)

Graduates of the Horticulture program will report satisfaction with the overall program. (program outcome)

*The above listed examples are intended as a guide only.

**Measure**

A measure is a tool(s) used to determine if you have met your expected outcome. To increase the likelihood of valid results, you should strive to use **more than one** measure for each outcome/objective if possible (see Appendix A for some of the research tools and data available). If you are struggling to identify a measure ask the following questions about your outcome/objective:

- How will we know if this is being accomplished?
- What will provide us this information?

For best results, use both direct and indirect measures and qualitative and quantitative measures. Below are some examples of the types of measures you might use:

**Direct measures**—objective measures of knowledge or ability. This is the most important measure for a Student Learning Outcome (SLO). Examples include students’ scores on national standardized exams such as the Core Competencies Assessments, Program Exit, or Certification Exams, Pre-test/Post-test Evaluation, Comprehensive Exams, Capstone Course Evaluation, Course-Embedded Assessment, Student Portfolios, Employer evaluations, Use of Rubrics, etc.

**Indirect measures**—subjective measures of beliefs, attitudes and perceptions. Indirect measures are often used to supplement direct measures. Examples include questionnaires and surveys of student’s perceptions such as the CCSSE, Graduating Student Questionnaire, Graduate Follow-up Survey, Alumni Survey, Employer surveys, etc. Additional measures could include focus groups, exit interviews of graduates, employment data, graduation rates, and transfer rates.

**Qualitative**—measures that contain non-numerical data such as verbal or written feedback from students/staff/faculty, etc...

**Quantitative**—measures that collect numerical data that can be analyzed statistically.
**Target** allows you to establish a specific criterion for success. This will allow your Objective/Outcome to be measurable. You must ask yourself what level is acceptable and then seek to sustain or enhance that performance.

Below are examples of Targets and how they relate to Outcomes/Objectives and Measures:

<table>
<thead>
<tr>
<th>Outcome/Objective</th>
<th>Measure 1</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates from the EMS program will demonstrate the ability to comprehend, apply, and evaluate clinical information relative to his/her role as an entry-level EMT-intermediate or Paramedic</td>
<td>Exit Exam (comprehensive program examination administered at the end of last semester)</td>
<td>90% pass rate (C or better)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome/Objective</td>
<td>Measure 2</td>
<td>Target</td>
</tr>
<tr>
<td>Graduates will demonstrate competency in oral communication skills.</td>
<td>Licensure exam</td>
<td>90% of graduates who attempt the licensure exam will pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome/Objective</td>
<td>Measure 1</td>
<td>Target</td>
</tr>
<tr>
<td>Human Services graduates will demonstrate critical thinking skills necessary for competency in their major.</td>
<td>Faculty Developed Rubric</td>
<td>85% of oral presentations rated by a panel of reviewers will be scored at or above the “Acceptable” level, using a rubric developed by the department.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome/Objective</td>
<td>Measure</td>
<td>Target</td>
</tr>
<tr>
<td>Accounting graduates will be employed in their field within one year of graduation. (program outcome)</td>
<td>Scores on the Major Field Test</td>
<td>Students will score in the 70th percentile or better on the critical thinking portion of the Exit Exam taken in their capstone course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome/Objective</td>
<td>Measure</td>
<td>Target</td>
</tr>
<tr>
<td></td>
<td>Alumni Follow-up Survey</td>
<td></td>
</tr>
</tbody>
</table>


Findings
List the results based on the measure (methods & tools) used. This does not need to be overly complicated. The purpose of this section is to determine if your Outcomes/Objectives were met. Be sure to discuss your data in relation to Outcomes/Objectives and specifically, the Target set in Measures. (See Appendix A for the location of some assessment results)

If you do not meet the Outcome/Objective and the set Target (perhaps only 75% of the returned employer surveys positively evaluate the communication skills of graduates and your Target was 80%), don’t panic. This feedback provides data for you to decide what you might do differently to improve those skills (Hint: Action Plan). The changes you propose will be a part of your improvement plan for the next year. Remember, the purpose of assessment is to help us determine if we are being effective and to allow us to document continuous improvement in programs and student learning outcomes.

Action Plan
This is where you show how you “closed the loop.” You must answer the following:

✓ How will you use the results?
✓ What actions were taken or will be taken based on your data?

If you did not meet your Outcomes/Objectives you MUST have an Action Plan. If you plan to implement changes based on your findings, you must discuss these, particularly when findings support planning and budgetary decisions. If this is the case with your findings, please include any information in the “additional resources needed” section under Action Plan. Here you will discuss how your findings affect planning and the budget if applicable.

Action Plan Tracking
This module allows you to track Actions over time and to update them as they are completed.

Achievement Summary/Analysis
This section allows for reflection of whether Findings met Targets. In order to fully “close the loop” on the assessment cycle, a program/unit must answer the following questions:

What specifically did your assessments show regarding any outcome/objectives that will require continued attention?
How will you use these findings to make future improvements in your program or unit?

**Annual/Special Reporting**
This module is not required but encouraged for further reflection on results and for noting the contribution of a program/unit to the college.

**Reports**
Printing reports:
To view/print a full report of all of your assessment data, select the Reports tab on the top menu.

You may not always achieve your goals but, remember, the purpose of assessment is improvement. Your findings may help you to create new outcomes/objectives for the upcoming year. No matter how good we are, we want to be continually striving to be better! Assessment helps us do that in a formal and organized way.
General Education is the heart of student learning at VHCC and is tied to the College’s mission, values, and strategic goals. VHCC has developed student learning outcomes for each of its general education goals. Up through 2003-2004 the College used the Schoch-Tucker Assessment of General Education (STAGE) to assess its General Education program. In February 2000, the Governor’s Blue Ribbon Commission on Higher Education in the Commonwealth of Virginia called for the creation of a Quality Assurance Plan. What resulted was a plan to conduct assessment for general educational competencies in the areas of writing, information literacy, quantitative reasoning, scientific reasoning, critical thinking, and oral communication. All graduates are tested in the spring semester. The results of these core competency tests are analyzed by the VCCS assessment office and forwarded to each community college’s assessment office. VHCC’s Vice President for Instruction and Student Services reviews these reports with the Institutional Effectiveness Officer and recommendations are provided to the Deans and Faculty for improvement in programs. Additionally, faculty have developed course-embedded assessments to assess core competencies at the program level.

All Transfer programs are assessed using the student learning outcomes for each of the College’s general education goals. (see illustration above).

Faculty also complete a Curriculum Outcomes Matrix by discipline and program in order to map specific curricular courses for each of the general education goal areas. (See Appendix G)
Student Learning Outcomes for Each of the General Education Goal Areas

VHCC degree graduates will demonstrate competency in the following general education areas:

1. Communication
A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. Degree graduates will demonstrate the ability to
   1.1 understand and interpret complex materials;
   1.2 assimilate, organize, develop, and present an idea formally and informally;
   1.3 use standard English;
   1.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
   1.5 use listening skills; and
   1.6 recognize the role of culture in communication.

2. Critical Thinking
A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Degree graduates will demonstrate the ability to
   2.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
   2.2 recognize parallels, assumptions, or presuppositions in any given source of information;
   2.3 evaluate the strengths and relevance of arguments on a particular question or issue;
   2.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
   2.5 determine whether certain conclusions or consequences are supported by the information provided; and
   2.6 use problem solving skills.

3. Cultural and Social Understanding
A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. Degree graduates will demonstrate the ability to
   3.1 assess the impact that social institutions have on individuals and culture—past, present, and future;
   3.2 describe their own as well as others’ personal ethical systems and values within social institutions; and
   3.3 recognize the impact that arts and humanities have upon individuals and cultures.
   3.4 recognize the role of language in social and cultural contexts.
   3.5 recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.

4. Information Literacy
A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively. (adapted from the American Library Association definition) Degree graduates will demonstrate the ability to
   4.1 determine the nature and extent of the information needed;
   4.2 access needed information effectively and efficiently;
Student Learning Outcomes for Each of the General Education Goal Areas

4.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
4.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
4.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

5. Personal Development
An individual engaged in personal development strives for physical well-being and emotional maturity. Degree graduates will demonstrate the ability to
5.1 develop and/or refine personal wellness goals; and
5.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

6. Quantitative Reasoning
A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions. Degree graduates will demonstrate the ability to
6.1 use logical and mathematical reasoning within the context of various disciplines;
6.2 interpret and use mathematical formulas;
6.3 interpret mathematical models such as graphs, tables and schematics and draw inferences from them;
6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
6.5 estimate and consider answers to mathematical problems in order to determine reasonableness; and
6.6 represent mathematical information numerically, symbolically, and visually, using graphs and charts.

7. Scientific Reasoning
A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena. Degree graduates will demonstrate the ability to
7.1 generate an empirically evidenced and logical argument;
7.2 distinguish a scientific argument from a non-scientific argument;
7.3 reason by deduction, induction and analogy;
7.4 distinguish between causal and correlational relationships; and
7.5 recognize methods of inquiry that lead to scientific knowledge.
Administrative and Educational Support Units Assessment Plan

Assessment Schedule and Responsibilities

Administrative and educational support units complete assessment annually. Directors/Department Heads ensure assessment data is entered for their area into Weave®. Mission, Outcomes/Objectives, and Measures are set for the current fiscal year in the summer (Due by June 25th). Findings and Action Plan are completed the following summer (Due by June 25th). Administrators and Staff may request assistance from the Director of Institutional Research and Effectiveness or assistance may be provided during scheduled training sessions or open labs throughout the year. Below is an illustration of a complete annual assessment cycle.

Upon submission, data is reviewed and feedback is provided to the Director/Department Head by the Director of Institutional Research and Effectiveness. The President’s staff ensure all Directors/Department Heads have completed assessment reports for their area(s) and the reports are complete and submitted by the designated date to the Director of Institutional Research and Effectiveness.
Weave® is the primary tool the College uses to coordinate its assessment efforts. All administrative and educational support units have a mission statement, and enter outcomes/objectives, measures, findings and action plans each year. Weave® now has page-specific, expanded help features at the top right side of the screen if you need assistance with entering data into Weave®.

**Mission/Purpose**
This is the overall purpose of your office/area, showing how you connect and contribute to the College’s overall work.

**Outcomes/Objectives**
Outcomes/Objectives are brief, clear statements that describe desired outcomes in relation to broader goals. Administrative and educational support units have objectives that can be classified as process, outcome, or satisfaction oriented.

- **Process**: what the unit intends to accomplish. Typically described in terms of level or volume of activity, efficiency of processes, and compliance with good practices/regulations.

- **Outcome**: what clients will be able to know, do, value, and believe after receiving the unit’s services.

- **Satisfaction**: client satisfaction level after receiving service.

**Tips:**
- Refer to the College’s goals as a reference to ensure your outcomes/objectives reflect the College mission and purposes. In addition, this will help with the compilation of an institution-wide plan. (See Strategic Planning section)
- Limit outcomes/objectives to **at least three but no more than five** per year.
- You don’t have to nor should you assess everything every year.
- Avoid assessing the same outcomes/objectives every year to ensure you are documenting continuous improvement. If you find that there are no other areas you want to assess, consider changing your “Target” located in the Measures tab.
- For each outcome/objective, define one or more measures. The more measures you define, the more data (evidence) you will gather.

Below are examples of outcomes/objectives:

<table>
<thead>
<tr>
<th>Example</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Admissions office will increase FTE in 2010-2011.</td>
<td>(process oriented)</td>
</tr>
<tr>
<td>The Office of Financial Aid and Veterans will increase Financial Aid</td>
<td>(process oriented)</td>
</tr>
<tr>
<td>dollars awarded to VHCC students by 5%</td>
<td></td>
</tr>
</tbody>
</table>
The Registrar’s Office will provide accurate class enrollment data. (process oriented)

Students will be able to effectively utilize the services of the Library after attending an orientation session. (outcome oriented)

Respondents will agree that the Institutional Effectiveness Office is helpful by offering assistance in the program review process. (outcome oriented)

Graduates will be satisfied with services provided by the Career Planning Office. (satisfaction oriented)

Respondents will rate the quality of the new VHCC website as good or excellent. (satisfaction oriented)

*the above listed examples are intended as a guide only.*

**Measure**
A measure is a tool(s) used to determine if you have met your expected outcome. To increase the likelihood of valid results, you should use **more than one** measure for each outcome/objective if possible. (see Appendix A for some of the research tools and data available). If you are struggling to identify a measure ask the following questions about your outcome/objective:

✓ How will we know if this is being accomplished?
✓ What will provide us this information?

For best results use both direct and indirect measures and qualitative and quantitative measures for each outcome/objective. Below are some examples of the types of measures you might use:

**Direct measures**—objective measures of the unit’s accomplishments or measures of knowledge or ability the customer will receive upon being provided with the unit’s services. For process-orientated outcomes/objectives, examples may include a simple count of unit activities, dates of deadlines, and external evaluations (audits, reviews). Outcome-oriented objectives/outcomes, examples may include pre-test/post-test, performance assessment, observations of qualified staff, etc…

**Indirect measures**—subjective measures of beliefs, attitudes and perceptions. Most satisfaction-oriented outcomes/objectives will have an indirect measure. Examples include questionnaires and surveys of student’s perceptions such as the Noel-Levitz Student Satisfaction Inventory, Graduating Student Questionnaire, Graduate Follow-up Survey, etc.
Qualitative measures—contain non-numerical data such as verbal or written feedback from students/staff/faculty.

Quantitative measures—contain numerical data which can be analyzed statistically.

**Target** allows you to establish a criterion for success. This is what will allow your Objective/Outcome to be measurable. You must ask yourself what level is acceptable and then seek to sustain or enhance that performance.

Below are examples of Targets and how they relate to Outcomes/Objectives and Measures:

<table>
<thead>
<tr>
<th>Outcome/Objective</th>
<th>Measure</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Admissions office will increase FTE in 2010-2011.</td>
<td>Number of FTE</td>
<td>FTE will increase by 5% during the 2010-2011 academic year.</td>
</tr>
<tr>
<td>The Office of Financial Aid and Veterans will increase Financial Aid dollars awarded to VHCC students by 5%.</td>
<td>Dollars awarded as indicated on the FISAP Report</td>
<td>The FISAP report will reflect an increase of $50,000 (.015%) when compared to the previous fiscal year.</td>
</tr>
<tr>
<td>The Registrar’s Office will provide accurate class enrollment data.</td>
<td>Audit</td>
<td>Student credit hour auditors from the governing board will verify the accuracy of class enrollments each semester reporting “no adjustments required.”</td>
</tr>
<tr>
<td>Students will be able to effectively utilize the services of the Library after attending an orientation session.</td>
<td>Performance assessment by library staff</td>
<td>90% of students attending a library orientation session will receive a favorable performance assessment by library staff.</td>
</tr>
<tr>
<td>Respondents will agree that the Institutional Effectiveness Office is helpful by offering assistance in the program review process.</td>
<td>Satisfaction Survey</td>
<td></td>
</tr>
</tbody>
</table>
80% of respondents to the survey will Agree or Strongly agree with the following statement, “The IE Office was helpful in assisting in the program review process.”

### Outcome/Objective
Graduates will be satisfied with services provided by the Career Planning Office.

### Measure
Graduating Student Survey

### Target
85% of the respondents to the Graduating Student Survey will indicate a service rating for the Career Planning Office of "good" or "excellent".

### Outcome/Objective
Respondents will rate the quality of the new VHCC website as good or excellent.

### Measure
Satisfaction Survey

### Target
75% of respondents to the Web Satisfaction Survey will rate the new website as good or excellent.

## Findings
List the results based on the Measure (methods & tools) used. This does not need to be overly complicated. Remember, the purpose is to determine if your Outcomes/Objectives were met. Be sure to discuss your data in relation to Outcomes/Objectives and specifically, the Target you set in Measures. (See Appendix A for the location of some assessment results)

If you do not meet your Outcome/Objective and the set Target, (perhaps only 60% of students, rather than your target of 75% rated the website as good or excellent) don’t panic. This feedback provides data for you to decide what you might do differently to make improvements (Hint: Action Plan). The changes you propose will be a part of your improvement plan for the next year. Remember, the purpose of assessment is to help us determine whether or not we are being effective, and to allow us to document continuous improvement. We may not always achieve the established outcome/objective, but we must demonstrate continuous improvement.

## Action Plan
This is where you show how you “closed the loop.” You must answer the following:

- ✔ How will you use the results?
- ✔ What actions were taken or will be taken based on your data?

If you did not meet your Outcomes/Objectives you MUST have an action plan. If you plan to implement changes based on your findings, you must discuss these, particularly when findings support planning and budgetary decisions. If this is the case with your findings, please include any information in the “Additional Resources Needed” section under Action Plan. Here you will discuss how your findings affect planning and the budget if applicable.
**Action Plan Tracking**
This module allows you to track Actions over time and to update them as they are completed.

**Achievement Summary/Analysis**
This section allows for reflection of whether Findings met Targets. In order to fully “close the loop” on the assessment cycle, a unit must answer the following questions:

- What specifically did your assessments show regarding any outcome/objectives that will require continued attention?

- How will you use these findings to make future improvements in your program or unit?

**Annual/Special Reporting**
This module is not required but encouraged for further reflection on results and for noting the contribution of your unit to the college.

**Reports**
Printing reports:
To view/print a full report of all of your assessment data, select the Reports tab on the top menu.

You may not always achieve your goals, but remember, the purpose of assessment is improvement. Your findings may help you to create new outcomes/objectives for the upcoming year. No matter how good we are, we want to be continually striving to be better! Assessment helps us do that in a formal and organized way.
Program Review Process

In addition to completing Annual Outcomes Assessment in Weave®, all academic programs undergo a formal Program Review every three to five years.

The Purpose of Program review is to:

- To guide program improvement by helping faculty to examine systematic assessment data and feedback.
- To evaluate the effectiveness of programs by assessing student learning outcomes and program outcomes.
- To continuously improve institutional effectiveness and efficiency by conducting a comprehensive review of the curriculum and instruction.
- To provide information for use in planning and resource allocation.

Program Review Process

1. Lead faculty and division deans work with the Office of Institutional Research and Effectiveness to prepare the Program Review.

2. The dean works with the chairperson of the Academic Programs committee to schedule a date for the lead faculty member and dean to present the Program Review. The completed Program Review is submitted electronically to the Academic Programs committee at least two weeks prior to the meeting.

3. Lead faculty member makes a presentation of no more than ten minutes to the Academic Programs committee. The committee asks questions and makes suggestions for improvement. The committee ultimately makes a recommendation to the Vice President of Instruction and Student Services regarding whether the Program Review should be accepted.

4. One year later, lead faculty make a brief, follow-up presentation to the Academic Programs Committee addressing the outcomes of the Action Plan specified in the Program Review.

Program Review Components

Program reviews should be clear and succinct with a focus on program improvement. While faculty and deans are encouraged to provide as much information as they deem necessary, it is recommended that Program Reviews be limited to five pages in length, excluding appendices.

Part I. Faculty and deans review the most recent program review and report on the results of the Action Plan.

- This section is an opportunity to reflect on how the data collected guided program improvement. Briefly describe what you planned to do, what was done, the outcomes of that action, and any changes made.

Part II. Annual Program and Student Learning Outcomes reflection

- Discuss the value of the most recent assessment report in Weave®. How have the data guided program improvement? Describe what changes you plan to make to your assessment plan to enhance its value and relevance. If the data
are not providing the information needed, propose revisions to the assessment plan.

- Consider Student Learning/Program Outcomes addressing:
  1. Job placement rates
  2. Transfers to four-year programs
  3. Knowledge/skills achieved that make one successful in the field
  4. Completion rates and retention rates
  5. End-of-course test scores
  6. Critical success factors, licensure exam scores
  7. Professional service and participation
  8. Employer evaluations/co-op evaluations

- Address associated certificates, diplomas, career studies certificates.
- Outcomes should address distance and off-site learning.

Part III. Program faculty and deans work together to develop a summary of strengths, opportunities for improvement, and an action plan for improvement, including the deans analysis of program productivity and resources.

- Program strengths
- Program opportunities for improvement
- Action Plan for program improvement
- Analysis includes productivity and resource needs through academic dean’s discussion of trends in program enrollment, retention, graduation, and program productivity, referring to data provided by the Office of Institutional Research.
- Address associated certificates, diplomas, and career studies certificates.
- Address distance and off-site learning
Institutional Effectiveness Support

While the Institutional Effectiveness Process is implemented campus-wide, it is supported primarily by the Director of Institutional Research and Effectiveness and the Research and Assessment Specialist. Specific duties and responsibilities are outlined below.

Director of Institutional Research and Effectiveness

Institutional effectiveness responsibilities include the following:

- Manages the College’s institutional effectiveness and assessment programs. This includes assisting all areas of the College in developing long-range goals and annual objectives based on the strategic plan and assessment results. In addition, will develop and maintain the *Institutional Effectiveness Handbook*.

- Designs, develops, and implements strategies to assess and improve the quality and effectiveness of all areas of the college. This includes assisting all members of the college community (academic and administrative) with their annual outcomes assessments and program evaluation endeavors through internal consultation.

- Works with the President’s Advisory Cabinet (PAC) in the budget development process to ensure the proper relationship between goals, objectives, and budget.

- Serves as college liaison with the Southern Association of Colleges and Schools (SACS).

RESEARCH AND ASSESSMENT SPECIALIST

The Research and Assessment Specialist provides support in the following areas: (1) data collection, synthesis, and entry-level analysis; (2) implementation of student outcomes assessment studies; (3) institutional planning and evaluation; and (4) development of institutional research reports.

Duties and responsibilities include:

- Maintain assigned research and assessment databases.
- Assist in designing reports using clear language, tables and charts and communicating results to internal and external audiences.
- Assist in implementing graduating student questionnaire, graduate student survey, employer survey, assessment of general education, and other student outcomes assessment studies as assigned; synthesize data from studies; perform entry-level analysis.
- Assist in collecting and providing data to faculty and staff for program review, student outcomes assessment reporting, and unit planning and evaluation as assigned.
- Track transfer data from four-year colleges and universities.
References


Appendix A: Summary of Institutional Research Data Collection Tools

For specific information regarding data or survey questions, see the Research and Assessment Specialist or information can be found on the Z drive at: Z:\DOCS\Institutional Advancement\Institutional Research and/or the Institutional Research website at www.vhcc.edu/ir.

Surveys/Inventories

Community College Survey of Student Engagement (CCSSE)—CCSSE is a national survey published by Indiana University. CCSSE asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning, etc... CCSSE is given and mandated periodically by the VCCS. It has been given during the spring 2005 and spring 2008 semesters. Data is used to assess outcomes for educational programs and administrative units as well as the College’s Quality Enhancement Plan (QEP).

Employer Survey—Online survey sent to local employers by the Career Planning and Placement Office. The survey asks employers to rate recent VHCC graduates on eight general education areas and evaluate students’ preparation in their vocational field. Information is taken from returned graduate surveys and graduating student questionnaires to determine which employers are contacted.

Foundations of Excellence Surveys—during 2005-2006 the College participated in the Foundations of Excellence® project. Foundations of Excellence is a comprehensive, externally guided self-study and improvement process for the first year that enhances an institution’s ability to realize its goals for student learning, success, and persistence. Over 35 VHCC faculty, staff, and students comprised a Task Force that completed a campus audit of the first year, evaluated nine aspirational dimension statements and related performance indicators. Assessments included student and faculty/staff surveys. The Foundations of Excellence Surveys were re-administered in 2010-2011. Results are available in the Vice President of Instruction and Student Services Office and the Institutional Research Office.

Graduating Student Survey—The Graduating Student Survey is given electronically every April to graduating students. Students are asked to rate their program and other areas of the College and to provide information about their experience while at VHCC. The Institutional Research Office submits a report to the President’s Advisory Cabinet (PAC). This data is used by numerous divisions and offices on campus as “findings” in their annual outcomes assessment reports located in Weave®. The data is used to determine the level of student satisfaction and identify an area(s) in need of improvement.

Alumni Follow-up Survey—The Alumni Follow-up Survey is given every May to Alum approximately one year after graduating. It is administered by the Research and Assessment Specialist. Students are asked to rate their satisfaction with their experience at VHCC and answer questions about their current employment and educational status. The data is primarily used by divisions and offices on campus in assessing programs and units in Weave.
**Student Satisfaction Inventory**—Published by Noel-Levitz, the Student Satisfaction Inventory (SSI) is used to provide information about student perceptions of campus programs and to evaluate specific programs. Results are dispersed campus wide and are available in the Institutional Effectiveness and Institutional Research Offices. The survey was last given in 1999. This data is used by numerous divisions and offices on campus as “findings” in their outcomes assessment report.

**Knowledge Tests**

**Core Competency Assessments**—The College is required by the VCCS, as mandated by SCHEV, to assess graduating students in six knowledge/skill areas: written communication, oral communication, information-technology literacy, critical thinking, scientific reasoning, and quantitative reasoning. Results can be found in the Vice President of Instruction and Student Services Office and the Institutional Effectiveness Office. Results determine how VHCC students compare with those from other VCCS colleges and to assess VHCC students’ competency levels upon graduation. The College administers the assessment to graduates in the spring of each academic year.

**Placement Tests**—VHCC requires all entering students to take English and mathematics placement tests. These scores are used to place the students into developmental or college-level courses.

**Reports**

**Transfer Data**—A ‘Transfer Student’, for VHCC tracking purposes, is defined as any student who has taken 12 credit hours (or more) on VHCC’s campus, and then leaves to attend a four-year college or university. These students are referred to as ‘Transfer Students’ regardless of whether they graduate from VHCC or not.

SCHEV’s mandated assessment report (known as Guideline 8) requires four-year public institutions in the State of Virginia to provide transfer data to each of the VCCS institutions, limiting the population to degree-seeking transfers during the fall semester only. Due to VHCC’s location, many students transfer to institutions in other states. Some of these states provide transfer data, but most do not.

Transfer data arrives at different times throughout the year. The majority of four-year institutions send transfer data between August and December. A report for the prior Academic Year is typically available by July 1st.

The report provides the following information if supplied by the college/university:

- Student ID
- VHCC Graduate (or not)
- VHCC Graduation Term
- VHCC Award Type
- Hours Transferred
• College/University Transferred To
• VHCC Major
• College/University Major
• VHCC Cumulative GPA
• College/University GPA
• Differences Between VHCC and College/University GPA
• Student Averages per College/University

**Other data**

Graduation rates, enrollment data, transfer rates and retention rates are available on the VCCS website at [http://myfuture.vccs.edu/Research/](http://myfuture.vccs.edu/Research/) and in the Institutional Research Office and website.
Appendix B: Resources

You may find any of the below websites on research and assessment helpful.

✓ Assessment Resource Website (site contains links to college websites, handbooks, portfolio information and information on outcomes assessment)
  http://www2.acs.ncsu.edu/UPA/assmt/resource.htm

✓ Association for Institutional Research (Contains links to Institutional Research Resources)
  http://airweb.org/links/linkmap.html

✓ Commission on Colleges, Southern Association of Colleges and Schools (site contains the Principles of Accreditation)
  http://www.sacscoc.org/principles.asp

✓ Integrated Postsecondary Education Data System (site houses national data on colleges and universities and allows you to run comparisons)
  http://nces.ed.gov/ipeds/

✓ Sample Assessment Plans and Reports from Peer Institutions
  http://www.tcc.edu/welcome/collegeadmin/OIE/Soa/Peers.htm

✓ State Council of Higher Education for Virginia (SCHEV) (site contains data on Virginia colleges and universities)
  http://research.schev.edu/

✓ Virginia Assessment Groups’ General Assessment Resources (links to Virginia colleges institutional assessment sites)
  http://www.virginiaassessment.org/assessment_resources.html

✓ Virginia Community College System Institutional Research Site
  http://myfuture.vccs.edu/Research/
## Appendix C: Assessment Timetable Quick Sheet

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<tbody>
<tr>
<td>Alumni Follow-up Survey (annually)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Core Competency Assessments (annually)</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>CCSSE (every 2 years)</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Employee Satisfaction Survey (annually)</td>
<td></td>
<td>X</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Employer Survey (annually)</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Graduating Student Survey (annually)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Great Colleges to Work For Survey (periodically)</td>
<td>X</td>
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Note: Dates are subject to change.
Appendix D: Complete 2021/VHCC 2015-2017 Strategic Initiatives

COMPLETE 2021
A Six Year Strategic Plan for Virginia’s Community Colleges

Virginia’s community colleges serve an estimated 400,000 people across the state. The opportunities we provide include some of the most cutting-edge and highly-demanded training and education available.

But, simply accessing those opportunities is no longer enough. You have to earn a credential to make it count toward a career.

*Over the next ten years, Virginia will need to fill 1.5 million jobs.* The majority of these jobs will require a postsecondary credential – an associate’s degree and the certifications and licensures that are our bread-and-butter.

To accommodate the demand for these middle-skill-level jobs (more than a high school degree but less than a bachelor’s), *Virginia’s Community Colleges are embarking on a new six-year strategic plan to triple the number of credentials that our students earn by the year 2021.*

*Tripling the number of credentials that our students earn* is the single goal in this strategic plan. The Chancellor’s objectives for the 2016-2017 biennium for achieving this goal fall into the five broad categories below.

**VHCC 2015-2017 Strategic Initiatives**

**Strategic Initiative 1: Triple the number of Credentials that our students earn by the year 2021.**

1.1 Increase the number of applications submitted to VHCC by 5% from 2,549 in 2014 - 2015 to 2677 in 2016 - 2017. (Connection objective)

1.2 Increase the application enrollment yield by 2.2% from 54.8% in 2014 – 2015 to 57 % in 2016 – 2017. (Entry objective)

1.3 Increase fall – spring retention by 2% from 71.7% in 2014 – 2015 to 73.2% in 2016 – 2017. (Progression objective)

1.4 Increase fall – fall retention by 2% from approximately 40% to 42% in 2016 – 2017. (Progression objective)

1.5 Increase the number of awards granted by 8% from 617 in 2014 – 2015 to 666 in 2016 – 2017. (Completion objective)

1.6 In 2015 – 2016, identify the top 20 business demanded industry certifications offered at VHCC. (Completion objective)

1.7 In 2015 – 2016, identify students earning key credentials and report as both the number of students and the percent of those completing preparatory training. (Completion objective)
1.8 Increase the number and percentage of students earning industry certifications by 10% by 2016 – 2017. (Completion objective)
1.9 Secure (increase) funding to support increase in workforce credentials. (Affordability and Sustainability objective)
1.10 Explore opportunities to participate in the Rural Horseshoe Virginia Initiative. (Affordability and Sustainability objective)
1.11 Achieve 100% eVA user access of the College’s cost center liaison by the end of FY 2016. (Affordability and Sustainability objective)
1.12 Increase the efficiency and management of student behavior records for the institution that will include Title IX, Clery Act, and VAWA records. (Affordability and Sustainability objective)
1.13 Increase efficiencies in the new hire paperwork. (Affordability and Sustainability objective)
1.14 Collaborate with VCCS and other institutions in joint procurements to increase efficiencies and save money for the College. (Affordability and Sustainability objective)

**Strategic Initiative Number 2: To establish the structure and to fully engage in the SACSCOC reaffirmation process.**

2.1 To name the Compliance Certification Team.
2.2 To complete the Compliance Certification Report.
2.3 Establish the process to identify a Quality Enhancement Plan (QEP) topic.
2.4 Once a QEP topic has been selected, a team will develop the framework for a successful implementation.

**Strategic Initiative Number 3: Improve the effectiveness of the College’s Recruitment and Outreach efforts.**

3.1 Complete the comprehensive review of the College’s current recruitment and outreach efforts.
3.2 From this review, develop action plans for implementation in the following areas: Administration, Enrollment Management Task Force, and others.
3.3 Fully implement the action plans identified in Strategic Initiative 3.2.

**Strategic Initiative Number 4: Engage in a comprehensive review of the College’s current programs (both curriculum and non-credit) and identify new programs with the highest impact to our service area.**

4.1 Move forward with the development of new high impact and low cost programming in the area of credit.
4.2 Move forward with the development of new high impact and lower cost programming in the area of non-credit/workforce development.

**Strategic Initiative Number 5: Improve our student success models to increase completion. Evaluate our practices against national models.**

5.1 Create a college-wide study committee that is focused on student success.
5.2 Provide professional development opportunities focused on student success.
5.3 Create a required student orientation experience.
5.4 Continue to review our policies, procedures, practices to improve student success.

**Strategic Initiative Number 6: Create a new marketing plan to tell the VHCC story. This plan should include activities and associated timelines and projected resources to accomplish the activities.**

6.1 Identify the strategies, timelines, and budget associated with marketing and building the college.
6.2 Create a new marketing advisory committee to provide feedback for the college.
6.3 Identify strategies to increase the effectiveness of the College’s website.
6.4 Engage in conversation on campus to identify what the VHCC signature program(s) are or what makes VHCC unique and special.

**Strategic Initiative Number 7: Begin readying the College to engage in the process of a feasibility study and a capital campaign.**

7.1 Connect the new Vice President for Institutional Advancement to the College and the community.
7.2 Re-engage the College Board, as well as the Foundation Board, to determine readiness for the timeline for the feasibility study and capital campaign.
7.3 Re-engage the consultant to determine a realistic timeline for the feasibility study and capital campaign.
7.4 Begin the process of conducting a feasibility study for the capital campaign (subject to Board and Foundation Board approval).
Appendix E: Quality Enhancement Plan (QEP)

VHCC is in the process of developing its next Quality Enhancement Plan for 2017-2022. The topic of the QEP is “Building Soft Skills Through Experiential Learning”. The details of VHCC’s previous QEP are given below.

The SOAR (Strengthening Orientation, Advising & Retention) Project: VHCC has implemented a five-year (2007-2012) program to improve student learning through better advising, orientation, communication, and early intervention initiatives. This plan was developed with broad based involvement to carry out the findings of VHCC’s Foundations of Excellence self study and as part of the SACS reaffirmation process to develop a Quality Enhancement Plan. The goals, description of each of the four initiatives, and the objectives for each area are present below. Note that the objectives are listed in Weave as Institutional Priorities to facilitate tracking of the assessment data for the SOAR project which impacts many program areas at the College.

Orientation

Goal: Provide students with an orientation program that will develop their lifelong learning skills and enhance their college experience.

Description of Initiative: Provide a comprehensive Orientation Program to include online “Preview”; New Student Seminar; and 1-credit full semester, academically rigorous course. The complete orientation program is designed to provide students with life skills education, academic success strategies and career and academic planning experience. Additionally, the orientation experience will promote campus community and aid in the holistic development of self.

I-1 Develop online VHCC “Preview”.
I-2 Revise New Student Seminar (NSS) component of Comprehensive Orientation Program. NSS is completed before the student’s first term (in the summer for those entering VHCC in the fall).
I-3 Revise core orientation components consisting of 1-credit orientation courses taught by qualified counselors, faculty, staff, administrators, and/or adjuncts.
I-4 Add a family orientation component.

Advising

Goal: Move from a prescriptive advising model to a comprehensive, developmental model.

Description of Initiative: Advising will follow the Total Intake Model where students start their college experience with a Transition Session with the counselor. Once the student articulates their goals, the counselor will assign an academic advisor that most closely matches their area of interest. Faculty will be trained in the developmental model of advising so that they can continue to work with the student to help them meet their academic and personal goals.

II-1 Increase effective contact between the student and the various advising providers.
II-2 Provide comprehensive training to those providing advising.
II-3 Provide a virtual supplement to improve advising.

Communication

Goal: Improve both printed and online communication to enhance the advising process.
Description of Initiative: Since students need access to information that is reliable, consistent, and easy to find, the VHCC Website will be professionally redesigned to use a content management system. This system helps assure that information like tuition rates and dates for certain activities are consistent across the entire website. The enforcement of publication guidelines will be improved so that consistent word usage will help eliminate confusion on the part of the reader. E-portfolios and other student communication tools will be explored as well.

III-1 Redesign VHCC Website: Hire an off-campus firm to redesign the website, creating a new navigation system that makes it easy to quickly find information and developing an attractive look that is consistent with the “VHCC experience.”

III-2 Develop and enforce publication guidelines.

III-3 Provide a tool for students to communicate with each other about issues that impact advising and other campus-life issues.

Early Intervention

Goal: Develop early intervention strategies that identify at-risk students and ensure that they receive the appropriate services.

Description of Initiative: Although there are many types of at-risk students, this project will focus on two areas that faculty advisors might be able to impact: placement in developmental courses and attendance problems. An early-alert committee will be formed to develop strategies for early intervention with students that have been identified as at-risk. Promoting interactions between faculty advisors and their student advisees is a critical component in the success of this goal as well.

IV-1 Identify at-risk students through COMPASS placement scores and advise these students appropriately.

IV-2 Develop a means for tracking attendance and for intervention on a case-by-case basis.

IV-3 Promote Faculty Advisor/Student Advisee Interactions
Appendix F: Outcomes Assessment Programs/Units

Academic Areas

Instruction and Student Services

Business, Humanities, and Sciences
- Accounting Associate’s
- Administrative Support Technology Associate’s
- Health Information Management Certificate
- Human Services Associate’s
- Information Systems Technology Associate’s
- Management Associate’s

Developmental Education
- Developmental English (Reading/Writing)
- Developmental Math
- Developmental Science (Chemistry)

Nursing and Allied Health
- Emergency Medical Services Technology Associate’s
- Nursing Associate’s
- Radiography Associate’s

Science and Engineering Technologies
- Administration of Justice Associate’s
- Air Conditioning, Refrigeration, & Heating Associate’s
- Computer Numerical Control Machine Operations Associate’s
- Electrical Technology Associate’s
- Energy Technology Associate’s
- Engineering Transfer Associate’s
- Horticulture Technology Associate’s

General Education and Transfer Education
- General Education and Transfer Majors Associate’s
Administrative and educational support units

Financial and Administrative Services
- Campus Facilities & Safety
- Financial Operations
- Human Resources/Payroll

Institutional Advancement
- Resource Development
- Website & Social Media

Instruction and Student Services

Distance and Distributed Learning
- Distance Learning
- Testing Center and A/V

- Dual Enrollment

- Institutional Research and Effectiveness

Library and Information Technology
- Library
- Information Technology

Student Services
- Coaching Programs
- Enrollment Services
- Academic Counseling Services

TRIO Programs
- Educational Talent Search
- Project EXCEL
- Upward Bound

Public Relations and Marketing

Workforce Development and Continuing Ed
- Economic/Community Development
- Workforce Training
## Appendix G: Curriculum Outcomes Matrix

(General Education Component)
Virginia Community College System

<table>
<thead>
<tr>
<th>Discipline/Program:</th>
<th>Courses:</th>
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<tbody>
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<td>Date:</td>
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### Area 1: Communication
Degree graduates will demonstrate the ability to:

1.1 understand and interpret complex materials;
1.2 assimilate, organize, develop, and present an idea formally and informally;
1.3 use standard English;
1.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
1.5 use listening skills; and
1.6 recognize the role of culture in communication.

### Area 2: Critical Thinking
Degree graduates will demonstrate the ability to:

2.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
2.2 recognize parallels, assumptions, or presuppositions in any given source of information;
2.3 evaluate the strengths and relevance of arguments on a particular question or issue;
2.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
2.5 determine whether certain conclusions or consequences are supported by the information provided;
2.6 use problem solving skills.

### Area 3: Cultural and Social Understanding
Degree graduates will demonstrate the ability to:

3.1 assess the impact that social institutions have on individuals and culture—past, present, and future;
3.2 describe their own as well as others' personal ethical systems and values within social institutions; and
3.3 recognize the impact that arts and humanities have upon individuals and cultures.
3.4 recognize the role of language in social and cultural contexts.
3.5 recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

Discipline: | Courses: |
### Area 4: Information Literacy.
Degree graduates will demonstrate the ability to:

4.1 determine the nature and extent of the information needed;
4.2 access needed information effectively and efficiently;
4.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
4.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
4.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

### Area 5: Personal Development.
Degree graduates will demonstrate the ability to:

5.1 develop and/or refine personal wellness goals; and
5.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

### Area 6: Quantitative Reasoning.
Degree graduates will demonstrate the ability to:

6.1 use logical and mathematical reasoning within the context of various disciplines;
6.2 interpret and use mathematical formulas;
6.3 interpret mathematical models such as graphs, tables and schematics and draw inferences from them;
6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
6.5 estimate and consider answers to mathematical problems in order to determine reasonableness; and
6.6 represent mathematical information numerically, symbolically, and visually, using graphs and charts.

### Area 7: Scientific Reasoning.
Degree graduates will demonstrate the ability to:

7.1 generate an empirically evidenced and logical argument;
7.2 distinguish a scientific argument from a non-scientific argument;
7.3 reason by deduction, induction and analogy;
7.4 distinguish between causal and correlational relationships; and
7.5 recognize methods of inquiry that lead to scientific knowledge.
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Program Level Outcomes:

- Degree graduates will demonstrate the ability to:

1. |
2. |
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4. |
5. |