Volunteer State Community College
Procedures for Institutional Effectiveness Process
April 12, 2004

Institutional effectiveness activities are undertaken for the following reasons:
1. Improvement – The activities of the process will result in improvements to the institution. The primary focus of the activities is the creation of college-wide excellence through the concurrent development of people, processes and technology.
2. Accountability – Provides documented proof that the institution is accountable to its constituents. The institution has the ability to provide evidence that citizens will receive a quality education including instruction and support services.

The following must occur on campus to create an environment conducive to institutional effectiveness processes:
1. Public and private endorsements by the President.
2. Participation and endorsement at the Vice President level to include free flow of information and sharing of ideas and thoughts.
3. Repository to obtain information from Academic Affairs, Student Services, Business and Finance, Development, and Executive offices.
4. New employee orientation will include explanation of institutional effectiveness and the broad-based planning process at the institution.
5. Access to information for the Office of Institutional Effectiveness.
6. The institutional effectiveness process must be seamless and become part of the daily operational processes of the institution.
7. Participation must be tied to the personnel evaluation process.

All departments (Units) will participate in the following activities:
1. Each department (unit), with the submission of the Proposed Budget, will submit institutional effectiveness plans to the Office of Institutional Effectiveness through the appropriate supervisor and/or Vice President.
2. Institutional Effectiveness Plans will be developed with input from all personnel in the department.
3. The institutional effectiveness plan must be linked to the five-year strategic plan and mission of the institution.
4. All departments (units) will define a purpose. The purpose identifies the function of the unit as it relates to the larger context of the overall mission of the institution. The development of the purpose of the department will be accomplished with input from all personnel employed by the department.
5. The Budgetary Unit Head/Dean will be responsible for the coordination of the departmental institutional effectiveness plan and serve as the contact person.
6. All departments (units) will define unit objectives. At a minimum objectives will:
   a. Specify what the department will achieve.
   b. Identify criteria to be used by the unit to determine whether the objectives have been achieved.

     c. Be measurable and may include both quantitative and qualitative measures.

     d. Be specific to the department and must be understood by all employees within the department.

     e. Must cite the source of information, measures to be utilized, and how success will be determined.

7. Each department (unit) will identify methods to assess the intended objectives. Two or more methods of assessment are preferable while in some instances only one method may be available. Assessment activities may require more than one year for implementation and must be noted in the institutional effectiveness plan.

8. Improvement plans will be developed based on the information gleaned from reviewing the results of the assessments for each of the specified objectives.

9. The department (unit) will implement the assessment methods developed to achieve the objectives and to determine the effectiveness of the objectives.

10. The department (unit) will identify the impact on the quality of what the department (unit) does based on the improvement(s) made as a result of the implementation of the institutional effectiveness plan.

11. The plan is linked directly to the budget – cite funding source (either base budget or special project). The special project status is used when additional dollars are required. When this occurs, the department (unit) will submit a special project request.

Each department (unit) will submit a detailed biannual report (ensures movement on the plan).

Final submission of the plan will be reviewed for the following:
1. Evidence of closure.
2. Evidence of coordination with other departments if applicable.
3. Results of the activities undertaken to accomplish the objective(s):
    a) Documentation must be succinct, typically no more that two pages,
    b) When a study is conducted an Executive Summary will be provided including:
       1) Objective of the study
       2) Statement of hypothesis if applicable
       3) Summary of results
       4) Distribution and staffing of results for implementation of findings.
       5) Changes implemented as a result of actions undertaken to respond to the findings of the study. Identify pertinent dates.
4. Evidence of use of results

A review will be conducted on a monthly basis of a selected department's institutional effectiveness plan. The review will include but not be limited to:
1. Determination as to progress made in implementation of identified actions as a result of the initiative.
2. Identification of exemplary initiatives and actions.
3. Identification of areas for improvement.
4. Involvement of personnel within the department (unit).

5. Issues not specifically related to an institutional effectiveness plan for the year being reviewed but is an issue for the department (unit). This might include such things as items requiring action as a result of an audit finding, action required as a result of an accreditation visit, program peer review, self-study, etc.

Institutional Effectiveness initiatives will result in:
1. Clarification of the departmental (unit) purpose and mission of the institution.
2. Improvement in the use of resources.
3. Identification of institutional priorities and departmental (unit) priorities in support of the overall institution.
4. Improved student and employee performance.

Funding Sources External to Departmental Operating Budgets:
Two types of additional funding opportunities are available to support institutional effectiveness initiatives. These funds will be one-time dollars for implementation of a new institutional effectiveness plan. Both types of funding fall within the definition of special projects. Details for each of the funding types is provided below:

1. Special Project Grant Program – Grants available to individual employees or departments (units) to support institutional effectiveness initiatives. The requested dollar amount may not exceed $10,000. Grants are competitive in nature and will be evaluated and rated by the Institutional Effectiveness Committee. Grants will follow all guidelines established in the institutional effectiveness procedures.

2. Special Project Funding– Funding is available to all departments (units). Implementation of the institutional effectiveness plan requires funding of more than $10,000. The President's Cabinet will conduct evaluations and rate the request and in turn make the recommendation for funding. Institutional Effectiveness plans submitted for special project funding will follow all guidelines established in the institutional effectiveness procedures.

Institutional Effectiveness Calendar

November 15   Institutional budget and planning priorities distributed to campus personnel for use in the development of institutional effectiveness departmental (unit) plans for the following fiscal year.

December 31   Departments (units) prepare and submit a mid-year progress report for each institutional effectiveness initiative for the current year to the Office of Institutional Effectiveness.

January 31   Departments (units) submit institutional effectiveness plans for the following fiscal year through their supervisor and/or Vice President to the Office of Institutional Effectiveness.

February 15   Institutional Effectiveness Linkages Sub-Committee conducts a review of institutional effectiveness plans for the following fiscal year to determine linkage to the Five-Year Strategic Plan.

March 15   Office of Institutional Effectiveness provides feedback on the upcoming fiscal year plans through individual feedback sessions with the departments (units) as needed.

March 31   Final institutional effectiveness plans for the following fiscal year due to the Office of Institutional Effectiveness. This will be submitted with final budget recommendations. Note: Exact month may vary depending on the budget requirements mandated by the State of Tennessee.

June 30   Departments submit final progress report on implementation activities for the current year of the institutional effectiveness plan. Departments must demonstrate and provide evidence of improvements made as a result of the institutional effectiveness initiative.

July – June   Departments (units) implement institutional effectiveness plans.

Sources of Assessment Information

Tennessee Board of Regents Report Card:
  a. Placement Rates – Percent of graduates obtaining employment in a field related to their major.
  b. Enrolled Student Survey - Satisfaction with educational experience. Based on a 4-point scale.
  c. Alumni survey – Overall experience at the institution. Based on a 4-point scale.
  d. Percent of students graduating or transferring – Students are tracked for six years to determine if they graduated or transferred to a four-year Tennessee public institution.
  e. Degrees and certificates awarded – Number of degrees and certificates awarded for the specified time period.
  f. Percent of first-time freshmen continuing the next year – First-time full-time freshmen enrolling at the institution the following year after initial enrollment.
  g. Full-time faculty percentage of total full-time employments – Based on October personnel file.
  h. Ratio of full-time students to full-time faculty.
  i. Annual state dollars per full-time students – State appropriations per full-time students.
  j. Five year average private giving – Includes actual dollars, securities, and in-kind amounts given to the institution.
  k. Private giving as percent of total budget – Percent of E and G expenditures.
  l. Percent of freshmen receiving financial aid – National Center for Statistics national survey.
  m. Average freshmen student debt – National Center for statistics national survey. Debt is based on average student loans which is institutional support.
  n. Percent of programs accredited – The percentage of academic programs accredited by an accrediting agency.
  o. Percent of standards met in peer review – The percentage of standards met by programs participating in peer review.

Performance Funding Measures not mentioned under the TBR Report:
  a. Licensure Examination Results
  b. Employer Survey Results
  c. General Education Review:
      1. Academic Profile
          a. total scaled score
          b. proficiency levels
          c. content areas
      2. General Education Pilot
  d. Major Field Testing
  e. Mission Distinctive Institutional Goals:
      a. FTE in dual enrollment courses
      b. First-time Freshmen with an ACT Composite of 26 or higher
      c. Annual gifts, excluding one time gifts

    f. State Strategic Plan Goals:
    a. Courses offered through technology
    b. Replacement of computer lab equipment
    c. Non-credit career oriented business and industry relationships
    d. Tech Prep Articulation agreements with public and private secondary
       institutions

Other Sources:
Student Right-to-Know Graduation and Transfer Rates
Entering ACT Scores
Entering High School GPA
Persistence Rates
Grade Distribution
Success Rates
Course Completion Rates
Mid Term Deficiency analysis
Library Satisfaction analysis
VSCC Employee Evaluations
Evaluation of Instructional Delivery
Adequacy of Facilities
Adequacy of Equipment
Standardized Tests
Analysis of portfolios and recitals
Pre- and Post-Testing of students
Use of outside examiners from business, industry and the professions to provide feedback
on student's presentations or projects.
Design final exam questions to capture cumulative learning in the major.
Compare student writing samples at different levels of courses to assess student progress
in writing.

Departments and Units Participating in Institutional Effectiveness

Unit	Department (within unit)	Name
President's Office		Warren Nichols
Internal Audit		Bill Scott
Public Relations		Ann Whiteside
VP Development Office		Stan Cole
	Continuing Ed./B&I	Hilary Marabeti
VP Institutional Pla, Resr., Effect.		Jane McGuire
VP Academic Affairs		Charles Lea
Asst. VP for Academic Affairs		Jim Hiett
	Newskills	Kay Dayton
	Media Services	Terry Heinen
	Livingston Center	Mike Powell
	Distance Learning	Skip Sparkman
	Tech Prep	Rick Parrent (Interim)
	Off-Campus	Shanna Jackson
Academic Computing		Bob Berry (Interim)
Records		Jan Roark
Career Placement/Coop		Rick Parrent
Library		Louise Kelly
Allied Health		Ron Coleman
	EMT/Paramedic	Ric Collier
	Dental Assistant	Desiree Sutphen
	Respiratory Care	Cory Martin
	Physical Therapy Assistant	Denis Dipert
	Medical Lab Tech	Jana Allen
	Health Information Tech.	Lois Knobeloch
	Fire Science	Travis Ford
	Ophthalmic Tech	Wendy Hansen
	Sonography	Gene Spain
	Radiologic Tech	Monica White
	Center of Emphasis	Kevin Alspaugh
Business Division		John Espey
	Business & Finance	Brenda Hester
	General Business Adm (GBA)	Rob Morris
	Paralegal	Virginia Tompkins
Humanities		Mickey Hall
	Visual & Performing Arts	Dawn Larsen
	Communication	Len Assante
	English	Mandy McDougal
	Foreign Language/ESL	Jaime Sanchez

	WVCP	Howard Espravnik
	Language Center	Laura Black
Math & Science		Richard Harville
	Biological Science	Nancy Morris
	Physical Science	Nancy Morris
	Math & Engineering	Bob Forrester
Social Science		Karen Valencia
	History	Carole Bucy
	Psychology	vacant
	Education/P.E.	Alice Amonette
	Honors Program	Dawn DeVeaux
VP Business & Finance		Beth Cooksey
Asst. VP of Business/Finance		Danny Gibbs
	Public Safety	William Rogan
	Telecommunications	Larry Mayfield
	Business Office	Nancy Batson
Purchasing		vacant
Administrative Computing		Tom Wallace
Maintenance		Sandy Forest
Human Resources		Nita Johnson
VP Student Services		Patty Powell
Asst. VP Student Services		Tom Miller
	Admissions	Tim Amyx
	Advising	Teresa Brown
	Counseling & Testing	Emily Short
Asst. VP Student Services and Veterans' Affairs		Larry Casteel
	Disability Services	Sherry Aaker
	Student Life	Monique Wright
	Health Services	Betty Brown
Athletics		Richard Moore
Financial Aid		Sue Pedigo