**Southwest Virginia Community College**

**Institutional Effectiveness Plan**

**2022-2027**



**Prepared by SWCC's Office of Institutional Research and Assessment**

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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 Science and Associate of Applied Science degrees, certificates, diplomas, 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, Russell and Tazewell counties.  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 and Events 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

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 Opportunity 2027 as its strategic plan for 2021-2027 (Appendix A).   The plan has one broad based strategic goal-- *Virginia's Community Colleges will achieve equity in access, learning outcomes, and success for students from every race, ethnicity, gender, and socioeconomic group.* This single strategic goal has five sub-goals each with its own specific strategies and biennial objectives.   Each of the sub-goals addresses one or all of the following constituents: students, faculty, staff, employers, our service district or the state at large.  Operationally progress is measured every two years and the plan will be celebrated or revised based on feedback.  Southwest is charged with developing institutional priorities and outcomes will be reported to the Chancellor during the President's evaluation.  SWCC's Institutional Priorities for 2022-2023 focus on student onboarding, program outcomes for minorities, equity across the curriculum and fundraising for scholarships and college initiatives (Appendix B).

**INSTITUTIONAL EFFECTIVENESS CORE INDICATORS**

Southwest Virginia Community annually reports on ten of the most commonly used institutional effectiveness measures (IEM) for community colleges in the United States.  These ten measures support the operationalization of SWCC's mission, goals and strategic plan.  Data describing progress on these measures is reported in four annual reports—The Student Achievement Report, the Unit Assessment Report, the Program Assessment Report and the State Council for Higher Education in Virginia (SCHEV) General Education Competency Report.  All reports are posted in the Institutional Research section of SWCC's webpage.

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.  Data for this measure is reported in the Student Achievement Report.

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 semesters (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 semesters to complete to be counted in this measure.  Data for this measure is also reported annually in the Student Achievement Report.

The third measure used to determine institutional effectiveness at SWCC is successful completion of program learning outcomes and mastery of the discipline.  As an educational institutional, this measure is perhaps the most important and is discussed in detail in the Outcomes Assessment section of this plan.   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.  Results from these assessments and subsequent plans made based on these assessments are published in the Program Assessment Report.  Also included in the outcomes section is a discussion of unit assessment.

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.  Results of the general education competency assessments are posted on the institutional research website by competency. It is from that site that the results are sent to SCHEV and may be viewed by the public.  This measure is also discussed in the Outcomes Assessment section of this plan.

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.  Outcomes for this measure are published in the Student Achievement Report.

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 those external exams are also reported. Data is collected through certification providers, relevant licensing and certification bodies and self-report.  All data is then included in the Student Achievement 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 through the Institutional Research webpage.

Another core indicator used to measure institutional effectiveness at Southwest is market penetration.  This indicator gives the number of students who have enrolled in higher education in the state of Virginia and where they have enrolled.  This statistic is included in the Student Achievement Report.

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. As with many of the other indicators, results are reported annually in the Student Achievement Report.

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. This data is available from the National Student Clearinghouse and from SCHEV.

In addition to these ten measures, the college regularly administers surveys to gauge student, staff and faculty perceptions of various facets of the institution. These surveys add to, validate, or refute the findings of the ten core institutional effectiveness measures. Surveys are administered each semester to provide insight into instruction (Student Opinion of Instruction). Under development is a faculty survey that will lend insight into perceptions of support. Annually the college administers the Survey of Entering Student Engagement (SENSE) to all incoming students to gauge the new student experience and to investigate what leads to persistence and student success. In addition, SWCC administers the Community College Survey of Student Engagement (CCSSE) to identify good educational practice and areas for improvement indicated by student responses. All graduates are surveyed regarding their experiences at Southwest also. All faculty and staff are invited to participate in the Great Colleges to Work for survey for insight into the staff experience (Appendix K).

To reiterate, progress toward attainment of these ten core indicators is reported in the various internal reports specified above. Reports on individual indicators can be found in documents from IPEDS, SCHEV, the VCCS, and state licensing boards. Institutional effectiveness measures are also a part of the SACSCOC Fifth 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. Institutional effectiveness encompasses the measures that give 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. Each of the outcome assessment plans is reviewed by the assessment committee using the assessment rubric and feedback is provided to the author. The plan is then revised or implemented.

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 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. As with the initial plan, the results are also submitted to the assessment committee. The documents are reviewed by the committee using a rubric and suggestions for improvement are made if warranted.

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 C), as is an assessment status matrix (Appendix D) that lists who is responsible for coordinating the assessment efforts for each program. To ensure consistency all faculty use a program assessment template (Appendix E). The assessment rubric is applied to all plans by the assessment committee (Appendix F). 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 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 G), as is an assessment status matrix (Appendix H) that lists who is responsible for coordinating the assessment efforts for each unit. All units report on a standard unit assessment template (Appendix I). 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 J) 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. The entire timeline was adjusted and the second report, Communication, was submitted in fall 2022.

To assure general education core competencies are introduced, taught and assessed in each program, faculty 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 K). These minimums meet or exceed those set by SACSCOC and courses that meet the requirements for each program are delineated in list of general education courses authored by the deans. The curriculum committee reviews each new program to ensure that the minimum requirements are met.

**PROGRAM REVIEW**

Southwest Virginia Community College will soon have a formal internal program review process for awards that do not have an external programmatic accreditor. Two programs will be piloting the new process in Fall 2023.

A systematic program review process has been crafted and will be implemented in the next academic year.  This process includes 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 are also elements.  Finally, the review is affirmed by faculty and staff outside of the program.

After the fall pilot, the process will be reviewed, formalized, implemented and overseen by the Institutional Effectiveness and Deans' offices.  All degree, certificate and career studies certificates will be reviewed on a three-year cycle.

Programs with external accreditation have their own review 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.

## 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 L). 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

| Identification of Institutional Challenge | Data Collection | Analysis | Targeted Improvement Plan | Institutional Improvement |
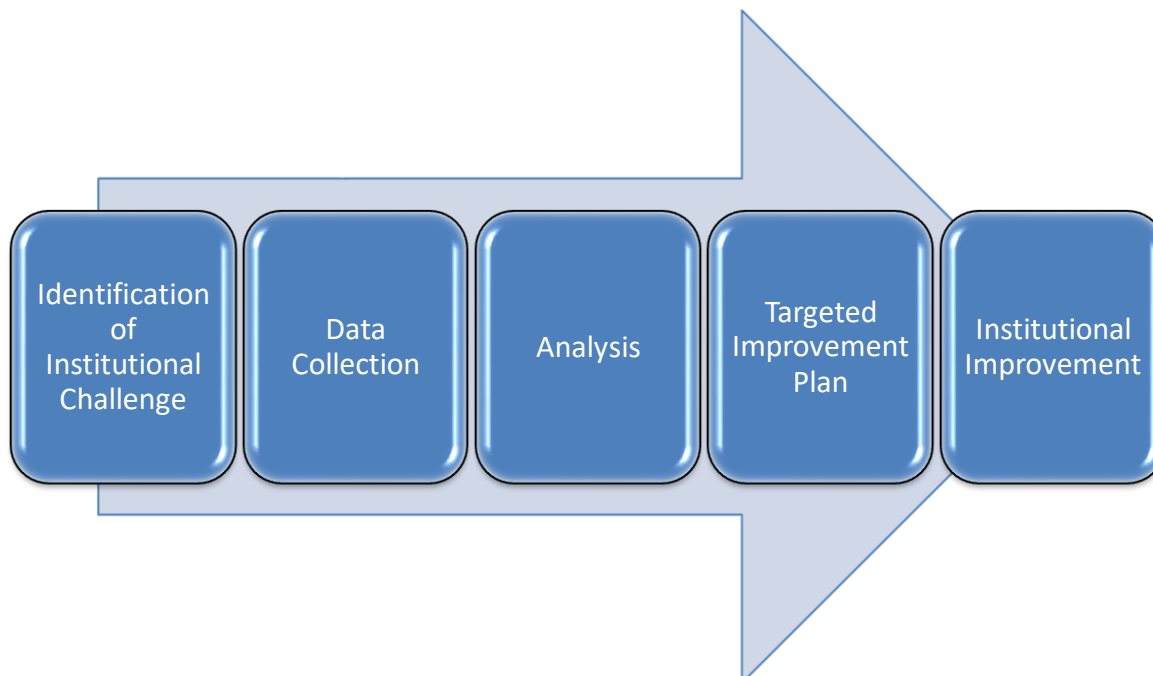
# REFERENCES

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*

# APPENDIX A

# Strategic Plan

Below is the link to the VCCS Strategic Plan—Opportunity 2027

[Virginia's Community Colleges' Strategic Plan (vccs.edu)](vccs.edu)

# APPENDIX B

## SWCC Institutional Priorities 2021-22

| Institutional Priority 2021-22 | Why is this a priority for your institution? | What needs to change and why? | What outcomes can you expect after implementing this change? | What has been completed so far? | What needs to be completed in 2022-2023 |
|---|---|---|---|---|---|
| 1. Complete our onboarding realignment by fully implementing a customer relationship management software platform with standardized contact forms on all SWCC program pages. | Enrollment is the lifeblood of our institution. This relationship management software will be the final piece in our move to the new model of onboarding. | Being able to manage relationships will help with recruitment, persistence, and graduation. | Increases in retention rates. Increase time from application to enrollment. | • A new website platform was selected.<br>• A relationship management software platform was selected. | • The software and website should go "live."<br>• Advisors must be trained. |
| 2. Identify high-demand, high-cost programs with a low enrollment of historically minoritized populations and develop strategies to promote program expansion and equitable enrollment representation. | A recent review of programs demonstrates that the majority of underrepresented minorities enroll in a handful of programs and some of our most high-demand programs, including many in the healthcare fields, have minority populations below our student populations. | We need to increase minority enrollments in the following programs: pre-engineering, practical nursing, occupational therapy assistant, network administration, education, mechatronics, and nursing. | All listed programs would show a percentage of minority students higher than the general population. | • An analysis of programs was conducted to identify ten programs upon which to focus efforts.<br>• A strategy list for each program was created for implementation in 2022-2023 | • The implementation plan needs to be put in place and enacted.<br>• Monthly progress meetings with the diversity committee need to be scheduled and conducted |
| 3. Engage faculty discipline teams in an equity-driven review of curriculum content for cultural responsiveness and representation. | The business of the College is education, and our curriculum governs our educational outcomes. If we wish to prepare students who are ready to thrive in a diverse workplace, our curriculum must prepare them to do that. | Frankly, we do not know. A review of curriculum content will help us identify potential changes and opportunities for additional training. | Each program should be able to provide assessment data for the DEI plan. | • A project leader was identified in the Dean of Health Technologies<br>• A task force was organized | • Training needs to be held in September<br>• Discipline-specific teams need to be organized by the task force to support the curriculum review<br>• Final presentations made to the diversity committee beginning in February |

| | Institutional Priority 2021-22 | Why is this a priority for your institution? | What needs to change and why? | What outcomes can you expect after implementing this change? | What has been completed so far? | What needs to be completed in 2022-2023 |
|---|---|---|---|---|---|---|
| 4. | Complete a fundraising campaign that brings in $500,000 dollars of additional money to support student scholarships and college initiatives. during the 2022-2023 academic year. | These funds help provide the college with additional stability while we navigate the difficult landscape of higher education. | Additional relationships must be developed with both businesses and private citizens. | This priority will be assessed based on the amount of money raised. | • The campaign has been advertised.<br>• New donors have been contacted. | • Donors will be connected to projects that fit their passions. |

**APPENDIX C**
**Program Assessment Calendar**
2022-2023
Academic Year
REVISED—07 OCT 22
**FALL 2022**

| | |
|---|---|
| September 16 | All Assessment Plans Due to Division Dean for Review |
| September 23 | Deans submit Assessment Plans to VPA&SS and IRO |
| September 30 | Convening of the Program Assessment Committee |
| October 7-24 | Program Assessment Committee Reviews Submitted Plans |
| October 24 | Approved Plans Returned to Faculty |
| October 24-31 | Peer Mentoring and Revision as Needed |
| November -December | Continue Work on Findings and Action Plans |
| December 22 | Program Assessment Day |

**Spring 2023**

| | |
|---|---|
| January -April | Continue Work on Findings and Action Plans |
| April 14 | Preliminary Findings Due to Division Dean for Review |
| April 17 | Deans submit Completed Assessments to VPA&SS and IRO |
| April 21 | Program Assessment Committee Reviews Completed Plans |
| April 24 | Approved Plans Returned to Faculty and VP A&SS and IRO |
| April 24-28 | Peer Mentoring and revision as Needed |
| May 15 | Program Assessment Day |
| June 16 | Draft of the 22-23 Program Assessment Report Due to the Assessment/ Student Outcomes Committee (Emailed for Feedback; Change Based on Feedback) |
| June 23 | Final Program Assessment Report Submitted and Published to the Website |

## APPENDIX D

| PROGRAM ASSESSMENT STATUS MATRIX 2020-23 | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | | | | | | | | | | |

## APPENDIX E

### Program Assessment Template

| Southwest Virginia Community College Program Assessment 2022-2023 | | | | | |
|---|---|---|---|---|---|
| *Division* | *Program* | *Coordinator* | *Email* | *Beginning Term* | *Ending Term* |
| | | | | | |

| **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: |

**APPENDIX F**
**SWCC Assessment Report Peer Advice Form**

**Name of Program Being Reviewed/Program Head:**
**Name(s) of Reviewers:**
**Date of Review:**

| Question 1—Assessment of Learning Outcomes | Score | Feedback on Assessment of Outcomes |
|---|---|---|
| **Are student learning outcomes being assessed?**<br>• Not Present (0)—No learning outcomes are being assessed.<br>• Needs Improvement (1)—Very few learning outcomes are being assessed.<br>• Meets Requirements (2)—At least half of learning outcomes are being assessed.<br>• Above Average (3)—Most learning outcomes are being assessed.<br>• Exceptional (4)—All learning outcomes are being assessed. | | |

| Question 2—Quality of Learning Outcomes | Score | Feedback on Quality of Outcomes |
|---|---|---|
| **What is the relative quality of the learning outcomes?**<br>• Not Present (0)—Criteria are not met—learning outcomes are not specific, measurable, or scope appropriate.<br>• Needs Improvement (1)—Only one of the criteria are met—learning outcomes are specific, measurable, and scope appropriate.<br>• Meets Requirements (2)—Two of the criteria are met—learning outcomes are specific, measurable, and scope appropriate.<br>• Above Average (3)—All criteria are addressed but may need revision—learning outcomes are specific, measurable, and scope appropriate.<br>• Exceptional (4)—All of the criteria are met—all learning outcomes are specific, measurable, and scope appropriate. | | |

| Question 3—Assessment Methods | Score | Feedback on Assessment Methods |
|---|---|---|
| **Are the assessment methods appropriate for the learning outcomes?**<br>• Not Present (0)—Assessment methods do not measure learning outcomes. Provides unclear instructions, expectations, or details—no rubrics included.<br>• Needs Improvement (1)—Very few assessment methods measure learning outcomes. Very few provide clear instructions, expectations, or details—no rubrics included.<br>• Meets Requirements (2)—Most assessment methods measure learning outcomes. Most provide clear instructions, expectations, or details—rudimentary rubric included, if appropriate.<br>• Above Average (3)—All assessment methods measure learning outcomes, but are not clearly appropriate. All provide somewhat clear instructions, expectations, or details—rubric included, if appropriate.<br>• Exceptional (4)—All assessment methods clearly measure learning outcomes. All provide clear instructions, expectations, and details—strong rubric included, if appropriate. | | |

| Question 4—Data Analysis | Score | Feedback on Data Analysis |
|---|---|---|
| **What is the relative quality of the data analysis?**<br>• Not Present (0)—Criteria not met—lacking review, evaluation, or conclusion.<br>• Needs Improvement (1)—Missing at least one criteria.<br>• Meets Requirements (2)—includes review, evaluation, and conclusion, but components are unclear.<br>• Above Average (3)—All criteria included—most components are clear and well-written.<br>• Exceptional (4)—Includes review, evaluation, and conclusion—each component is clear and well-written. | | |

| Question 5—Use of Results | Score | Feedback on Use of Results |
|---|---|---|
| **What is the relative quality of the use of results?**<br>• Not Present (0)—Criteria not met—not implemented within given timeline; no plan for continued improvement.<br>• Needs Improvement (1)—only one of the criteria are included—either timeline provided or plan for continued improvement.<br>• Meets Requirements (2)—implemented within timeline, but no justification given for timeline—includes plan for continued improvement, but plan not tied to data analysis.<br>• Above Average (3)—Timeline and plan for improvement included, but only one meets additional criteria (justification for timeline or connection with analysis).<br>• Exceptional (4)—implemented within given timeline and provides justification for implementation timeline or explanation for alternative—Includes plan for continued improvement tied to data analysis. | | |

| Question 6—Organization and Structure | Score | Feedback on Organization and Structure |
|---|---|---|
| **Is the report well-organized and structured?**<br>• Not Present (0)—No criteria are met—does not follow suggested template, section content is confusing or difficult to understand, includes discipline-specific jargon, and includes multiple spelling and grammar errors.<br>• Needs Improvement (1)—Only one of the four criteria (follows suggested template, section content flows logically, written for a universal audience [avoids discipline-specific jargon}, and includes proper spelling and grammar) are met.<br>• Meets Requirements (2)—Only two of the four criteria (follows suggested template, section content flows logically, written for a universal audience [avoids discipline-specific jargon], and includes proper spelling and grammar) are met.<br>• Above Average (3)—Three of the four criteria (follows suggested template, section content flows logically, written for a universal audience [avoids discipline-specific jargon], and includes proper spelling and grammar) are met.<br>• Exceptional (4)—All of the four criteria are met—follows suggested template, section content flows logically, written for a universal audience (avoids discipline-specific jargon), and includes proper spelling and grammar. | | |

**APPENDIX G**

**Unit Assessment Calendar**
**2022-23**

| | |
|---|---|
| October 3 | All Unit Assessment Plans Due to Supervisor |
| October 10 | Convening of the Unit Assessment Review Committee |
| October 10-24 | Unit Assessment Committee Reviews All Plans |
| October 24-31 | Peer Mentoring as Needed |
| October 31 | All Plans Submitted to the Assessment IR Office |
| December 22 | Fall Unit Assessment Day |
| November - June | Work on Assessment Findings and Action Plans |
| May 15 | Spring Unit Assessment Day |
| June 5 | Findings and Action Plans are due to the Supervisor |
| June 12-19 | Unit Assessment Committee Reviews All Completed Plans |
| June 19 | All Reviewed Plans Submitted to the Assessment IR Office |
| July 10 | Draft of the Unit Assessment Report Shared with Unit Assessment Committee |
| July 17 | Final Unit Assessment Report Submitted and Published to the Website |

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# APPENDIX H

## Unit Assessment Status Matrix

| Unit | Unit Coordinator | Reports to | Mission | Unit Goals | Outcome | Measure | Benchmark | Findings | Action Plan | Analysis /Use | Date Completed |
|---|---|---|---|---|---|---|---|---|---|---|---|
| IR | Smith-Cox | Brandon | | | | | | | | | |
| Athletics | Vencill | Brandon | | | | | | | | | |
| Deans | Wright | Brandon | | | | | | | | | |
| Library | Yearout | Brandon | | | | | | | | | |
| Bluefield Center | Riffe | Brandon | | | | | | | | | |
| Workforce | Mullins | Brandon | | | | | | | | | |
| Admissions/Disabilities | Cook | Lester | | | | | | | | | |
| Career Coaches | Barrett | Lester | | | | | | | | | |
| Recruitment & Enrollment Mgt | Barrett | Lester | | | | | | | | | |
| Financial Aid | Salyers | Lester | | | | | | | | | |
| Student Life | VanBuren | Brandon | | | | | | | | | |
| Advising Center | Haywood | Lester | | | | | | | | | |
| Business Office | Israel | Rose | | | | | | | | | |
| Facilities | Bales | Rose | | | | | | | | | |
| IT | Musick | Rose | | | | | | | | | |
| Grants | Farmer | Lowe | | | | | | | | | |
| Web Page | Dezember | Lowe | | | | | | | | | |
| PR | Dezember | Lowe | | | | | | | | | |
| VP Admin | Rose | Wright | | | | | | | | | |
| VP A&SS | Brandon | Wright | | | | | | | | | |
| VP Institutional Advancement | Lowe | Wright | | | | | | | | | |
| Human Resources | Steiner | Wright | | | | | | | | | |

**APPENDIX I**
**Unit Assessment Template**

| Southwest Virginia Community College Administrative Unit Assessment 2019-2020 | | | | |
|---|---|---|---|---|
| Administrative Unit | Unit Coordinator | Email Address | Beginning Term | Ending Term |
|  |  |  |  |  |
| Mission of the Unit<br><br>Reports to: | | | | |
| **Annual Unit Goals**<br>**SMART—Specific, Measurable, Achievable, Relevant, Time-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? | | | | |

# APPENDIX J

## 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 <u>Career/Technical Education</u>

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 <u>College Transfer Education</u>

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 <u>General Education</u>

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.

**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 us 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.

**VCCS Policy 5.1, Table 5.1**

**Minimum Number of Semester Hour Credits**

5.1.0 Curricular Design for Degrees (SB)

The State Board shall establish minimum standards and shall authorize community colleges to award appropriate associate degrees, to individuals who satisfactorily complete course and program requirements.  The curricular design for degree programs in the VCCS features six distinct degrees.  Degrees include one or more "Majors," some of which may be further divided into appropriate "Specializations."  The minimum requirements for associate degrees are outlined in Table 1 below.  The degrees are organized into those primarily designed for college transfer or immediate career/technical employment.

College Transfer Education

    Associate of Arts (AA)
    Associate of Fine Arts (AFA)
    Associate of Science (AS)
    Associate of Arts and Sciences (AA&S)

Career/Technical Education

    Associate of Applied Arts (AAA)
    Associate of Applied Science (AAS)

**Table 5-1**
**Minimum Requirements for**
**Associate Degrees in the VCCS**

Minimum Number of
Semester Hour Credits

| General Education: | (1)<br>AA | (2)<br>AS | (3)<br>AA&S | (4)<br>AFA | (5)<br>AAA / AAS |
|---|---|---|---|---|---|
| Communication | 6[a] | 6[a] | 6[a] | 6[b] | 3-6 |
| Humanities/Fine Arts/Literature | 6[c] | 6[c] | 6[c] | 3-9 | 3-6 |
| Social/Behavioral Sciences | 6[d] | 6[d] | 6[d] | 3-9 | 3-6 |
| Natural Sciences | 4 | 4-8 | 4-8 | 4 | 0-6[e] |
| Mathematics | 3 | 3-6 | 3-6 | 3 | 0-6[e] |
| Institutional Specific General Education Courses | 5-6 | 5-6 | 5-6 | 0 | 0 |
| Total for General Education = | 30-31 | 30-38 | 30-38 | 19-28 | 15 |

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

Other Requirements for Associate Degrees:

| | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| Student Development | 1-2 | 1-2 | 1-2 | 1-2 | 1-2 |
| Transfer Core[f] (columns 1-4)<br>Career/technical courses (column 5) | 27-32 | 20-32 | 20-32 | 34-43 | 43-53 |
| | ____ | ____ | ____ | ____ | ____ |
| Total for Degree = | 60-63 | 60-63 | 60-63 | 60-63 | 60-69 |

Notes:
[a] Each of the courses in communication must be in written communication.
[b] One course in humanities/fine arts for the Fine Arts major must be a literature course.
[c] Each of the two courses cannot be from the same discipline area (e.g. humanities).
[d] One course in social/behavioral sciences must be a history course and the second required course cannot be history.
[e] A total of 3-6 semester hours is required in either natural sciences and/or mathematics for the AAA and AAS.
[f] Transfer core includes additional general education and/or major courses.

## APPENDIX K

## VCCS Reporting Calendar

| August 1, 2022 - July 31, 2023 | | | | |
|---|---|---|---|---|
| **Data Report or Collection** | **Opens** | **Closes/Due** | **Requestor** | **Data Source/file name** |
| SCHEV Annual Course Enrollment Data Files | July 19, 2022 | August 19, 2022 | SCHEV | SCHEV-CE |
| SCHEV Degrees Conferred Data File | July 19, 2022 | August 19, 2022 | SCHEV | SCHEV-DC |
| SCHEV Get Skilled, Get a Job, Get Ahead *Report Year 2021/2022* | August 1, 2022 | September 2, 2022 | SCHEV | SCHEV-G3 |
| IPEDS Registration | August 10, 2022 | August 31, 2022 | IPEDS | |
| Student Data File | | August 12, 2022 | VCCS | Credit Reporting Tables |
| Faculty/Course Assignment File | | | | |
| Student Class File | | | | |
| Institutional Catalog Survey | August 9, 2022 | September 9, 2022 | SCHEV | Catalog |
| Early Enrollment Estimate | August 16, 2022 | September 9, 2022 | SCHEV | SCHEV EEE |
| IC Header | August 10, 2022 | October 19, 2022 | IPEDS (Fall) | IPEDS IC H |
| Institutional Characteristics | September 7, 2022 | October 19, 2022 | IPEDS (Fall) | IPEDS-IC |
| Completions | | | | IPEDS-C |
| 12-Month Enrollment | | | | IPEDS-E12 |
| SCHEV Financial Aid Data File *Report Year 2021/2022* | September 2, 2022 | October 14, 2022 | SCHEV | SCHEV-FA |
| SCHEV Room Inventory, Fall Semester | TBD | TBD | SCHEV | SCHEV F-1A |
| SCHEV Room Utilization | TBD | TBD | SCHEV | SCHEV-UT50/60 |
| Perkins | October 1, 2022 | December 1, 2022 | VDOE | PeopleSoft |
| Student Data File | | December 9, 2022 | VCCS | CRT |
| Faculty/Course Assignment File | | | | |
| Student Class File | | | | |
| Student Financial Aid | December 7, 2022 | February 8, 2022 | IPEDS (Winter) | IPEDS-SFA |
| Graduation Rates | December 7, 2022 | February 8, 2022 | IPEDS (Winter) | IPEDS-GRS |

# 2022-2027 SWCC Institutional Effectiveness Plan

| | | | | |
|---|---|---|---|---|
| 200% Graduation Rates | December 7, 2022 | February 8, 2022 | IPEDS (Winter) | IPEDS-GR200 |
| Outcome Measures | December 7, 2022 | February 8, 2022 | IPEDS (Winter) | IPEDS-OM |
| SCHEV Fall Headcount Data File* | | December 16, 2022 | SCHEV | SCHEV-HC |
| SCHEV Fall Cohort File* | | | | SCHEV-FC |
| Human Resources | December 7, 2022 | April 19, 2023 | IPEDS (Spring) | IPEDS HR |
| Fall Enrollment | December 7, 2022 | April 19, 2023 | IPEDS (Spring) | IPEDS-EF |
| Finance | December 7, 2022 | April 19, 2023 | IPEDS (Spring) | IPEDS-F1 |
| Academic Libraries | December 7, 2022 | April 19, 2023 | IPEDS (Spring) | IPEDS-AL |
| Student Data File | | May 20, 2023 | VCCS | CRT |
| Faculty/Course Assignment File | | | | |
| Student Class File | | | | |
| SCHEV Spring Cohort Due** | March 16, 2023 | April 14, 2023 | SCHEV thru VCCS | SCHEV-SC |
| NC-SARA Reporting | May 15, 2023 | June 15, 2023 | VCCS+ Faculty | NC-SARA |
| Annual Students with Disabilities File | June 3, 2023 | July 4, 2023 | VCCS | "H" Records |
| Graduate Data File | June 12, 2023 | July 14, 2023 | VCCS | CRT |
| SACSCOC Enrollment Profile | Mid November | Mid January | SACSCOC | Institutional Profile |
| SACSCOC Financial Profile | June 15, 2023 | July 15, 2023 | SACSCOC | Institutional Profile |

**APPENDIX L**

**Regularly Administered Surveys**

Student Opinion of Instruction—Every term; every class

Great Colleges to Work For—All employees

Graduate Survey—All annual graduates

Survey of Entering Student Engagement (SENSE)—All incoming students; each fall

Community College Survey of Student Engagement (CCSSE)—All Students; each spring

Compiled by the Office of Institutional Research and Assessment
Southwest Virginia Community College
Cathy Smith-Cox, Institutional Research Officer
February 2023