



Southwest Virginia Community College

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Southwest Virginia Community College

Institutional Effectiveness Plan

2020-2022

Prepared by SWCC's Office of Institutional Research and Assessment

Southwest Virginia Community College Institutional Effectiveness Plan

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INTRODUCTION

Southwest Virginia Community College was established in 1967 as a part of the Virginia Community College System. Created in 1966 through legislative mandate, the system is made up of twenty-three two-year institutions located throughout the Commonwealth. Serving the citizens of Buchanan, Dickenson (shared with Mountain Empire Community College), Russell and Tazewell Counties, Southwest is an integral part of the postsecondary educational landscape, granting Associate of Arts and Science and Associate of Applied Science degrees, certificates and career studies certificates. The College's main campus is located on the border shared by Russell and Tazewell Counties and has sites in Buchanan County and Russell County. All area high schools house the college's dual enrollment programs. In addition to its credit programs, the College provides noncredit training and continuing education to meet the needs of area citizens and employers. Southwest is also the cultural center for the region providing a venue for arts events and training at the King Community Center and the Appalachian Arts Center.

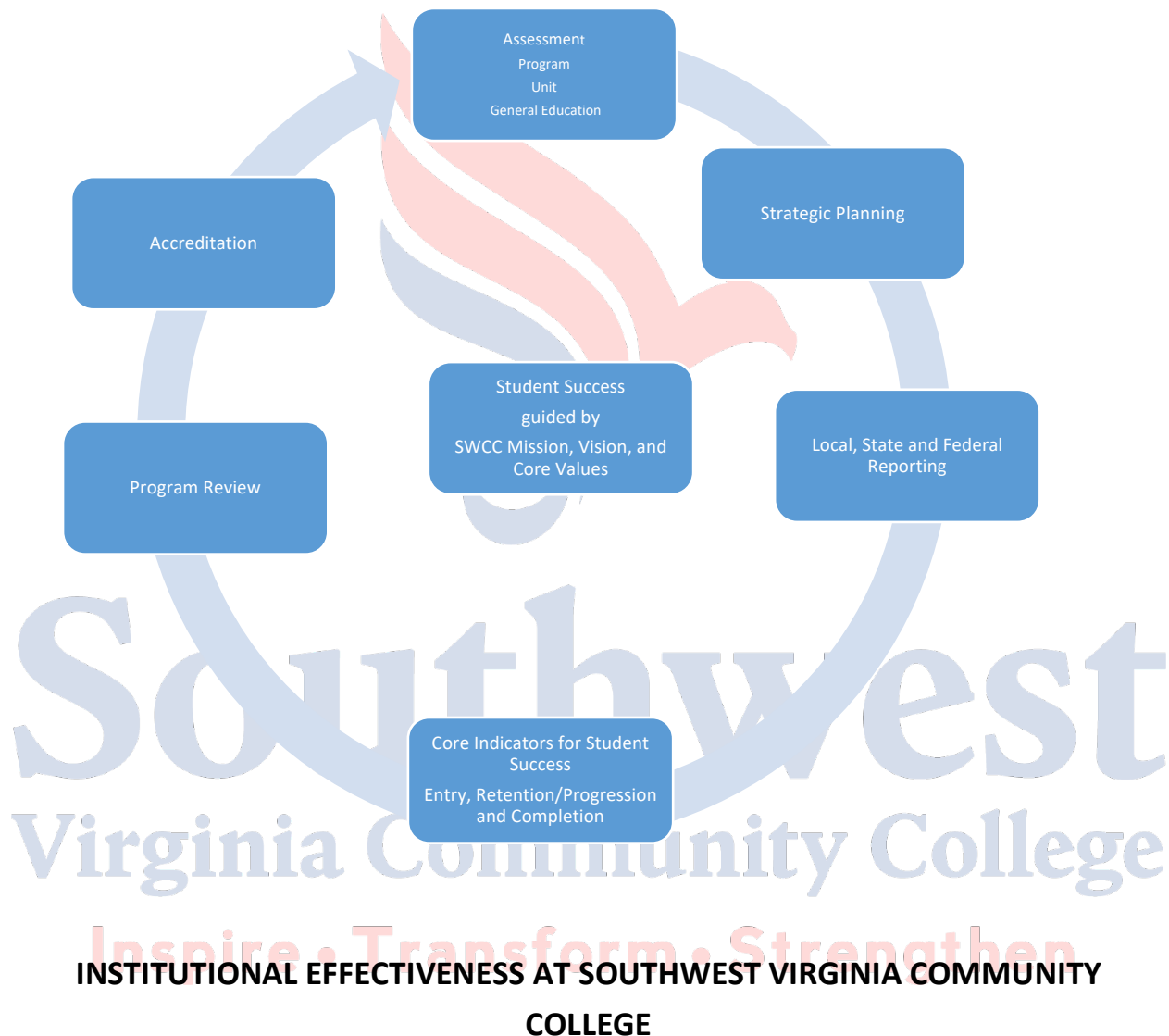
In partnership with all areas of the college, ensuring institutional effectiveness at Southwest Virginia Community College is a robust effort that is multifaceted and serves both internal and external stakeholders. The plan provides a springboard for the institution's accreditation, accountability and assessment endeavors.

Southwest is regionally accredited by the Southern Association of College and Schools Council on Colleges (SACSCOC) and has programs accredited by the following program accreditors: National Institute for Metalworking Skills (NIMS), Accreditation Commission for Education in Nursing (ACEN), Accreditation Council for Occupational Therapy (ACOTE), Joint Review Committee for Radiologic Technology Education (JCERT), and Committee on Accreditation of Allied Health Education Programs (CAAHEP).

Measuring institutional effectiveness is the purview of the College's Institutional Research and Assessment office. The Institutional Research Office is the

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College's reporting hub, providing accurate reports and data to both internal and external constituencies. The paradigm that denotes the cycle used by Southwest to ensure institutional effectiveness and the basis for this plan is graphically represented below.



SOUTHWEST VIRGINIA COMMUNITY COLLEGE'S GUIDING PRINCIPLES

Institutional effectiveness links institutional purpose with institutional improvement and educational outcomes. All of the activities surrounding institutional effectiveness are based on the mission, values and vision of the Institution.

Our Mission: *Southwest Virginia Community College, a comprehensive two-year institution, provides quality educational and cultural enrichment opportunities for lifelong learners, workforce and community.*

Our Vision: *Southwest Virginia Community College transforms lives, strengthens communities and inspires excellence.*

Our Core Values:

- *Student Centered Learning – SWCC believes that students are the primary reason we exist and our purpose is to help them achieve their goals and aspirations.*
- *Student Success – SWCC recognizes the potential in individuals and assists them in obtaining their highest level of attainment.*
- *Excellence – SWCC strives for excellence in instruction and service through rigorous academic and professional standards.*
- *Inclusiveness and Collaboration – SWCC reaches out to the communities and partners it serves, supporting and assisting them in achieving their goals.*

Source: <https://sw.edu/about/>

The mission, values and vision are reviewed annually and are affirmed by the College community and its Board of Trustees. As a part of the Virginia Community College System, Southwest also is guided by the mission of its parent organization. The mission of the VCCS is as follows:

“We give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened.”

STRATEGIC PLAN

In collaboration with the Virginia Community College System (VCCS), Southwest Virginia Community College (SWCC) has adopted COMPLETE 2021 as its strategic plan for 2015-2021. The plan has one goal—triple the number of credential students earn to meet the growing job demand for postsecondary credentials. To meet this six year goal, there are five broad categories with objectives.

Connection—SWCC will increase its Fall application rate by 5% each fall.

Entry—SWCC will increase the number of students who enroll after application to 60%.

Progression—SWCC will improve both Fall to Spring and Fall to Fall Retention rate by 2% each year.

Completion—SWCC will increase the number of degrees, certificates and career studies certificates awarded each year by 3%. In addition, the College will identify other recognized workforce credentials and track those awards, increasing the number of awards each year by 3%.

Affordability and Sustainability—SWCC will participate in the VCCS performance based funding model for Workforce Development. The SWCC Foundation will also launch a “Building Legacies” campaign in an effort to raise an additional funds for four initiatives: Academic and Workforce, Student Access and Success, SWCC Athletics and Greatest Need. In addition, SWCC will identify areas for improvement and implement efficiencies to streamline administrative processes.

The role of institutional effectiveness in strategic planning is to participate in the process, to provide baseline data and to report on progress toward reaching objectives and the overarching goal.

INSTITUTIONAL EFFECTIVENESS CORE INDICATORS

Southwest Virginia Community annually reports on ten of the most commonly used institutional effectiveness measures for community colleges in the United States.

The first of these measures is persistence. Also known as retention, the measure is the number of students who return to the institution in a subsequent semester(s). Student retention is reported for students who were at the college for the first time and were fulltime (taking 12 credits or more in their first semester). Retention for this cohort is reported to the Integrated Postsecondary Data System (IPEDS) annually and includes returning students and those who have completed a credential. Persistence is also measured in the same manner for part-time students and students who have had prior college experience. All measures are reported for two time periods-Fall to Spring and Fall to Fall.

The second measure is graduation rate. As the measure suggests, students who graduate are counted in this indicator. The rate is also reported by program. Indicators are reported for the following time spans: 1) 100%-- completion of a program of study in the number of semesters specified by the college catalog. 2) 150%--completion of a program of study in the number of semesters specified in the college catalog plus 50%. For example, a regular program of study is complete in four consecutive semester (Fall, Spring, Fall, Spring). A 150% completer will graduate in six semesters. 3) 200% --completion of a program in twice the number of semesters specified in the college catalog. As an example, to be considered a 200% graduate, the student in a four semester program has eight semester to complete to be counted in this measure.

The third measure used to determine institutional effectiveness at SWCC is successful completion of program learning outcomes and mastery of the

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discipline. As an educational institutional, this measure is perhaps the most important. Each program has program learning outcomes developed by the faculty. The faculty have also determined where the material leading to the outcome is taught and how the competency is assessed. Some assessments include written evaluations by the faculty, in-course assessments and pass rates on standardized exams.

As an associate of learning outcomes and assessment, General education is also included as a measure of institutional effectiveness. As a part of the Virginia Community College System (VCCS) statewide general education competencies have been revised recently. Faculty have authored plans to assess competency of students in the following areas: 1) Critical Thinking; 2) Professional Readiness; 3) Civic Engagement; 4) Written Communication; 5) Quantitative Literacy and 6) Scientific Literacy. Each area is assessed on a six-year rotating cycle. Reports are shared by the college community and submitted to the State Council for Higher Education in Virginia (SCHEV). Per the plan submitted and accepted by SCHEV general education competencies are measured through portfolios, artifacts, testing and rubrics. Questions regarding general education competencies are also a part of student surveys.

Another measure of institutional effectiveness is career program placement rates. Placement rates are an indication of the effectiveness of programs that lead to employment after successful completion of a series of courses, a certificate, or a degree. The measure of success is the employment of students in a job related to their fields of study within one year of completion of their final courses. This measure is typically reported by program faculty and information is gathered through surveys, state employment data, or student contact.

Also reported annually are licensure and certification rates. In career programs that lead to external certification, the type of certification and the number of students achieving the certification within a year of completion are reported. For students in programs of study that culminate in licensure testing, pass rates on

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those external exams are also reported. Data is collected through certification providers, relevant licensing and certification bodies and self-report.

Satisfaction with programs and services is also considered to be a part of institutional effectiveness. At SWCC, the primary vehicle for measuring satisfaction is the survey. Both external and internal surveys are administered to gauge satisfaction with credit and noncredit programs, events and services. Most commonly used are the Community College Survey of Student Engagement (CCSSE), the graduate surveys, employer surveys and event surveys. Other surveys include Great Colleges to Work For, Military Friendly Schools, Best for Vets and Open Doors. Results are compiled and distributed to appropriate stakeholders.

Another core indicator used to measure institutional effectiveness at Southwest is market penetration. This indicator measures the proportion of service area who are 17 or older who have participated in at least one activity sponsored by the college. Participation in all credit, noncredit and community activities are tallied. Contact hours are calculated and that number is divided by the population in the service district who are 17 and older.

The final two indicators of institutional effectiveness used by SWCC are measures related to transfer and student performance after transfer. Students who indicate transfer as their goal or who are enrolled in an Associate of Arts and Sciences degree program are tracked as a cohort. Students who transfer to a senior institution within two years of completion of their final SWCC course and have earned 12 credits or more at SWCC are included in the data. Data is gathered from SCHEV, the VCCS, individual transfer institutions and self-report. Transfer rates are also reported as a part of IPEDS.

Student performance after transfer is tracked too. Course grades for transfer students are compared to grades earned by native students (those who began their postsecondary studies at a senior institution). Graduation rates for transfer students and credits earned at the transfer institution are also reported.

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Progress toward attainment of these ten core indicators is reported as part of the Institutional Effectiveness Annual Report published each fall. Reports on individual indicators can be found in documents from IPEDS, SCHEV, the VCCS, and state licensing boards. Institutional effectiveness measures are a part of the SACSCOC 5th Year and Decennial Reports and the reports for programmatic accreditors.

In conclusion, institutional effectiveness measures the effectiveness of an institution in meeting its purpose, mission and vision. It provides a vehicle for evidence that shows the institution is meeting the needs and expectations of both internal and external constituencies. In short, institutional effectiveness provides data that gives evidence that the institution is accountable and is meeting the needs of the area and the people it serves.



OUTCOMES ASSESSMENT

Assessment at Southwest Virginia Community College is comprised of program assessment, unit assessment, and the assessment of general education competencies. All three are integral to the effectiveness process and involve all college employees on some level.

Program Assessment

Program assessment, also known as student learning assessment, is integral to the viability of Southwest Virginia Community College. As one of the pieces of institutional effectiveness, academic program assessment ties together mission, goals and outcomes of the institution and individual programs. As the first step in the assessment process, program faculty craft the mission of the program that is in step with the institutional mission statement and provides the groundwork for the program's goals and outcomes. In addition, each program has specific program outcomes that each graduate should meet. These are reviewed each assessment cycle. Program Outcomes are general statements regarding the knowledge, skills and abilities that learners will possess after successful completion of the program. Faculty then establish program goals. Program goals are less broad than program outcomes. For clarity program goals are incremental steps that make achievement of program outcomes possible. These goals form the basis then for more specific short term outcomes. In addition, these short term outcomes must be related to the more general program goals and outcomes. Faculty develop short term outcome statements of what the learner will know or do as a product of learning activities. These outcomes are incremental steps on the way to the attainment of program goals and the broader program outcomes.

At SWCC program assessment is research based. Annually faculty set goals based on program outcomes, identify more specific student outcomes to meet those goals and identify measures and success standards appropriate for the outcomes. Faculty then gather information, report their findings and make action plans

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based on those findings. At the end of the academic year, faculty reflect on the process and formulate next year's plans based on this year's findings.

The program assessment process is a robust system that is learner centered and faculty dependent. To summarize, faculty identify issues with some facet of the student's learning experience related to program outcomes, goals, courses or processes and work to resolve those issues to continuously improve student learning and instruction. A timeline is provided for each cycle (Appendix A), as is an assessment status matrix (Appendix B) that lists who is responsible for coordinating the assessment efforts for each program. To ensure consistency all faculty use a program assessment template (Appendix C). The Program Assessment Report is a compilation of the reports, a synopsis of each program's findings and, based on the findings, an action plan for the next cycle. The report is published annually and can be accessed at <https://sw.edu/about/ir/>.

Unit Assessment

Formally, unit assessment was a latecomer to the assessment paradigm at Southwest Virginia Community College. Though individual units self-assessed on an ongoing basis, many times that assessment was not shared. The process was formalized in 2015 and is now a part of all units on campus. The units are separated into broad categories for the purpose of assessment reporting—Administration, Student Services, Grants and Learning Support.

As another facet of institutional effectiveness, unit assessment ties together unit mission, goals and outcomes. Like programmatic assessment, as the first step in the assessment process, unit staff craft the mission of the unit that is in concordance with the institutional mission statement and provides the foundation for the unit's goals and outcomes. These are reviewed each assessment cycle. Unit goals are then authored. Unit goals are general statements regarding the services each unit provides to the institution and its students. These goals, in turn, are then the basis for more specific outcomes. Outcomes are growth steps on the way to the attainment of a goal and change

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with each assessment cycle based on the findings of the prior cycle or changes in the unit's direction.

Like program assessment, unit assessment is research based. After completing the goals and outcomes identification steps, staff craft measures and success standards appropriate for each outcome. The unit then researches the needed data elements, records findings and reports the findings to stakeholders. At the end of the unit assessment year, units review the process and findings. The findings become the basis for next year's plan, providing a continuous improvement cycle of identification, research and action.

As with program assessment, the unit assessment timeline is provided for each cycle (Appendix D), as is an assessment status matrix (Appendix E) that lists who is responsible for coordinating the assessment efforts for each unit. All units report on a standard unit assessment template (Appendix F). The Unit Assessment Report is also published annually at <https://sw.edu/about/ir/>.

General Education Competency Assessment

In 2018, in response to SCHEV policy and a new mandate, the VCCS and its 23 institutions adopted a new policy regarding general education. VCCS Policy 5.0.2 *General Education* (Appendix G) delineates the purpose of general education and defines the core competencies expected to be mastered by all Associate degree graduates.

In compliance with that policy Southwest submitted a plan to SCHEV, authored by faculty, that was accepted. The plan includes a definition of each core competency, outcomes, goals, and methods for measurement (both direct and indirect). Also included in the plan for each core competency is an analysis step, a schedule of activities, findings communication and a use of findings section. Likewise, faculty and staff responsible for the implementation of the plan are listed.

Reporting on the first general education competency, Critical Thinking, was set to begin in spring 2020 but was moved to spring 2021 due to the COVID pandemic.

To assure general education core competencies are introduced, taught and assessed in each program, faculty have begun to map general education core competencies to specific program curriculum. In addition to the maps, minimums for general education courses in each degree program have been set by the VCCS in VCCS Policy 5.1, Table 5-1 (Appendix H). These minimums meet or exceed those set by SACSCOC and courses that meet the requirements for each program are delineated in a matrix. The matrix is updated each time a degree program is added or changed. All additions or changes are approved through the institutional curriculum and instruction committee. If substantial changes have been made or a new curriculum added, the changes must be approved by the SWCC Board of Trustees, the VCCS, and SACSCOC.



PROGRAM REVIEW

Southwest Virginia Community College does not have a formal program review process, though one is sorely needed to further meet SACSCOC requirements. All accredited programs do a thorough program review during the self-study phase of the accrediting process. The timing of these reviews varies, though each meets the timelines set by the accrediting body. These reviews meet or exceed the requirements for internal program review.

Programs without external accreditation historically have used program assessment as the vehicle for program review. This is not sufficient. A systematic program review process should be crafted and implemented prior to the next academic year. This process should include student satisfaction with the program, graduation data, persistence rates, enrollment, a systematic review of course work and staff credentials. The cost of attendance, an offering survey, total cost per program FTE and budget review should also be elements. Finally the review should be affirmed by faculty and staff outside of the program. This review team could be made up of internal or external faculty.

Pending executive approval, the process will be formalized, implemented and overseen by the Institutional Effectiveness and Deans' offices. A timeline for implementation will be authored after executive approval is obtained.

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VCCS 2020 Performance Measures for Student Success

Another integral piece of the institutional effectiveness puzzle at Southwest is the annual performance report from the Virginia Community College System. Used as the basis for performance funding, all colleges in the VCCS are assessed using the same performance measures. The individual colleges are also compared to the system as a whole. A copy of the most recent dashboard is in Appendix I.

Many of the same measures in the *Institutional Effectiveness Core Indicators* section of this plan are included as performance indicators. The performance funding metrics are divided into three broad areas—Entry, Retention and Progression, and Completion. Institutions are evaluated on a series of metrics for each broad area and scores are compared to the prior year and the baseline year (established in 2015). Area scores are presented in May of each year to the President and the Institutional Research Officer at all VCCS institutions. The scores, in turn, are part of the academic planning process for the next year.

The Entry area consists of student success in subsequent college level course (up to four semesters from completion of the developmental course) for a cohort of fall entry students who took developmental courses in Mathematics or English. Also included in the metric is success in college level course for those fall entry students who were not required to take developmental courses based on placement assessment. This measure gives students three semesters to complete their first college level English or Mathematics course.

The Retention and Progression area consists of classic fall to fall and fall to spring retention measures. As with most retention measures, the measure tracks the number of students from fall first time cohorts who return the next spring and also the following fall. The cohorts are distinct—one for fulltime students who enroll in ≥ 12 credits and one for part time students who enroll in ≤ 11 credits in their first fall at the institution. The Progression metric also uses the first time in college cohort for degree or certificate seeking students. To be included in the Progression metric students must complete 12 hours with a GPA ≥ 2.00 by the

end of the following spring semester in the next academic year. Also included as a separate measure are cohort students who complete 24 hours with a GPA of ≥ 2.00 by the end of spring in the next academic year.

The Completion area of the performance funding metric includes both degree or certificate seeking students and those who indicate transfer as their goal. Overall awards tally the number of students who complete a degree, certificate or career studies certificate (or combination) for the academic year. The second measure of completion is a subset of the first. This measure disaggregates all underserved populations from the overall group of awardees and assigns point values to that number. Transfer students are included in a separate metric. Students who transfer to another institution who have not received a certificate or degree but transferred 16 credits to the receiving institution is one measure of completion. Another measure includes students who transfer 16 or more credit hours and have received a degree or diploma from SWCC. The final completion measure tracks students who have transfer 16 or more credits from Southwest that complete a Bachelor's degree within six years of initial entry into SWCC.

Results of all these measures are presented through a dashboard each spring and performance funding is allocated based on the institution's scores (Appendix I). This dashboard is shared with the senior leadership team, low scores are identified and plans are put in place for improvement.

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Summary

Institutional Effectiveness at Southwest is a robust process that is responsive to internal and external stakeholders, reporting agencies and accreditors. Accountability reporting is done at the institutional, system, state and federal levels at specified times during the fiscal or academic year (Appendix J). The efforts of Institutional Effectiveness provide evidence that Southwest is measuring outcomes consistently and using the results of those measures to continuously improve. The schema for institutional effectiveness decision making and institutional improvement is shown below.

Decision Making and Institutional Improvement Schema at Southwest Virginia Community College



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REFERENCES

Alfred, R (2007). *Core Indicators of Effectiveness for Community Colleges*. Washington, DC: Community College Press.

Head, R (2011). *Institutional Effectiveness*. San Francisco, CA: Wiley.



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APPENDICES

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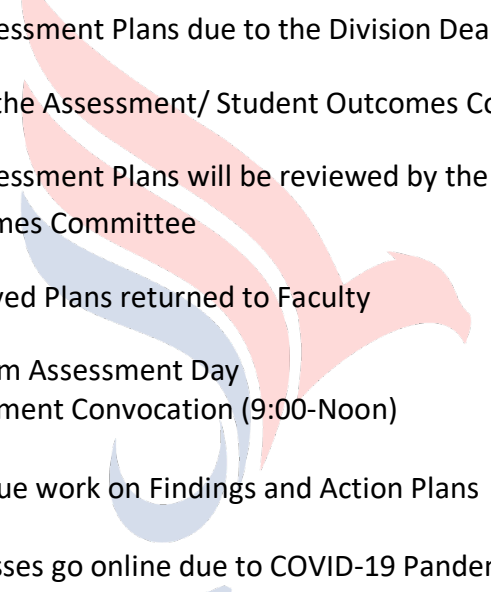
APPENDIX A

Program Assessment Timeline

2019-2020

Academic Year

Revised 29 APR 20



August 30	All Assessment Plans due to the Division Dean for Review
September 11	Convening of the Assessment/ Student Outcomes Committee
September 16	All Assessment Plans will be reviewed by the Assessment/Student Outcomes Committee
September 30	Approved Plans returned to Faculty
October 11	Program Assessment Day Assessment Convocation (9:00-Noon)
October-March	Continue work on Findings and Action Plans
March 23	All Classes go online due to COVID-19 Pandemic All Faculty and Staff Telework (Exceptions—Facilities, Housekeeping, Campus Police)
May 14	Program Assessment Day
May 21	Preliminary Findings due to the Division Dean for Review
May 26	Findings and Action Plans reviewed by the Assessment/ Student Outcomes Committee
May 29	Draft of the 19-20 Program Assessment Report Due to the Assessment/ Student Outcomes Committee
June 5	Final Program Assessment Report Submitted and Published to the Website

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APPENDIX B

PROGRAM ASSESSMENT STATUS MATRIX 2019-20

Program	Type(s)	Coordinator (Assistant)	Mission	Goals	Outcomes	Measures	Standards	Committee Review	Findings	Action Plans	Analysis/Use of Results	Committee Review
Accounting	AAS	M. Dye										
Administrative Support Technology	AAS	J. Rowell										
AST-- Electronic Medical Records	AAS/Spec./CSC	J. Rowell										
Administration of Justice	AAS/Cert./CSC	J. Stinson										
Adventure Tourism	CSC	M. Brown										
Bookkeeping	CSC	M. Dye										
Business Administration	AA&S	M. Dye										
Computed Tomography	CSC	D. Corns (C. Lee)										
Cybersecurity	CSC	Crystal Dye										
Early Childhood	AAS/Cert./CSC	Austin										
Education	AAS	Austin/Castle										



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APPENDIX C

Program Assessment Template

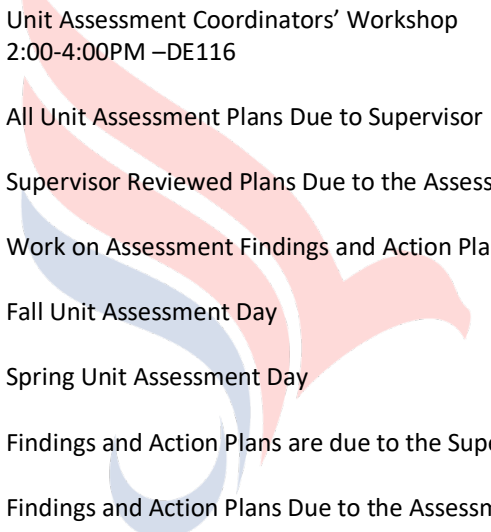
Southwest Virginia Community College Program Assessment 2019-2020					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
Mission					
Annual Program Goals					
Goal 1:					
Goal 2:					
Goal 3:					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Analysis/Use of Results					
Comments: <div style="text-align: center; font-size: 1.2em; color: #e91e63; margin-top: 10px;"> Inspire • Transform • Strengthen </div>					

APPENDIX D

Unit Assessment Timeline

2019-20

Revised 29 APR 20



July 17	Unit Assessment Coordinators' Workshop 2:00-4:00PM –DE116
July 31	All Unit Assessment Plans Due to Supervisor
August 7	Supervisor Reviewed Plans Due to the Assessment/IR Office
August-May	Work on Assessment Findings and Action Plans
October 11	Fall Unit Assessment Day
May 14	Spring Unit Assessment Day
May 29	Findings and Action Plans are due to the Supervisor
June 10	Findings and Action Plans Due to the Assessment IR Office
June 24	Draft of the Unit Assessment Report Shared with Unit Supervisors

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APPENDIX E

Unit Assessment Status Matrix

Unit	Unit Coordinator	Reports to	Mission	Unit Goals	Outcome	Measure	Benchmark	Findings	Action Plan	Analysis/Use	Date Completed
Off Campus and DE	Rimmer	Brandon									
IR	Smith-Cox	Brandon									
QEP	Bailey	Brandon									
Athletics	Vencill	Brandon									
Dean MSHT	Fletcher	Brandon									
Dean HSS	Wright	Brandon									
Dean BEIT	Dye	Brandon									
Dean WF	Rose	Brandon									
Dean SS	Lester	Brandon									
Library	Yearout	Brandon									

APPENDIX F

Southwest Virginia Community College Administrative Unit Assessment 2019-2020				
Administrative Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term
Mission of the Unit				
Reports to:				
Annual Unit Goals SMART—<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, <u>T</u>ime-based				
Goal 1:				
Goal 2:				
Goal 3:				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
Possible goals for next year based on results. How will you use what you found to improve services, processes, etc?				

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APPENDIX G

VCCS General Education Policy

5.0 Types of Programs (see also, Section 2-A) (SB)

In determining the curricula and programs to be offered in each college under the jurisdiction of the State Board, the State Board shall take cognizance of the varying needs of the communities served through the Virginia Community College System and the substantiated requests of interested local governing bodies, employers, and individuals. These programs shall include, but not be limited to, the following:

5.0.0 Career/Technical Education

Career/technical education programs shall be designed to meet the increasing demand for technicians, semiprofessional workers, apprentices, and skilled crafts persons for employment in industry, business, the professions, and government. These programs normally require two years or less of training beyond high school. They may include preparation for agricultural, business, engineering, health and medical, industrial, service, and other technical and occupational fields. The curricula shall be planned primarily to meet the needs for workers in the region being served by the community college, but the State Board may designate certain community colleges as centers to serve larger areas of the state in offering expensive and highly specialized occupational and technical education programs. See Section 5.1.0 for types of career/technical curricula.

5.0.1 College Transfer Education

College transfer programs shall include courses the first two years of a baccalaureate program in arts and sciences and pre-professional programs meeting standards acceptable for transfer to baccalaureate degree programs. These programs shall be of equal content and quality to those provided in the four-year, degree-granting institutions to facilitate the transfer of students from the community college to four-year colleges and universities. See Section 5.1.0 for types of college transfer curricula.

5.0.2 General Education

5.0.2.0 Associate degree programs provide a coherent, shared experience for students to develop the general education core competencies expected of them as college-educated individuals. General education, as an integrated and cohesive whole, provides the educational foundation necessary to promote intellectual and personal development. Upon completion of the associate degree, graduates of Virginia's Community Colleges will demonstrate competency in student learning outcomes (SLOs) determined and assessed by each college in 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication.

Collectively, these general education core competencies distinguish graduates of Virginia's Community Colleges as individuals with a breadth of knowledge, skills, and abilities needed to pursue further education and their careers, continue to develop as learners, and contribute to the well-being of their communities. The six competencies are defined in policy with aspirational statements of learning goals for graduates. Each community college will determine and assess specific learning outcomes based on the definitions and aspirational statements.

5.0.2.1 The associate degree programs within the Virginia's Community College System support a collegiate experience that meets the general education requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Council of Higher Education for Virginia (SCHEV). The following general education core competencies shall be included in the catalog of each college.

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Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both as social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

Critical Thinking is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

Quantitative Literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

5.0.2.2 Each college with the Virginia Community College System will be responsible for identifying appropriate learning outcomes relative to each of the six general education core competencies defined above, and for assessing those outcomes in accordance with SACSCOC accreditation standards and SCHEV policy.

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APPENDIX H

VCCS Policy 5.1, Table 5.1

General Education:	Minimum Number of Semester Hour Credits				
	(1) <u>AA</u>	(2) <u>AS</u>	(3) <u>AA&S</u>	(4) <u>AFA</u>	(5) <u>AAA</u> <u>/</u> <u>AAS</u>
Communication	6	6	6	6	3-6
Humanities / Fine Arts	6	6	6	3-9 ^(b)	3-6
Foreign Language (Intermediate Level)	6	0	0	0	0
Social / Behavioral Sciences	9	9 ^(a)	9 ^(a)	3-9	3-6
Natural Sciences /	7-8	7-8	7-8	4	0
Mathematics	3-6	3-6	3-6	3	0
					} 3-6
Total for General Education =	37-41	31-35	31-35	19-28	15

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As specified above, degree programs must contain a minimum of 15 semester hours of general education as defined by SACSCOC.

Southwest Virginia Community College Institutional Effectiveness Plan

APPENDIX I

VCCS 2020 Performance Measures for Student Success

Performance on Metrics (Rates for Entry/Retention/Prog						2020 College Funding	2019 College Funding		1 year Cha		
						Model Points		Model Points			
Performan	Southwest Virginia			VCCS		College Poi % Total VC		College Poi % Total VC		College Fun	
Metric	2019	2020	1-Year Cha	2020	College						
	(Year 4)	(Year 5)		Comparisor		1.42%		1.66%			
ENTRY											
Dev Math	9.09%	10.34%	1.25%	14.98%	-4.63%	4.5	0.83%	4	0.74%	0.5	
Math	58.64%	52.63%	-6.01%	46.90%	5.73%	55	1.30%	56	1.34%	-1	
Dev Eng	13.04%	22.22%	9.18%	34.35%	-12.13%	2	0.66%	1.5	0.51%	0.5	
English	71.48%	73.38%	1.90%	67.11%	6.27%	102	1.29%	91.5	1.17%	10.5	
RETENTION AND PROGRESSION											
FT F2S	81.98%	88.19%	6.20%	86.51%	1.68%	104.5	1.52%	91	1.35%	13.5	
FT F2F	54.50%	59.07%	4.57%	64.61%	-5.54%	70	1.36%	60.5	1.21%	9.5	
PT F2S	52.63%	57.63%	5.00%	65.91%	-8.28%	17	0.55%	15	0.47%	2	
PT F2S	43.86%	40.68%	-3.18%	45.12%	-4.44%	12	0.57%	12.5	0.57%	-0.5	
Prog (12 cr)	70.66%	66.67%	-4.00%	53.53%	13.14%	93	1.37%	112	1.61%	-19	
Prog (24 cr)	64.07%	58.78%	-5.29%	47.12%	11.66%	82	1.37%	98.5	1.60%	-16.5	
COMPLETION											
Awards (All)	510	396	-114 --	--	--	525.5	1.63%	656	2.01%	-130.5	
Awards (URP)	373	316	-57 --	--	--	158	1.99%	186.5	2.36%	-28.5	
Transfer (16 cr)	127	118	-9 --	--	--	118	1.19%	127	1.31%	-9	
Transfer (degree)	56	76	20 --	--	--	38	1.27%	28	0.94%	10	
Transfer (BS, BA)	238	245	7 --	--	--	122.5	1.25%	119	1.27%	3.5	

APPENDIX J

External Reporting Calendar

VCCS Reporting Calendar

July 1, 2019 - June 30, 2020

Data Report or Collection	Opens	Closes/Due	Requestor	Data Source/file name
Graduate Data File	July 12, 2019	VCCS		Credit Reporting Tables
IPEDS Registration	August 7, 2019	August 28, 2019		IPEDS
Student Data File	August 9, 2019	Credit Reporting Tables		VCCS
Faculty/Course Assignment File				
Student Class File				
SCHEV Annual Course Enrollment Data Files	July 19, 2019	August 16, 2019	SCHEV	SCHEV-CE
SCHEV Degrees Conferred Data File	July 19, 2019	August 16, 2019	SCHEV	SCHEV-DC
Institutional Characteristics Completions	September 4, 2019	October 16, 2019	IPEDS-IC	IPEDS (Fall)
12-Month Enrollment Institutional Catalog Survey	August 9, 2019	September 6, 2019	IPEDS-C IPEDS-E12 SCHEV	Catalog
Early Enrollment Estimate	August 16, 2019	September 6, 2019	SCHEV	SCHEV EEE
SCHEV Financial Aid Data File	September 4, 2019	October 11, 2019	SCHEV	SCHEV-FA
SCHEV Room Inventory, Fall Semester	Not reported in 2019	SCHEV		SCHEV F-1A
SCHEV Room Utilization Perkins Student Data File	Not reported in 2019 October 1, 2019 December 6, 2019	SCHEV December 1, 2019 VCCS	VDOE	SCHEV-UT50/60 PeopleSoft Credit Reporting Tables
Faculty/Course Assignment File				
Student Class File				
Student Financial Aid Graduation Rates	December 11, 2019	February 12, 2019	IPEDS (Winter)	IPEDS-SFA
200% Graduation Rates Outcome Measures		IPEDS-GRS IPEDS-GR200 IPEDS-OM		
SCHEV Fall Headcount Data File*	December 20, 2019	SCHEV		SCHEV-HC
SCHEV Fall Cohort File*		SCHEV-FC		
Human Resources	December 11, 2019	April 8, 2020	IPEDS HR	IPEDS (Spring)
Fall Enrollment Finance Academic Libraries Student Data File		IPEDS-EF IPEDS-F1 IPEDS-AL		
	May 15, 2020	Credit Reporting Tables		VCCS
Faculty/Course Assignment File				
Student Class File				
User Access Verification	May 22, 2020	June 28, 2020	SCHEV thru VCCS	SCHEV-UAV
Annual Students with Disabilities File	June 7, 2020	July 12, 2020	VCCS	"H" Records



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May, 2020

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