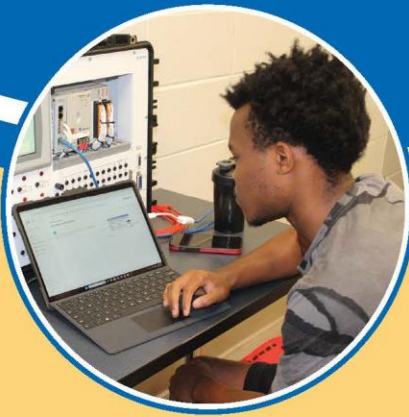




A ROADMAP FOR *Excellence*



CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE
Institutional Effectiveness Annual Plan 2025-2026

Chattahoochee Valley Community College

Institutional Effectiveness (IE) Annual Plan: 2025-2026

Executive Summary

The **2025-2026 IE Annual Plan** outlines Chattahoochee Valley Community College's (CVCC) comprehensive processes for institutional effectiveness, planning, and continuous improvement. Building on the success of prior years, this plan aligns with the **2023-2028 Strategic Plan**, and transitions to the **Xitracs digital platform** for streamlined unit planning and reporting. Xitracs will enable efficient documentation, enhanced accessibility, and more robust analysis of institutional data.

Key institutional goals and areas of strategic focus for 2025-2026 remain aligned with CVCC's **2023-2028 Strategic Plan**:

- **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.

PLANNING PROCESSES

The Division of Strategic Initiatives (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 its programs and services, CVCC 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 approval 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 cycle (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 of 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 holds 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 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.

Planning and Evaluation Framework

Overview:

DSI oversees a cycle of planning, assessment, and reporting to promote institutional effectiveness. All units contribute through their plans, guided by CVCC's mission and strategic priorities.

Planning Milestones and Accountability

Phase	Milestone	Expected Outcomes
January-February	Xitracs training sessions (in-house)	Faculty/staff proficiency in Xitracs; post-training feedback analyzed
April	Budget planning	Budget aligned with strategic initiatives
August	Plan year begins (Fall semester 2025)	Approved unit plans implemented
January-February	Mid-year review (Spring semester)	Adjustments made based on progress reports
May-June	Academic reporting year ends*	Closeout of plans; Use of Results documented
October	Final closeout deadline	Completion of outstanding assessments
November	Annual report completed	Data aggregated for institutional reporting

*Programs requiring 3rd party data, e.g. license, certification exams, etc., may include Summer Semester data.

Xitracs Integration Goals:

- Simplify data entry and reporting for faculty and staff.
- Enable real-time tracking of outcomes and assessment results.
- Centralize documentation for accreditation and strategic planning needs.

Assessment and Evaluation

Cycle of Assessment:

The IE process incorporates a systematic review of outcomes for programs, services, and operations using a unit planning system. Assessment phases include:

1. **Planning Outcomes:** Identification of measurable goals (Define/revise Program Outcomes, Student Success Measures, and Student Learning Outcomes. Design assessment methodology using direct and indirect measures).
2. **Data Collection:** Collection of measures through surveys, reports, and artifacts. Data are collected during the Fall and Spring semesters. Programs requiring 3rd party data, e.g. license, certification exams, etc., may include Summer Semester data.
3. **Analysis and Use of Results:** Evaluate results and use them to make changes. Continuous improvement actions are based on assessment findings.
4. **Assessment Tools and Alignment**

Key Tools Linked to Strategic Goals and Focus Areas

Tool	Strategic Goal(s)	Focus Area
<i>Student Engagement Survey</i>	Diverse educational programs	Instruction and Support Services
<i>Employee Evaluation of Campus Services</i>	Comprehensive planning and processes	Customer Service and Community Engagement
<i>Fact Book</i>	High-quality programs; planning needs	Workforce and Resource Development
<i>General Education Assessment</i>	High-quality academic standards	Instruction and Support Services
<i>Report on Measures of Student Success</i>	Retention, graduation, and workforce	Workforce and Resource Development

Assessment Cycle



Functional Unit Contributions

Each functional unit at CVCC plays a critical role in advancing institutional goals.

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) Student Learning Outcomes (SLOs), (2) Program Outcomes (POs) and/or (3) Student Success Measures (SSMs). Units are categorized as follows:

1. **Educational Programs:** Focused on academic transfer, career technical education, and adult education. Unit plans for educational programs include: Applied Technology: Automotive Manufacturing, Electrical Technology, HVAC, Industrial Maintenance, Welding; Business: Accounting, Management/Supervision, Business, General Business; Child Care & Development; Computer & Information Technology: CISCO Networking, Information Technology IFC, Information Technology ITD; Criminal Justice; Emergency Medical Technology; EMS Paramedic; Fire Science; Medical Assisting; Medical Lab Technology; Pharmacy Technology; Nursing: ADN, DRN, LPN; Visual Communications, and Workforce Development.

2. **Administrative Support:** Business Services, Campus Police, Facilities & Maintenance, Human Resources, Information Technology, Institutional Advancement, Marketing and PR, President's Office, and Strategic Initiatives.
3. **Academic and Student Support Services:** Admissions/Registrar, Athletics, COMPASS/Advising, Dean of Instruction, Dean of Students and Campus Services, Learning Resource Center, Online Learning, Recruiting, CIRSS, SENSE, Student Development and Success, Student Financial Services (Financial Aid), Testing, and Tutoring.

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.

Alignment of Unit Plans with Strategic Goals

Unit Type	Strategic Goal	Focus Area
Educational Programs	High-quality programs; diverse student success initiatives	Instruction and Support Services
Administrative Support	Comprehensive planning and resource allocation	Customer Service, Public Relations and Community Engagement; Technology and Infrastructure
Student Services	Support retention and graduation	Customer Service and Community Engagement; Instruction and Support Services

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's 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 using 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.

Annual Timeline

January – April:

- Conduct professional development on planning and reporting with Xitracs.
- Conduct mid-year reviews of progress of current unit plans.
- Identify and prepare new unit plans for the upcoming academic year in Xitracs.
- Integrate new unit plans into budget discussions and resource allocation.

May – July:

- Assess and close out unit plans for the current year. Programs requiring 3rd party data, e.g. license, certification exams, etc., may include Summer Semester data. Dept/Dean review/approve Unit Plan reports. Reports must be uploaded by July 31.

August

- Launch implementation of approved unit plans in Fall Semester.

October:

- Compile *Strategic Planning Annual Report*.

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 (JUNE)

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

June: Dept/Dean review closed Unit Plans and provide feedback to Functional Units. Reports to be finalized by July 31.

UNIT PLANS REPORTS DUE (JULY)

July: Units must enter Unit Plan Reports for the previous year in the system by JULY 31.

UNITS IMPLEMENT UNIT PLANS FOR CURRENT YEAR (AUGUST)

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

DSI COMPILE IE ANNUAL REPORT (OCTOBER)

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

CVCC Unit Planning Timeline Spring 2025



Strategic Initiatives for 2025-2026

1. Xitracs Transition:

- **Timeline:** January-February in-house training follows “train-the-trainer” sessions in January with Xitracs staff.
- **Challenges:** Potential learning curve for staff unfamiliar with the platform.
- **Contingencies:** Provide follow-up sessions and targeted support for users needing additional help.
- **Feedback Mechanism:** Post-training surveys will identify areas for improvement and guide subsequent training.

2. Retention and Graduation Initiatives:

- Reference: 2024 *Student Engagement Survey*, COMPASS QEP results, and *General Education Assessment* findings indicate areas needing attention (e.g., advising, at-risk student support).
- Metrics: Persistence, retention and completion/graduation rates will be monitored through the annual *Report on Measures of Student Success*.

3. Technology Enhancements:

- Reference: The *Fact Book* highlights the need for expanded digital resources.
- Action: Finalize the 5-year IT Plan, emphasizing instructional technology upgrades and cybersecurity.

4. Workforce Growth and Development:

- Input from advisory committees will guide partnerships with industries and curriculum alignment.

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*. 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 continuous improvements. Findings are discussed during the Administrative Cabinet Retreat.

Anticipated Challenges and Proactive Solutions

1. Retention/Graduation/Completion Challenges:

- **Challenge:** Many students, particularly non-traditional and low-income students, struggle to balance tuition, fees, and living expenses, which can lead to stop-outs or dropouts.
- **Solution:**
- Expand awareness and access to emergency aid funds and scholarships.
- Develop financial literacy workshops to help students manage expenses.
- Offer tuition payment plans that allow smaller, incremental payments.

2. Technology Adoption:

- **Challenge:** Staff adapting to new platforms like Xitracs.
- **Solution:** Extend access to training materials and offer refresher sessions.

3. Data Gaps:

- **Challenge:** Limited longitudinal data for new initiatives.
- **Solution:** Strengthen data collection and analysis processes through Xitracs.

Conclusion

The **2025-2026 IE Annual Plan** reflects CVCC's commitment to continuous improvement through effective planning, assessment, and use of results. 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. With the adoption of Xitracs, the College is poised to enhance its institutional effectiveness processes, streamline reporting, and achieve its strategic goals.