



2024-2025 *IE Annual Plan*



2023-2028 STRATEGIC PLAN EXECUTIVE SUMMARY

A Roadmap for Excellence is the five-year strategic plan for Chattahoochee Valley Community College (CVCC). The plan builds upon the rich legacy of the College and the Alabama Community College System (ACCS). The vision is that this strategic plan will encourage all constituents to embrace the concept that CVCC is an example of educational excellence within its service area. The strategic plan offers the blueprint for growth and sustainability for the College. The strategic plan contains four Strategic Institutional Goals and four Areas of Strategic Focus as well as strategies to achieve each goal.

Institutional Goals:

- To offer quality educational programs
- To provide diverse educational and support programs that promote student success
- To employ comprehensive planning and administration of the College's programs, services, and processes
- To provide state-of-the-art technology, infrastructure, and facilities to support the College Mission

Areas of Strategic Focus:

- Focus I: Instruction and Support Services
- Focus II: Customer Service, Public Relations and Community Engagement
- Focus III: Workforce and Resource Development
- Focus IV: Technology and Infrastructure

Reaching these goals and achieving these Areas of Strategic Focus will ensure that CVCC will be positioned to lead the region in academic excellence, student achievement, and community and workforce development. The plan will capitalize on the growth within the service areas and partner with business and industry to meet the demands associated with that growth.

INTRODUCTION

The Division of Strategic Initiatives (DSI) serves as a repository for information on a broad range of institutional effectiveness planning and research. The Director of Strategic Initiatives oversees planning efforts, and in conjunction with the President and Cabinet, guides the College's strategic planning and institutional research processes. The CVCC institutional planning and effectiveness processes detail how the needs of stakeholders (e.g. students, faculty, staff, community, business, and industry partners) are met in support of the CVCC mission in which CVCC "promotes student success and is committed to enriching our community by offering accessible, quality, and engaging educational opportunities through academic transfer, career technical education, workforce development, and adult education. CVCC fosters an environment in which all members are respected, appreciated, and empowered to reach their full potential".

DSI is responsible for institutional quality and effectiveness. The College has a clear policy which describes the DSI role in the institutional effectiveness process. In this regard, the DSI prepares and publishes an *Institutional Effectiveness (IE) Annual Plan* that describes how the Institution effectively carries out its mission through ongoing comprehensive planning, assessment/evaluation, and use of results for continuous improvement. These ongoing, comprehensive processes incorporate a 5-year cycle of strategic planning, and annual operational planning. Both planning processes focus on institutional quality and effectiveness, and systematic reviews of programs, services, and related institutional goals and outcomes consistent with the College's mission, vision and strategic institutional goals.

PLANNING PROCESSES

DSI guides the planning, coordination, evaluation, and documentation of the institution's ongoing planning and evaluation processes. To ensure the ongoing quality and effectiveness of CVCC's programs and services, the DSI conducts the following reviews:

- **Annual Policy Review** - CVCC conducts reviews of policies and procedures typically between summer and fall each year. However, changes dictated by the ACCS Board of Trustees or other governing entities may dictate more frequent changes. This process ensures that policies are current and up to date with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), federal, state, and

other relevant requirements.

- **College Mission Statement Review**

CVCC reviews its Mission Statement at the local level, considering input from stakeholders, including faculty, staff, students, and the community. ACCS Board of Trustees policy mandates a formal review and approval of the College Mission Statement every two years. As such, CVCC adjusted its mission statement review from annually to biennially, and now reviews the mission statement in the year prior to the ACCS review. The Mission Statement Review Schedule outlines the timeline for mission review and approval at the College.

Mission Statement Review Schedule

Action Taken	Timeline
The College Mission Statement is forwarded to the campus biennially for review.	Spring Semester (odd years)
The results of the review of the Mission Statement are forwarded for review and approved by the Cabinet.	Summer (odd years) (Cabinet Retreat)
The approved Mission Statement is forwarded to ACCS for approval.	January (even years)
The ACCS submits the revised mission statement to the BOT for approval.	February BOT Work Session; March BOT Regular Meeting (even years)

- **Strategic Planning Process**

CVCC is committed to planning and assessment practices that focus on institutional quality, effectiveness and continuous improvement. To this end, CVCC supports an annual review process of broad-based and collaborative planning and evaluation that represents a cycle of identifying goals, expected outcomes, assessment measures and schedules, recording actual results, and plans for improvement based on these results. The Strategic Plan is a five-year plan (2023-2028).

- **Instructional Program Reviews**

The CVCC Instructional Program Review is a formal, comprehensive, systematic process that examines a program to determine the extent to which it is achieving its purpose and goals, to note program strengths and weaknesses, to make recommendations for improvements, and to provide a process that will facilitate

planning, decision making, and budgeting. While the purpose of the Instructional Program Review is to improve the quality of programs offered by the College, the ultimate goal is to increase student success. The deciding factors in determining a program's efficacy are the effects it has on the students who were enrolled in the program, and the extent the results measured up to the objective. The *Instructional Program Review Schedule* exhibits an on-going qualitative review schedule of programs, and the *CVCC Instructional Program Review Instructions* exhibit steps in the process (both included herein by reference). CVCC conducts an Instructional Program Review on each program every five years in alignment with ACCS Board of Trustees Policy 703.01: Instructional Quality.

- **General Education Assessment**

The *Report on General Education Assessment* is a composite of five years of data collected from faculty assessments and a random sampling of students' artifacts. The *Report on General Education Assessment* is prepared annually, shared with Cabinet for review, and posted on the College website for internal and external access.

- **Standing Committees Review**

CVCC policy requires that all faculty and staff participate in institutional decision-making by serving on standing committees. Standing Committee structures include faculty, staff, administrators, and in some instances, students. CVCC has a comprehensive array of Standing Committees representing Administrative, Student Services, and Instructional Programs to address governance and operations issues, with faculty and staff assigned to at least one committee. Each Standing Committee Roster describes the purpose of the committee and lists the members. Committee responsibilities include planning, assessing, coordinating, recommending, reviewing, and supporting all facets of the College. Faculty hold the primary responsibility for the content, quality, and effectiveness of the curriculum. This is supported by their involvement in the Curriculum Committee. The Standing Committee rosters are updated ongoing and reviewed/approved by the Cabinet annually.

- **Substantive Change Policy Review**

The *CVCC Substantive Change Policy and Procedures* ensures all substantive changes are reported to SACSCOC in a timely manner, consistent with the

SACSCOC Substantive Change Policy and Procedures. CVCC follows the SACSCOC general requirements that universally apply to most, if not all types of substantive change, and the specific requirements of substantive change types, institutional changes, off-campus instructional site/location changes, and program changes. Whenever an administrative decision is contemplated that would result in a substantive change relative to courses, programs, instructional sites or other issues covered in the *CVCC Substantive Change Policy*, the implications for accreditation, including timelines for notifications and the submission of a substantive change prospectus, will be carefully considered and must be approved by the appropriate entities. The *CVCC Substantive Change Policy and Procedures* is reviewed annually, and as required by SACSCOC policy revisions. The policy is published on the Intranet, accessible to faculty and staff.

COMPREHENSIVE PLANNING AND EVALUATION PROCESSES

The CVCC institutional effectiveness process consists of the following comprehensive functions:

Planning

- Developing procedures and identifying documentation
- Developing and monitoring the CVCC Strategic Plan
- Developing and implementing an *Institutional Effectiveness (IE) Annual Plan*
- Reviewing Unit Plans and utilizing Use of Results for continuous improvement
- Providing ongoing support for reviews of all areas of the College

Coordination and Implementation

- Providing professional development workshops for employees to understand their roles in achieving institutional effectiveness
- Collecting, analyzing, and publishing data on students, faculty, staff, and administrators for the annual *Fact Book* and *Report on Measures of Student Success*
- Coordinating the development of Unit Plans in conjunction with the strategic planning process
- Reviewing and monitoring the IE Annual Calendar and the IE Assessment Calendar.
- Preparing summary reports of evaluations and disseminating to the appropriate Functional Units for review

- Compiling Unit Plans Results and working with faculty and staff to prepare annual outcomes reports to share with the Administrative Cabinet

Assessment/Evaluation

- Coordinating and administering all aspects of assessment/evaluation of college operations with Division Chairs, Budget Managers, IE Standing Committee, Administrative Cabinet, and President
- Demonstrative use of results/information to promote continuous improvement in all aspects of the College
- Ongoing planning and assessment

Assessment Cycle

The Assessment cycle is the ongoing process of:

- Establishing clear, measurable expected program outcome, student success measures, and student learning *outcomes* (POs, SSMs, and SLOs).
- Ensuring that students have sufficient *opportunities* to achieve those outcomes.
- Systematically gathering, analyzing, and interpreting *evidence* to determine how well student learning matches CVCC's expectations.
- Using the resulting information to understand and *improve* student learning (continuous improvement).

FUNCTIONAL UNITS

Functional Units serve as an optimal platform for strategic planning purposes and budgeting. The Units involved in the planning and evaluation processes are from a comprehensive cross-section of the College. Each Functional Unit has a program/unit goal that supports at least one of the Institutional Goals and Areas of Strategic Focus, giving strategic direction to the Unit and the College.

There are three major groupings of Functional Units: Educational Programs (Transfer and Career), Administrative Support, and Academic and Student Support. Programs of study offered at CVCC include university parallel programs, career programs, and certificate programs. Academic program-level assessment addresses the College's academic programs, as well as Online Learning, Adult Education, and Workforce Development.

Unit Plans for Educational Programs

Unit plans for educational programs include: Applied Technology: Automotive Maintenance, HVAC, Industrial Maintenance, Welding; Biology; Business; Child Care & Development; Criminal Justice; Computer & Information Technology, Fine Arts & Social Sciences; Health Sciences: Medical Assistant, Nursing, Pharm Tech, Medical Lab Tech; English & Communications; Mathematics; Public Safety: Emergency Medical Tech, Paramedic; Fire Science; Physical Science; and Visual Communications.

Unit Plans for Administrative Support

Units plans for administrative support include: Business Services, Facilities & Maintenance, Human Resources, Information Systems, Institutional Advancement, Marketing and PR, President's Office, Campus Security, and Strategic Initiatives.

Unit Plans for Academic and Student Support

Unit plans for academic and student support include: Admissions/Registrar, COMPASS/Advising, Athletics, Dean of Instruction, Dean of Students and Campus Services, Learning Resource Center, Online Learning, Recruiting, Student Development and Success, Student Financial Services (Financial Aid), Testing, Title III, Tutoring, and Workforce Development.

Although structurally located in Student Services, the College views Student Financial Services (financial aid) as a dual service unit that has administrative functions as well as co-curricular educational functions. This perspective is important to the Institution because financial aid for the population of students the College serves is essential to meet the College's Mission to promote student success. Correspondingly, funds awarded through Student Financial Services allow students to pay tuition and fees, which impact the administrative finances (tuition, fees, etc.) of the Institution.

FUNCTIONAL UNIT ASSESSMENT

University parallel programs include the Associate of Arts and the Associate of Science degrees. These degrees are intended to provide the General Education core requirements of the first two years of a baccalaureate program and thus prepare baccalaureate-seeking students for transfer to a four-year college or university. Upon satisfactory completion of a prescribed course of study, a student at CVCC may earn an Associate's Degree. Each degree requires a core of courses designed to provide general educational skills as expressed by the following general education (Associate Degree) outcomes:

- The student will write sentences and paragraphs in standard English that are sequential, logical, and effectively organized.
- The student will demonstrate effective oral communication skills using unity of thought and logical arrangement of ideas.
- The student will perform mathematical computations and apply mathematical principles and methodologies to be successful in their specific degree program.
- The student will demonstrate knowledge of basic computer skills through the use of current computer technology and applications to develop computer literacy for academic setting and lifelong learning.
- The student will demonstrate scientific literacy through factual knowledge, understanding theoretical concepts and fundamental principles in the natural sciences and the application of scientific principles and methodologies to solve scientific problems.

Career/technical programs lead to the Associate in Applied Science degree. These programs are intended to prepare students for specific careers or occupational enhancement, and they also include some general education courses.

Unit Planning Online Template

Each educational and administrative department at CVCC has to identify and evaluate Program Outcomes, SSMs and/or SLOs. CVCC uses a *Unit Planning Online Template* (incorporated herein by reference) to allow all functional units of the College access to their unit plans. CVCC has identified student achievement measures and steps to evaluate and publish goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students served, and the kinds of programs offered. Each spring DSI calls for new Unit Plans for the upcoming year.

Unit Plan Outcome Reports

Evaluation at CVCC includes the use of multiple measures for a more comprehensive and accurate assessment to gauge achievement of Program Outcomes, Student Success Measures and SLOs. This benefits not only the students who are learning but also the instructors who are doing the teaching. Assessment data include both direct and indirect assessments and vary from Licensure Exam Results; Academic Progress; Program Accreditation Results; Graduation Rates; and Retention Rates. Units obtain assessment results and feedback from

surveys, reviews, reports, and data compiled from the assessments listed on the *IE Assessment Calendar*. Units must update the Unit Plan “Use of Results” section to identify needs for improvement based on the results. Plans are reviewed at Mid-year to determine if revisions are needed. Department/Program Chairs and Deans review the previous year’s Unit Plans to assess the level of performance in meeting expected outcomes.

DSI Institutional Research (IR) updates assessment surveys annually, including any changes requested by the unit, and sends a link to the campus. Unit Plans may be edited to reflect new Expected Outcomes. There are clear linkages among planning objectives, and the budget cycle, strategic initiatives, institutional goals, and the College Mission.

ANNUAL PLANNING AND EVALUATION CYCLE

The planning and evaluation processes at CVCC incorporate a systematic review of institutional goals and outcomes consistent with its mission (See Table 1: *Strategic Planning Process Timeline* below). Faculty and staff within the units contribute to the development of performance criteria to ensure that the data collected positively impacts the quality of student learning and decision-making.

Administrative and academic student support units develop Program Outcomes (POs) or Student Success Measures (SSMs) to measure achievement in Unit Plans. Educational Unit Plans are developed by each department and are measured in: (1) Program Outcomes (POs), (2) Student Success Measures (SSMs) and/or (3) Student Learning Outcomes (SLOs). The College-wide annual planning and evaluation cycle has three phases: Phase 1 (beginning of cycle, selection of outcomes), Phase 2 (midpoint assessment of outcomes), and Phase 3 (end of cycle, reporting of outcomes at year-end). As noted, the processes are cyclical (running on an annual clock) and broad-based (involving every division/unit/department at the College).

Beginning Process: Selecting Outcomes

The beginning of the planning cycle takes place during the start of the spring term of the prior year. This initial planning cycle generally runs from February through April annually. Unit Plan Program Outcomes (POs), Student Success Measures (SSMs), and Student Learning Outcomes (SLOs) represent the highest order of importance. Functional Units identify POs and SSMs; define SLOs; identify how such outcomes tie back into the College's Mission through the Institutional Goals and Areas of Strategic Focus; determine appropriate direct and indirect assessments; and plan unique strategies/action plans (processes/activities/procedures) required to reach each outcome. Once completed, department chairs and Deans review the Unit Plans. The department/division implement plan(s) at the beginning of the new academic year.

Mid-Year Process: Assessing Outcome Progress Mid-Year

Spring Semester marks the midpoint/mid-review of unit planning PO, SSM, and SLO efforts and takes place annually during January. Units internally assess progress made toward completion of expected outcomes (at mid-year) and make an assessment (where possible) of where they are at this stage in terms of reaching the goals set under each outcome. If preliminary results are achieved on an outcome, units complete Use of Results to adjust and/or make improvements (mid-year) to ultimately achieve the outcome.

End of Year Process: Final Reporting of Outcomes – Unit Plan Closeout

The end of the annual planning cycle begins at the end of Spring through Summer semester (typically May – July). Administrators, faculty, and staff representing each division and department of the College report their outcomes achieved and/or not achieved for their Program Outcomes, SSMS, and SLOs, where applicable. Each unit plan outcome is formally assessed in terms of whether or not the outcome was achieved, and the Use of Results and Action Taken for Improvement sections of the report are closely examined to ensure the unit has focused on improvement. Budget implications and the outcomes that link to the goals and areas of strategic focus (indicators to support the Mission) are also included to ensure congruency. Assessment Results and Analysis are discussed with Department Chairs. Deans review Unit Plan closeouts and provide feedback through the use of the *Dean's Rubric for Reviewing Unit Plans* (See Attachment 1).

Closeout Reports are due no later than October. The *Strategic Planning Annual Report* is completed in November.

Table 1: STRATEGIC PLANNING PROCESS TIMELINE

CURRENT YEAR MID-YEAR REVIEW (JANUARY)

January: Reviews include outcomes, measures and targets, and implications for unit planning in the upcoming year.

UNITS CREATE UPCOMING FY UNIT PLANS (FEBRUARY – APRIL):

February: Functional Units submit Unit plans for the upcoming academic year to Department head/Dean. Plans should include outcomes, measures and targets.

March-April: Dept/Dean review Unit Plans developed for the upcoming academic year and provide feedback to Functional Units. Plans finalized by April.

UNITS CLOSEOUT CURRENT YEAR'S PLANS (JULY)

July: Closeout unit plans from current year (FALL, SPRING, SUMMER). Reports include results, analysis, and actions for improvement for each outcome, measure and target outlined in the Unit Plans.

August- September: Dept/Dean review closed Unit Plans and provide feedback to Functional Units. Reports to be finalized by October.

UNITS IMPLEMENT UNIT PLANS FOR CURRENT YEAR (AUGUST)

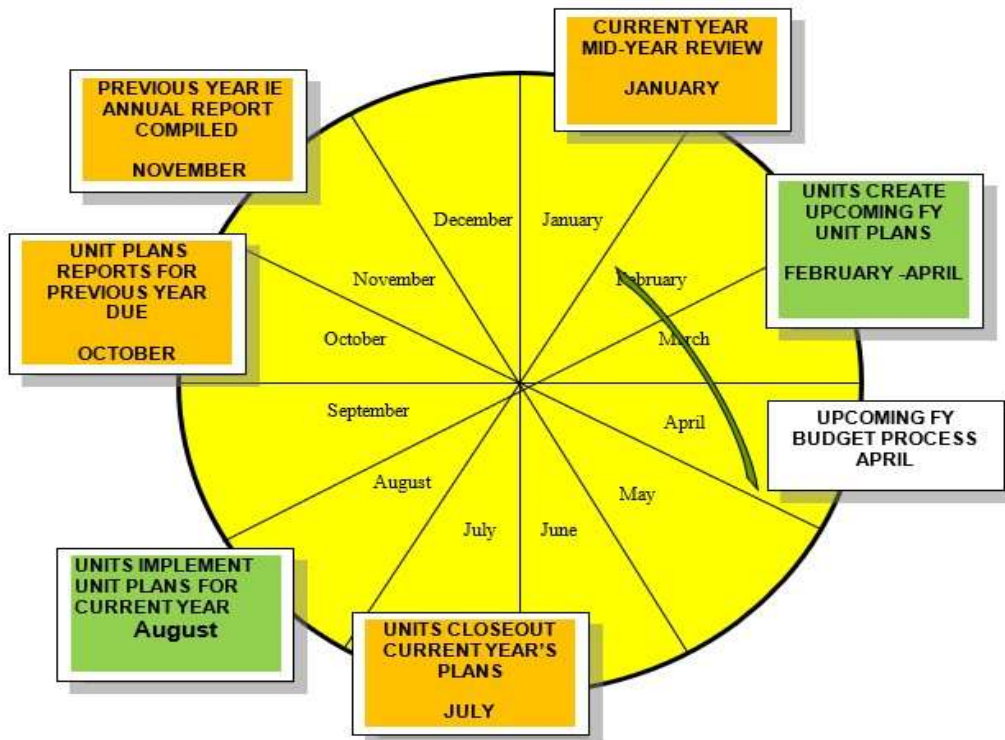
August: Units implement plans at the beginning of Fall Semester.

UNIT PLANS REPORTS DUE (OCTOBER)

October: Units must enter Unit Plan Reports for the previous year in the system by October.

DSI COMPILE IE ANNUAL REPORT (NOVEMBER)

November: DSI compiles a summary report of the Unit Plans completed during the year.



Strategic Planning Annual Report

The DSI Office of Institutional Effectiveness compiles the completed Unit Plans and Assessment Reports into the *Strategic Planning Annual Report* each year. Units link the achievement of such outcomes to the College's mission and institutional goals through the Areas of Strategic Focus in the strategic plan, as outlined on the Unit Planning Online Template. This report is used to document the planning and assessment processes and the accomplishment of unit goals. In addition, reports reflect how results were used to achieve outcomes and make improvements.

CONCLUSION

The results of the annual planning and evaluation assessments are delineated in the *Strategic Planning Annual Report*, and are discussed during the annual Administrative Cabinet Retreat. The combined planning and evaluation processes act as a compass for the College's strategic direction, providing a framework from which constituents may work to achieve the Institution's mission, vision, and goals; identify specific actions the College will take in pursuing its mission; and set priorities in decision-making.

Throughout the year, the IR Office compiles data from, and for, academic, administrative, and educational support units, including but not limited to, *Student Engagement Survey*, *Employee Evaluation of College Services*, and *Facilities Master Plan*. Specific documents that are produced and published as a part of the documentation of outcomes and accomplishments include the *Fact Book*, *Report on Measures of Student Success*, *Strategic Planning Annual Report*, Instructional Program Reviews, and the *CVCC Annual Report*. This information is shared with appropriate units and is available on the College's Intranet for use by faculty and staff.

Attachment1

Dean's Rubric for Reviewing Unit Plans						
Year: _____		Unit Name/Number: _____		New Plan:		
Closure: Dean: Date Completed:						
Unit Plan Section	Developed (2)	Developing (1)	Undeveloped (0)	Dean's Rating	Comments Recommendations	DSI Review
Area Mission or Purpose Statement (1*)	The area mission/purpose statement is clearly stated and gives broad statement of role of area.	The area mission/purpose statement is partially developed. The role of area is unclear.	Area mission/purpose statement is not stated.			
Institutional Goals and Focus Area Supported (1)	The institutional goals and Focus Areas supported are listed and are clearly linked to the unit plan.	The institutional goals and Focus Areas supported are listed, but the linkage is unclear.	No institutional goals and Focus Areas supported are listed.			
Outcome (2)	The outcome is clearly stated and based on expected outcomes.	Partially developed outcome that is process oriented.	No outcome reported or is unclear.			
Outcome Measure (2)	There are an adequate number of direct/indirect assessment activities with triangulation (at least 3 direct/indirect measures). Assessment methods are valid, reliable, realistic, useful and appropriate to outcomes.	There are 1-2 direct/indirect assessment activities to measure outcomes. Assessment methods are somewhat valid, reliable, useful and appropriate to outcomes.	The number of direct/indirect assessment activities is inadequate to measure outcome. Assessment methods are not valid, reliable, useful or appropriate to outcomes.			
Action Plan (1)	Action Plan statements are clearly stated, and appropriate to goals and expected outcomes.	Action Plan statements are unclear, not appropriate to goals and expected outcomes, not specific, and/or not measurable.	No Action Plan statements are clearly stated.			
Assessment Results (2)	Results clearly reported for all direct/indirect assessment methods. Data is accurately analyzed, interpreted and related to goals.	Results reported for direct/indirect assessment methods are unclear. Data is not accurately analyzed, interpreted and related to goals.	Results are not reported. No data collected or accurately reported.			
UNIT PLAN CLOSURE						
Analysis of Results (1)	Clearly identifies whether or not outcomes have been met. Included analysis of how actual results compare to expected outcome results.	Identifies whether or not outcomes have been met without analysis of how actual results compare to expected outcome results.	Does not identify whether or not outcomes have been met with no analysis			
Use of Results for Continuous Improvement (2)	Clearly developed Continuous Improvement Action Plan to use assessment results to improve programs and services. Evidence of data-driven decision making and planning. Action plan is clearly developed with designated person responsible and established timeline.	Partially developed Continuous Improvement Action Plan to use assessment results to improve programs and services. Little evidence of data-driven decision making and planning. Action plan is partially developed. Person responsible and timeline are unclear.	Undeveloped Continuous Improvement plan to use assessment results to improve programs and services. No evidence of data-driven decision making and planning. Action plan is undeveloped with no person responsible designated and no established timeline.			
Dean's overall assessment of the unit plan (Enter total weighted points into Dean's rating)	Thoughtful, in-depth application of the assessment process. Clearly developed summary narrative that includes whether goals were met, why or why not, and brief description of continuous improvement plans/changes.	Partial, superficial application of the assessment process. Partially developed summary narrative. Does not include whether goals were met, why or why not, and brief description of continuous improvement plans/changes.	No detailed application of the assessment process.			
Dean's Assessment of Proposed Initiatives with Budgetary Implications to be Linked to a Form B (2)	New initiatives are reported and clearly linked to previous reporting cycle. Clearly stated action response and budgetary impact indicating thoughtful use of assessment results.	Strategic initiatives are reported but there is no clear link to previous reporting cycle. Some indication of action response and budgetary impact, not clearly connected to assessment results.	No strategic initiatives are reported. No action response and budgetary impact reported.			
*Indicates weighting of each component. Multiply weighting times score to determine points awarded for each category.						