



# **I**NSTITUTIONAL **E**FFECTIVENESS **P**ROCESS **M**ANUAL

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# Williamsburg Technical College

## Institutional Effectiveness

### *TERMS & DEFINITIONS*

Division/Department Purpose Statement	Related to the smaller units of the college, demonstrating Its connection to and support of the institution's statement of Purpose.
Goal	Short-term, one-year outcome toward reaching an initiative contained in the Strategic Plan and related to the Operational Plan.
IE Assessment Cycle	The inclusive period between the fall, spring, and summer terms that departments and divisions will use to gather and assess data for determination of outcome achievement.
IE Planning Cycle	The twelve-month period, July 1 to June 30, which the Institutional Effectiveness Process follows.
Means of Assessment	Could include a variety of assessment methods such as surveys, departmentally produced tests, standardized tests, portfolios, etc.
Operational Plan	A plan produced annually consisting of short-term outcomes that move the college closer to its achievement of the Strategic Plan Initiatives. The Plan, itself, is the collection of all IE Forms for a given cycle from each division and department.
President's Council	Senior administrative employees of Williamsburg Technical College including the President, Vice President for Academic and Student Affairs, Vice President for Finance and Administration, Assistant Vice President for Academic Affairs, Associate Vice President for Student Affairs, Director of Planning and Research, Associate Vice President for Facilities, Director of Workforce Development and Continuing Education, and the Public Information Director.

Process Outcome	Administrative areas generally have process outcomes that are similar to student learning outcomes and define a desired result. Process outcomes often measure efficiency or effectiveness.
Mission Statement	Official statement of Williamsburg Technical College, defining the college and what the college does, as approved by the Williamsburg Technical College Area Commission.
Strategic Initiative	Desired long-term three-year aspiration, related to the Strategic Plan as Institutional Initiatives.
Strategic Plan	A plan, reviewed annually, covering a three-year period, consisting of broad initiatives and shorter one-year goals that the college strives to achieve in order to reach its vision for the future.
Student Learning Outcome	The desired result. Academic areas have student learning outcomes while administrative areas could have both process and student learning outcomes. Student Learning Outcomes define what the student should be able to know, think, or do following the completion of a lesson, course, or program.
Success Criteria	The benchmark on which an outcome is measured. Must be written in a quantifiable and measurable format (i.e., 85% of the students taking the State Licensure Exam will pass on their first attempt).

## *PURPOSE OF THIS MANUAL*

The purpose of this manual is twofold: first, this manual provides a resource to explain the Institutional Effectiveness Process at Williamsburg Technical College (WTC); second, this manual assists employees of WTC in the implementation of student outcomes assessment or support of institutional effectiveness activities within the academic and nonacademic or administrative departments of Williamsburg Technical College.

It is important to note the history of the changes affecting Institutional Effectiveness at Williamsburg Technical College. A revised mission statement was submitted to, and approved by, the governing board, The Williamsburg Technical College Area Commission, on February 5, 1996. (Date)

A revision of the college's mission statement was approved by the Williamsburg Technical College Area Commission on January 12, 1998. The statement has been reviewed, edited, or reaffirmed each year. Another significant change to the IE Process at Williamsburg Technical College included the creation of an IE Committee on January 22, 1999. In December 2000, Williamsburg Technical College revised its IE Process and used detailed program and unit assessments as a primary input to the college's SACSCOC reaccreditation in 2002.

The IE Process was again reviewed during the SACSCOC reaccreditation process in 2012. The college replaced its detailed program and unit assessments with an IE Process focused on Curriculum Mapping, Program Learning Assessment, and Administrative Unit Assessment. The new process used table and graphic presentations. The revised IE Process and reporting forms were significant factors in the college's reaccreditation by SACSCOC in 2012.

This manual represents the compiled efforts of the IE Committee, approved by the President and the President's Council.

## **Williamsburg Technical College 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 post-secondary 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 post-secondary 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 offered which enable students to gain access through transfer to other post-secondary education.

Through curricular programs and extensive continuing education 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 November 2, 2020*

## Williamsburg Technical College Vision Statement

*The vision of Williamsburg Technical College is to:*

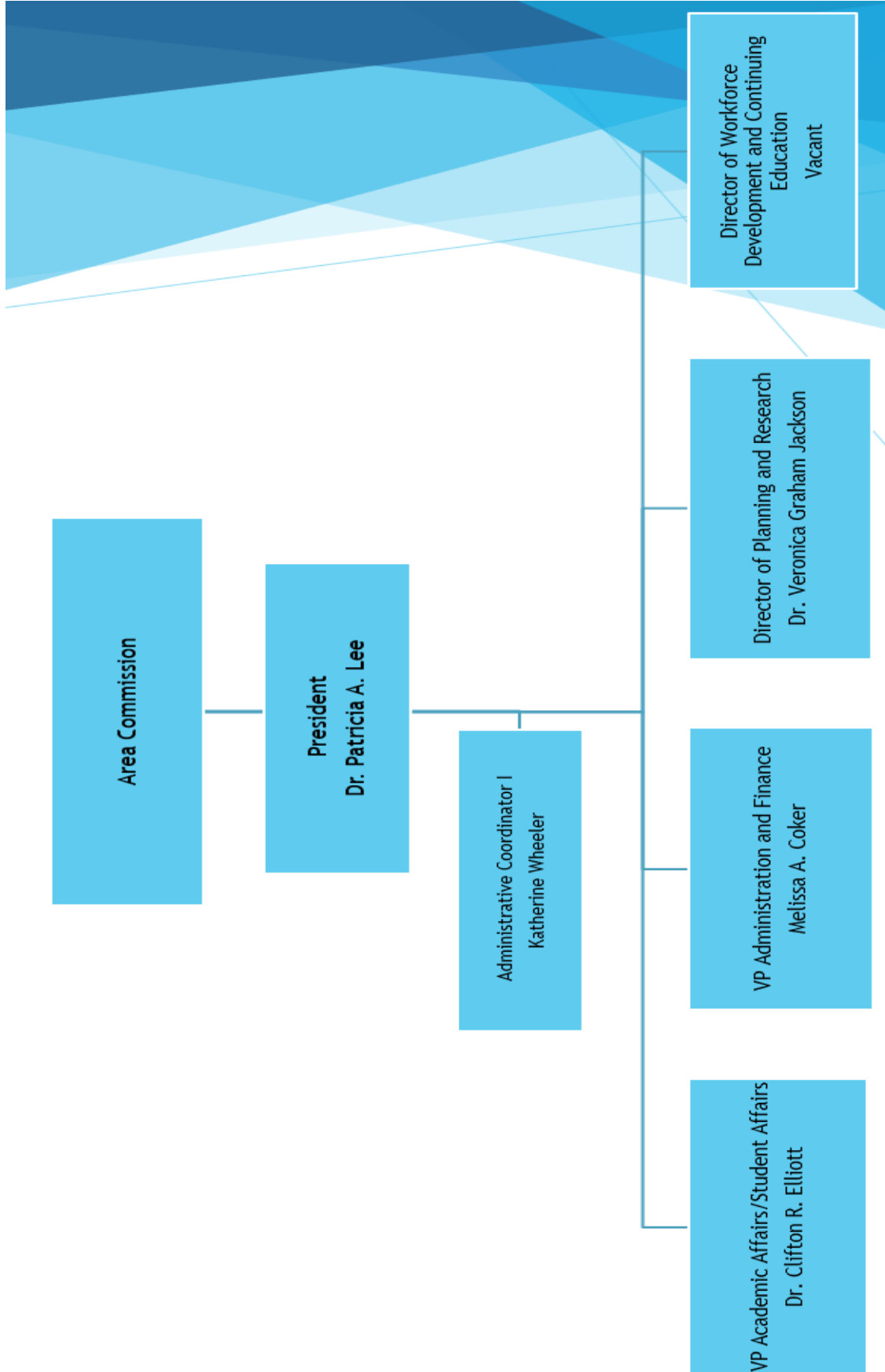
- provide innovative instruction and learning of the highest caliber for higher education and lifelong learning to become the first educational choice of area citizens;
- provide exceptional lifelong learning opportunities to meet the continuing educational challenges of the future;
- make a dramatic impact on the economic development of our community by providing a highly skilled and well-trained workforce to meet the progressive needs of business and industry;
- exemplify a respect for cultural diversity in a student-oriented environment;

- increase educational opportunities for all eligible area citizens by providing maximum accessibility to all College programs;
- support and encourage continued professional growth so that all faculty members are equipped to deliver the highest quality teaching and College staff can excel in performing their duties;
- maximize awareness of the College as a dynamic center of learning and achieve the utmost respect and support of our community; and
- enhance the learning environment by providing the best buildings, facilities, and state-of-the-art equipment possible.
- *WTC Area Commission approved May 3, 2010; Reaffirmed November 2, 2020*

## Institutional Organization

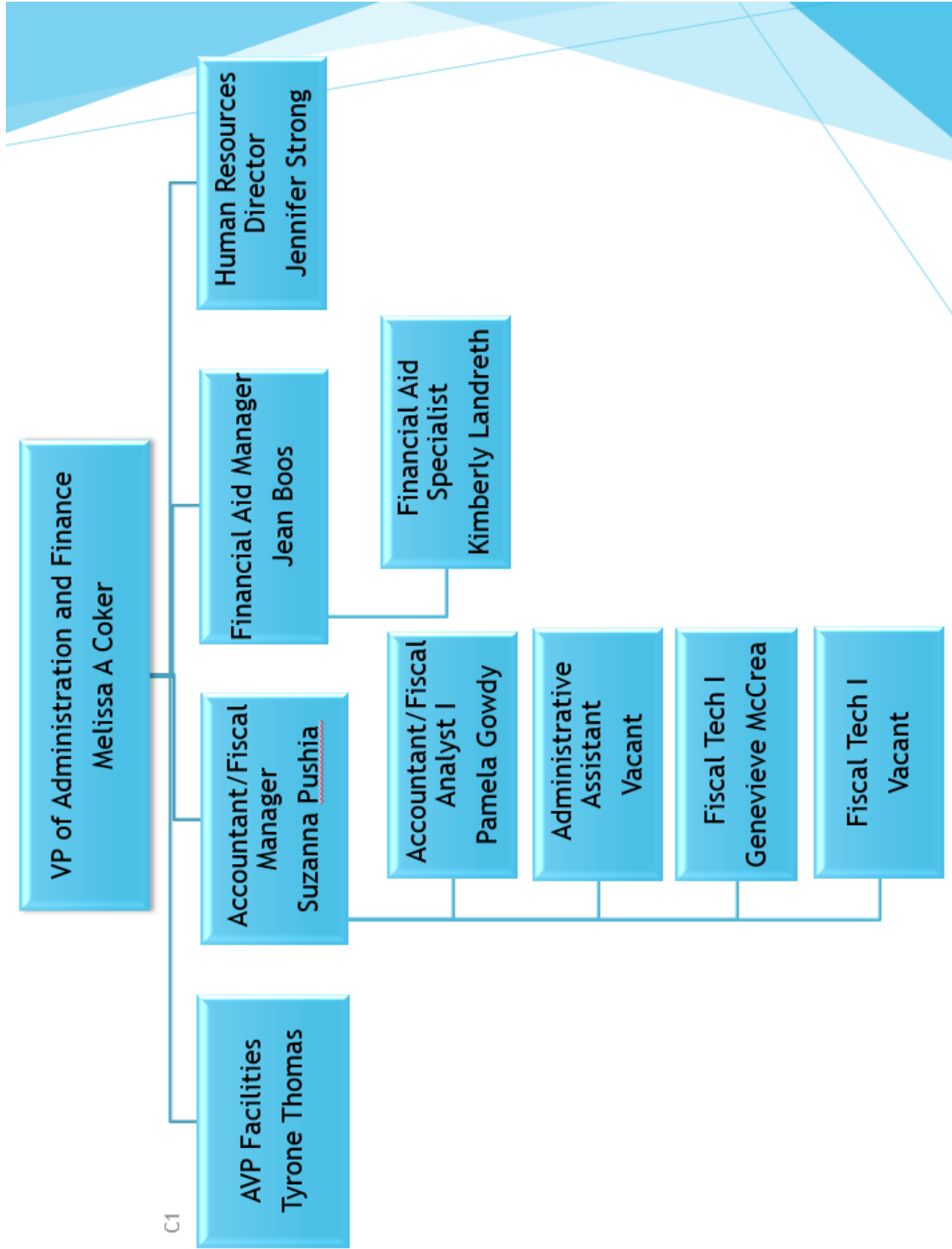
In order to document Institutional Effectiveness at Williamsburg Technical College, the college uses Curriculum Mapping, Program Assessment forms, and Administrative Unit Assessment forms. Williamsburg Technical College is divided into three major divisions (Academic Affairs, Student Affairs, and Business Affairs) and the Office of the President. Within each division or office, a number of academic or administrative departments reside. Each division, office, and department of the college has specific areas of responsibility that reflect its connection to the accomplishment of the mission of the College. These areas of responsibility and administrative officer responsibilities are contained in this manual. On the following pages are organizational charts of the college.

## Office of the President

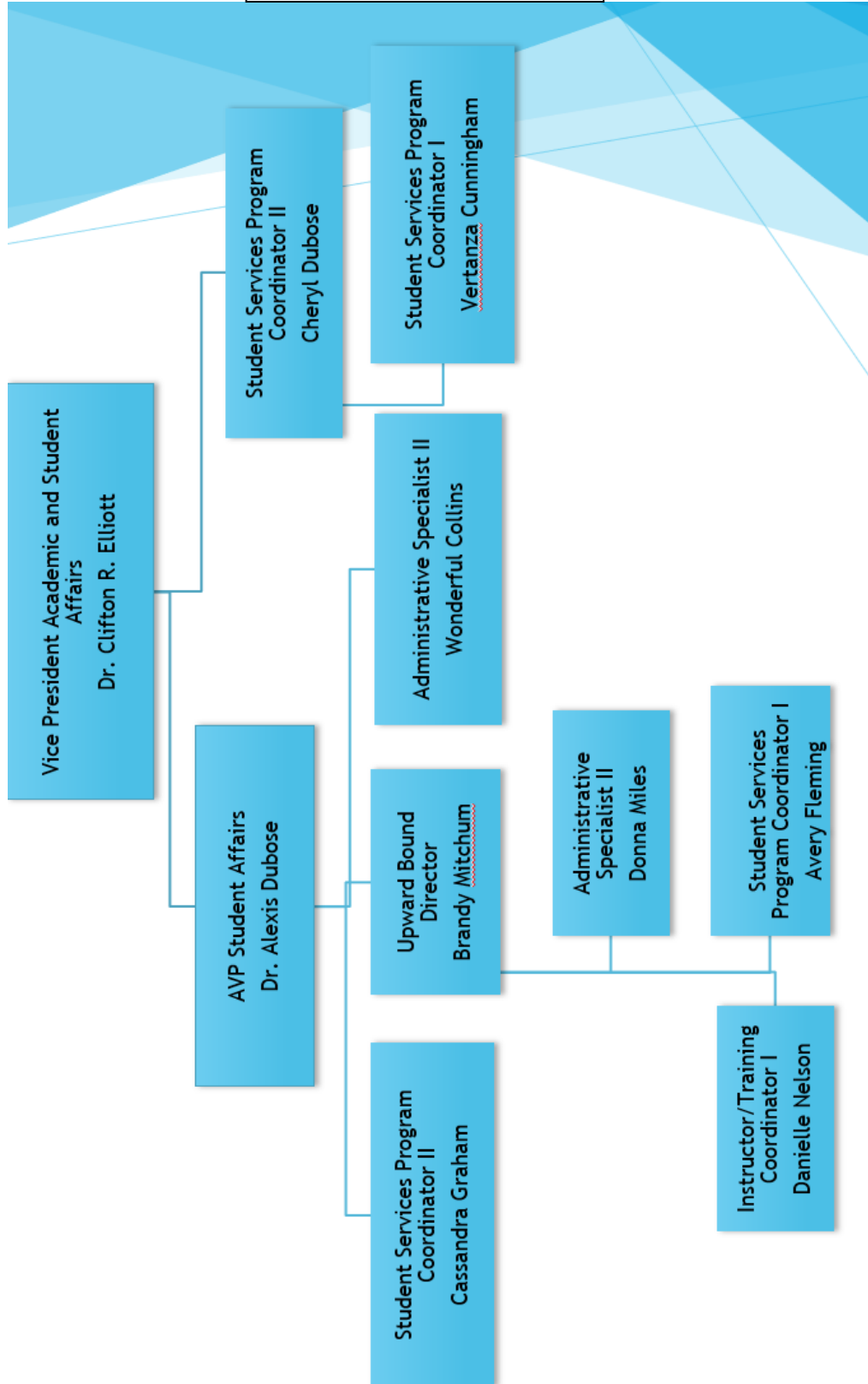




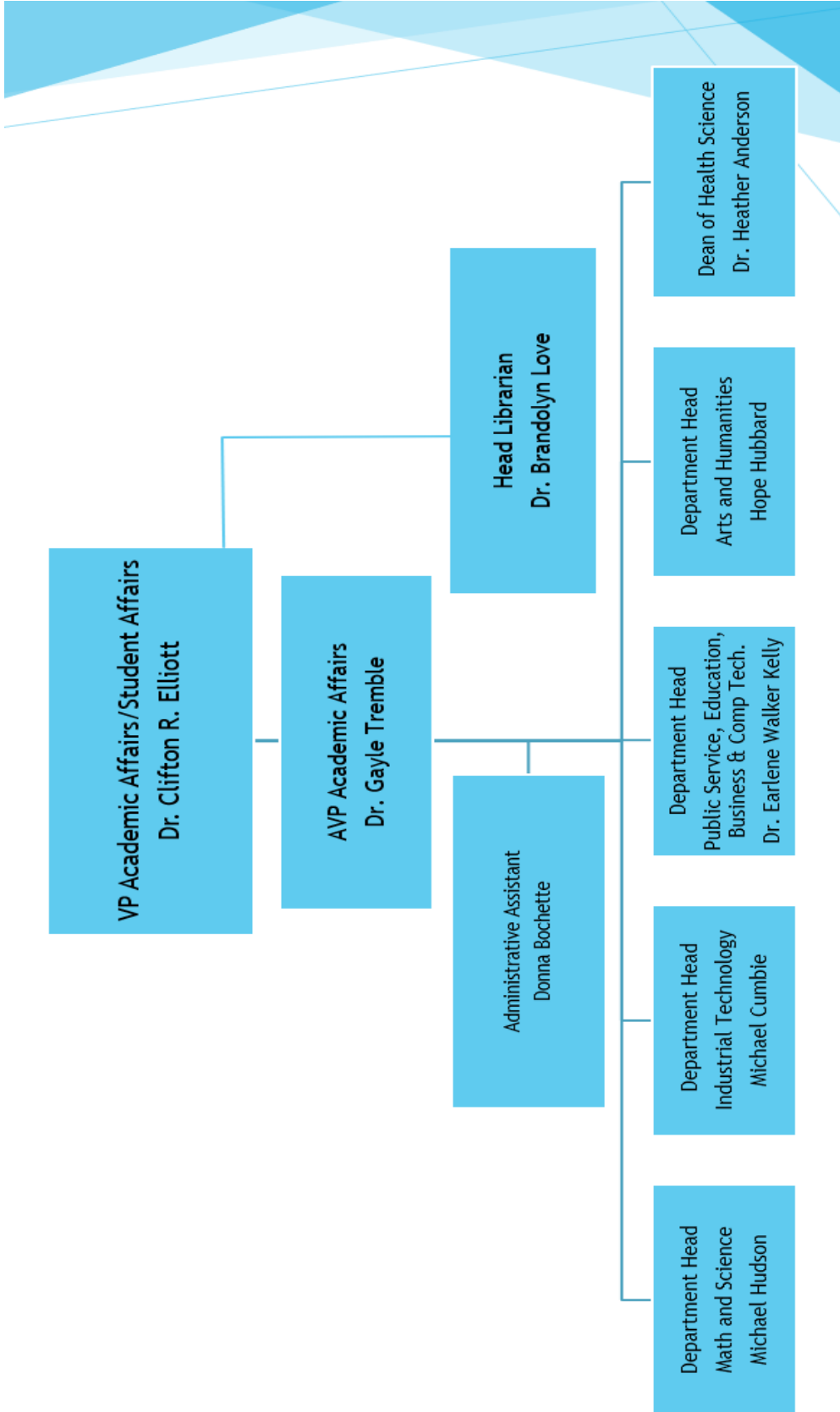
## Business Affairs



## Student Affairs



## Academic Affairs



## Operational Areas of the College

### **Academic Affairs**

Arts and Humanities, Math and Science, Public Service, Education, Business and Computer Technology, Industrial Technology, Student Success Center, and the Library.

### **Business Affairs**

Bookstore, Business Affairs, Financial Aid, Maintenance and Physical Plant, Purchasing, Security, Human Resources Benefits, Classification & Compensation, Employee Relations, Hiring, Payroll, Recruiting, Training, and Financial Aid/ Veterans Affairs

### **Student Affairs**

One-Stop Center (including Admissions, Assessment, Career Planning, Placement, Counseling, Records, and Recruitment), Student Government Association, and Upward Bound.

### **President's Office:**

### **Workforce Development/Continuing Education**

Community Services, Occupational Advancement, Personal Enrichment, Workforce Development, SC Tax Credit Incentives, SC Apprenticeship, Ready SC, Snap2Work, SC Enterprise Zone Act (EZA), Incumbent Worker Training (IWT) and continuing education online courses.

### **Institutional Advancement**

Accreditation, Advertising, Community Relations, Development, Foundation, Fundraising, Grant Writing, Information Technology, Institutional Effectiveness/Institutional Research, Marketing, Public Information, Strategic Planning

# ADMINISTRATIVE OFFICER RESPONSIBILITIES

## **President**

The President is responsible for the total program of the institution, including instruction, personnel, plant and facilities, academic affairs, student affairs, fiscal management and budget. The role is that of the educational leader as well as the institutional chief executive officer.

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## **Vice President for Academic and Student Affairs**

The Vice President for Academic and Student Affairs serves as the Chief Academic Officer at the College. This includes responsibility for the administration of the instructional programs that lead to degrees, diplomas, and certificates. Responsibilities include planning, scheduling, implementing, and evaluating all academic college courses. The Vice President is also responsible for overseeing the library and the student success center, serving as the liaison between the College and senior colleges, preparing the academic calendar and assisting in the preparation and administration of the budget for the Academic Affairs Division. This position also oversees the Student Affairs division of the College.

## **Assistant Vice President for Academic Affairs**

The Assistant Vice President for Academic Affairs is responsible for the evaluation, development, coordination, and management of programs to support the Academic Affairs Division of the College. Responsibilities include coordination to secure, monitor, and develop faculty and adjunct faculty. This position also coordinates all aspects of the dual enrollment program for the College, ensuring effective management.

## **Associate Vice President for Student Affairs**

The Associate Vice President for Student Affairs is responsible for the development and maintenance of a comprehensive student affairs program, dedicated to the premise that students are the primary priority of the College. The Associate Vice President for Student Affairs is also the Chief Student Services Officer of the College. Responsibilities include student records, advisement to the Student Government Association, counseling services, job placement, career planning, student activities, admissions, and disciplinary actions. The Associate Vice President for Student Affairs is also responsible for the supervision of the Upward Bound program.

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## **Vice President for Administration and Finance**

The function of the Vice President for Administration and Finance is to carry out the administrative fiscal requirements of the College. This includes the preparation and administration of the annual budget, which is derived from a variety of fund sources. Responsibilities also include business affairs, purchasing, inventory control, financial assistance, financial aid, and proper maintenance of buildings, grounds and equipment.

## **Associate Vice President for Facilities**

The Associate Vice President for Facilities is responsible for planning, budgeting, and managing all duties relative to building, grounds, janitorial, logistical, fleet services and construction for the College to include

carpentry, plumbing, electrical, HVAC, inventory control, inventory reconciliation, hazardous waste, employee safety, fire safety, security, emergency management, OSHA recording, floor care, landscaping, general cleaning, renovations, new construction and any administrative duties associated with facility management.

### **Human Resources Manager**

The Human Resources Manager is responsible for the comprehensive HR functions of the College; leads and provides expertise in all functions of a human resources department, including recruitment, compensation, benefits, training, employee relations, and professional development; ensures that all policies are in compliance with appropriate state and federal laws. Duties include formulating, organizing, planning, implementing and coordinating policies and procedures for the Human Resources Department, and recommending policies and practices to senior management.

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### **Director of Planning and Research**

The Director of Planning and Research is responsible for developing and directing institutional research, data management, planning, assessments, and program reviews. This position manages a comprehensive institutional effectiveness program, strategic and annual planning components, student outcomes assessment, program review (academic and non-academic) , [insert comma] and systems to evaluate effectiveness and continuous improvement. This position supervises and manages the preparation and distribution of reports to meet local, state, regional and national requirements and directives and ensures SACSCOC compliance. Additionally, this individual has oversight of the College's Information Technology Department, Grant Writing Office, and the Public Information Office.

### **Director of Workforce Development/Continuing Education**

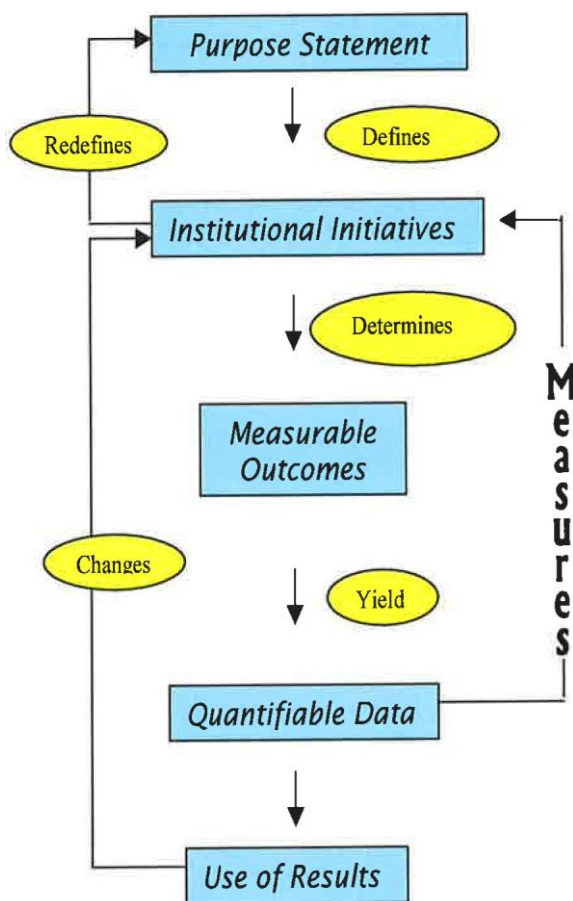
The function of the Director of Workforce Development/ Continuing Education is organizing and conducting the noncredit education and training programs, which include all courses and seminars offered that do not fall within the normal vocational and technical programs of the College. The director oversees special non-credit courses and programs, which enhance lifelong learning and courses of a vocational nature. The director also functions as the bridge between the College and area business, industrial, and farming communities in order to ensure that the College is responsive to the communities' short-term educational and training needs.

### **Public Information Director**

The duties of the Public Information Director include the following: (1) building and maintaining a productive fundraising program to enhance the facilities and opportunities of the College, (2) serving as the liaison between the College and the Williamsburg Technical College Foundation board, (3) planning events and conducting mailings to develop and maintain working relationships with alumni, friends, and donors of the College, and (4) performing duties as necessary to ensure that the public is kept aware of the activities of the College.

## THE INSTITUTION EFFECTIVENESS PROCESS

### The Model



### Description

Williamsburg Technical College's Purpose Statement defines what its initiatives will be. The initiatives of the college determine what measurable outcomes will be used to assess achievement of the goals. This assessment will yield quantifiable data that the college will use to reaffirm or change its institutional initiatives that, in turn, are used to redefine

The process used by Williamsburg Technical College is a 10-step process that follows the fiscal calendar of the college.

In Step 1, the President's Council reviews and approves (or recommends changes to) the

purpose, mission, and vision statement in addition to the institutional effectiveness process. At this time, they also identify the institutional initiatives based on Institutional Research data and prepare a draft of the Strategic Plan. (July)

In Step 2, the Area Commissioners approve identified institutional initiatives as well as changes to the purpose, mission, and/or vision statements if needed. (August)

In Step 3, the President's Council reviews, revises, and approves the Strategic Plan. (August)

In Step 4, the college, as a whole, develops the Operational Plan. This step is achieved first by the divisions developing their goals and outcomes in support of the Strategic Plan's institutional initiatives; then, once the divisions have developed their outcomes, the departments develop their IE Forms in support of divisional outcomes. (August)

In Step 5, all Operational Plan outcomes are routed to the IE Committee that ensures the results from the previous cycle are used in the development of outcomes for the current cycle, if appropriate, and recommend changes where necessary. In this step, the committee also coordinates research efforts needed to assess stated outcomes. (September)

In Step 6, the IE/IR Coordinator develops survey instruments for data collection needed for assessment. Coordination of data collection activities, if needed, will be communicated to the whole college. Additionally, the IE/IR Coordinator will maintain a record of all data analyzed. (September)

In Step 7, the college divisions collect and submit their (and their department's) completed assessments to the IE Committee for review. (May)

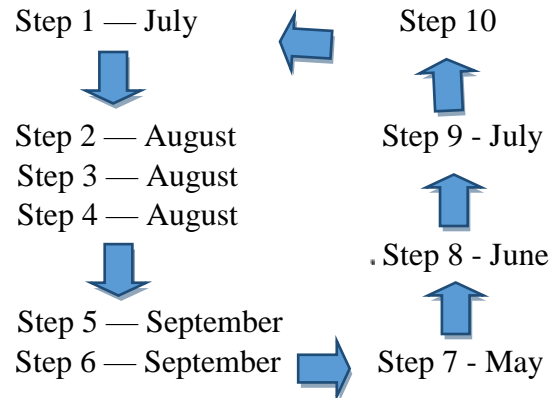
In Step 8, the IE Committee completes their review of the completed IE forms and forwards a copy of the completed Assessment Record Book to the President. These collections of forms constitute the completed Operational Plan for the current cycle year. (June)

In Step 9, the President's Council reviews the completed Assessment Record Book for the current cycle, focusing on the Use of Results to prioritize funding and resource management issues for the subsequent cycle Operational Plan. (July)

In Step 10, the cycle begins again at Step 1.

Williamsburg Technical College begins its IE Planning cycle in July each year. The calendar should mirror that of the fiscal year to better coordinate the institutional effectiveness process with the budgeting process. The assessment cycle, however, follows a two-month delay to allow additional time for data collection and analysis before the beginning of the planning cycle. Additionally, delays in the posting of state budget decisions have made budgeting and assessment more difficult to match the fiscal year. The assessment cycle, as recommended by the IE Committee, includes the period from August to August.

## The Institutional Effectiveness Calendar



## The Strategic Plan

The Strategic Plan directs the college. The Strategic Plan consists of broadly defined institutional initiatives that the college should strive to achieve within a three-year period, allowing the college to realize its vision and meet its mission. While the initiatives set in the Strategic Plan guide the college for three years, they are assessed and reviewed annually by the President's Council, and the Area Commission.



The process for review and revision of the Strategic Plan begins in July of each year. At a retreat scheduled by the President, the President's Council, utilizing data provided by Institutional Research and analyzed by the IE Coordinator, reviews the mission, vision, IE Process, and institutional initiatives of the Strategic Plan.

<b><u>TOPIC</u></b>	<b><u>RESPONSIBILITY</u></b>
<b>❶ Report on the Analysis of Internal and/or External Environment</b>  ➤Status of Strategic Plan Goal Achievement ➤College SWOT Analysis ➤Demographics of Service Area ➤Community Needs ➤Economic Trends ➤Legislative Mandates	(IE Coordinator)
<b>❷ Review &amp; Revision of Current College Documents</b>  ➤Purpose Statement ➤Vision ➤Values	(President's Council)  ➤Role/Scope ➤IE Process
<b>❸ Develop Strategic Direction</b>  ➤Priority Initiatives ➤Institutional Goals ➤Resources (a) Availability (b) Allocation	(President's Council)
<b>❹ Develop Evaluation Plan</b>  ➤Goals and Priority Initiatives ➤Indicators of Effectiveness ➤Assessment of Outcomes	(President's Council)

The IE Coordinator prepares the agenda for the retreat. The agenda for the Planning Retreat should include those items listed in the box above.

At the close of the retreat, the President's Council will review the input of the college and either approve or recommend changes to the institutional goals, purpose statement, vision, IE Process, etc. The IE Coordinator is the person responsible for recording the changes/revisions made and for preparing the draft document containing the changes or revisions.

All recommended changes to institutional initiatives or to the mission or vision statements must be forwarded from the IE Coordinator to the President for inclusion on the agenda of the Area Commission meeting. Typically, the statements and initiative will be included in the August agenda, but they should not be later than the end of the calendar year. The Area Commission will review, approve, or revise the institutional initiatives and/or statements submitted by the President at this meeting.

Following the commission's meeting, the President's Council will meet to discuss the initiatives and develop annual goals to be achieved for each year in the three-year Strategic Planning period towards the accomplishment of the initiatives. The Division Heads, using the form presented later in this document, will record the initiatives and goals on the Strategic Plan Responsibility Assignment Form. Once completed, the plan will be disseminated to each division. This step in the review/revision process should be completed by the middle of August of each year.

**Strategic Plan Responsibility Assignment  
Strategic Plan 2014-2017 Responsibility Assignment**

		Division Departments				
Goals	Strategies	President's Office	Academic Affairs	Student Affairs	Business Affairs	
		Develop. & PR MIS President's Office Research & Grants SACS	Art, Sci., & Education Online Education Dual Enrollment Gen'l Bus./ Comp. Tech. Industrial/Voc. Tech. Library Nursing QEP Student Success Ctr. Workforce Development	Admissions Disabilities Serv. Enrollment Mgt. ETS Financial Aid Student Success Ctr. Upward Bound	Book Store Bus. Office Facilities Mgt. Human Resources Purchasing	
1	Provide educational and training programs to support current and anticipated work force needs.	Strategy 1.1: Increase and sustain enrollment to a minimum of 1,001 headcount.	President's Office	Academic Affairs	Student Affairs	Business Affairs
		Strategy 1.2: Increase student retention rates.	President's Office	Student Success Ctr. QEP	Student Success Ctr.	Business Affairs
		Strategy 1.3: Increase participation of high school students in the dual enrollment program.		Online Education Dual Enrollment	Student Affairs	
		Strategy 1.4: Increase participation in Workforce Development and community Education		Workforce Development		
2	Provide continuous quality improvement to the educational and administrative processes.	Strategy 2.1: Prioritize and sustain campus-wide quality improvement processes.	President's Office SACS	Academic Affairs	Student Affairs	Business Affairs
		Strategy 2.2: Invest in employee development and growth.	President's Office			Human Resources

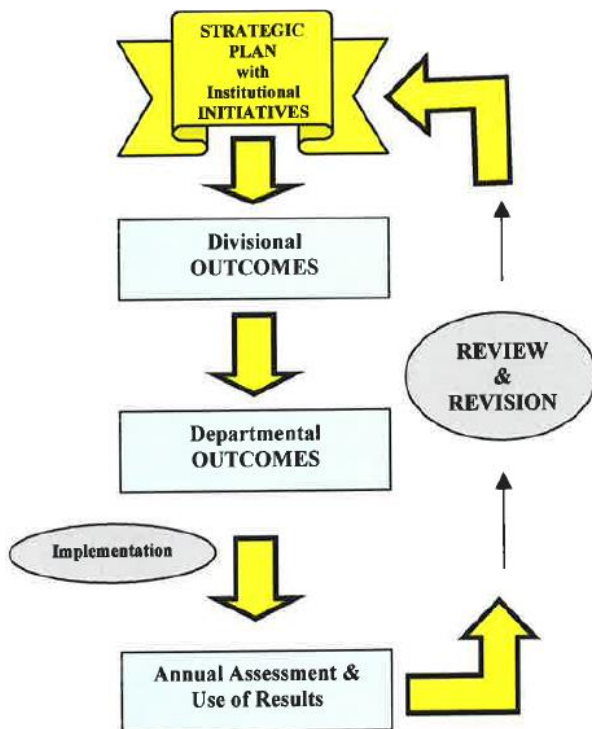
Division Departments				
Goals	Strategies	President's Office	Academic Affairs	Student Affairs
		Develop. & PR MIS President's Office Research & Grants SACS	Art, Sci., & Education Online Education Dual Enrollment Gen'l Bus./ Comp. Tech. Industrial/Voc. Tech. Library Nursing QEP Student Success Ctr. Workforce Development	Admissions Disabilities Serv. Enrollment Mgt. ETS Financial Aid Student Success Ctr. Upward Bound
	Strategy 2.3: Provide quality service to students and stakeholders by continually improving processes based on data-driven decision making.	President's Office SACS	Academic Affairs	Business Affairs
3	Effectively integrate and utilize information technology systems.	Develop. & PR MIS		
	Strategy 3.1: Enhance the use of technology as a means of communication both internally and externally. Strategy 3.2: Utilize data and information as a tool for strategic and operational decision-making.	President's Office	Academic Affairs	Student Affairs
	Strategy 3.3: Expand educational opportunities by providing instruction through online learning.	MIS	Online Education	
4	Promote the College as the preeminent educational and economic development resource in the community.	President's Office	Academic Affairs	Student Affairs
				Business Affairs

Division			Departments		
Goals	Strategies	President's Office	Academic Affairs	Student Affairs	Business Affairs
		Develop. & PR MIS President's Office Research & Grants SACS	Art, Sci., & Education Online Education Dual Enrollment Gen'l Bus./ Comp. Tech. Industrial/Voc. Tech. Library Nursing QEP Student Success Ctr. Workforce Development	Admissions Disabilities Serv. Enrollment Mgt. ETS Financial Aid Student Success Ctr. Upward Bound	Book Store Bus. Office Facilities Mgt. Human Resources Purchasing
	Strategy 4.2: Enhance the physical and virtual appearance of the College.	Develop. & PR MIS			Facilities Mgt.
	Strategy 4.3: Market the institution to the community.	Develop. & PR		Student Affairs	
5	Pursue fiscal alternatives necessary to enhance College sustainability and growth.	Develop. & PR Research & Grants			
	Strategy 5.2: Prioritize and allocate resources to College initiatives.				Business Affairs

## The Operational Plan

The Strategic Plan spans a three-year period but is reviewed on an annual basis. The Operational Plan, however, covers a single year and supports the accomplishment of the institutional initiatives as prescribed in the Strategic Plan.

WTC's Strategic Plan states broad initiatives to be achieved in a three-year period. The college must, therefore, set smaller, attainable outcomes each year that will move the college towards the success of these initiatives. Williamsburg Technical College follows the model below as its Operational Planning Process:



After the President's Council has approved the final version of the Strategic Plan, it is forwarded to the Division and Unit Heads (Vice President for Academic and Student Affairs, Assistant Vice President for Academic Affairs, Associate Vice President

for Student Affairs; Vice President for Administration and Finance; Associate Vice President for Facilities; Director of Planning

and Research, Director of Workforce Development and Continuing Education; and the Public Information Director, as well as the President, who will begin work on the development of Divisional and Unit Outcomes that will move the college towards the attainment of the institutional initiatives and goals. The Divisional Outcomes will be recorded utilizing the IE Forms described in Appendix A of this manual. This step in the process should be completed by the end of August each year.

After the Division Heads have completed their respective IE Program Assessment or Administrative Unit Assessment Forms, copies of the forms should be forwarded to all Department Heads during a Division meeting. This meeting will be scheduled by the appropriate Division Head after coordination with the IE Coordinator. The IE Coordinator should attend the meeting as well as all Department Heads. This meeting should include, as a minimum, the following agenda

<b>Division Planning Meeting AGENDA</b>	
<b><u>TOPIC</u></b>	<b><u>RESPONSIBILITY</u></b>
<b>❶ Discussion of Approved Strategic Plan</b>	<b>Division Head</b>
<b>❷ Discussion of Division Outcomes for the coming year</b>	<b>Division Head</b>
<b>❸ Instructions for Development of Departmental Outcomes. for the coming year</b>	<b>Division Head &amp; IE Coordinator</b>
<ul style="list-style-type: none"> <li>➤ Forms</li> <li>➤ Outcomes</li> <li>➤ Means of Assessment</li> <li>➤ Success Criteria</li> <li>➤ Use of Results</li> </ul>	
<b>❹ Establishment of Suspense Dates for Dept. Outcomes.</b>	<b>Division Head</b>

At the Division Planning Meeting, the Division Head should explain the institutional initiatives as contained in the approved Strategic Plan, and present to the Department Heads the divisional outcomes that will help the college move toward achievement of these initiatives.

Following this discussion, the Division Head and the IE Coordinator will instruct the Department Heads on how Departmental Outcomes should be set in order to ensure achievement of Divisional Outcomes. The IE Coordinator will explain how to complete the assessment record forms and answer any questions from the attendees.

During the meeting, the IE Coordinator will instruct the group on how to complete the IE forms using acceptable student outcomes (or process outcomes if necessary). The IE Coordinator will also discuss appropriate means of assessment and how to set definitive

success criteria. The Division Head will set a suspense date (to be no later than mid September) for completion of the forms and when the forms should be forwarded to the Division Head.

It is the Division Head's responsibility to ensure that the suspense date is met and that all Academic Program Assessment or Administrative Unit Assessment Forms are completed and forwarded to the IE Coordinator by the middle of September.

The IE Committee has the responsibility of reviewing all Academic Program Assessment and Administrative Unit Assessment Forms. Their review should include all student outcomes, proposed means of assessment, and success criteria as stated on the completed IE forms. The IE Committee will coordinate any recommended revisions to these statements with the appropriate Division Head. An additional responsibility of the IE Committee is to work with Institutional Research to coordinate any necessary research efforts as identified on the completed IE forms as an appropriate means of assessment. This step in the Operational Planning Process will be completed by the end of September of each year.

The collected assessment records, including the Academic Program Assessment and Administrative Unit Assessment forms from all Divisions and Departments represent the Operational Plan for the cycle year. The President, IE Coordinator, and Chairman of the IE Committee will maintain a digital or hard copy record file containing every assessment record and IE form in the college.

Additionally, each Division Head will maintain a digital or hard copy file containing all assessment records or IE forms from within his/her division in his/her office, and each Department Head will maintain a similar file in his/her office containing all assessment

records and IE forms for his/her respective department.

From September of one year through May of the next year, the college divisions, departments, and the IE/IR Coordinator will conduct the appropriate data collection activities referenced in Appendix B of this manual.

In May, the IE Coordinator will contact the Division Heads to request that completed assessment records and IE forms from the current cycle year be forwarded to the IE Committee. It is the Division Heads' responsibility to collect all IE Forms and forward them to the IE Coordinator by the deadline established.

When the IE Committee receives the completed assessment records and IE forms in June, they will review the Use of Results to ensure that the loop has been closed. Following their review, the committee will forward a copy of the completed Assessment Records and IE forms for the current cycle year to the President. The IE Committee Chairman and the IE Coordinator will also keep a copy of the completed Assessment Records.

The files mentioned above will be forwarded from the IE Committee to the President not later than the end of June. By June 30 of each year, the President's Council will review the completed records. This review by the President's Council will serve to prioritize funding issues for the coming year and to prepare a list of possible initiatives or goals for inclusion in the Strategic Plan as well as possible outcomes to be included in the next Operational Plan.

The planning cycle begins again in July during the President's planning retreat referenced previously in this manual.

## *Indicators of Effectiveness*

The IE Committee, with the President's approval, at Williamsburg Technical College identified six Indicators of Effectiveness. The committee and the President agreed that these indicators should be measured on a periodic and recurring basis to identify "abnormalities" of the college.

Institutional Research, working in concert with the divisions of Williamsburg Technical College, frequently monitors these Indicators of Effectiveness. Additionally, as the divisions and departments establish their objectives (with the intent to fix an identified problem), these indicators are used as a means of assessment because they are frequently and consistently measured. The divisions and departments also propose measurable success criteria when they state their outcome and how they intend to measure its accomplishment.

If a problem exists, the appropriate department may select one or more of these indicators as a means of assessment, and if, at the end of the cycle year, the problem is apparently corrected, no further action may be needed. If the problem is not corrected, (or the intended outcome is not met), a change of action may be required or additional information may be needed to more accurately identify the cause of the problem.

The list of Indicators of Effectiveness as selected by the IE Committee and approved by the President are as follows:

### **Indicators of Effectiveness**

- (1) Graduate Placement Rate**
- (2) Licensure Examination Pass Rate**
- (3) Retention Rate (Fall to Spring)**
- (4) Graduation Rate (IPEDS)**
- (5) Graduate Production Rate (SCTCS)**
- (6) Student Engagement (CCSSE)**

The data collected from all of the Indicators of Effectiveness should be published annually in the Williamsburg Technical College Accountability Report as well as historical trend data. The data will also be published on the College's website.

### ***INSTITUTIONAL EFFECTIVENESS PUBLICATIONS***

There are three major publications associated with the Williamsburg Technical College Institutional Effectiveness Process. The first, and perhaps the most important, is this manual. The second publication, The Williamsburg Technical College Accountability Report, is published annually and is discussed later in more detail. The third major publication produced because of the IE Process is the Assessment Record Book, which is also an annual document and is described in this section.

### **Institutional Effectiveness Process Manual**

The process manual describes in detail how the institutional effectiveness program at Williamsburg Technical College works. The

manual essentially explains the process and provides instructions for the various components of the process as well as the forms used.

The IE Committee is responsible for the publication of the manual and serves as the primary coordination body should any changes to the manual be needed. Any employee of the college may recommend changes/revisions to the manual to the President, IE Committee Chair, or his/her respective Division Head. The entire manual and any recommended changes are reviewed annually by the President's Council during the July Planning Retreat.

Revisions to the Williamsburg Technical College IE Process Manual will be distributed to the entire college and new editions will be published every two years (or sooner if necessary). The IE Process Manual, Accountability Reports, and Strategic Plans are also available on WTC's website ([www.wiltech.edu](http://www.wiltech.edu)).

### **Williamsburg Technical College Accountability Report**

The Williamsburg Technical College Accountability Report is published in September of each year and is posted on the WTC website. The Accountability Report contains a collection of college and community data gathered and analyzed during the year as well as a report on the attainment of the initiatives contained within the strategic plan from the prior year. To this end, the Accountability Report serves as a record source for documenting and preserving the attainment of goals within the strategic initiatives. It serves as a helpful document for all areas of the college, allowing them to review, in a single book, pertinent data collected during the year about the college or some programs.



The IE Coordinator is responsible for collecting most of the data in the Accountability Report. Other data collected for inclusion in the report will be coordinated with the IE Committee and IE Coordinator. Primary responsibility for ensuring that the Williamsburg Technical College Accountability Report is published on time rests with the IE Coordinator.

### Assessment Record Book

The Assessment Record Book is the collection of all completed assessment records and IE Forms for a cycle year and may be maintained in either an electronic file or hard copy forms. There exists, actually, two record books in a given year. One contains the outcomes to be measured in the current cycle and the other contains the completed forms from the previous cycle.

The President, the IE Coordinator, and the IE Committee Chair will have an Assessment Record Book of all forms from the entire college. All Division Heads will maintain an assessment record book for their respective division, as will the Department Heads for their respective departments. Primary responsibility for collecting and collating forms rests with the IE Committee.

## ROLES AND RESPONSIBILITIES

Every employee of Williamsburg Technical College has a role in the Institutional Effectiveness Process, but some employees have greater responsibilities than others in ensuring that the process works. These special responsibilities are described below:

### The President

Ultimate responsibility of the overall institutional effectiveness process at the college rests with the President. The President does, however, have specific responsibilities and duties as explained below:

- ☞ Schedule a Strategic Planning Meeting by July of each year to include the President's Council and the IE Coordinator.
- ☞ Submit any proposed changes or revisions to the purpose statement or institutional initiatives resulting from the July retreat to the Area Commission at the commission's August meeting.
- ☞ Following the approval of the Strategic Initiatives by the Area Commission, the President will finalize development of annual goals for the Office of the President by the end of August. The President will also ensure that all Division Heads finalize annual goals, for their divisions, to support the established institutional initiatives, which form to create the approved Strategic Plan.
- ☞ The President will maintain a complete Assessment Record Book (previous cycle), an institutional Assessment Record Book (current cycle), a Williamsburg Technical College Accountability Report, and the Williamsburg Technical College Institutional Effectiveness Manual in his/her office.
- ☞ The President will periodically meet with the IE Committee and Division Heads to ensure that implementation of the Operational Plan is taking place, and assessment measures are being conducted, and that divisions/ departments are using the results of assessment.

### IE/IR Coordinator

The (Institutional Effectiveness / Institutional Research) IE/IR Coordinator at Williamsburg Technical College is charged by the President to ensure that all elements of the process, as detailed in this manual, are conducted in a timely fashion. The IE Coordinator reports to the President on all matters concerning Institutional Effectiveness at the College.

The IE Coordinator has a number of responsibilities as they relate to the process itself. The responsibilities and duties include, but are not limited to the following:

- ☞ Prepare the agenda and materials for the Annual Strategic Planning Meeting of the President's Council in July of each year.
- ☞ Present a report to the President's Council during this meeting on the analysis of the internal and external environment to include: a report on the achievement of institutional goals, strengths and weaknesses of the college, demographic data of the service area, and identified community needs as collected from the college or division strategic planning meeting including their input regarding Strengths, Weaknesses, Opportunities, and Threats (SWOT) data.
- ☞ Following the July meeting, the IE Coordinator will give to the President any changes to the purpose statement or institutional initiatives proposed during the meeting.
- ☞ Attend all scheduled Division Planning Meetings and present instructions for the development of departmental outcomes and explain the use of assessment record forms.
- ☞ Conducts appropriate data collection activities during the annual cycle and reports the data, with summary analysis, to the President, Division Heads and the IE Committee by the end of each academic year.

To insure that information collected from students is collected and stored in a confidential manner, the following methods are utilized:

(a) surveys conducted in either traditional face-to-face classes or during the face-to-face portion of hybrid classes contain no student identifiers, instructors are directed to leave the classroom during the evaluation process, and completed forms are collected in a sealed envelope by an in-class evaluation administrator and returned directly to the office of the Vice President of Academic and Student Affairs.

(b) for surveys conducted as part of online education courses or programs, survey notifications are sent to each student using their college email, evaluation forms contain no student identifiers, evaluation confidentiality is insured using Survey Monkey, and survey information is returned to the IE Office via Survey Monkey.

The College is continuously evaluating alternative survey methods that can be employed regardless of the instructional delivery format or location, and should a more attractive alternative be identified, the survey format and the delivery method may be altered at a future date.

- ☞ Ensure that data and analysis are included in the Williamsburg Technical College Accountability Report.
- ☞ Maintain a complete institutional Assessment Record Book (previous cycle), an Assessment Record Book (current cycle), the Williamsburg Technical College Accountability Report, and the Institutional Effectiveness Process Manual in the respective office.

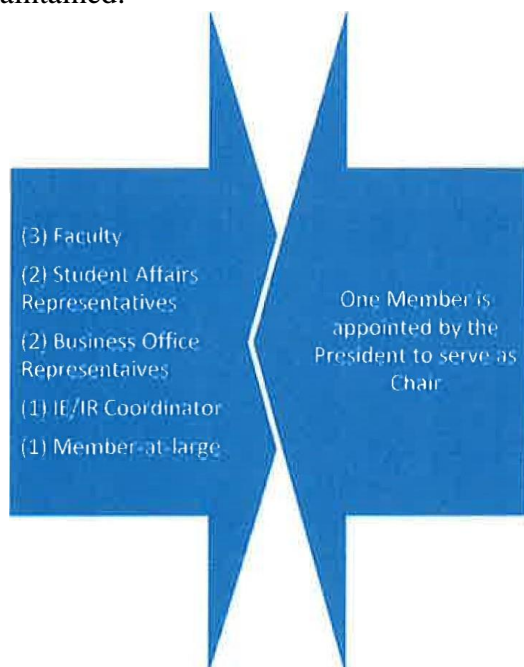
Coordinate with other offices of the College to ensure that the Williamsburg Technical College Accountability Report is published for the South Carolina Commission on Higher Education (SC CHE) or submitted to the System Office of the South Carolina

Technical College System (SCTCS) by the requested date.

## IE Committee

The Institutional Effectiveness Committee at the College plays an important and integral role in the Institutional Effectiveness process. The committee consists of representatives from the College and serves as the key point of reference for all matters concerning the IE process.

The President appoints eight members to the committee to ensure that the following distribution among the college's divisions is maintained:



The Chair of the Institutional Effectiveness Committee is responsible for scheduling and conducting all meetings of the committee, which should occur, as a minimum, on a bimonthly basis.

As with the I.E. Coordinator, the duties and responsibilities of the committee are numerous. They are generally tasked with monitoring and reviewing the entire process as detailed in this manual. Specific duties and responsibilities are:

☞ The committee will review all Program Assessment and Administrative Unit Assessment Forms to be submitted to them by the end of September of each year. Their review should include all student outcomes, process outcomes (if an administrative department), proposed means of assessment and success criteria. The committee will coordinate any recommended revisions to these statements with the appropriate Division Head. Additionally, the committee, in their review of the means of assessment, will coordinate any necessary research efforts, where possible, as identified on the forms.

☞ The Chair of the IE Committee will maintain a complete institutional Assessment Record Book (previous cycle) and an Assessment Record Book (current cycle) in his/her office.

☞ The Chair of the Committee will also be responsible for contacting all Division Leaders in May of each year to request that completed assessment records be forwarded to the committee.

☞ At the completion of the assessment cycle in June of each year, the Chair will forward a complete institutional Assessment Record Book to the President. In September of each year, the Chair will forward to the President and IE Coordinator a copy of the institutional Assessment Record Book for the current cycle.

## Division Leaders

The Division Leaders also play a critical role in the success of the Institutional Effectiveness Process. They, perhaps above all others at the college, must be a supporter of the process. Without their commitment to institutional effectiveness, the employees in their charge will not be compelled to be committed. Their

responsibility in the process is to ensure that followed correctly and on schedule within their divisions through their departmental leaders. Their role is primarily the one of facilitator, but they must also be the planners, evaluators, and supporters of the process.

### **Institutional Research**

Institutional Research is an integral part of the planning and evaluation process of Williamsburg Technical College. Its primary responsibilities are to collect and analyze data and to disseminate the results to the college. In order to accomplish these responsibilities, Institutional Research, as part of the duties of the IE/IR Coordinator, uses external studies and reports, designs and implements internal

every step described within this manual is studies related to students, personnel, facilities, equipment, programs, services, and fiscal resources. With IT, Institutional Research develops databases suitable for longitudinal studies and statistical analyses in order to support planning, evaluation, and management.

In support of the above-mentioned responsibilities, the IE/IR Coordinator will ensure that the Williamsburg Technical College Accountability Report is published by the designated date of each year. The IE/IR Coordinator will also work with and coordinate with the IE Committee on all surveys and other necessary data collection methods to be conducted.

## APPENDIX A: INSTITUTIONAL EFFECTIVENESS FORMS

**ACADEMIC PROGRAM:** Associate in Arts

**MAJOR:** N/A

**CONCENTRATION:** N/A



	COL-103 College Skills	CPT-101 Intro to Computers	CPT-170 Microcomputer Applications	ENG-101 English Comp I	ENG-102 English Comp II	MAT-110 College Algebra	PSY-201 General Psychology	SPC-205 Public Speaking	Fine Art Elective (ART-101 or MUS-105)	Literature Elective (ENG-2XX)	History Elective (HIS-XXY)	Lab Science Elective (BIO-XXY or CHM-XXY)	Major Courses (15 credit hours) Humanities, Social Sciences, Arts	Electives (12 credit hours) Advisor Approved
1. Demonstrate effective communication skills using multiple methods	I			I	R			I	I	E			R	I/R
2. Demonstrate reflective thinking by identifying, interpreting, analyzing, and evaluating information in the social sciences				I	R		E				I		R/E	I/R
3. Use the scientific method to solve problems		I	R			E						E	R	I/R

**LEGEND**

I = Introduced

R = Reinforced

E = Evaluated



## 2011-2012 Program Assessment

### Program:

### Name

Division: Academic Affairs

V.P. of Academic Affairs: Clifton R. Elliott

Department:

Name

Department Head:

Name

Program Coordinator:

Name

Enrollment:

# (Fall 2010), # (Fall 2011)

Graduates:

# (2010), # (2011)

Program description per the WTC Catalog,  
Curriculum Information section.

### Assessment Summary

#### Key Findings - Due June 2012

Summary of information contained in Column F in the following page(s), to be completed at the end of the academic year being assessed.

#### Plan for Improvement - Due June 2012

Summary of information contained in Column G in the following page(s), to be completed at the end of the academic year being assessed.

#### Implementation - Due June 2013

Analysis to be completed one year after the academic year assessed. Was Plan for Improvement (contained in the box to the immediate left) implemented?



## STUDENT LEARNING OUTCOMES FOR PROGRAM REVIEW

Year: 2011 - 2012

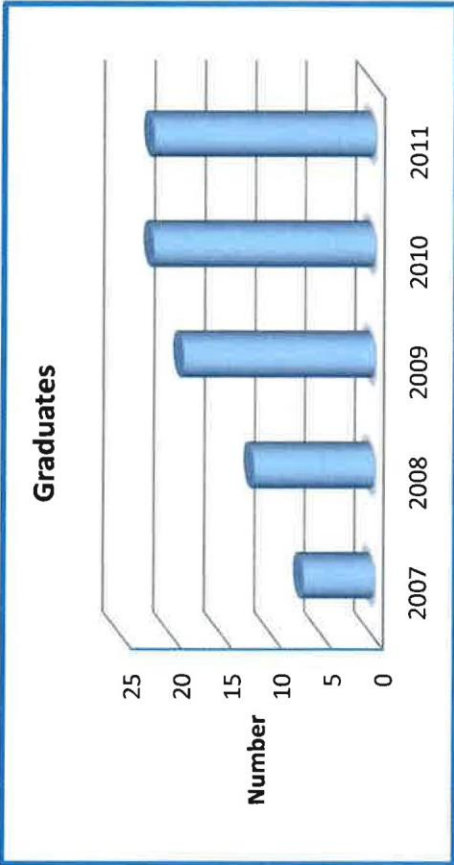
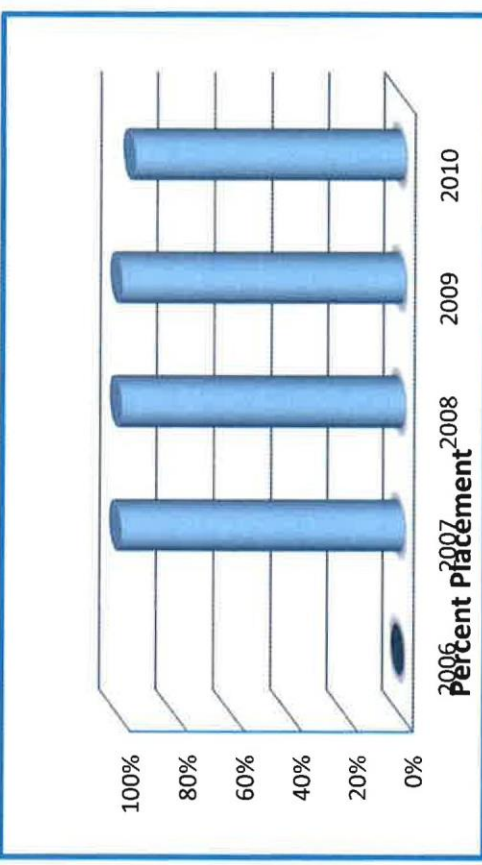
Division: Academic Affairs

Program: Name

A. Student Learning Outcomes	B. Where Students Demonstrate Proficiency	C. Methods for Outcomes Assessment	D. What Demonstrates Proficiency	E. Data Collection Date(s) and Method(s)	F. Actual Results	G. Analysis and Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the <u>program</u> ?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program
Demonstrate...	Course number		Often expressed as 'X% of the students will achieve a proficiency level of Y'			



## PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans												
<div><p><b>Graduates</b></p><table data-bbox="263 888 714 1747"><thead><tr><th>Year</th><th>Number of Graduates</th></tr></thead><tbody><tr><td>2007</td><td>8</td></tr><tr><td>2008</td><td>12</td></tr><tr><td>2009</td><td>18</td></tr><tr><td>2010</td><td>22</td></tr><tr><td>2011</td><td>23</td></tr></tbody></table></div>	Year	Number of Graduates	2007	8	2008	12	2009	18	2010	22	2011	23	Statistical analysis including the mean number of graduates, the standard deviation, and comment on the trend.	
Year	Number of Graduates													
2007	8													
2008	12													
2009	18													
2010	22													
2011	23													
<div><table data-bbox="782 888 1261 1747"><thead><tr><th>Year</th><th>Percent Placement</th></tr></thead><tbody><tr><td>2006</td><td>95%</td></tr><tr><td>2007</td><td>95%</td></tr><tr><td>2008</td><td>95%</td></tr><tr><td>2009</td><td>95%</td></tr><tr><td>2010</td><td>95%</td></tr></tbody></table></div>	Year	Percent Placement	2006	95%	2007	95%	2008	95%	2009	95%	2010	95%	Statistical analysis including the mean percent placement, the standard deviation, and comment on the trend.	
Year	Percent Placement													
2006	95%													
2007	95%													
2008	95%													
2009	95%													
2010	95%													

Indicator	Trend Analysis	Action Plans																		
<div data-bbox="196 894 735 1749"> <table border="1"> <thead> <tr> <th>Year</th> <th>Headcount</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>52</td> <td>32</td> </tr> <tr> <td>2008</td> <td>58</td> <td>35</td> </tr> <tr> <td>2009</td> <td>62</td> <td>38</td> </tr> <tr> <td>2010</td> <td>55</td> <td>35</td> </tr> <tr> <td>2011</td> <td>50</td> <td>32</td> </tr> </tbody> </table> </div>	Year	Headcount	FTE	2007	52	32	2008	58	35	2009	62	38	2010	55	35	2011	50	32	<p>Statistical analysis including the mean headcount and FTE, the standard deviations, and comment on the trends.</p>	
Year	Headcount	FTE																		
2007	52	32																		
2008	58	35																		
2009	62	38																		
2010	55	35																		
2011	50	32																		



## 2011-2012 Administrative Unit Assessment

### Division: Name

Department

Name, Title

Department

Name, Title

Department

Name, Title

A brief summary of each department's responsibilities

### Assessment Summary

#### Key Findings – due June 2012

Summary of information contained in the Actual Results column in the following page(s), to be completed at the end of the year being assessed.

#### Plan for Improvement – due June 2012

Summary of information contained in the following page(s), to be completed at the end of the year being assessed.

#### Implementation – due June 2013

Analysis to be completed one year after the year assessed. Was Plan for Improvement (contained in the box to the immediate left) implemented?

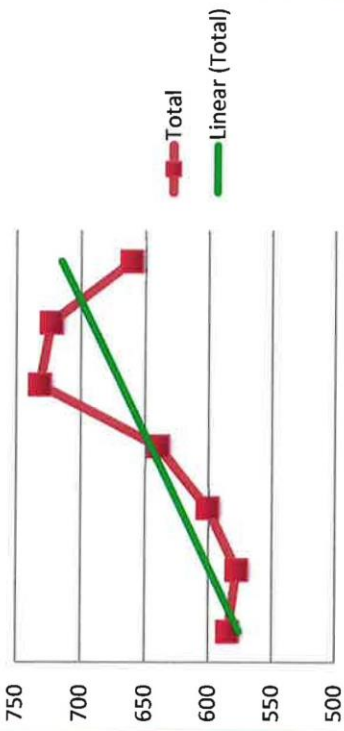
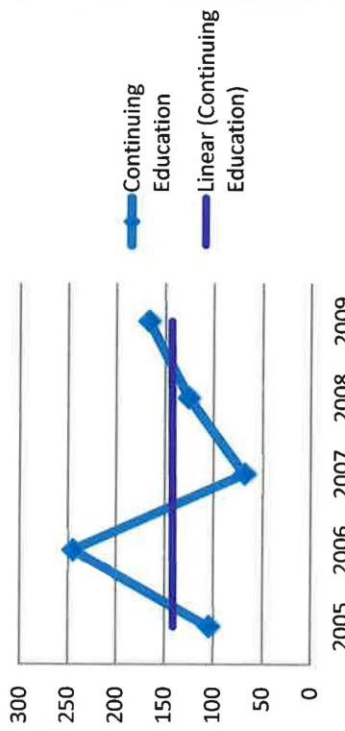
## WTC Strategic Initiatives Assigned to the Administrative Unit

<b>INITIATIVE 1: Provide educational and training programs to support current and anticipated work force needs.</b>					
<b>Goal 1.1: Scan the local environment for additional programmatic needs and respond accordingly.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 1.2: Increase enrollment and improve retention through innovative marketing and customer service strategies.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 1.3: Increase participation of high school students in the dual enrollment program.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>INITIATIVE 2: Provide continuous quality improvement to the educational and administrative processes.</b>					
<b>Goal 2.1: Prioritize and sustain campus-wide quality improvement processes.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 2.2: Invest in employee development and growth.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 2.3: Provide excellent service to students and stakeholders by continually improving processes.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>INITIATIVE 3: Effectively integrate and utilize information technology systems.</b>					
<b>Goal 3.1: Enhance the use of technology as a means of communication both internally and externally.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 3.2: Utilize information as a tool for strategic and operational decision-making.</b>					



Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 3.3: Enhance educational opportunities by providing instruction through online learning.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>INITIATIVE 4: Establish the College as the preeminent educational and economic development resource in the community.</b>					
<b>Goal 4.1: Strengthen relationships with all stakeholders.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 4.2: Enhance the physical and virtual appearance of the College.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 4.3: Promote the College's contributions to the community.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>INITIATIVE 5: Identify solutions necessary to improve College sustainability.</b>					
<b>Goal 5.1: Identify and pursue alternative resources and funding opportunities in support of institutional and workforce needs.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status
<b>Goal 5.2: Refine and enhance budget procedures tied to College priorities/initiatives.</b>					
Expected Results	Responsible Unit	Actions	Funding Needed & Source	Actual Results	Status

## Key Performance Indicators

Indicator	Analysis																								
<div><p><b>Enrollment</b></p><table data-bbox="347 846 688 1572"><caption>Enrollment Data (2005-2011)</caption><thead><tr><th>Year</th><th>Total</th><th>Linear (Total)</th></tr></thead><tbody><tr><td>2005</td><td>580</td><td>580</td></tr><tr><td>2006</td><td>600</td><td>600</td></tr><tr><td>2007</td><td>620</td><td>620</td></tr><tr><td>2008</td><td>640</td><td>640</td></tr><tr><td>2009</td><td>660</td><td>660</td></tr><tr><td>2010</td><td>680</td><td>680</td></tr><tr><td>2011</td><td>720</td><td>700</td></tr></tbody></table></div>	Year	Total	Linear (Total)	2005	580	580	2006	600	600	2007	620	620	2008	640	640	2009	660	660	2010	680	680	2011	720	700	<p>Enrollment has trended positively in recent years. More students were considering and enrolling in college due to limited employment and opportunities and increasing educational and skill requirements for jobs that are available. Enrollment numbers reached record levels in 2009 and 2010. The enrollment trend declined slightly in 2011 as the economy began to slowly recover and potential students opted for employment. Due to continued, modest economic recovery being forecasted, the college will more aggressively market educational opportunities, with enrollment numbers expected to be relatively stable in the near-term future.</p>
Year	Total	Linear (Total)																							
2005	580	580																							
2006	600	600																							
2007	620	620																							
2008	640	640																							
2009	660	660																							
2010	680	680																							
2011	720	700																							
<div><p><b>Enrollment</b></p><table data-bbox="850 846 1192 1572"><caption>Continuing Education Data (2005-2009)</caption><thead><tr><th>Year</th><th>Continuing Education</th><th>Linear (Continuing Education)</th></tr></thead><tbody><tr><td>2005</td><td>120</td><td>120</td></tr><tr><td>2006</td><td>250</td><td>130</td></tr><tr><td>2007</td><td>150</td><td>140</td></tr><tr><td>2008</td><td>180</td><td>145</td></tr><tr><td>2009</td><td>150</td><td>150</td></tr></tbody></table></div>	Year	Continuing Education	Linear (Continuing Education)	2005	120	120	2006	250	130	2007	150	140	2008	180	145	2009	150	150	<p>Continuing education enrollment has trended flat in recent years. Due to limited economic growth, disposable income available to students to fund continuing education has not changed, so continuing education numbers have remained stable.</p>						
Year	Continuing Education	Linear (Continuing Education)																							
2005	120	120																							
2006	250	130																							
2007	150	140																							
2008	180	145																							
2009	150	150																							

## APPENDIX B: CURRENT REPORTS AND SURVEYS USED IN ASSESSMENTS

WILLIAMSBURG TECHNICAL COLLEGE  
Institutional Effectiveness & Institutional Research Calendar

The following is a summary and general timeline of the major reports and surveys administered by Institutional Research and used in the Institutional Effectiveness Process. Additionally, key meetings and training workshops affecting or in support of the process are also included to aid college personnel in planning. Some of these surveys and data collection means are used to assess the Indicators of Effectiveness referenced previously in the Williamsburg Technical College Institutional Effectiveness Process

Manual. Others are used by individual departments in program review and as a "Means of Assessment" in their departmental IE Record. The reports and surveys mentioned here are not intended to be an exhaustive list of all data collected, but merely a sample of some of the reports used. For more detailed information regarding the nature and content of individual surveys, contact Dr. Veronica Graham Jackson at (843) 355-4150 or email him at [grahamjacksonv@wiltech.edu](mailto:grahamjacksonv@wiltech.edu).

## Calendar

### January

- Mail Alumni Survey to graduates (-3 years). For example, in January 2021 mail surveys to 2019 graduates.

### February

- Alumni follow-up postcard to graduates (-3 years)- 2018
- Alumni follow-up letter to graduates (-3 years)- 2018

### March

- Graduate telephone survey for graduates (-1 year). For example, in March 2021 mail to graduates from May 2020.
- Create reports, charts and graphs to support CHE reporting on Majors, Retention, and Attrition

### April

- Alumni report completed (Placement rates, etc.)
- Program evaluation statistics for State Tech report (Number graduates/program, number/percent placed, number transferred, etc.)
- Generate report to furnish information for State Tech Program Evaluation - graduates (-1 year).



- Student Opinion Survey
- Student Evaluation of Faculty for each course section (Spring Semester)
- Administer Graduate Survey to graduating students
- Final collection of all General Education assessment data due

## **May**

- Employer Survey — graduates (-2 years)
- Graduates' Survey — graduates (-1 year)
- Budget Requests for coming fiscal year due

## **June**

- President's Area Commission Reports (Enrollment, FTE, Minority and Gender data, Trend Data for Summer Semester)
- Dual Enrollment Reports due
- Curriculum Review Committee and Academic Council meetings to finalize revision to curriculum programs
- IE Workshop for Division Heads

## **July**

- Prepare reports for Strategic Planning Meeting
- Strategic Planning Meeting of the Administrative Staff to review IE use of results, prioritize funding for coming cycle, and to establish Institutional Initiatives for coming cycle
- IE Workshop for all employees of the college
- Student Evaluation of Faculty forms for each course section (Summer Semester)

## **August**

- Budget Process Survey Due
- Maintenance Plan Evaluation Survey Due
- IE/IR Process Survey Due
- Administrative Process Survey Due
- Program Assessment and Administrative Assessment Forms, with goals for coming cycle, due

## **September**

- Area Commission Reports for Fall Semester data.
- IE Committee meeting to review proposed strategic initiatives
- WTC Accountability Report completed and published on website

## **November**

- Student Evaluation of Faculty forms for each course section (Fall Semester)

## **December**

- Mid-year Faculty and Staff Meetings to assess current status of goals and initiatives