

Institutional  
Effectiveness  
Manual  
2009-2010

Curriculum Programs  
Southwestern Community College

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# Introduction

## WHAT IS INSTITUTIONAL EFFECTIVENESS?

Institutional effectiveness (IE) essentially involves two questions. The first question focuses on what a college (and each of its departments/programs) intends to do. This relates to the vision and mission, specifically where the college (or department) wants to go, what it wants to become and how it will get there. The second question is related to and flows from the first- how well is the institution (or department) doing its job in order to arrive where it wants to be or to become what it wishes to be.

Simply stated, institutional effectiveness involves:

- establishing a clearly defined mission or purpose
- formulating educational goals consistent with this mission
- developing and implementing procedures to evaluate the extent to which goals have been achieved, and
- using the results of evaluations to improve programs and services of the college.

## WHY IS INSTITUTIONAL EFFECTIVENESS IMPORTANT?

Over the past decade, colleges have come under increasing scrutiny by legislative bodies, accrediting agencies and the public in general. All of these groups are demanding more accountability on the part of individual colleges. As a result, institutional effectiveness is now a primary consideration at colleges throughout the nation. All college employees who have been involved in a reaccreditation visit by the Southern Association of Colleges and Schools (SACS) would agree that institutional effectiveness was a central theme to that visit. In addition, the concept of performance based funding for colleges is gaining momentum and has been implemented to varying degrees in a number of states. South Carolina and Tennessee are examples of two states, which have adopted a form of performance, based funding for community colleges. The North Carolina Community College System made an important step in this direction with the implementation of the Performance Measures and Standards. For additional information on this topic, please refer to Appendix I.

While meeting the requirements of these **external** bodies underscores the importance of institutional effectiveness, the **internal** applications are even more important. Institutional effectiveness provides a mechanism whereby colleges can assess and improve programs and services (both academic and administrative). This enables the college to better serve and meet the needs of its students and other customers.

## WHO IS RESPONSIBLE FOR INSTITUTIONAL EFFECTIVENESS?

Without question, institutional effectiveness is the responsibility of all employees of the college. While some may be surprised by this answer, a successful institutional effectiveness effort demands the interest and participation of everyone. At Southwestern (as well as at most other colleges) the Institutional Research and Planning Office **coordinates** the institutional effectiveness activities of the college. This is the appropriate role for any institutional research/institutional effectiveness department.

# The Institutional Effectiveness Process at SCC

Like most colleges, the institutional effectiveness process at SCC has been an evolutionary journey shaped by changes in the requirements of the System Office, changes in the SACS Criteria, changes in college leadership and philosophy, and changes in theory and practice in the institutional effectiveness discipline. Throughout these series of changes, the overall commitment of the college to institutional effectiveness has remained firm, as has the image of the college as a leader in this field among community colleges in the state. The college has put a number of initiatives and practices in place to contribute to the overall institutional effectiveness of the institution. These activities and practices are described in the following sections of this document and are also outlined in the SCC Institutional Effectiveness Calendar, located in Appendix II.

The institutional effectiveness process at the college begins with the college vision, mission and goals. Each of these elements are reviewed and if necessary, modified on a regular basis. The current version of the college vision, mission and goals is listed in the following section. The college mission was approved by the Board of Trustees on July 23, 2002.

## Vision

Southwestern Community College will be:

- A **Gateway** for enriching lives and broadening horizons
- A **Guiding Force** in growing and caring for our mountain community
- A **Creative Partner** in collaborative solutions

## Mission Statement

Southwestern Community College is a comprehensive learning and teaching institution offering high quality innovative instruction and support to all who need and value these services. Seamless links with the community, advanced technology and a culturally rich environment promote student achievement and academic excellence.

Southwestern Community College accomplishes its mission through customer focus, continuous improvement and teamwork:

- to awaken the potential of each student, offering multiple pathways for learning what is important to know and to do -- giving coherence and meaning to the total educational experience,
- to aggressively pursue the most current technologies while maintaining a nurturing atmosphere, which appreciates the value of every individual,

- to be a catalyst for community service -- removing barriers, creating linkages, building relationships and integrating resources to enhance the quality of life,
- to be a leader in economic development and a mindful steward of the natural and cultural resources of the area,
- to prepare citizens to live, learn and work in a diverse global village.

## Institutional Goals

### The College Will...

1. Seek excellence in learning and teaching for transfer, vocational and technical education, literacy development, business and industry training and life long learning in an accessible format to serve a diverse population.
2. Maintain a nurturing learning environment by providing comprehensive support and intervention services for every individual.
3. Proactively identify, acquire and maintain college resources to support the vision, mission and goals of the college.
4. Attract and retain quality employees and provide for their personal and intellectual growth.
5. Develop cooperative community-based relationships that contribute to the cultural, economic, educational and social betterment of the region.
6. Assess institutional effectiveness as part of the planning and renewal process based on continuous improvement principles.
7. Effectively promote the college to the community.

# Southwestern Community College Institutional Priorities

## Criteria for College Annual Priorities

The planning process at Southwestern Community College requires that all annual priorities be consistent with the long-term goals of the institution. In addition, all priorities must address at least one of the following criteria:

- ◆ Contribute Toward **Enrollment Growth** at the College
- ◆ Contribute Toward **Income Growth** Through Enrollment Growth at the College
- ◆ Contribute Toward the Ability of the College to Receive **External Funding**
- ◆ Contribute to Overall **Efficiency** at the College
- ◆ Enhance the Overall **Quality** of the Programs or Services of the College
- ◆ Contribute Toward the **Sustainability** of Programs or Services of the College
- ◆ Help Students **Attain** Their Educational and/or Career Goals
- ◆ Enhance the Ability of the College to Provide Those Services Which Will Assist the General **Advancement** of Those Communities in Jackson, Macon and Swain Counties

## Southwestern Community College Institutional Priorities for 2009-10

The process for the selection of annual institutional priorities begins with the President's Council where members submit their recommendations. Members then assign points to the recommended priorities. Those five priorities receiving the highest point totals are submitted to the Executive Council for final review and approval. Following these steps, the following priorities were adopted as Southwestern's institutional priorities for 2009-10.

1. Manage College Resources Wisely During the Economic Recession
2. Pursue Enrollment Growth
3. Enhance Student Learning, Faculty Teaching & Business Operations Through Technology
4. Provide Training to Dislocated Workers
5. Develop College Facilities

The following section demonstrates how each of these priorities are linked with (and help support) the college's long-term goals. In addition, the following section also includes key benchmarks which were developed to help assess progress in meeting each priority.

## 2009-10 Institutional Priorities and Benchmarks by College Goal

1. Seek excellence in learning and teaching for transfer, vocational and technical education, literacy development, business and industry training and life long learning in an accessible format to serve a diverse population.

- As a component of the priority to Pursue Enrollment Growth, the college will:
  - Achieve a three to five percent increase in FTE for both curriculum and continuing education over the 2008-09 year
- As a component of the priority to Provide Training to Dislocated Workers, the college will:
  - Establish Career Readiness Certificate (CRC) labs at the Jackson Campus and at the Swain Center

2. Maintain a nurturing learning environment by providing comprehensive support and intervention services for every individual.

- As a component of the priority to Provide Training to Dislocated Workers, the college will:
  - Establish Career Readiness Certificate (CRC) labs at the Jackson Campus and at the Swain Center

3. Proactively identify, acquire and maintain college resources to support the vision, mission and goals of the college.

- As a component of the priority to Enhance Student Learning, Faculty Teaching, and Business Operations Through Technology, the college will:
  - Plan for a campus-wide document imaging system to be implemented in 2009-10 with Title III funding
  - Install the network infrastructure including wireless access points throughout the Jackson Campus
  - Virtualize the lab environment to allow easier access to classroom software
  - Upgrade and implement multiple college-wide software programs including GroupWise, Google Apps and Google Calendars
  - Consolidate off-campus servers to Jackson and Macon campuses
  - Upgrade the Jackson Campus phone system

3. Proactively identify, acquire and maintain college resources to support the vision, mission and goals of the college. (Cont.)

- As a component of the priority to Manage College Facilities Wisely During the Economic Recession, the college will:
  - Develop the college budget based upon state appropriations
  - Evaluate operational efficiencies/services and cost-saving scenarios to deal with budget shortfalls
  - Monitor and pursue resource opportunities related to the Recovery Act
  
- As a component of the priority to Develop College Facilities, the college will:
  - Finalize the N.C. Forest Service property transfer for Jackson Campus
  - Proceed with the construction of the new classroom building on the Jackson Campus once the Forest Service property transfer is finalized
  - Secure the Jackson County School Bus Garage property
  - Finalize the N.C. Dept. of Transportation property transfer (tract between Holt Library and Alley House) for Jackson Campus
  - Work jointly with N.C. DOT on Project R-5000 (connector road between Highway 107 and Highway 116)
  - Pursue Early College building for high school classes on Jackson Campus
  - Evaluate proposal for East Carolina University Dental School building on the Jackson Campus
  - Initiate the following capital upgrades to the Jackson Campus:
    - Elevator for Bradford Hall
    - Myers Auditorium upgrades (carpet, lighting, sound system)
    - Holt Library renovation
    - Roof replacement for Founders Hall
    - Re-pave Parking Lot A

4. Attract and retain quality employees and provide for their personal and intellectual growth.

5. Develop cooperative community-based relationships which contribute to the cultural, economic, educational and social betterment of the region.

- As a component of the priority to Develop College Facilities, the college will:
  - Work with Macon County Commissioners on plans for transition building on the Macon Campus
  - Work jointly with N.C. DOT on Project R-5000 (connector road between Highway 107 and Highway 116)
  - Evaluate proposal for East Carolina University Dental School building on the Jackson Campus
- As a component of the priority to Provide Training to Dislocated Workers, the college will:
  - Work with WIA, the NCCC System Office, and other workforce development partners to respond to training needs

6. Assess institutional effectiveness as part of the planning and renewal process based on continuous improvement principles.

- As components of the priority to Manage College Resources Wisely During the Economic Recession, the college will:
  - Quantify resource needs of the college through the budgeting process
  - Identify funding gaps and create a Resource Development Plan to meet these gaps

7. Effectively promote the college to the community.

- As a component of the priority to Pursue Enrollment Growth, Southwestern will:
  - Further refine the college-wide marketing plan, integrated with the recruiting plan and aligned with college priorities and the budget process that includes a clear message, powerful publications, and targeted advertising

## KEY COMMITTEES

At this time there are three primary committees at SCC that are involved with institutional effectiveness activities/issues. Each of these committees, including the primary focus, membership structure and other information is described in the following narrative.

### Executive Council

The Executive Council is the primary decision making body of the college. This group is comprised of the college president, all four college vice-presidents, the Director of Community and Resource Development, the Director of Human Resources and Facility Development, the Director of Technology Services, the Executive Director of the SCC Foundation, and the Institutional Research & Planning Officer. The president chairs the Council. The Council meets weekly.

### President's Council

The President's Council is designed to provide broad-based participation in the college planning process. The President's Council consists of 25 members. Sixteen membership seats are permanent and include the president, all four vice-presidents, the Director of Community and Resource Development, the Director of Human Resources and Facility Development, the Director of Technology Services, the Executive Director of the SCC Foundation, the Institutional Research and Planning Officer, the Public Information Officer, the three academic deans, a Faculty Senate representative and a student representative. Nine membership seats are at-large and include four members from Instructional Services (one faculty member from each division, plus one Library/LAC representative), one representative from Student Services, two representatives from Extension Education & Services, and one representative from Administrative Services. At-large members serve for two years. The chair position rotates within the Council. This group primarily serves in an advisory capacity. The Council provides feedback in the following areas:

- The college mission, vision, values, and long-range goals (up-dated at least every five years).
- Annual planning assumptions (which will serve as the basis for the annual priorities/objectives/initiatives).
- Annual priorities/objectives/initiatives for the college.
- Monitoring college internal measures and monitoring progress in achieving annual priorities/objectives/initiatives.
- President's Council meets three to four times per year- January, April, September, and occasionally in November/December (these are tentative dates).

- President's Council addresses issues with institution-wide significance on an as-needed basis.
- Provides a forum for members to provide input and/or voice concerns from their department/area of campus.

#### Institutional Effectiveness Committee

Of all college committees, this one is most intimately involved with institutional effectiveness activities of the college. This committee is an outgrowth of the former Outcomes Assessment Team. In 1998 the scope of the Outcomes Assessment Team was broadened to include not only the outcomes assessment process, but also all institutional effectiveness processes at the college. As a consequence, this group was renamed the Institutional Effectiveness (IE) Committee. The IE Committee provides input into institutional effectiveness methodology, survey design and content, and related matters. This committee is primarily advisory. All recommendations from this committee are forwarded to the Executive Council. At this time the committee has thirteen members. Membership includes representation from Administrative Services, Extension Education & Services, Information Technology & Telecommunications, and Instruction & Student Services. Members are appointed by the respective vice-president in their area. Current members of this committee are:

- Thom Brooks
- Faculty Senate Representative
- Toni Holland
- Debra Klavohn
- Delos Monteith
- Barb Putman
- Eric Sarratt
- Ryan Schwiebert
- Hilary Seagle
- Scott Sutton
- Phil Weast
- Pete Wolosin

## PLANNING/OUTCOMES DOCUMENT

As its name implies, institutional effectiveness is an issue with college-wide significance. However, much of the activity occurs at the department or program level. Examples of departmental/program planning efforts at the college include the Outcomes Assessment Report (an annual academic program report which was initiated in 1992) and the Advance Planning Report (also an annual report which was initiated in 1997 and required for both academic and administrative programs/departments). Because of the similarities and overlaps between these two reports, they were combined into one report beginning with the 2000-2001 planning period. The resulting report is the Planning/Outcomes Document, which serves as the college's primary institutional effectiveness tool at the departmental level. The new report combines the best attributes of the Outcomes Report and the Advance Planning Report into one report that will simplify the planning process for college programs and departments. The new document is designed to meet the planning requirements of both SACS and the System Office, while also serving the internal planning needs of our individual departments.

Preparation of the Planning/Outcomes Document is basically a three-step process that will begin in August (for academic programs) each year. The three steps involve:

1. Developing the departmental goals/outcomes for the current academic year (will occur in August).
2. Conducting a mid-year review (will occur in January).
3. Assessing the extent to which departmental goals/outcomes were achieved, and documenting how the results were used to improve the program (i.e., closing the loop) will occur in early May.

A **sample** Planning/Outcomes Document is included on the following two pages. The sample form includes **examples of responses** to the different categories that comprise the document. These examples are only intended as responses you may wish to consider when completing the plan for your area. **Note- the responses in italics are those sections you would complete next spring when you "close the loop" on the outcomes for your area.**

A narrative which details the various components of the planning outcomes is also included in the following section.

## PLANNING/OUTCOMES DOCUMENT

<b>Name of person(s) completing form:</b>		John Doe		<b>Curriculum/Department:</b>		Veterinary Medical Technology	
<b>Purpose/Mission Statement</b>				<b>Vision Statement (3-5 years)</b>			
The purpose of the Veterinary Medical Technology program is to provide training for individuals seeking employment in the veterinary profession.				The vision of the Veterinary Medical Technology program at SCC is to gain statewide recognition as the premier provider of this type of training in North Carolina.			
<b>Program Strengths</b>				<b>Program Weaknesses</b>			
This program possesses a number of strengths, but two very obvious strengths include a faculty member with over twenty years of experience in this field, and the quality of graduates produced by this program (as documented by the high satisfaction levels indicated by employers).				The lack of start-of-the-art equipment for this program is an obvious weakness. Another weakness is the low number of graduates produced by this program each year.			
<b>Program Opportunities</b>				<b>Program Threats</b>			
The increasing recognition by the veterinarian field of the critical role of the technician in the veterinarian office and the subsequent increase in the number of veterinarian offices which employ degreed technicians represent a great opportunity for the program to meet this demand for trained technicians.				The increasing costs of lab equipment necessary for the program, along with the delay in obtaining articulation agreements with 4-year universities to facilitate the transfer of those students who wish to pursue a bachelor degree, are threats to this program.			
Goal #	Values for Teaching	College Goals	2009-10 Program Outcomes/Goals	Success Criteria (Method for measuring extent to which outcomes are achieved)	Plan of Action (including resources needed)		
1	2,6	1	Graduates of this program will be prepared to successfully pass the licensure exam required for working in this field.	90% of first-time test takers will pass the licensure exam during the 2009 year.	Monitor test results from the licensing board- also monitor which sections of the exam present the greatest difficulty for SCC grads.		
2	2,6	1	Majors in this program will demonstrate a satisfactory level of technical proficiency in this field.	95% of 2nd year students will demonstrate technical proficiency in this field by scoring 85% higher in the Advanced Vet. Procedures portion of the capstone project.	Continue to solicit feedback from the Advisory Committee regarding those skills that are most critical in the veterinary field.		
3	6,9	1	Employers will be satisfied with the emergency procedures skills of graduates from this program.	95% of employers surveyed will indicate satisfaction with the emergency procedures skills of graduates from this program.	Secure additional lab equipment to better simulate emergency procedures common to most veterinary practices. Estimated cost- \$8,500.		
4	2,6	1	Graduates of this program will demonstrate proficiency in written communication.	85% of graduating students will score a "4" or higher on the rubric utilized in the Exit Essay Assessment.	Incorporate a minimum of two written assignments in the Veterinary Office Practices course.		
5	2,6	1	Majors in this program will demonstrate knowledge of, and adherence to, proper safety procedures in veterinary care.	90% of majors will score 85% or higher on safety aspects of their overall clinical evaluation.	As a result of advisory committee recommendations, national veterinary safety standards will be incorporated into the clinical evaluation tool.		

Budget Item Description: (Budget items requested from college funds)	Current Year Budget:	Ongoing Operational Budget:	Expansion Budget:
Supplies-	\$200	\$200	
Equipment-	\$8,800	\$300	\$8,500
Travel-	\$300	\$300	
Program Accreditation-	\$0	\$0	
Other-	\$0	\$0	
TOTALS	\$9,300	\$800	\$8,500

Goal #	Values for Teaching	College Goals	Results/Analysis for 2009-10 Outcomes Indicate the extent to which the criteria for each outcome/goal were achieved and the impact on your program. Be sure to utilize most current data available.
1	2,6	1	1. 75% of first-time test takers passed the licensure exam during the 2009 year. The criterion was not met. Analysis of licensure exam results indicates SCC grads experience greatest difficulty with anesthesia procedures. Program requests \$8,500 to update obsolete lab equipment (also see Outcome 3 below).
2	2,6	1	2. 92% of students scored 85% or higher in the Advanced Procedures course in Fall 2009. Criterion was met.
3	6,9	1	3. 80% of employers surveyed indicated they were satisfied with the emergency procedures skills of 2009 graduates- the criterion was not met. Survey results indicate employers were least satisfied with the anesthesia skills of graduates. Results indicate need to provide a greater emphasis on anesthesia skills in the Advanced Procedures class students take in their second year. Program requests \$8,500 in order to update obsolete lab equipment. If funded, will implement during 2010-11 academic year.
4	2,6	1	4. 92% of graduating students participating in the Exit Essay Assessment scored a "4" or higher on the rubric used to assess writing skills- the criterion was met. The number of written assignments in the Veterinary Office Practices course for Spring 2008 was four. This appears to help prepare students to be proficient in their written communication skills. Will continue to monitor student performance on Exit Essay Assessment, and will incorporate additional writing assignments into curriculum if less than 85% score "4" or higher on the rubric.
5	2,6	1	5. 96% of students participating in clinicals during Spring 2010 were rated at 90% or higher on safety aspects of their overall clinical evaluation. The criterion was met. This represents a significant improvement over the results for Spring 2009 (only 78% scored 90% or higher in Spring 2009) indicating actions taken to address this issue were successful. For additional information, refer to the Use of Results section below.

### Use of Results

List at least one recent example (within the last three years) of how you used the results to improve your program. Provide a sufficient level of detail to demonstrate how this improvement enhanced the operations of your program or the institution in general.

*As noted in the 2008-09 planning/outcomes document for this program, an unacceptable number of students were rated poorly on the safety portion of their clinical evaluation. To address this issue, the program incorporated an increased emphasis on safety issues throughout the curriculum beginning in the 2009-10 academic year. In addition, a final project on safety issues became a requirement for the Veterinary 258 course which is offered during fall semester. The dramatic improvements observed on the clinical evaluations in Spring 2010 suggest these actions have addressed the problem. However, this will continue to be monitored to insure performance is maintained at a satisfactorily high level.*

### Mid-point Review

Progress Notes:

### Purpose/Mission Statement

This section relates to the purpose/mission of your curriculum program. This statement can be brief, but you should ensure that it does not conflict with the college mission statement. This statement sets forth the reason for the unit's existence and is descriptive of the unit's role within the overall college. The following example of a unit purpose/mission statement was developed by SCC's Early Childhood program: *"The purpose of the Early Childhood curriculum program is to enrich the lives of children and their families by educating competent and caring child care professionals and to provide opportunities for SCC Early Childhood students that they would not otherwise have without an Associate Degree."*

### Vision Statement

While the mission statement should be a concrete and matter of fact description of the unit's scope within the overall context of the college, the vision statement should be a more creative expression. The vision statement should be a projection of what the unit will be in three to five years in the future. The following example of a vision statement was developed by SCC's Outdoor Leadership program: *"The Outdoor Leadership program seeks to become a nationally reputable training institution in the adventure education field."*

### Program Strengths

The intent of this section is to provide an introspective analysis of the internal strengths each program possesses. Examples of program strengths would include such items as "a faculty member with 20 years of experience in the field," "the pass rates of graduates of this program on their licensure exam is consistently near 100%," "this program has maintained full enrollment over the past five years," and "almost 100% of graduates from this program have found employment in this field."

### Program Weaknesses

The inverse of program strengths, examples of program weaknesses could include such items as "the need to update program equipment in order to train students with state-of-the-art equipment," "enrollment in this program has declined over the past five years," "licensure exam pass rates for graduates of this program have failed to meet the 70% standard established by the North Carolina Community College System," and "recent graduates have experienced difficulty in finding employment in this field."

### Program Opportunity

Possible responses to this section may not be as obvious as the two preceding sections. The focus of this section is somewhat more external to the program. For example, responses could include "a new employer has located their operation in the college service area and is expected to hire over 100 new employees with associate degrees in this field over the next five years," or "the wage rates in this field are expected to increase faster than the average for all wage rates in the next five years, making this field more attractive to potential students," and "there is an opportunity to offer this program on-line to meet the large demand by working adults who wish to make a career change."

### Program Threats

This section is the inverse of program opportunities. As in the previous section, this is primarily an analysis of trends/events external to the program. Examples here might include- “wage rates in this field are not expected to increase as rapidly as for other occupations requiring an associate degree,” or “fewer employers are requiring an associate degree in this field, which may result in declining enrollment,” or “a neighboring community college will begin offering this program, effective Fall, 2009. This may have a negative impact on program enrollment.”

### Goal Number

This is the first of three narrow columns on the left edge of the planning/outcomes document. This refers to the number of the goal for your program. Goals should be numbered consecutively (for example, 1 through 4).

### Values for Teaching

This is the second narrow column on the left edge of the planning/outcomes document. Programs should enter the Values for Teaching **number** which corresponds to each departmental goal in the adjacent column. There are nine Values for Teaching. The Values are listed in Appendix III of this manual.

### College Goals

This is the third narrow column on the left edge of the planning/outcomes document. Programs should enter the college goal **number** which corresponds to each programmatic goal in the first column. Currently there are seven college goals- these are listed on page 4 of this manual. This demonstrates the linkage of program/departmental goals to the goals of the college. For example, the goals for most instructional programs would correspond to College Goal 1- Seek excellence in learning and teaching for transfer, vocational and technical education, literacy development, business and industry training and life long learning in an accessible format to serve a diverse population.

### 2009-10 Program Outcomes/Goals

In this section all programs will list their outcomes/goals for the 2009-10 year. I would like to offer a rule of thumb, as advocated by Dr. James Nichols, one of the leading authorities on college planning and outcomes. Nichols recommends that four goals is the ideal number for a program/departmental plan. While programs are free to select more than four goals, I would concur that four or five goals that are appropriate and are well thought out, are preferable to eight or nine that may be less meaningful to the overall operation of a college department or program. Also, you should review the list of annual college priorities that are also included in this document (beginning on page 5). You should evaluate how your programmatic outcomes/goals relate to these institutional priorities. This connection is especially important if you are trying to justify additional resource needs for your department/program for the 2009-10 year.

Finally, while this section is labeled goals/outcomes, programs should put an emphasis on outcomes. This will probably be easier for curriculum programs (as compared to administrative departments), which have been developing annual outcomes since the early 1990's. Also, curriculum programs have considerably more outcomes based

resources from which to draw (such as employer satisfaction with graduates, licensure exam pass rates, etc). However, administrative departments are also encouraged to begin emphasizing outcomes as opposed to goals that are task oriented.

### Success Criteria

In order to measure the extent to which goals/outcomes are achieved, success criteria must be listed for each outcome/goal. What types of data are available to be used for success criteria? The following are some examples of data that is routinely collected at the college. Appendix IV contains a detailed listing of all surveys regularly administered by the college's Institutional Research & Planning Office.

- Graduate survey results (conducted annually for each curriculum program as part of the annual program review process). Includes various measures of graduate satisfaction with their program of study.
- Employer survey results (also conducted annually for each curriculum program as part of the annual program review process).
- Licensure exam pass rates.
- Success of graduates at four-year institutions (collected by the UNC System).
- Program enrollment and FTE (included in the program review prepared annually for each program).
- A number of curriculum programs have utilized various student competencies as success criteria. These generally indicate student success in key courses or on key projects.
- Student satisfaction with a variety of college services (admissions, bookstore, Library, registration, etc.) is collected through various annual college surveys. These surveys include the New Student Survey (conducted in fall semester), the Student Climate Survey (survey of a sample of curriculum students conducted in spring semester), the Distance Learning Survey (administered to students taking distance learning classes), the Library Student Survey and the Library Faculty Survey. All of the previous surveys generate data that can be used by a variety of college departments to gauge success criteria.
- Employee Evaluation of College Services, which is conducted in spring semester every year. This survey assesses faculty and staff satisfaction with a variety of college services (such as Business Services, Institutional Research & Planning, Human Resources, Technology, etc.).

### Plan of Action

The plan of action outlines how programs and departments will achieve each goal/outcome. This section of the plan is more task-oriented. What key steps are necessary? What new resources if any, are required to meet the goals/outcomes? This section can be brief- there is no need to outline the entire process.

### Budget Items

The Budget Item section was added as a component to the Planning/Outcomes Document in the 2005-06 planning cycle. The rationale for this addition is to more closely and directly link planning to budgeting. Programs can select from several categories (Supplies, Equipment, Travel, Program Accreditation, and Other) to list budget requests for the 2009-10 year. Programs will indicate in the appropriate column whether these requests are part of the ongoing operational budget for their area, or if these requests are expansion budget requests.

### Results/Analysis for 2009-10 Outcomes

This is one of two sections designed to “close the loop” on program goals/outcomes. Basically, this section is designed to assess how well the program did in achieving the success criteria for each goal. Programs should utilize **the most current data available** to gauge the extent to which each criterion was met. For example, a program may have listed a 90% licensure exam pass rate as one of its success criteria for the 2009-10 year. The program would list **the most current data** from the licensing exam board to assess how well it met this criterion. In addition, to listing the actual results, programs will briefly describe how their area was impacted by the results and any actions undertaken due to the results.

### Use of Results

This is the other section designed to “close the loop” on departmental goals/outcomes. Basically, this section requires **at least one example of how your program used the results from the success criteria to make improvements**. From a SACS perspective, this is one of the most critical sections of the planning document. In recent years SACS visiting teams have given special emphasis to the use of results in the planning cycle. Refer to this section in the sample planning document for an example of using outcome results to make improvements.

### August Review (Beginning of the Planning Cycle)

The plan for each area must be reviewed by the appropriate dean (for curriculum programs) or vice-president (for administrative departments). The purpose of this review is to ensure that the goals/outcomes are appropriate and that the entire planning process has been completed. This initial review will occur during late August for all programs.

### Mid-Year Review

The form includes a provision for a mid-year review. The exact date of this review will be left to the determination of each vice-president and dean (some point during the first part of January would seem to be a logical time). This review will allow programs to make some modifications in outcomes/goals, success criteria or plans of action due to unforeseen circumstances.

Logistics/Deadlines

**The blank template for this document is located on the college m-drive under the Planning subdirectory. A WordPerfect version and a Word version are both available. Click on the 2009-10 folder. The filename for the Wordperfect version is PLAN-CUR.wpd and the Word version is PLAN-CUR.doc. Do not use the Plan-adm..wpd or PLAN-ADM..doc file- that is the version for administrative (non-instructional) departments at SCC and is slightly different from the curriculum programs version. BE SURE TO SAVE A COPY OF THE BLANK DOCUMENT TO YOUR OWN DISK OR DRIVE!** You cannot save the information for your program on the m-drive.

**As with last year's planning cycle, signatures are no longer required for plans, as all plans are submitted electronically. All curriculum programs must list their 2009-10 outcomes/goals, success criteria and plan of action and e-mail a copy to their dean by August 31.** Each dean will review the plans for programs in their division. Programs will complete the results portion of the plan in late April/early May 2010. Completed plans will be e-mailed to the office of each dean. Each dean will then e-mail all plans in his/her division to the Institutional Research & Planning Office at the end of the cycle in May.

# Other Institutional Effectiveness Activities

## CURRICULUM PROGRAM REVIEW PROCESS

Program review has been an integral component of the institutional effectiveness effort at North Carolina community colleges since the late 1980's. In addition to its obvious appeal as a tool for internal assessment efforts, program review was also viewed as a key instrument for meeting the requirements of program accrediting bodies, SACS and the System Office.

Until 1989, there were no official System Office mandates concerning program review, but in February of that year a task force recommended to the State Board of Community Colleges the following policy for adoption:

Each college shall monitor the quality and viability of each of its curriculum programs. Each program shall be reviewed at least once every five years with regard to the achievement of its stated purpose, quality of instruction, curriculum design, cost, student outcomes, and contributions to the overall mission of the college. Summary reports of these reviews shall be transmitted to the System President.

This policy was adopted by the State Board on October 12, 1989. This initial policy by the System Office was intentionally broad and did not require a precise approach to program review. Each college was simply required to conduct program review on all curriculum programs at least once every five years.

However, in 1994 the North Carolina General Assembly adopted provisions (Senate Bill 109, Sections 109 and 119) which necessitated significant changes in the program review process. To comply with these provisions, the State Board charged the Program Review and Accountability Task Force with devising a new review process and to set standards programs must meet. The changes recommended by the Task Force (which were adopted by the State Board in November, 1994) resulted in a highly prescribed program review process. This new process was known as the Annual Program Review (APR) and was largely based upon the Desktop Audit Model developed by Dr. Walter Timm at Coastal Carolina Community College.

Basically, the APR required an annual review for all curriculum programs at each community college. The APR involved two levels of review- Level I and Level II. The Level I review consisted of various data elements including graduate satisfaction results, employer satisfaction results, noncompleter satisfaction results, licensure pass rates (where applicable), program enrollment, program FTE, etc. All colleges were required to follow System Office survey methodology and design for the employer, graduate and noncompleter surveys. Colleges were required to submit a program review report to the System Office on each of its curriculum programs.

Under the APR, standards were established for each of the data elements in the Level I review. Individual programs failing to meet the minimum number of standards were required to undergo a Level II Review. Under the Level II Review colleges were required to justify why a program failed to meet the Level II standards. Failure to adequately justify these failings could result in program termination by the System Office.

State mandated changes to the program review process occurred again in 2000, when the State Board of Community Colleges and the General Assembly approved the new Performance Measures and Standards for the North Carolina Community College System. Please refer to Appendix I for more information on the Performance Standards. One of the changes resulting from the adoption of the Performance Standards was the elimination of the Annual Program Review requirement. Colleges are now no longer required to submit program review reports on its curriculum programs to the System Office. The nature of the program review process is now up to each individual college.

At this point SCC (like many other colleges in the state) continues to follow the desktop audit program review model on which the APR was based. Under this scenario, the Office of Institutional Research & Planning meets with the coordinator(s) for each program during the early stages of fall semester. The purpose of these meetings is to review the graduate and employer surveys to determine if any changes are needed (either to meet changes in program accreditation requirements or other revisions which would result in more meaningful data). During these meetings, program coordinators are asked to provide the names/addresses of the employers of their graduates from the prior year. Later during fall semester, the Institutional Research & Planning Office mails surveys to all graduates from the prior academic year and their employers. Considerable effort is made to obtain a good response rate for each program. During spring semester the Institutional Research & Planning Office provides a report on each program, including survey results from the graduate and employer surveys. Many programs utilize this information in preparing their Planning/Outcomes Document the following fall.

## ADVISORY COMMITTEE MEETINGS

Closely linked with the issue of program review is the topic of advisory committee meetings. This issue primarily relates to curriculum programs. Most, if not all, program coordinators recognize the benefits of regular meetings (at least annually) with an advisory committee. An advisory committee can be an invaluable source of information on what is occurring in that field and can provide input on how to best prepare graduates to have the requisite skills and training needed by their employers. Care must be taken in selecting the advisory committee- certainly its membership should include leaders in the particular field in question, but these same individuals must also have an interest in working with the college to shape its academic programs and must be willing to devote the necessary time to attend advisory committee meetings. Fortunately for our students, the academic programs at Southwestern have generally done a fine job of organizing regular meetings with their respective advisory committees. Those programs that do not have active advisory committees tend to be those with part-time coordinators or those programs that only have periodic enrollment. In recognition of the inherent value of advisory committees, the college conducts an Advisory Day during spring semester each year. Most programs host advisory committee meetings on this day.

## INSTITUTIONAL EFFECTIVENESS PLAN

Both the North Carolina General Assembly and the State Board of Community Colleges took action in 1989 to require that North Carolina community colleges submit an annual institutional effectiveness plan (Chapter 752, Senate Bill 44, Section 80 and the State Board minutes of the July, 1989 meeting). These plans were to be tailored to the specific mission of the college and would address the critical success factors and the goals of the Community College System. Guidelines stipulated that each plan should address educational programs, faculty, administrative services, student services, learning resources, marketing, literacy, diversity, small business and focused industry training. Plans were to be submitted on a biennial basis, with full plans submitted in September of even numbered years and updates submitted in September of odd numbered years.

In September 1998, the North Carolina State Board of Community Colleges took action to change the reporting requirements for the institutional effectiveness plans. While maintaining the requirement that each college develop an annual institutional effectiveness plan, the State Board took the position that the plan should be designed to meet the needs of the college and should not be a state compliance document. Effective July 1, 1999, community colleges are no longer required to submit an institutional effectiveness plan to the System Office. However, the System Office does require that the State Education Program Auditors monitor compliance with the legislative mandate that colleges do prepare an annual institutional effectiveness plan and that the plan be indicative of a sound planning process. The auditors also monitor the plans to ensure that the plans specifically address the issues of diversity and technology.

To comply with this mandate, Southwestern Community College produces an annual institutional effectiveness plan. The plan is published in September of each year and is reviewed by the State Education Program Auditor. Key components of the plan include:

- Substantive changes to the college planning process
- Internal and external events affecting plans of the college
- College planning assumptions
- Annual college priorities
- Example of program/departmental Planning/Outcomes Documents
- Success of the college in meeting the Performance Measures and Standards
- College Diversity Plan
- College Technology Plan

Copies of the Institutional Effectiveness Plan are on file at the Library and in the Institutional Research & Planning Office.

#### THE SCC FACTBOOK

While not generally regarded as an institutional effectiveness activity, the SCC Factbook can be a valuable resource to such efforts. The Factbook is updated annually and includes a variety of information on the college, its academic programs, its students, its employees, and its physical and financial resources. The Factbook also includes data on the college service area. Copies of the Factbook are available in the Library, the office of each college vice-president and in the Institutional Research & Planning Office. The Factbook is also available on the SCC Webpage- to access it, click on the topic *About SCC* , and then scroll down until you see the link to the Factbook. A new edition of the Factbook is released in February of each year.

# Appendix I

## Performance Measures and Standards

The North Carolina Community College System has utilized numerous processes over the past three decades to ensure public accountability for state monies spent. These processes have included fiscal audits, program audits, institutional effectiveness plans and program review. Beginning with the 1999-2000 fiscal year, a new system of accountability based on 12 performance measures was implemented as the cornerstone of public accountability.

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability recommended by the Performance Measures and Standards Task Force chaired by Dr. Willard Lewis, president of Isothermal Community College. After working with the measures for one year and receiving feedback from college personnel, recommendations for changes in the measures were submitted to the Policy Committee of the State Board. These recommendations were accepted and approved by the full State Board in May 2000.

In 2007 the number of performance measures were reduced to 8, along with refinements to the requirements for meeting the threshold for Exceptional (Superior) Performance.

### **§ 115D-31.3. Institutional Performance Accountability.**

(a) Creation of Accountability Measures and Performance Standards. - The State Board of Community Colleges shall create new accountability measures and performance standards for the Community College System. Survey results shall be used as a performance standard only if the survey is statistically valid. The State Board of Community Colleges shall review annually the accountability measures and performance standards to ensure that they are appropriate for use in recognition of successful institutional performance.

In 2007, items (b) through (d) of the original legislation were repealed by Session Laws 2000-67, s. 9.7, effective July 1, 2000.

(e) Mandatory Performance Measures. - The State Board of Community Colleges shall evaluate each college on the following 8 performance standards:

1. Progress of basic skills students
2. Passing rates for licensure and certification examinations
3. Performance of college transfer students
4. Passing rates of students in developmental courses
5. Success rate of developmental students in subsequent college-level courses
6. Student satisfaction of program completers and non-completers
7. Curriculum student retention and graduation
8. Business/Industry satisfaction with customized training

The State Board may add measures to those identified in section (e), but may not decrease the number.

(f) Publication of Performance Ratings. – Each college shall publish its performances on the 8 measures set out in subsection (e) if this section (i) annually in its electronic

catalog or on the Internet and (ii) in its printed catalog each time the catalog is reprinted. The Community College System Office shall publish the performance of all colleges on all 8.

(g) Recognition for Successful Institutional Performance. – For the purpose of recognition for successful institutional performance, the State Board of Community Colleges shall evaluate each college on the 8 performance measures. For each of these eight performance measures on which a college performs successfully the college may retain and carry forward into the next fiscal year one-fourth of one percent (1/4 of 1%) of its final fiscal year General Fund appropriations. If a college demonstrates significant improvement on a measure than has been in use for three years or less, then the college would be eligible to carry forward one-fourth of one percent (1/4 of 1%) of its final fiscal year General fund appropriations for that measure.

(h) Recognition for Exceptional Institutional Performance. – Funds not allocated to colleges in accordance with subsection (g) of this section shall be used to reward exceptional institutional performance. After all State aid budget obligations have been met, the State Board of Community Colleges shall distribute the remainder of these funds equally to colleges that perform successfully on eight performance measures and meet the following criteria:

(1) The passing rate on all reported licensure/certification exams for which colleges have authority over who sits for the exam must meet or exceed 70% for first-time test takers, and,

(2) The percent of college transfer students with a 2.0 gpa after two semesters at a four-year institution must equal or exceed the performance of students who began at the four-year institution (native students).

The State Board may withhold the portion of funds for which a college may qualify as an exceptional institution while the college is under investigation by a federal or state agency, or if its performance does not meet the standards established by the Southern Association of Colleges and Schools, State Auditors Office, or State Board of Community Colleges. At such time as the investigations are complete and the issues resolved, the State Board may release the exceptional performance funds to the college.

(i) Permissible Uses of Funds. – Funds retained by colleges or distributed to colleges pursuant to this section shall be used for the purchase of equipment, initial program start-up costs including faculty salaries for the first year of a program, and one-time faculty and staff bonuses. These funds shall not be used for continuing salary increases or for other obligations beyond the fiscal year into which they were carried forward. These funds shall be encumbered within 12 months of the fiscal year into which they were carried forward.

(j) Use of Funds in Low-Wealth Counties. – Funds retained by colleges or distributed to colleges pursuant to this section may be used to supplement local funding for maintenance of plant if the college does not receive maintenance of plant funds pursuant to G.S. 115D-31.2, and if the county in which the main campus of the community college is located:

(1) Is designated as a Tier 1 or Tier 2 county in accordance with G.S. 105-129.3;

(2) Had an unemployment rate of at least two percent (2%) above the State average or greater than seven percent (7%), whichever is higher, in the prior calendar year; and;

(3) Is a county whose wealth, as calculated under the formula for distributing supplemental funding for schools in low-wealth counties, is eighty percent (80%) or less of the State average.

Funds may be used for this purpose only after all local funds appropriate for maintenance of plant have been expended. (1999-237, s. 9.2(a); 200-67, s. 9.7; 2001-186, s. 1; 2006-66, s. 8.9(a).)

**PERFORMANCE MEASURES AND STANDARDS  
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

MEASURE	STANDARD	SPECIAL NOTES
Progress of Basic Skills Students	75% demonstrating progress	
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	80% aggregate institutional passing rate for first time test takers	<p><b>To qualify for Exceptional Institutional Performance, no exam for which the college has control over who sits for the exam can have a passing rate of less than 70%</b></p> <p>(Note: any exam with less than 10 students will not be subject to the 70% rule)</p>
Performance of College Transfer Students	83% of students who transfer to a 4-year institution will have a GPA of 2.0 or higher after two semesters	<p>Students who transfer with less than 24 semester hours of transfer credit will not be included in the analysis. Community colleges can submit data gathered from private 4-year colleges and universities to be included with the UNC-System data.</p> <p><b>To qualify for Exceptional Institutional Performance, the performance of the community college transfer students must equal or exceed the performance of the native UNC System sophomores and juniors for that time period.</b></p>
Passing Rates in Developmental Courses	75% of students who take a developmental English, math and/or reading course will pass the course with a grade of “C” or better.	Students who withdraw from the course during the year will not be included in the analysis. Course record data submitted by the college to the data warehouse as part of the CRPFAR collection will be used to calculate this measure.
Success Rate of Developmental Students in Subsequent College Level Courses	80% of students who took developmental courses will pass the “gatekeeper” English and/or mathematics course for which the developmental course serves as a prerequisite	To be included in the analysis, a student must take the “gatekeeper” course within one academic year of completing the developmental course that served as the pre-requisite. Course record data submitted by the college to the data warehouse of part of the CRPFAR collection will be used to calculate this measure.
Student Satisfaction of Completers and Non-completers	90% of survey respondents satisfied with college programs and services	<p><b>To be considered for performance funding, the following conditions must be met:</b></p> <p>1. Completer Survey: A 50% return rate or a statistically valid sample size 2. Non-Completer Survey: For colleges with fewer than 250 non-returning students, a minimum of 25 valid surveys must be obtained. For colleges with more than 250 non-returning students, a response rate equal to 10% of the total non-returning students or a statistically valid sample size must be obtained.</p>

Curriculum Student Retention, Transfer & Graduation	65% of Fall degree seeking students will either re-enroll, transfer or graduate by the subsequent Fall	The National Student Clearinghouse database will be used to determine student transfer.
Business/Industry Satisfaction with Services Provided	90% of respondents will rate services provided as "Very Good" or "Excellent"	

# Appendix II

## SCC Institutional Effectiveness Calendar

	<b>Planning/Outcomes Document</b>	<b>Program Review</b>	<b>Surveys</b>	<b>Other</b>
January	Mid-point evaluation.	Follow-up phone calls to employers & graduates who have not responded to survey.	Non-completer Survey (for Performance Measures)	New edition of Factbook released  President Council meets
February		Tabulate survey results, finalize reports.	Student Climate Survey	Performance Measures due at System Office
March		Route completed reports to program coordinators.	Employee Evaluation of College Services Survey	
April		Program coordinators incorporate any necessary changes based upon program review results.	Library Student Survey Library Faculty Survey Student Opinion Survey	President Council meets
May	End of year review (Academic programs).		Distance Learning Survey (Spring Semester)	
June				
July				Update Institutional Effectiveness Manual
August	Beginning of planning cycle for coming year. Administrative depts. "close loop" on previous year.			
September		Meet with program coordinators to discuss changes for graduate/employer surveys. Program coordinators to provide info on employers.		Institutional Effectiveness Plan produced  President Council meets
October		First mailing of surveys to graduates, employers.	New Student Survey	
November		Follow-up mailing to graduates and employers.		
December		Follow-up phone calls to employers & graduates who have not responded.	Distance Learning Survey (Fall Semester) Student Opinion Survey	

# Appendix III

## **Southwestern Community College**

# **Values for Teaching Excellence**

- 1. Inspire students to become independent learners.**
- 2. Promote the development of critical-thinking skills.**
- 3. Respect each student as an individual.**
- 4. Foster a sense of cooperation and community in and out of the classroom.**
- 5. Recognize the use of technology to enhance the teaching-learning process.**
- 6. Engage students in learning for practical use and personal growth.**
- 7. Provide an innovative and accessible educational experience.**
- 8. Demonstrate an excitement about teaching and learning.**
- 9. Maintain high standards in a caring, supportive environment.**

# Appendix IV

## Standard Surveys Administered at Southwestern Community College

### **Surveys Administered Each Semester**

Distance Learning Survey  
Student Opinion Survey (course evaluation)

### **Annual Surveys**

Employee Evaluation of College Services  
Graduate Survey  
Library User Survey (Faculty)  
Library User Survey (Student)  
New Student Survey  
Non-Returning Student Survey  
Student Climate Survey  
Survey of Employers of SCC Graduates

### **Other Surveys**

Student Satisfaction Inventory Survey (Noel-Levitz)\*  
Institutional Priorities Survey (Noel-Levitz/Faculty & Staff Survey)\*  
Community College Survey of Student Engagement (CCSSE)\*\*

\*These Noel-Levitz surveys were administered Fall Semester 2001 and Fall Semester 2003

\*\*CCSSE survey administered Spring Semester 2005 and Spring Semester, 2008