

# WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT MODEL

## **I. Institutional Effectiveness Model**

The West Virginia State Community and Technical College's Institutional Effectiveness Model is a comprehensive planning and evaluation process that enables the college to demonstrate that its performance matches its purpose. The model is a systematic approach that involves interaction, consensus, and collaboration on the goals, objectives, expectations, and appropriate actions and outcomes that ultimately affect the college and its constituencies.

The purpose of institutional effectiveness at WVSTC is to improve programs and services and to align the performance of the institution with established goals and objectives to the mission of the institution. WVSTC assesses its effectiveness for accountability purposes to the public, the legislature and the accrediting agency. WVSTC deems its planning processes to be effective only when the results of the assessment tools match both the institution's mission and the expectations of faculty, staff, students, and business and industry. The college's institutional effectiveness process is an on-going, flexible, institution-wide process of planning and outcome assessments for the purpose of continuous improvement and to provide evidence that the college is effectively achieving its mission.

WVSTC uses a results-driven approach to institutional effectiveness. The use of traditional and non-traditional indicators and various planning documents and student/program assessment tools allow WVSTC the opportunity to meet the ever-changing needs and expectations of its constituencies.

The WVSTC Institutional Effectiveness model incorporates strategic planning (core indicators), a means/process oriented process, and the assessment planning (outcomes), an ends/outcome oriented process, into its model. The relationship between the two processes is vital to the effectiveness of the plan because the measurement guidelines compare the assessment results with the expectations and goals of the college's mission.

## **II. Office of Institutional Effectiveness**

The Office of Institutional Effectiveness has the responsibility of providing leadership and direction for the college-wide planning and assessment process. The following is a list of the specific responsibilities of the office:

- Monitor and revise the college's planning schedule and the development of annual plans,
- Evaluate the planning processes for efficiency and effectiveness
- Oversee and coordinate the development of required planning and assessment documents

- Collect, analyze the results of the institutional planning documents and assessment reports to assess whether the purpose and objectives are being met
- Provide assistance to other divisions for planning and assessment

WVSCTC, on the recommendation of the Self-Study Committee, has designated an individual to oversee and monitor its institutional effectiveness plan. This individual works closely with WVSCTC faculty and administrators to ensure the institution meets its goals. Furthermore, the individual serves on the WVSC Planning Committee, and collaborates with WVSC administrators, deans, and division chairs to insure a seamless transition for WVSCTC students.

### **III. Institutional Effectiveness Process**

The WVSCTC institutional effectiveness planning model is an outcomes assessment model comprised of the three major components: mission of the institution, core indicators, and internal and external constituencies. The inclusions of these components enables WVSCTC to not only document its performance, but also to be accountable for its performance in relation to the goals and objectives of the institution and the expectations of its internal and external constituencies.

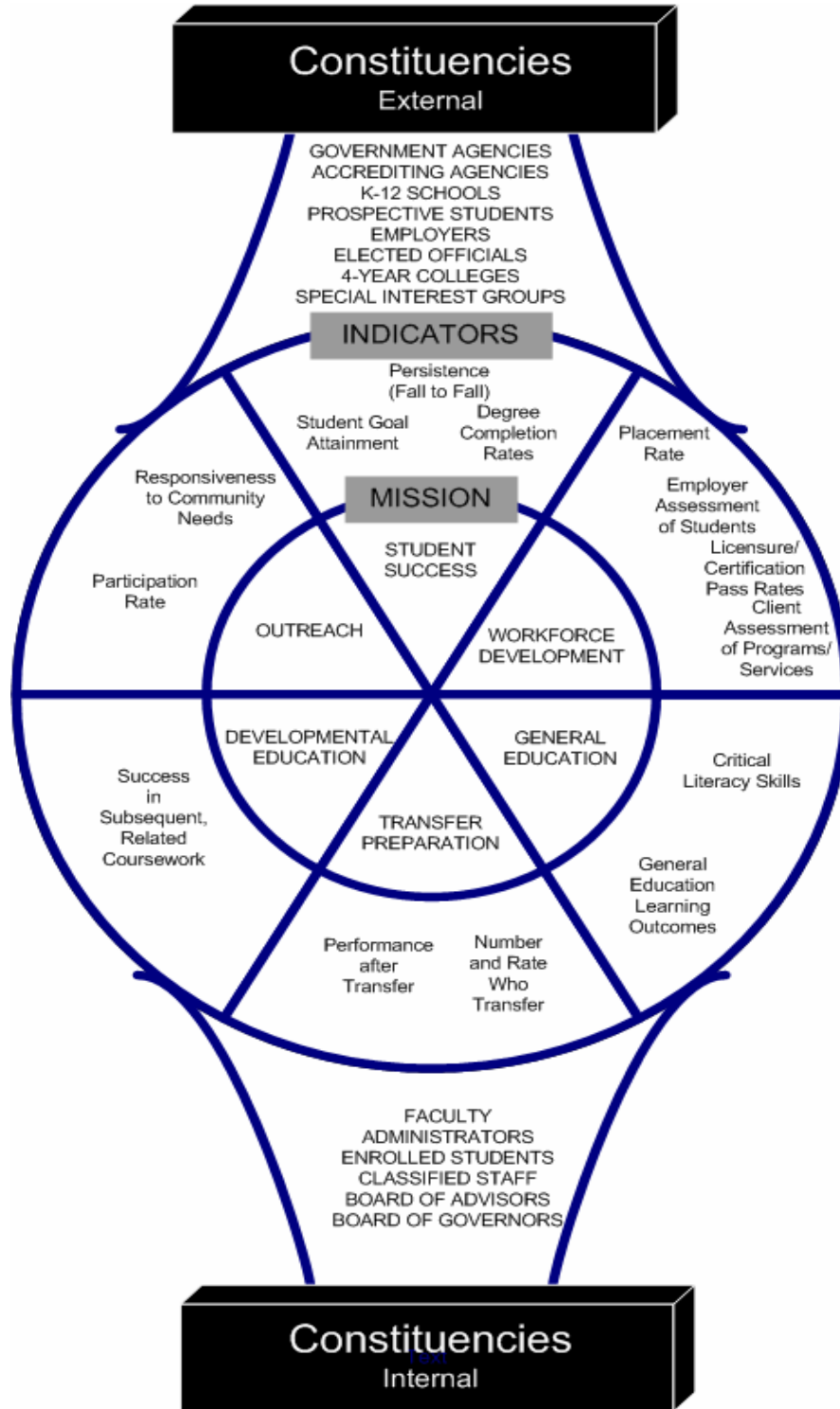
The institutional effectiveness process at WVSCTC is an on-going planning, implementing, evaluation, improving cycle that is applied at every level of the college. WVSCTC approaches institutional effectiveness as a comprehensive planning and evaluation process that documents the college's performance outcomes and institutional accountability. This approach to institutional effectiveness provides tangible improvements and promotes an environment that is conducive to informed decision-making. The key to the success of the model is the collection of information that can be applied to various reporting and operational purposes. The WVSCTC Institutional Effectiveness Model is a process that contains the following steps:

1. A clear, direct mission statement that has principles and values that directly support the mission fulfillment and guides the college.
2. An established planning mechanism and evaluation system that clearly outlines the institutions accomplishments in relation to the strategic planning process.
3. Standards that identify critical areas of success
4. Standards upon which the college can judge its effectiveness in identified critical areas based on the needs and expectations of its constituencies.

These steps are interwoven in every aspect of the college's decision-making process, such as the governing boards, the curriculum evaluation process, the various business and industry cluster meetings and consortiums, and student and faculty evaluation processes. See Table 1 for the WVSCTC Model adapted from the Comprehensive Effectiveness Model created by Alfred, Ewell, Hudgins and McClenney, *Core Indicators of Effectiveness for Community Colleges*, 2<sup>nd</sup> edition, Washington, D.C.: Community college press, 2000.

**West Virginia State Community and Technical College  
Comprehensive Institutional Effectiveness Model**

**Table 1**



Model adapted from Core Indicators of Effectiveness for Community Colleges, 2<sup>nd</sup> edition, by Alfred, Ewell, Hudgins, and McClenney, Washington, D.C.: Community college Press, 2000

**WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE  
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**Reporting Cycle for Institutional Effectiveness Planning Processes**

<b>Institutional Planning Processes</b>	<b>Measurement</b>	<b>Report Cycle</b>
Institutional Compact and Master Plan	Benchmark progress toward established statewide initiatives and goals	Annually
Comprehensive Development Plan	Benchmark progress toward meeting goals and objectives as stated in Comprehensive Development Plan	Annually
Strategic Plan (Comprehensive Plan)	Evaluation of institutional philosophy mission and vision in relation to the overall accomplishments, major issues, and opportunities facing the institution	Every 3 Years
<ul style="list-style-type: none"> <li>• Strategic Goal Reporting</li> </ul>	Overall methods to achieve the accomplishments	Quarterly
Budget Plan (Comprehensive Plan)	Assessment of financial resources and budgetary plans	Annually
<ul style="list-style-type: none"> <li>• Review/Assessment</li> </ul>	Maintaining budgets, monitoring spending	Quarterly
Institutional Academic Plan	Benchmark progress on the academic activities and operations	Every 5 Years
Environmental Scan (Consortium)	Evaluation of workforce and economic education and training needs	Every 3 years
<ul style="list-style-type: none"> <li>• On-going systematic scanning</li> </ul>	Review and/or assessment of constituencies needs	Continuously
CTC Perkins Performance Indicators	Survey of career-technical faculty development, developmental education, advising, counseling, special populations and non-traditional students	Annually
CTC Perkins Core Indicators	Assessment of student attainment of vocational and technical skill proficiencies, certificate and associate degree completion, job placement, and capstone courses	Annually
Perkins Local Planning Guide	Assessment of the institution's implementation of the goals and objectives relating to the Perkins Act	Annually
HEPC Tuition Increase Recommendation	Assessment of the institution meeting the required strategies, goals, and objectives of the Compact and Master Plan	Annually

**WEST VIRGINIA STATE COMMUNITY AND TECHNICAL COLLEGE  
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**Timeline of Assessment Processes**

<b>Assessment Method</b>	<b>Description/Purpose</b>	<b>Timeline/Frequency</b>
ACT/SAT	Determine class placement	On Demand
Accuplacer Math Placement	Special on-line placement tools used to evaluate class placement for students who have not taken the or scored below 19 on the ACT	On Demand
Capstone Courses (A comprehensive list of capstone courses is provided in Criterion Three)	Benchmark of students ability to give clear, logically formulated presentations, integrating many areas of learning into a whole, while culminating the students experiences	Per Semester
Work Keys	Benchmark of student success on Applied Math and Reading	December and May
Faces of the Future Surveys	Students perceptions and satisfaction on the operations of the institution	Every 2 Years
Incoming Freshman Survey (CIRP)	Assessment of special needs, academic needs to student perceptions	Annually
Graduate Exit Survey	Assessment of academic programs, student services, general education core indicators, employment, and other division specifically tailored questions	December and May
Academic Program Review <ul style="list-style-type: none"> <li>• Employer Evaluation Survey</li> <li>• Student Evaluation Survey</li> </ul>	<p>Evaluate the viability of academic programs, course content, continuation, termination and/or revisions</p> <p>Employer satisfaction with student verbal/non-verbal communication skills, and computer literacy</p> <p>Student satisfaction with programs quality of instruction, and transferability of courses</p>	Every 5 Years <sup>1</sup>
Articulation Agreement Review	Seamless curriculum and career development review assessment of 2+2 programs and other cooperative agreements	Annually
Career Placement Survey	Positive placement rate and student preparation	Annually

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<sup>1</sup> Except for new occupational degree programs; initial program reviews occur after the program has been in place for 3 years.

#### IV. Measuring Effectiveness

WVSCTC uses a plethora of planning and assessment tools to evaluate the institutions effectiveness. The WVSCTC assessment process focuses on three basic questions: What is the principal mission of the college? What results can be expected from achieving the mission? And, What measurements will serve as adequate evidence that these results have been achieved? To effectively answer these questions, WVSCTC identified six areas as critical to institutional success. These areas and the core indicators for each area connect the mission and the results of the college with the needs of its constituencies.

##### Mission and Core Indicators

###### A. *Student Success*

Core Indicators:        Student Goal Attainment  
                                 Student Persistence  
                                 Degree Completion Rates

Student success and achievement manifests itself in many forms. The core indicators of Student Goal Achievement, Student Persistence, and Degree Completion Rates allow WVSCTC to measure student intent with student achievement.

###### B. *Workforce and Economic Development*

Core Indicators:        Placement Rate  
                                 Employer Assessment of Students  
                                 Licensure/Certification Pass Rates  
                                 Client Assessment of Program/Services

Workforce readiness has become an ongoing takes that requires a variety of programmatic responses. The core indicators for Workforce and Economic Development Assess the various forms of career preparedness, career goals, and employer satisfaction in relation to noncredit and continuing education courses, as well as credit courses in workforce development.

###### C. *General Education*

Core Indicators:        Critical Literacy Skills  
                                 General Education Learning Outcomes

The goal of general education is to strengthen both the general skills and broad analytical capabilities that students need in order to function competently in day-today lie. WVSCTC uses the core indicators of Critical Literacy and General Education Learning Outcomes to measure the application of knowledge, and assess the general education (reading, math, and global learning) competencies of its students.

*D. Transfer Preparation*

Core Indicators: Performance after Transfer  
Number and Rate of Transfers

The administratively linked services between WVSCTC and WVSC promote a seamless educational system. These two transfer core indicators permit WVSCTC to track students and document transfer patterns. The documentation of transfer patterns allow WVSCTC to broaden the impact of public education by making the first two years of college education productive and rewarding for the student.

*E. Developmental Education*

Core Indicator: Success in Subsequent, Related Work

By enhancing and reinforcing the skills of underprepared students, the developmental education supports the college's ability to achieve its mission. The core indicator of Success in Subsequent, Related Work provides a useful way for the college to determine how well its students are performing.

*F. Outreach*

Core Indicators: Responsiveness to Community Needs  
Participation Rate

WVSCTC provides community outreach services through its Workforce and Economic Development Division, as well as, forming interactive collaborating partnerships with the WVSC Land Grant Division, community based organizations, and local business and industry. These relationships permit WVSCTC to remain alert to local needs, identify gaps in service, and respond with programs and services that reflect the college's mission and meet the needs of its constituencies.

