Institutional Effectiveness

Planning and Evaluation Handbook

Southern

West Virginia Community and Technical College

Effective November 12, 2019

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Purpose of the Institutional Effectiveness Committee

The Institutional Effectiveness Committee is charged with developing, implementing, and assessing an institutional assessment plan. As defined in the Institutional Governance Handbook, the Committee's purpose is "to lead the institution in the areas of accreditation, assessment, and compliance through coordination of planning, implementation, assessment, data analysis, and documentation needed for driving the institution's strategic planning, accreditation, and compliance.

Purpose of the Institutional Effectiveness Handbook

Consistent with its mission statement, Southern West Virginia Community and Technical College provides "… quality education and training that promote success" and is committed to continuous improvement informed by the assessment of institutional effectiveness across all areas and levels. As a regionally accredited institution, Southern is required to identify outcomes for its educational programs and its administrative support services; assess whether it achieves these outcomes; and provide evidence of improvement based on analyses of those results.

Southern's planning process is based on the assumption that planning and evaluation is an integral part of all campus operations and that employees and students will have an opportunity to be involved in the development and review of official planning documents. Planning and evaluation of teaching, services, administration, and educational support is thorough, broad-based, integrated and appropriate. As evidence of institutional effectiveness, Southern provides documentation of planning, assessment, and the use of results in decision-making. The institution's guiding documents are at the forefront of the planning and evaluation process.

This handbook articulates the requirements for evaluation of outcomes and use of results for continuous improvement in academic and non-academic units; specifies the roles and responsibilities for implementing and overseeing assessment processes; and, to guide data-driven continuous improvement to facilitate student success.

Mission Statement

Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promote success for those we serve.

Institutional Commitments

As a comprehensive community and technical college, Southern is committed to providing:

1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.
2. Programs of study leading to the Associate in Arts and the Associate in Science degrees which can be effectively transferred and applied toward the baccalaureate degree.
3. Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the Associate in Applied Science degree for entry into the workforce.
4. Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.
5. Support services that assist students in achieving their education and training goals.
6. Community interest programs and activities that promote personal growth and cultural enrichment.

Vision Statement

Southern aspires to establish itself as a model of leadership, academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century.

Our Core Values

We will accomplish our mission by:

1. Achieving excellence in education and service.
2. Exhibiting integrity in all that we do.
3. Collaborating and communicating actively with others.
4. Being committed in word and deed.
5. Imparting passion and compassion to our every task.
6. Leading by encouragement and support of lifelong learning.
7. Embracing change through bold actions.
8. Being creative and innovative at all levels.
9. Initiating opportunities for the community.
10. Celebrating success.

What an Effective Institution "Looks Like"

At the highest level the institutional mission and vision defines what it means for that institution to be *effective*. An effective institution first and foremost focuses on improving the success of its students which is driven by the College's mission and vision. The path to becoming and remaining an effective institution means that all stakeholders are willing and able to engage in a cycle of continuous improvement.
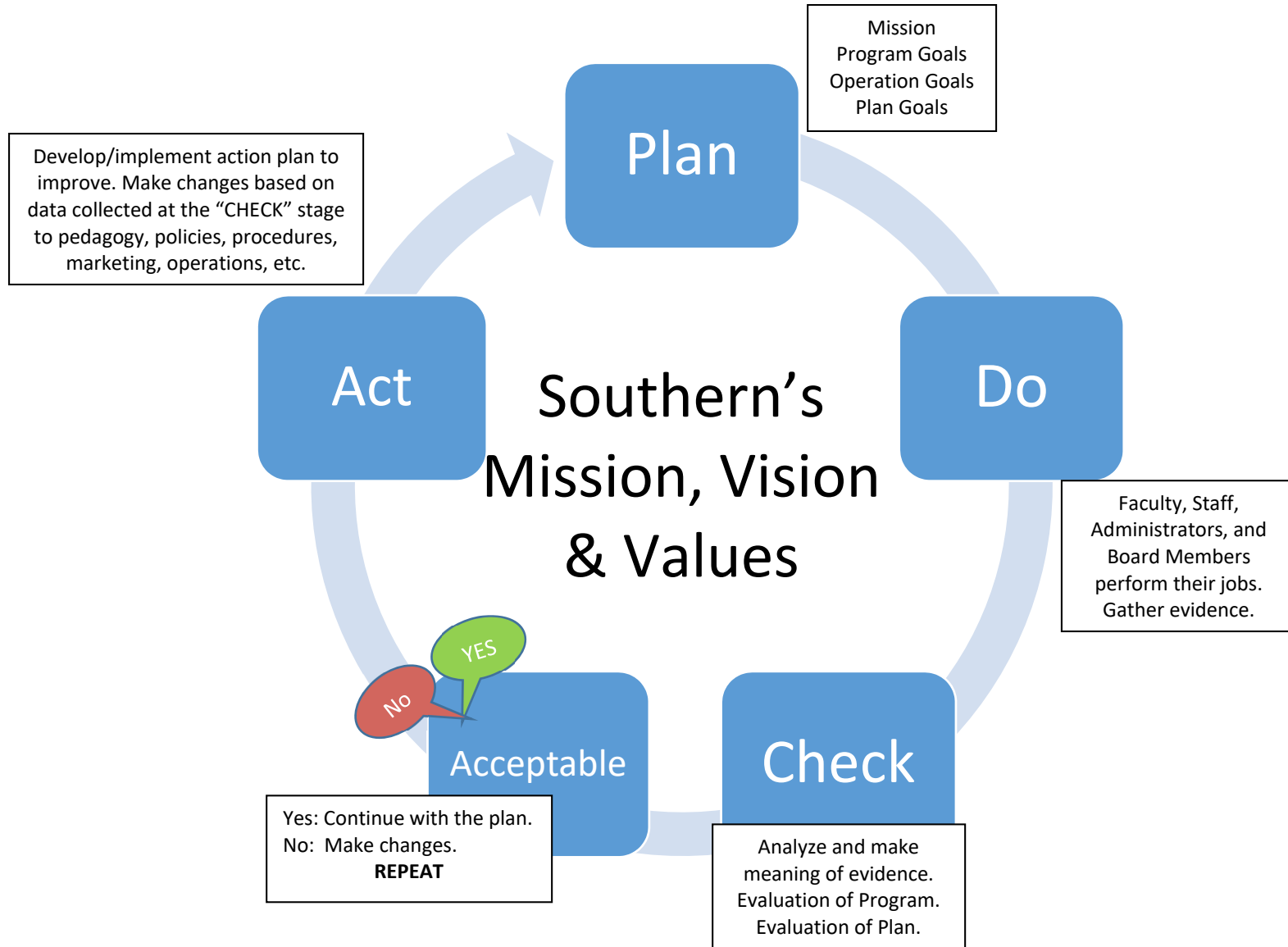
Students will:	Faculty will:	Staff will:	Administrators will:	Southern will:
• Achieve educational goals. • Engage in rigorous academic and co-curricular learning experiences. • Complete coursework in a timely manner to earn a credential.	• Develop curricula that align with expected outcomes. • Determine student strengths and areas of need. • Determine program areas of strength and weakness. • Provide evidence-based feedback to students, colleagues, administrators, and the community. • Contribute to creating a culture of evidence-based excellence.	• Create learning opportunities for students with expected outcomes that contribute to student success. • Identify and impact the factors that facilitate a positive learning environment. • Provide evidence-based feedback to students, colleagues, administrators, and the community. • Contribute to creating a culture of excellence.	• Create cohesive and meaningful strategic plans. • Align curricula and services across the college. • Track and demonstrate progress and contribution to the college. • Use documented data to allocate resources. • Contribute to creating a culture of evidence-based excellence.	• Increase the number of successful students who achieve educational goals. • Draw on evidence to make changes. • Improve communication with stakeholders. • Demonstrate how the institution is making a difference in the community it serves. • Improve operational efficiencies. • Support a culture of evidence-based excellence.

Roles and Responsibilities in Data-Driven Continuous Improvement

Planning and evaluation are a college-wide effort to improve educational programs and services, and enhance student learning and development. Each administrator, staff, and faculty member must understand, value, prioritize, and communicate assessment as a critical institutional practice. Everyone has a responsibility to support the culture of assessment with behaviors that facilitate and sustain practices.

- **President**
  - Uses evaluation data to inform the college, Board of Governors, and for Strategic Planning.
  - Ensures resources to support an effective planning evaluation program.

- **Institutional Effectiveness Committee**
  - Collaborates college-wide to incorporate evaluation findings into Strategic Planning.
  - Facilitates the college data collection reporting process.
  - Works in collaboration to prepare evaluation summaries and institutional reports.

- **Vice President for Academic Affairs**
  - Provides leadership that values and supports evaluation of learning and data integrity.
  - Advocates for resources that support the improvement of teaching and learning.
  - Works collaboratively to review assessment practices, communicates results, and provides faculty/staff development opportunities.

- **Vice Presidents, Directors, Deans, and Managers**
  - Implement the institutional reporting cycle and manage the roles/obligations of unit members.
  - Accountable for what their unit members are reporting and assist with data analysis and formulating recommendations.
  - Coordinate the data collection and initial analyses of unit data according to the institutional data reporting cycle.

- **All Employees and Faculty**
  - Understand data collection/reporting obligations.
  - Report on time and share information with appropriate audience.
  - Use data to make decisions.

- **Students**
  - Take an active role in learning.
  - Participate fully in assessment activities in the classroom.
  - Develop self-assessment skills.
  - Work with faculty as partners in learning.

Southern's Planning and Evaluation Model
For Continuous Improvement

Plan

Mission
Program Goals
Operation Goals
Plan Goals

Develop/implement action plan to improve. Make changes based on data collected at the "CHECK" stage to pedagogy, policies, procedures, marketing, operations, etc.

Act

Southern's Mission, Vision & Values

Do

Faculty, Staff, Administrators, and Board Members perform their jobs. Gather evidence.

YES

No

Acceptable

Check

Yes: Continue with the plan.
No: Make changes.
    REPEAT

Analyze and make meaning of evidence. Evaluation of Program. Evaluation of Plan.

Cycle of Institutional Planning, Evaluation, and Review

The institutional effectiveness process demonstrates continuous improvement in student learning, educational programs, and administrative unit functions. Information gleaned from evaluation shall be used to improve programs and processes at the college.

The process of regularly conducting unit review is a central component of ensuring all parts of the institution are appropriately focused on achieving our mission. The focus of the review process is at the unit level since this is the level at which the majority of the work to accomplish the college's mission and vision is most directly being completed. There are two main reasons for conducting a unit review:

1. This process requires each unit to allocate time to complete a self-evaluation to systematically and honestly reflect on the last year(s) of work and consider strengths, areas to improve, and resource needs. Then, based on this reflection on the past, the unit will engage in planning for the future.
2. This process ensures that the strategic planning process is being conducted with fidelity in all units.

The process is designed to encourage units to examine themselves, receive feedback on their strategic planning practices, and focus on establishing, recording, and evaluating meaningful outcomes for future years. Thus, the review is meant to be an honest and objective review of the unit's practices for continuous improvement.

Watermark System

Southern West Virginia Community and Technical College requires academic programs and non-academic units to prepare and submit reports within the Watermark Accountability Management System (AMS). The unit reports must include a mission statement; unit goals (that include student learning outcomes for educational programs); appropriate evaluation methods and metrics to assess these outcomes; and performance targets. In addition, the report must describe findings, analysis of results, and a description of how the results have been used to make improvements in the program or unit. Supportive documentation will also be uploaded to the AMS portal.

Via by Watermark will be used by faculty and students to collect course and program data. The ePortfolio tool will let programs capture, measure, and share learning milestones in order to encourage deeper reflection on learning. Aggregate reporting data will measure progress toward learning outcomes in courses and programs.

Aqua by Watermark will be used to streamline data collection, scoring, and reporting on learning outcomes for general education and for programs deemed appropriate by the Dean and Program Coordinators. Student artifacts are uploaded through Blackboard and scored to engage in meaningful assessment of authentic student work. Specific assignments are identified in each program that can be used to evaluate general education outcomes.

EvaluationKit by Watermark is the comprehensive solution for course evaluation and institutional surveys.

Annual Reporting Timeline

All units are required to use the following institutional timeline for annual evaluation reports. The assessment cycle follows the academic year—fall, spring, summer. Administrative units will start the assessment cycle on July 1st. All units are required to have report data completed in Watermark AMS by October 1st from the previous cycle. Mid-year data should be documented in AMS by February 15th and include July-December data for administrative units and Fall data for academic units.

The Institutional Effectiveness Committee will produce an Institutional Effectiveness Report for the December President's Cabinet and the President will provide the Institutional Effectiveness Report to the Board of Governors for its February meeting annually.

	July -- Fall	October 1st	November	December	February	March	June/Sept
Academic Units	Start of Assessment cycle, Fall.	Assessment reports completed in AMS for every program.	Institutional Effectiveness Committee finalize annual Institutional Effectiveness Report.	Institutional Effectiveness Report to President's Cabinet.	Institutional Effectiveness Report to BOG. Mid-year data uploaded to AMS.	Deans are responsible to complete mid-year check.	All units review and finalize annual assessment report which is due October 1st. Plan for new assessment cycle. Document in AMS.
Admin Units	Start of Assessment cycle, July 1st.	Assessment reports completed in AMS for all units.				Vice Presidents are responsible to complete mid-year check.	

Academic Area Assessment

The goal of the academic program evaluation process is to maintain a vital credit-bearing education program through continuous improvement of degree and certificate programs and of course offerings within discipline and program areas. Annual program review is intended to be an objective self-study of the academic program in support of the college's mission and goals. The review will also serve as a historical document for the college, identifying changes made over time in relation to the program's mission and goals and the college's strategic plan. Critical to institutional effectiveness is an overall assessment of the program's student learning outcomes, plans to improve student success, and review of curriculum. Each academic unit is responsible to document the results in AMS following the institutional assessment calendar.

Outcomes:
- Improved student learning outcomes.
- Identified strengths, concerns, and recommendations for improvement.
- Documented changes since the previous review.
- Utilized as a plan of action for budget development, curriculum development, faculty hiring, and departmental change.
- Increased retention and graduation rates, as appropriate.
- Improved transfer and job placement rates, as appropriate.
- Improved student and employer satisfaction.

Annual Program Assessment

All academic programs are required to conduct an annual review of program outcomes and document their continuous improvement plans within the Watermark system. Annual program review is intended to be an objective self-study of the student learning outcomes and provide supportive documentation of how program goals are achieved. The result of annual program assessment is to use data to make informed program changes.

Each program will use the Academic Programs Workspace Template which includes standing requirements and the individual assessment cycle requirements. The standing requirements are general to the programs and typically will not change from year-to-year unless program improvements are significant. The programs need to include the program mission, goals, a curriculum map, all master syllabi, and updated faculty curriculum vitae.

Each assessment cycle, a new plan will be created and include the assessment plan and findings and the improvement plan and status report. The assessment plan is updated yearly at the beginning of the assessment cycle. The assessment findings are added throughout the year as tasks and outcomes are measured. During the review and finalizing phase of the assessment cycle, the improvement plan is generated and the status report is shared within the system. Program team meetings are held to discuss findings, create an improvement plan, and report on the status for continuous improvement.

General Education Assessment (SCP-3637, General Education Philosophy and Goals)
Southern is committed to providing a general education program that is designed to help students develop qualities and skills associated with college educated adults. Students who have completed the general education requirements of an associate degree will have improved competencies in the following:

1. Critical thinking which is the ability to identify and interpret relevant information in order to formulate an opinion or conclusion.
2. Communication which incorporates use of verbal and written language to discuss and comprehend information, incorporating a variety of sources, such as text, data, and images.

3. Quantitative literacy and fluency which is the demonstration and communication of computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc. as appropriate).
4. Intercultural competency which is the ability to communicate and behave in appropriate ways with those who are culturally diverse.

Academic programs have mapped the general education outcomes to the program assessment plans. Programs will use the Aqua system to upload program artifacts of the four general education goals. The Academic Assessment Committee is responsible for managing the general education assessment plan and document the results in AMS following the institutional assessment calendar. The general education rubrics will be used for scoring.

Student Evaluation (SIP-2220, Course Feedback)
Student evaluation of learning is an important component of academic assessment process. At the conclusion of each course, students receive a course evaluation survey to provide input to the instructor and institution for improved practice and as a direct measure of the students' perception of their learning. Faculty and programs include student evaluation data for annual performance reviews and for the five-year academic program reviews.

Five-year Academic Program Review (SCP-3620, Policy Regarding Program Review)
Each academic program is required to complete a five-year program review which is also submitted to the West Virginia Council for Community and Technical College Education. The five-year academic program review is primarily a summation and reflection on the annual reports and continuous improvement actions. The five-year program review addresses the following elements:

- Overview of findings including adequacy, viability, necessity, and consistency with the mission.
- Program improvements.
- Assessment.
- Student Data

Co-Curricular Assessment

The co-curricular mission is to provide Southern with a broader picture of our students' total and wide-ranging learning experiences. By supplementing academic program assessment, co-curricular assessment allows us to gauge our students' exposure to Southern's general education goals of critical thinking, communication, quantitative literacy and fluency, and intercultural competence.

Direct assessment techniques are preferred but indirect options may be used. The administrative unit responsible for collecting co-curricular data is required to document the results in AMS following the institutional assessment calendar. The following activities will be included in the initial co-curricular assessment plan:

- Tutoring
- Student Leadership
  - SkillsUSA
  - National Society of Leadership and Success (NSLS)
- Library Services
- Sticks Organization

The following activities will be added to the 2019-2020 co-curricular assessment plan:

- Student Leadership
  - Lambda Chi Nu
  - Lambda Nu
  - Phi Theta Kappa
- Advising
- Student Services
- Financial Literacy
- Student Employment

Additional activities will be added each cycle as additional co-curricular activities are identified across campus.

Administrative Unit Evaluation

The goal of the administrative unit evaluation is to measure how well we are fulfilling the College's Mission and to demonstrate continuous improvement in administrative services. Administrative units define their missions, establish goals, and determine how to measure objectives associated with those goals so that key processes that meet the needs and expectations of students, staff, and other stakeholders can be improved on a continuous basis. Each administrative unit needs to engage in assessment activities and data analysis that provide evidence of how well the area meets it operational goals. Each administrative unit is responsible for documenting the results in AMS following the institutional assessment calendar.

Outcomes:

- To assess – The evaluation process will provide feedback to determine how the administrative unit can be improved.
- To inform – The evaluation process will inform department heads and other decision-makers of the contributions and impact of the administrative unit to the development and growth of students.
- To document – The evaluation process will document and provide evidence of what the administrative units have accomplished to students, faculty, staff, and outside constituents.
- To support – The evaluation process will provide support for campus decision-making activities such as strategic planning as well as external accountability such as accreditation.