



WILLIAMSBURG TECHNICAL COLLEGE

Institutional Effectiveness Process Manual

Revised: July 2026

Office of Institutional Effectiveness, Research & Planning

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Purpose of This Manual

This manual describes the Institutional Effectiveness (IE) process at Williamsburg Technical College (WTC). It serves two purposes: first, to explain how the IE process works at WTC; and second, to assist faculty, staff, and administrators in fulfilling their responsibilities within the process, including program learning outcomes assessment, administrative unit assessment, and institutional planning.

This manual should be read alongside the college's current Strategic Plan, which establishes the institutional initiatives and goals that the IE process supports. The IE process and the Strategic Plan are complementary but distinct documents: this manual describes the process; the Strategic Plan describes the priorities.

This manual is reviewed and updated annually by The Director of Planning and Research in coordination with the IE Committee and the President's Council. Revisions are approved by the President.

Mission Statement

Williamsburg Technical College, a member of the South Carolina Technical College System, is a public, two-year, associate degree, diploma, and certificate granting institution serving Williamsburg County. The mission of Williamsburg Technical College is to offer quality, affordable, and accessible educational opportunities and experiences that enable students to acquire the knowledge and skills to achieve their goals and to encourage economic development in Williamsburg County.

The College offers to residents of Williamsburg County with varying academic skill levels the opportunity for postsecondary vocational, technical, and occupational programs leading directly to employment or maintenance of employment in any of the area's manufacturing firms specializing in textiles, plastics, or metal fabrication. Additionally, Williamsburg Technical College offers postsecondary vocational programs leading directly to employment or maintenance of employment in many of the county's service industries to include cosmetology, nursing, and automotive repair. Associate degree programs are also offered which enable students to gain access through transfer to other postsecondary education.

Through curricular programs and extensive online instruction and special programs and in cooperation with business and industry, the College attempts to produce ethical and skilled employees with leadership abilities who are also competent in their fields, capable of adjusting to change, and knowledgeable of current technological advances. Williamsburg Technical College affirms the following values as guides for the institution to fulfill its mission, goals, philosophy, and operational procedures.

The College is committed to:

- **Students:** belief in the capacity of individuals to be productive, to grow, and to achieve their highest potential.
- **Quality Education:** commitment to high standards for educational programs that enhance the personal, social, and economic potential of the individual.
- **Access:** commitment to educational access for all who are eligible and who have the desire and ability to benefit from program offerings.

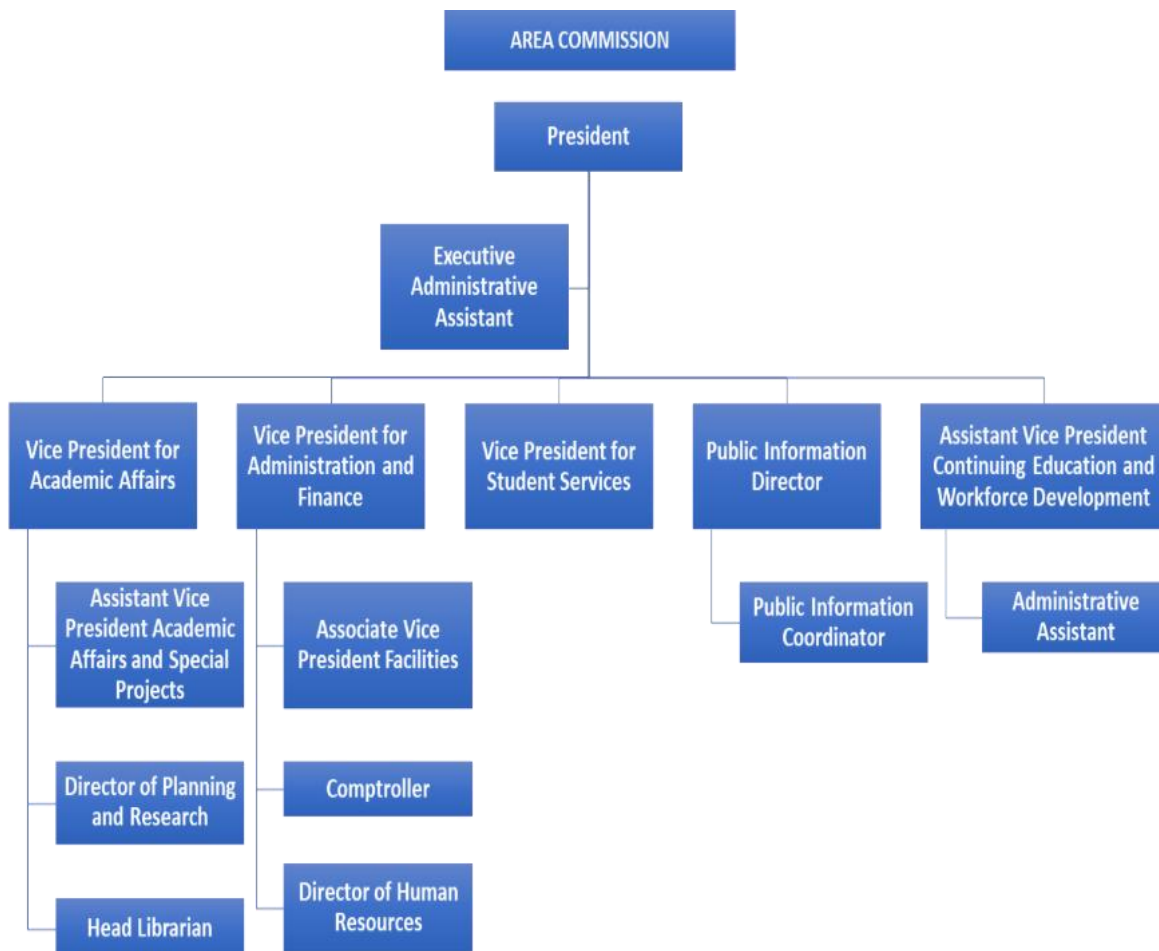
- **Contribution to Community:** recognition of a partnership with and respect for cultural diversity in the community which supports local civic, economic, educational and cultural needs, and enriches the quality of community life.
- **Quality Work Environment:** commitment to instructional and organizational development which results in open communication and involvement in planning and decision making in an ethical environment.

WTC Area Commission approved May 3, 2010; Reaffirmed July 7, 2025; Commission on Higher Education approved January 3, 2014

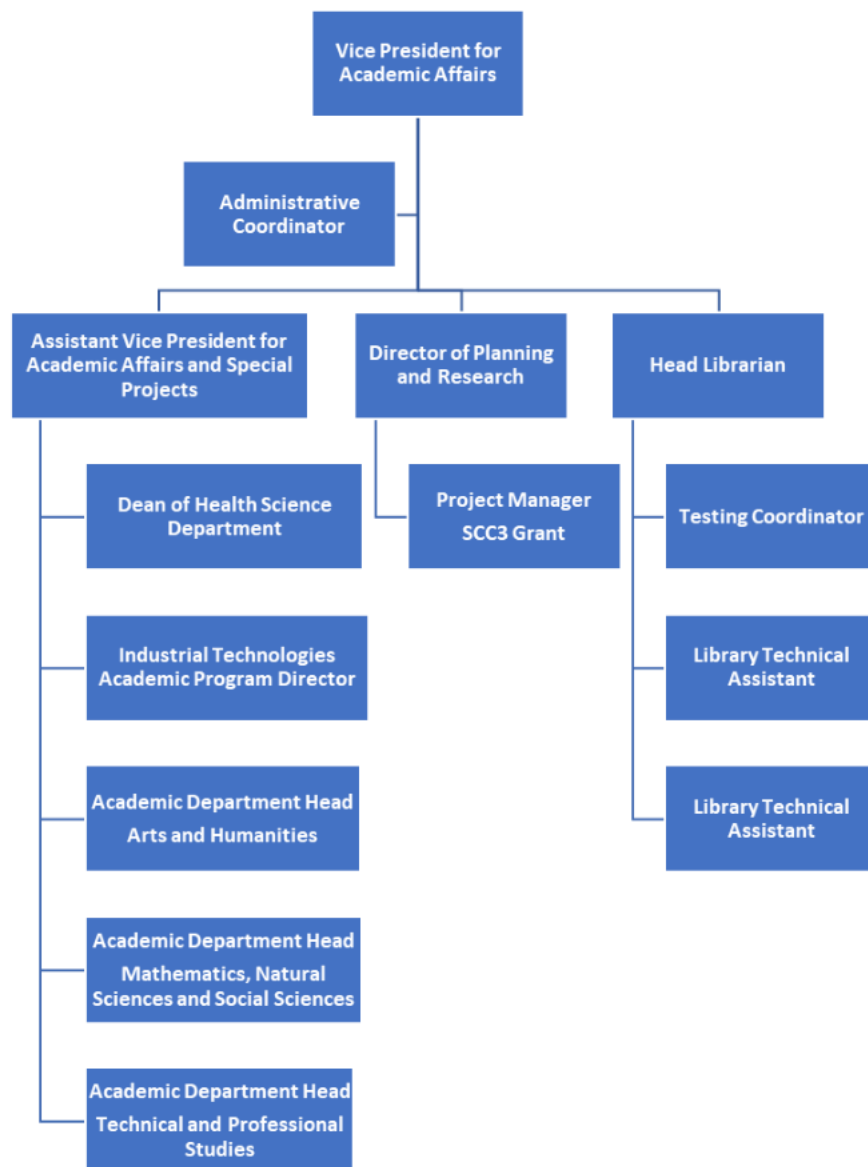
Institutional Organization

Williamsburg Technical College is organized into three major divisions — Academic Affairs, Student Affairs, and Administration and Finance — plus the Office of the President. The organizational charts below reflect the college's current structure by position. Within Academic Affairs, the Office of Institutional Effectiveness, Research & Planning reports directly to the Vice President for Academic Affairs and coordinates the IE process across all divisions.

Institutional Organizational Chart



Academic Affairs Organizational Chart



Terms and Definitions

Term	Definition
Achievement Rate	The percentage of students assessed on a Program Learning Outcome who met or exceeded the established benchmark. Calculated as: (Number Meeting Benchmark ÷ Number Assessed) × 100.
Annual Program Assessment Workbook	The Excel-based workbook used by each credit program to document curriculum mapping, the assessment plan, term-level data entry, and annual results and summary. Contains six tabs: Assessment Summary, Curriculum Map, Program Assessment Plan, Data Entry, Summary & Plan, and Program Statistics & Trends. A new workbook is completed each academic year.
Assessment Cycle	The period covering fall, spring, and summer terms during which assessment data is collected and recorded. The cycle concludes at the end of July.
Benchmark	The minimum acceptable level of student performance for a given Program Learning Outcome, stated as a measurable target (e.g., “75% of students assessed will meet or exceed the standard”).
Curriculum Map	A matrix showing where each Program Learning Outcome is introduced (I), reinforced (R), and evaluated (E) across the courses in a program.
IE Planning Cycle	The twelve-month period, July 1 to June 30, which the Institutional Effectiveness process follows, aligned with the college’s fiscal year.
Means of Assessment	The method used to collect evidence of student achievement of a Program Learning Outcome. May include course-embedded assessments, standardized exams, clinical evaluations, portfolios, licensure pass rates, or other direct measures.
Operational Plan	The annual collection of IE Forms from each division and department, representing short-term outcomes that advance the college’s Strategic Plan initiatives.
Plan for Improvement	A documented, forward-looking action statement describing what changes will be made in response to a PLO that did not meet its benchmark. Required for any PLO falling below the established benchmark.
Action Taken / Change Made and Evidence of Change	Documentation of whether the previous cycle’s Plan for Improvement was implemented and what effect it had. In the Annual Program Assessment Workbook, this is captured in two columns: “Action Taken / Change Made” and “Evidence of Change.” Together these fields complete the continuous improvement loop.
Process Outcome	A measurable expected result for an administrative unit, focused on the efficiency or effectiveness of a service or operational function.
Closing the Loop	The step in the continuous improvement cycle in which the institution documents what actions were taken based on assessment results and what difference those actions made. For academic programs, closing the loop is documented in the “Action Taken / Change Made” and “Evidence of Change” columns of the Summary & Plan tab. For administrative units, it is documented in the Closing the Loop table of the Administrative Unit Assessment form. This is the evidence SACSCOC reviewers examine most carefully to confirm that assessment drives improvement rather than simply being recorded.
Designated Section Author	The staff member identified by a VP or the President to complete a specific outcome section of an Administrative Unit Assessment form. Each designated

Term	Definition
	section author is responsible for the Outcome Statement, Strategic Plan alignment, Assessment Plan, Results, Analysis, and Use of Results for their assigned outcome only. The VP or President retains overall responsibility for the form, completes the Closing the Loop section, and routes the document for signatures.
Program Learning Outcome (PLO)	A statement of what students are expected to know, think, or be able to do upon completion of a program. PLOs are assessed at the program level, not the individual course level.
Student Learning Outcome (SLO)	A broad term encompassing any measurable expected result of student learning. At WTC, PLOs are the primary SLOs tracked in the annual assessment cycle.
Success Criteria	See Benchmark. The quantifiable standard against which student performance is measured.
Summary & Plan	The tab in the Annual Program Assessment Workbook where annual assessment results are compiled. For each PLO, the Program Coordinator documents: Analysis of Results, Plan for Improvement (Closing the Loop), Action Taken / Change Made, and Evidence of Change. Also includes fields for curriculum revision needs and resource requests.

SACSCOC Standards Addressed

Williamsburg Technical College's IE process is designed to meet the requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 2024 Principles of Accreditation. The standards most directly addressed by this manual are:

Standard	Requirement
CR 7.1 Institutional Planning	The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.
Standard 7.3 Administrative Effectiveness	The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
CR 8.1 Student Achievement	The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.
Standard 8.2a Educational Programs	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.
Standard 8.2b General Education	Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
Standard 8.2c Academic & Student Services	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for academic and student services that support student success.

Note: The program assessment process described in Section 6 of this manual directly addresses Standards 8.1, 8.2a, and 8.2b. The administrative unit assessment process in Section 7 addresses Standards 7.1, 7.3, and 8.2c.

The IE Process Model

Williamsburg Technical College's IE process is a continuous improvement cycle grounded in evidence-based decision-making. The model applies to academic programs, administrative units, and the institution as a whole.

The WTC Institutional Effectiveness Cycle

Define Outcomes → Implement → Collect Data → Analyze Results → Use Results for Improvement → Document → Repeat

The Seven Components

Step	Component	Description
1	Mission & Purpose	All planning and assessment activities are grounded in the college's mission statement and aligned with the current Strategic Plan.
2	Planning	Institutional goals and unit-level outcomes are established. Programs define PLOs and benchmarks; administrative units define process outcomes.
3	Implementation	Programs and services are delivered. Data is collected through course assessments, standardized exams, surveys, enrollment data, and other measures.
4	Assessment	Results are measured against expected outcomes. Achievement rates are calculated and compared to benchmarks.
5	Use of Results	Findings are reviewed by program coordinators, department heads, and leadership. Results inform Plans for Improvement and resource allocation decisions.
6	Documentation & Reporting	Assessment results, Plans for Improvement, and Action Taken / Change Made are recorded in the Annual Program Assessment Workbook. This document constitutes the evidence of compliance with SACSCOC standards.
7	Continuous Improvement	The cycle repeats. The Action Taken / Change Made and Evidence of Change fields in the Summary & Plan tab close the loop by documenting whether improvement actions were implemented and effective.

The IE Calendar

WTC's IE Planning Cycle runs July 1 through June 30, aligned with the college's fiscal year. The assessment cycle covers three terms (fall, spring, summer) and concludes at the end of July. The following calendar summarizes key activities and deadlines.

Month	Key Activities
August	Director initiates new Program Assessment cycle; establishes shared OneDrive Program Evaluation folder; IE Workshop for faculty and program coordinators; Strategic Plan goals finalized; Program Assessment and Administrative Assessment Forms for new cycle due.
September	Area Commission fall enrollment report due; IE Committee reviews and approves assessment plans; WTC Accountability Report published; Alumni follow-up from prior year.
October–November	Fall term instruction and data collection; Student Evaluation of Faculty (fall); mid-year check-ins on strategic goal progress.
December	Instructors complete the fall Data Entry tab in the Annual Program Assessment Workbook; Director reviews fall submissions for accuracy; mid-year faculty and staff meetings to assess current status of goals and initiatives.
January–March	Spring term instruction and data collection; Alumni Survey emailed; CHE reporting on Majors, Retention, and Attrition.
April	Instructors complete the spring Data Entry tab in Annual Program Assessment Workbook; Student Opinion Survey; Faculty Evaluation (spring); Graduate telephone survey (prior year graduates), Graduate Survey administered to current graduates; Alumni report completed.
May	Program Coordinators and Department Heads finalize spring entries and resolve outstanding submissions; Employer Survey;
June	Summer term instruction and data collection; Curriculum Review Committee meeting to review assessment findings and any recommended curriculum changes; IE Workshop for Division Heads; Director reviews completed workbooks and forwards to VP for Academic Affairs.
July	By end of July: all Annual Program Assessment Workbooks complete for all three terms; Director prepares summary report for President's Council; Strategic Planning Meeting of Administrative Staff; IE Planning Cycle for new year begins.

Program Assessment Process

All credit programs at Williamsburg Technical College — including associate degree, diploma, and certificate programs — participate in an annual program assessment cycle. This process is the college's primary means of meeting SACSCOC Standards 8.1 and 8.2a and demonstrating that students are achieving program-level learning outcomes.

The Annual Program Assessment Workbook

Each credit program maintains an Annual Program Assessment Workbook, an Excel-based file stored in the program's shared OneDrive folder. The workbook contains the following tabs:

Tab	Contents and Purpose
Assessment Summary	A program-level overview tab displaying program information (enrollment, graduates, description) and a summary table showing each PLO alongside Analysis of Results, Plan for Improvement, and Action Taken / Change Made. Data auto-populates from other tabs.
Curriculum Map	A matrix showing where each PLO is Introduced (I), Reinforced (R), and Evaluated (E) across courses in the program. Establishes alignment between PLOs and curriculum.
Program Assessment Plan	Documents each PLO, the course(s) where it is evaluated, the assessment type and measure, the proficiency benchmark, the achievement target (default: 75% of students meeting the 80% proficiency benchmark), and the data collection schedule. Completed at the beginning of each cycle.
Data Entry	Completed by instructors at the end of each term (fall, spring, summer). For each PLO, records the assessment method, data collection date, and number of students assessed and meeting proficiency for up to two courses. The Combined Results % auto-calculates across both courses.
Summary & Plan	Completed by the Program Coordinator after all term data is entered. For each PLO, includes: (1) Results % and Benchmark Met status (auto-calculated); (2) Analysis of Results (strengths, weaknesses, trends, contributing factors); (3) Plan for Improvement / Closing the Loop; (4) Action Taken / Change Made; and (5) Evidence of Change. Also includes fields for curriculum revision needs and resource requests.
Program Statistics & Trends	Contains historical enrollment, graduate, and placement data. Charts and trend data are used to inform the Summary & Plan and to support SBTCE Procedure 3-1-301.1 program productivity reporting.

A new workbook is used each academic year. Completed workbooks are retained in the shared OneDrive folder as the ongoing record of continuous improvement and are available for SACSCOC review at all times.

The 8-Step Program Evaluation Process

The following steps describe the annual program evaluation cycle coordinated by the Office of Institutional Effectiveness, Research & Planning.

1. In August, **The Director of Planning and Research** initiates the annual Program Evaluation cycle and establishes a shared Program Evaluation folder in OneDrive, accessible to the

relevant instructors, program leads, the VP for Academic Affairs, and the AVP for Academic Affairs.

2. At the conclusion of each term — including the summer term — **instructors** complete the Data Entry tab of the program's Annual Program Assessment Workbook, recording the assessment method, data collection date, and student counts for each Program Learning Outcome (PLO). The **Program Coordinator** then completes the Summary & Plan tab, documenting an Analysis of Results, a Plan for Improvement for any PLO that did not meet the benchmark, and the Action Taken / Change Made from the previous cycle (i.e., what improvement was implemented and what effect it had). A new workbook is used each academic year and retained in the shared OneDrive folder as the ongoing record of continuous improvement. The Director reviews submissions for accuracy but does not enter data on behalf of others.
3. Following the fall term, **the Director** reviews submitted data for accuracy, flags any missing submissions, and follows up with the appropriate Department Head or Program Lead to ensure timely completion.
4. Following the spring term, **Program Coordinators and Department Heads** finalize spring assessment entries and resolve any outstanding fall or spring submissions before the summer term begins.
5. By the end of July, **Program Coordinators** ensure the Annual Program Assessment Workbook is complete for all three terms. The Summary & Plan tab must include an Analysis of Results for each PLO, a Plan for Improvement for any PLO that did not meet the benchmark, and a completed Action Taken / Change Made and Evidence of Change section documenting whether the previous year's improvement actions were implemented and what effect they had.
6. **The Curriculum Review Committee** will review the completed Program Evaluation Forms and any other recommended curriculum changes during a scheduled meeting no later than July, before the new cycle begins in August. Where assessment findings warrant curricular revision, the Committee will follow the procedures established in Section 3.9 of the Academic Affairs Handbook.
7. **The Director of Planning and Research** reviews all completed Program Evaluation Forms for accuracy and forwards them to the **VP for Academic Affairs** for final review and approval. The Director of Planning and Research is responsible for ensuring the Program Review File — maintained within the shared OneDrive folder — is current, organized, and accessible for accreditation review purposes at all times.
8. At the conclusion of each cycle, **the Director** prepares a summary report of program evaluation outcomes to inform institutional planning, budgetary decisions, and strategic priorities, consistent with the college's mission and SACSCOC requirements.

Writing Effective Assessment Documentation

The following guidance is intended to help program coordinators and instructors complete assessment documentation that is meaningful, accurate, and SACSCOC-compliant.

Plans for Improvement

A Plan for Improvement is required whenever a PLO does not meet its benchmark. Plans for Improvement should be:

- Forward-looking and action-oriented. State what will be done, not just what happened.
- Specific enough to be verifiable. Vague statements such as “will work to improve” are insufficient.
- Tied to a realistic timeline. Where possible, note when the action will be implemented.

Example of a weak Plan for Improvement: “Will review course materials.”

Example of an effective Plan for Improvement: “Instructor will add two additional lab simulations on sterile technique to the fall clinical rotation sequence, targeting the specific steps where error rates were highest in the spring assessment.”

Prior Year Follow-Up

The “Action Taken / Change Made” and “Evidence of Change” columns in the Summary & Plan tab document whether the previous cycle’s Plan for Improvement was implemented and what effect it had. Together they close the continuous improvement loop and are among the most important elements SACSCOC reviewers examine. These fields should:

- Explicitly state whether the planned action was implemented (yes, partially, or no, with explanation).
- Report what effect, if any, was observed in the current cycle’s data.
- If the PLO still did not meet benchmark, describe the revised or continued plan.

Note on SACSCOC vs. SBTCE Reporting

Important Distinction: Standard 8.2 vs. Procedure 3-1-301.1

The Annual Program Assessment Workbook addresses SACSCOC Standard 8.2, which focuses on student learning outcomes at the program level. This is distinct from SBTCE Procedure 3-1-301.1, which addresses program productivity metrics (enrollment, graduation rates, placement rates). Both are important, but they serve different purposes. The Program Statistics & Trends tab in the workbook captures productivity data to support SBTCE reporting; the Program Assessment Plan, Data Entry, and Summary & Plan tabs address SACSCOC Standard 8.2.

Administrative Unit Assessment Process

All non-academic divisions and departments at WTC participate in the annual Administrative Unit Assessment process. This process addresses SACSCOC Standard 7.3, which requires the institution to identify expected outcomes for administrative support services and demonstrate the extent to which those outcomes are achieved.

WTC uses four division-level Administrative Unit Assessment forms, each pre-configured for the number of outcomes assigned to that division. Each form is owned by the responsible VP or, for units reporting directly to the President, by the President's Executive Assistant on behalf of the President. Within each form, individual outcome sections are completed by Designated Section Authors — the staff members closest to each functional area — identified by the VP or President. The VP or President reviews all sections, completes the Closing the Loop section, and routes the final form for signatures. The forms, along with the accompanying Administrative Unit Assessment Process Guide, are distributed each August through the shared OneDrive folder maintained by the Office of Institutional Effectiveness, Research & Planning.

Key Requirements

- Business Affairs completes three outcomes per cycle; all other divisions complete two outcomes per cycle. Outcome sections are assigned to Designated Section Authors by the VP or President.
- Outcomes must be tied to the college's Strategic Plan initiatives where applicable.
- Results must be documented and used to inform planning or service improvements ("closing the loop").
- Planning sections (Outcome Statement, Strategic Plan alignment, Assessment Plan) are completed by Designated Section Authors by mid-September. Completed forms with all sections finished, the Closing the Loop section, and all required signatures are submitted to the IE Office by the end of July.

Administrative Assessment Cycle

Phase	Activity
Planning (August)	The VP or President distributes the form to Designated Section Authors via shared OneDrive. Section authors complete the Outcome Statement, Strategic Plan alignment, Assessment Plan, and Target for their assigned outcome section. Planning sections due to the VP by mid-September; the IE Office reviews submitted planning sections by end of September.
Implementation (Sept–May)	Units carry out planned activities and collect relevant data throughout the year.
Assessment (May–June)	Designated Section Authors complete the Results and Analysis sections for their assigned outcomes and notify the VP or President when their sections are done.
Use of Results (June–July)	Units document how results were used (or will be used) to improve services or processes. The IE Committee reviews completed forms. The President's Council reviews the compiled Assessment Record Book at the July planning retreat.

The four completed Administrative Unit Assessment forms constitute the college's administrative unit assessment record for the cycle year. Signed forms are compiled into the Assessment Record Book maintained by the IE Coordinator, the IE Committee Chair, and the President.

General Education Assessment

Williamsburg Technical College assesses student achievement of general education competencies in accordance with SACSCOC Standard 8.2b. WTC has identified four institution-wide General Education Competencies, approved by the WTC Area Commission, that apply to all associate degree programs. Each competency is assessed annually through designated courses within each degree program. The four competencies, and the institutionally designated assessment course for each, are maintained in the General Education Competency Maps on file with the Office of Institutional Effectiveness, Research & Planning. Current course assignments for each competency by program are also documented in those maps.

The general education assessment process is coordinated by the Office of Institutional Effectiveness, Research & Planning in collaboration with the VP for Academic Affairs. For each degree program, one course is designated as the primary assessment vehicle for each of the four competencies. Assessment data is collected through course-embedded assessments in those designated courses and is reported as part of the annual program assessment cycle. Each designated course uses a standardized assessment measure aligned to the competency's definition. Results are compiled annually by the Director of Planning and Research, reviewed by the VP for Academic Affairs, and included in the Assessment Record Book. Results below benchmark trigger Plans for Improvement at the program level, consistent with the process described in the Program Assessment section of this manual.

WTC General Education Competencies

- Communication — Communicate effectively in written and oral settings appropriate to academic, professional, and civic contexts.
- Quantitative Reasoning — Apply mathematical and quantitative reasoning to analyze information, solve problems, and support decisions.
- Critical Thinking and Problem Solving — Analyze information, evaluate evidence, and develop appropriate solutions to academic and workplace problems.
- Information and Digital Literacy — Locate, evaluate, ethically use, and communicate information using appropriate digital technologies.

The General Education Competency Maps, including current designated assessment courses for each program, are updated annually by the Director of Planning and Research. These maps are available in the shared OneDrive Program Evaluation folder and are on file for SACSCOC review. Because designated assessment courses may change as programs are revised, the competency framework is treated as stable institutional policy while course assignments are maintained as a living operational record separate from this manual.

Indicators of Effectiveness

The IE Committee, with the President's approval, has identified five Indicators of Effectiveness that are monitored on a recurring basis. These indicators provide a college-wide view of institutional health and supplement the program-level assessment data collected through the annual cycle. Results are published annually in the WTC Accountability Report and on the college's website.

#	Indicator	Description
1	Graduate Placement Rate	Percentage of graduates employed or continuing their education within a defined period following graduation.
2	Licensure and Certification Pass Rate	Percentage of students taking licensure or certification exams who pass on their first attempt, for programs where such exams are required.
3	Fall-to-Spring Persistence Rate	Percentage of fall-enrolled students who are still enrolled in the following spring term.
4	Student Progression Rate	Percentage of students who successfully progress from one academic term to the next while advancing toward program completion, as reported to the South Carolina Technical College System.
5	IPEDS Graduation Rate (Key Completion Indicator)	The IPEDS-defined graduation rate measuring the percentage of full-time, first-time degree-seeking students who complete their program within 150% of normal time. This is WTC's designated Key Completion Indicator.

Roles and Responsibilities

Every employee of Williamsburg Technical College has a role in the Institutional Effectiveness process. The following describes the primary responsibilities of key participants.

The President

- Provides overall leadership and accountability for the IE process at the institutional level.
- Convenes the annual Strategic Planning Meeting in July, including the President's Council and the Director of Planning and Research.
- Submits any proposed changes to the mission statement or institutional initiatives to the Area Commission.
- Ensures all Division Heads finalize annual goals in support of Strategic Plan initiatives by the end of August.
- Periodically meets with the IE Committee and Division Heads to monitor implementation of the Operational Plan.

Director of Planning and Research

The Director is responsible for ensuring that all elements of the IE process are carried out in a timely and accurate manner. Specific responsibilities include:

- Scheduling and coordinating the annual Strategic Planning Meeting of the President's Council in July, and preparing the agenda and data reports, including analysis of the internal and external environment, SWOT data, and status of strategic goal achievement.
- Initiating the annual Program Assessment cycle each August and establishing the shared OneDrive Program Evaluation folder.
- Attending Division Planning Meetings and providing instruction on completing assessment forms and workbooks.
- Reviewing all submitted assessment data for accuracy; following up with Department Heads or Program Leads when submissions are missing or incomplete.
- Reviewing completed Annual Program Assessment Workbooks and forwarding them to the VP for Academic Affairs for final review and approval.
- Preparing the annual summary report of program evaluation outcomes for the President's Council.
- Conducting data collection activities throughout the year (surveys, enrollment data, outcome measures) and reporting results with summary analysis to the President, Division Heads, and IE Committee.
- Ensuring student data is collected and stored confidentially, in accordance with FERPA and college policy.
- Coordinating publication of the WTC Accountability Report by September of each year.
- Maintaining the institutional Assessment Record Book (current and previous cycles), the IE Manual, and the Accountability Report.
- Submitting required reports to the SC Commission on Higher Education and the SC Technical College System by their respective deadlines.
- Ensures the Program Review File in the shared OneDrive folder is current, organized, and accessible for accreditation review at all times.

IE Committee

The IE Committee is appointed by the President and serves as the primary coordination body for the IE process. The committee consists of eight members representing all major divisions of the college, with one member designated as Chair. The committee meets at minimum on a bimonthly basis.

Responsibilities include:

- Reviewing all Academic Program Assessment and Administrative Unit Assessment Forms submitted by the end of September, including student outcomes, means of assessment, and success criteria.
- Coordinating any recommended revisions to outcomes or means of assessment with the appropriate Division Head.
- Ensuring that results from the previous cycle are used in the development of outcomes for the current cycle.
- Reviewing the Assessment Record Book (current and previous cycles) for completeness.
- Contacting Division Heads in May to request completed assessment records.
- Forwarding the completed Assessment Record Book to the President by the end of June.
- Recommending revisions to this IE Manual as needed; all revisions are reviewed annually at the July Planning Retreat.

Vice President for Academic Affairs

- Provides oversight and support for the program assessment process within Academic Affairs.
- Ensures that Program Coordinators and Department Heads meet assessment deadlines.
- Reviews and approves completed Annual Program Assessment Workbooks forwarded by the Director.
- Reviews assessment findings for curricular implications and ensures that warranted curriculum changes are referred to the Curriculum Review Committee.

Division Heads and Department Heads

- Ensure that every program and unit within their division participates in the IE process and meets established deadlines.
- Receive the division's Administrative Unit Assessment form from the IE Office each August. Identify Designated Section Authors for each outcome section and notify them with a link to the shared OneDrive document and an internal deadline.
- Ensure all assigned outcome sections are completed by Designated Section Authors by mid-September (planning sections) and by end of June (results and analysis sections). Complete the Closing the Loop section, obtain all required signatures, and submit the final signed form to the IE Office by end of July.
- Attend Division Planning Meetings and communicate institutional initiatives and divisional outcomes to Department Heads.
- Review assessment results within their divisions and support the implementation of Plans for Improvement.

Program Coordinators and Instructors

- Instructors complete the Data Entry tab of the Annual Program Assessment Workbook at the conclusion of each term (fall, spring, and summer), recording the assessment method, data collection date, and student counts for each PLO.

- Program Coordinators complete the Summary & Plan tab after all term data is entered, including Analysis of Results, Plan for Improvement, Action Taken / Change Made, and Evidence of Change for each PLO.
- Program Coordinators ensure the workbook is fully complete for all three terms by the end of July.
- Program Coordinators participate in the Curriculum Review Committee process when assessment findings indicate a need for curricular revision.

Appendix A: IE Forms Reference

The following forms and tools are used in the WTC Institutional Effectiveness process. All current forms are maintained in the shared OneDrive Program Evaluation folder and are available from the Office of Institutional Effectiveness, Research & Planning.

Form / Tool	Used By	Purpose
Annual Program Assessment Workbook (Excel)	Program Coordinators, Instructors	Documents PLOs, curriculum mapping, term-level data entry, and the Summary & Plan for each credit program. One workbook per program per year.
Administrative Unit Assessment Forms (4 division-specific Word documents)	VPs and President (form owners); Designated Section Authors (outcome sections)	Four division-level forms (Business Affairs, Student Affairs, Academic Affairs — Administrative, and President's Division) document process outcomes, assessment plans, results, analysis, use of results, and the Closing the Loop narrative for all non-academic functions. Business Affairs completes 3 outcomes; all other divisions complete 2. Forms are stored in the shared OneDrive folder and accompanied by the Administrative Unit Assessment Process Guide.
Assessment Record Book	IE Coordinator, IE Committee Chair, President	The compiled collection of all completed assessment forms and workbooks for a given cycle year. Maintained in both digital and/or hard copy. Previous and current cycle books are maintained simultaneously.
WTC Accountability Report	IE Coordinator (production); all divisions (data)	Annual publication reporting on Indicators of Effectiveness, strategic goal attainment, and institutional data. Published each September.
Administrative Unit Assessment Process Guide (Word)	VPs, President, and Designated Section Authors	Companion document distributed with the assessment forms. Explains form ownership, Designated Section Author responsibilities, the annual timeline, section-by-section instructions, outcome writing guidance, and the Closing the Loop process. Stored in the shared OneDrive folder.
Strategic Plan Responsibility Assignment Form	Division Heads	Records divisional goals and strategies aligned with each

Form / Tool	Used By	Purpose
		institutional initiative in the Strategic Plan.

"Example completed forms for both program assessment and administrative unit assessment are available in the shared OneDrive folder maintained by the Office of Institutional Effectiveness, Research & Planning."

Appendix B: IE & Institutional Research Calendar

The following is a summary of major reports, surveys, and activities administered by Institutional Research and used in the IE process. This list is not exhaustive; additional data collection activities may be added as needed. For more information, contact the Office of Institutional Effectiveness, Research & Planning.

Month	Reports, Surveys & Activities
January	Alumni Survey mailed to graduates from approximately three years prior
February	Alumni follow-up postcard and letter (three-year graduates)
March	- Graduate telephone survey (prior-year graduates) - Reports for CHE on Majors, Retention, and Attrition
April	- Alumni placement report completed - Program evaluation statistics for SCTCS report (graduates, placement, transfers) - Student Opinion Survey - Student Evaluation of Faculty (spring semester) - Graduate Survey administered to current graduating students - General Education assessment data collection concludes
May	- Employer Survey (two-year graduates) - Graduates' Survey (prior-year graduates) - Budget requests for coming fiscal year due
June	- Area Commission reports (enrollment, FTE, minority and gender data, summer trend data) - Dual Enrollment reports due - Curriculum Review Committee and Academic Council meetings - IE Workshop for Division Heads
July	- Annual Program Assessment Workbooks complete for all three terms (deadline: end of July) - Director prepares IE summary report for President's Council - Strategic Planning Meeting of Administrative Staff - IE Workshop for all college employees - Student Evaluation of Faculty (summer semester)
August	- Budget Process Survey due - IE/IR Process Survey due - Administrative Process Survey due - Program Assessment and Administrative Assessment Forms (new cycle) due - Director initiates new Program Evaluation cycle; OneDrive folder established
September	- Area Commission reports for fall semester data - IE Committee meeting to review proposed strategic initiatives and submitted IE Forms

Month	Reports, Surveys & Activities
	WTC Accountability Report completed and published on website
November	Student Evaluation of Faculty (fall semester)
December	Mid-year faculty and staff meetings to assess current status of goals and initiatives

This manual was approved by the President's Council and is effective August 2026. It supersedes all prior versions of the Williamsburg Technical College Institutional Effectiveness Process Manual.