



Institutional Effectiveness Plan

2020-2023

Vance-Granville Community College
Institutional Effectiveness Plan 2020-2023

Table of Contents

Vance-Granville Community College 2020-2023 Institutional Effectiveness Plan Overview	2
Flexible Funding	2
History and Characteristics	3
Vance-Granville Community College Mission, Vision, Values, and Strategic Goals	4
Institutional Strategic Goals	5
Institutional Planning Process.....	7
Cycle of Institutional Effectiveness Process.....	7
Web-based Planning Tools and Software.....	8
Components of Institutional Planning	8
Annual Strategic Planning	9
Advisory Committees	10
Academic Program Reviews.....	11
Curriculum Program Outcomes and Student Learning Outcomes	11
Data Metrics.....	12
North Carolina Community College System - Performance Measures for Student Success	14
SACSCOC Completion Data Metric	19
Quality Enhancement Project (QEP).....	20
Appendix 1.....	21
Appendix 2.....	23
Appendix 3.....	39

Vance-Granville Community College 2020-2023 Institutional Effectiveness Plan Overview

The Vance-Granville Community College (VGCC) Institutional Effectiveness Plan provides direction for college-wide planning and assessment activities for continuous improvement, accreditation compliance with the Southern Association of Colleges and Schools-Commission on Colleges, a variety of reports submitted annually to the North Carolina Community College System, grant writing and administration, and institutional research and reporting.

Staff members from the VGCC Office of Planning and Research compiled the 2020-2023 Institutional Effectiveness Plan. The Office of Planning and Research provides training on planning and assessment, administers institutional surveys for assessment purposes, monitors reporting for data quality, produces interactive data dashboards for integrated research-based planning, and provides reports to inform the college community of the state of the college, coordinates the program review process, and monitors key performance indicators to ensure effectiveness.

Flexible Funding

In July 2016, the North Carolina State Budget was approved to include the following:
SECTION 10.2. (b) G.S. 115D-31(b1)

"A local community college may use all State funds allocated to it, except for Literacy funds and Customized Training funds, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. The State Board of Community Colleges may authorize a local community college to use up to twenty percent (20%) of the State Literacy funds allocated to it to provide employability skills, job-specific occupational and technical skills, and developmental education instruction to students concurrently enrolled in an eligible community college literacy course.

Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs."

State funds provided by the flexible funding provision in the 2016 NC state budget allow Vance-Granville Community College the ability to meet the demands of the local communities of Vance, Granville, Franklin, and Warren counties and to maintain a presence in all previously funded categorical programs including adult basic education, continuing education, curriculum programs of study leading to certifications, diplomas, and associate degrees; as well as innovative programs including early college high school partnership and online learning delivery.

History and Characteristics

One of the 58 institutions of the North Carolina Community College System, Vance-Granville Community College is the source for higher education and training in four rural counties: Vance, Granville, Franklin and Warren. VGCC operates four campuses, one in each county, and offers instruction online and at various local high schools and community locations. VGCC is a comprehensive institution, providing more than 42 curriculum programs, in which students work toward certificates, diplomas and associate degrees or complete the first two years of a bachelor's degree, as well as Continuing Education occupational extension courses and high school equivalency programs. The College maintains an "open door" (with guided placement) admissions policy. Students hail primarily from the College's official four-county service area and include Early College and Career and College Promise students, recent high school graduates, and older adults returning to education to start new careers or gain additional skills. VGCC's services are designed to meet local needs and to help both businesses and workers compete in the global economy as stated in the college's mission and goals.

The North Carolina General Assembly established VGCC as Vance County Technical Institute in 1969. VCTI's first home was a renovated former hospital in Henderson. As growing enrollment highlighted the need for larger, permanent facilities, Granville County joined Vance County in supporting a united effort between the counties to construct a new campus. The name of the institution was changed to Vance-Granville Technical Institute in 1972. The new campus, located midway between Henderson and Oxford, opened in August 1976, just six weeks after the Legislature granted community college status. Thus, the technical institute became "Vance-Granville Community College." In later years, the College's official service area was expanded to include Franklin County and Warren County. VGCC established additional facilities outside Vance County: South Campus in southern Granville County in 1982; the Warren County Campus in Warrenton in 1988; and finally, the Franklin County Campus in Louisburg in 1991. In recent years, the College has expanded both distance education and partnerships that allow high school students to earn college credits, including four "early college" high schools.

Vance-Granville Community College offers a variety of student support services including student activities providing opportunities for involvement, entertainment, and leadership on campus. The Student Learning and Success Center provides free tutoring services to all students in various subject areas. Other Student Learning and Success Center services include counseling and advising, disability services, developmental studies, career services, and the male mentoring program. Library Services provides books and electronic learning resources to support all students in various subject areas. In addition, the college offers several student athletics team sports. The VGCC Athletics Program began National Junior College Athletic Association (NJCAA) competition during the 2008-2009 academic year starting with men's basketball. Women's volleyball was added to VGCC's sports program and began NJCAA competition during Fall 2009. The golf program began NJCAA competition in Spring 2010.

The College serves approximately 3,000 students each fall and spring semesters in its curriculum programs. During 2019-2020, the College served an estimated 10,000 curriculum and continuing education students — or one of every thirteen to fourteen eligible adults in the service area.

Vance-Granville Community College Mission, Vision, Values, and Strategic Goals

Adopted by the Board of Trustees on January 27, 2020.

Mission Statement

Vance-Granville Community College educates, inspires, and supports a diverse community of learners to achieve professional and personal success.

Vision Statement

Vance-Granville Community College will be a catalyst in developing strong communities where everyone experiences a fulfilling quality of life.

Values

TEACHING and LEARNING – We value learning for all, providing quality instruction in a supportive environment aligned with community and workforce needs of today and tomorrow.

- A “culture of student success” is embodied in the way we engage, teach, advise, and administer policy to students
- Professional development in excellent teaching is provided and embraced. Innovation in teaching and learning is encouraged
- Measuring and monitoring student success allows us to continuously refine and improve our craft and process to ensure equitable student outcomes

RESPECT – We value a climate where employees, students, and community members feel accepted and meaningfully involved in a common cause. We recognize that we are interdependent and will demonstrate respect for one another.

- Conflict is viewed as an opportunity to find a constructive solution that helps all to succeed
- Genuine interest and care are shown to our co-workers and students
- Everyone is accountable at VGCC for success
- We acknowledge, celebrate, and give credit where it is due

COMMUNITY – We value positive and supportive relationships among the faculty, staff, and students. We strive to be a proactive partner in our community.

- We provide access to higher education for our communities. VGCC is a place where everyone is welcome
- We proactively seek to understand each other, our students, and our community in the fulfillment of our mission
- We consider the impact our decisions have on each other, our students, and our community
- Diversity is celebrated and inclusion is practiced

COMMUNICATION – We value decision making through broad-based, respectful team work and effective dialog

- Our communication is genuine and transparent

- We communicate by being totally honest and totally kind
- Follow-through is an important part of communicating
- Different audiences may need different levels and types of communication

Institutional Strategic Goals

Economic Development and Partnerships

Developing new and enhancing existing partnerships to strengthen workforce retraining and development, and providing additional pathways for higher education.

- 1.1 – Implementing short-term workforce development programs to build a strong base and prepare tomorrow’s workforce.
- 1.2 – Developing additional centers throughout our service area to offer educational opportunities for all residents.
- 1.3 – Constructing new transfer pathways and opportunities for students to streamline education beyond Vance-Granville.
- 1.4 – Enhancing existing K-12 partnerships to prepare students for work after graduation.

Teaching and Learning

Facilitating student success by incorporating professional development for faculty and supporting our students with intentional strategies.

- 2.1 – Ensuring that all students have equity in learning outcomes and support services.
- 2.2 – Structuring programs and schedules for efficient completion.
- 2.3 – Fostering quality instruction through faculty support and resources.
- 2.4 – Establishing and enhancing student services that support improved access, retention, success and completion.

Employee Culture and Innovation

Supporting employees to enhance their growth, development, and experience leading to employee retention.

- 3.1 – Providing opportunities for internal collaboration to increase awareness to all employees on college matters.
- 3.2 – Improving processes and technology that facilitate an environment of continuous improvement.
- 3.3 – Enhancing the quality and consistency of services and resources to strengthen employee support.

Institutional Commitment

Communicating and securing outside resources allowing VGCC to prosper now and in the future.

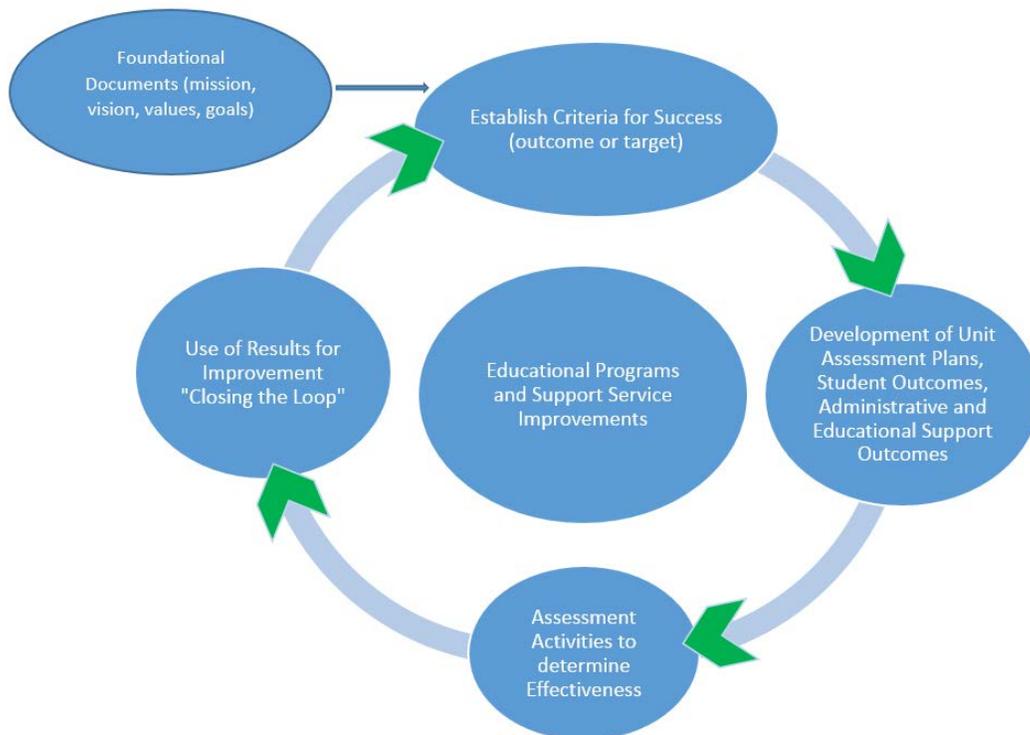
- 4.1 – Enhancing our external communications to build our foundation for the future.
- 4.2 – Securing additional resources to bolster, build, and extend workforce capacity.
- 4.3 – Cultivating the Vance-Granville brand through marketing, communications, and student results.
- 4.4 – Maintaining financial integrity with all avenues of budgeting.

Institutional Planning Process

Vance-Granville Community College's Institutional Planning Process includes the institutions opportunities to:

- Ongoing in that plans are updated mid-academic year and at the end of every academic year
- Comprehensive in that every unit and program at the College is engaged in the process
 - Review its goals, programs, and services to determine the extent to which they reflect the college mission.
 - Review college programs, activities, and outcomes, and commitments to constituent groups.
 - Create a culture of continuous improvement to provide ongoing efforts to increase the quality of courses, programs, support services, and processes.
 - Use the analysis of its compliance with the SACSCOC Core Requirements and Comprehensive Standards to evaluate the effectiveness of its programs, operations, and support services.
- Integrated in that the planning process informs budget decision and administrative decision making
- Research-based in that all processes are data-driven and data-informed

Cycle of Institutional Effectiveness Process



Web-based Planning Tools and Software

Campus Labs – Compliance Assist is a web-based software program that VGCC is using for a variety of planning purposes. Compliance Assist is the planning tool used to document and track the progress of the College’s strategic goals and planning priorities and, more specifically, the progress of the annual strategies developed by each college-planning unit. This system allows users to enter and edit their strategies and to gain access to other unit plans and information on-line. Users are assigned a User Name and Password to gain access to the system from their computer and to protect the integrity of the system. VGCC’s compliance assist link is as follows, <https://vgcc.compliance-assist.com>.

Tableau software is an interactive data dashboard that transforms data into actionable insights. This software tool provides a platform for all college faculty and staff end users see and understand data. This software allows users to effectively utilize data to inform our college’s efforts to improve institutional goals and educational outcomes consistent with our mission. Users are assigned a User Name and Password to gain access to the software from their computer and to protect the integrity of the system. VGCC’s tableau link is as follow, <https://sso.online.tableau.com/public/idp/SSO>.

Components of Institutional Planning

Multiple planning and assessment activities take place annually or more frequently.

- Planning Unit Strategies – VGCC Planning Units develop or revise their annual strategies for improvement in alignment with the college’s mission, vision, values, and goals. Strategies are assessed each year in January for Mid-Year Assessment and May for End of Year Assessment.
- Student Learning Outcomes are drafted, reviewed, and updated every semester in every course. Completed forms are available in Campus Labs.
- Programs Outcomes are determined by the assessment data collected from the Student Learning Outcomes every semester to improve student learning. Completed forms are available in Campus Labs.
- Program Review is a comprehensive review and examination of a program every three years. This review goes beyond normal annual assessment processes and is intended to assist in determining long-term program effectiveness and efficiency. Completed reports are available in Campus Labs. (See Program Review Schedule on Page 20-21.)
- The Quality Enhancement Plan (QEP) describes the course of action for institutional improvement critical to the enhancement of institutional quality and effectiveness that focuses on improving student learning outcomes and student success.
- Students complete Student/Course Evaluations in fall, spring, and summer semesters.
- Advisory Committee Meetings are held annually in October. Advisory Committees meet more frequently as needed.
- Employer Surveys are gathered annually and as needed for specific program accreditation requirements.
- Student Environmental Survey and the Faculty/Staff Environmental Survey provide feedback for multiple college areas, services, and programs.
- VGCC Graduate Survey is administered annually to students completing associate degree, diploma, and certificate programs.

- Personnel Evaluations - Support Staff, Faculty, and Professional Evaluations are conducted annually in the spring semester.
- IPEDS reports are submitted annually. (IPEDS reports include: Institutional Characteristics, Twelve Month Enrollment, Fall Enrollment, Completions, Graduation Rates, Student Financial Aid, Finance Report, and Human Resources)
- VGCC's data dashboard are published each fall, spring, and summer semesters. The data dashboards includes Admission's Pipeline, Course Fill Rates, Enrollment and FTE, Course Completion and Withdrawal Rates, English/Math Performance Measures, Retention and Persistence Rates, Completion and Graduation Rates.

Annual Strategic Planning

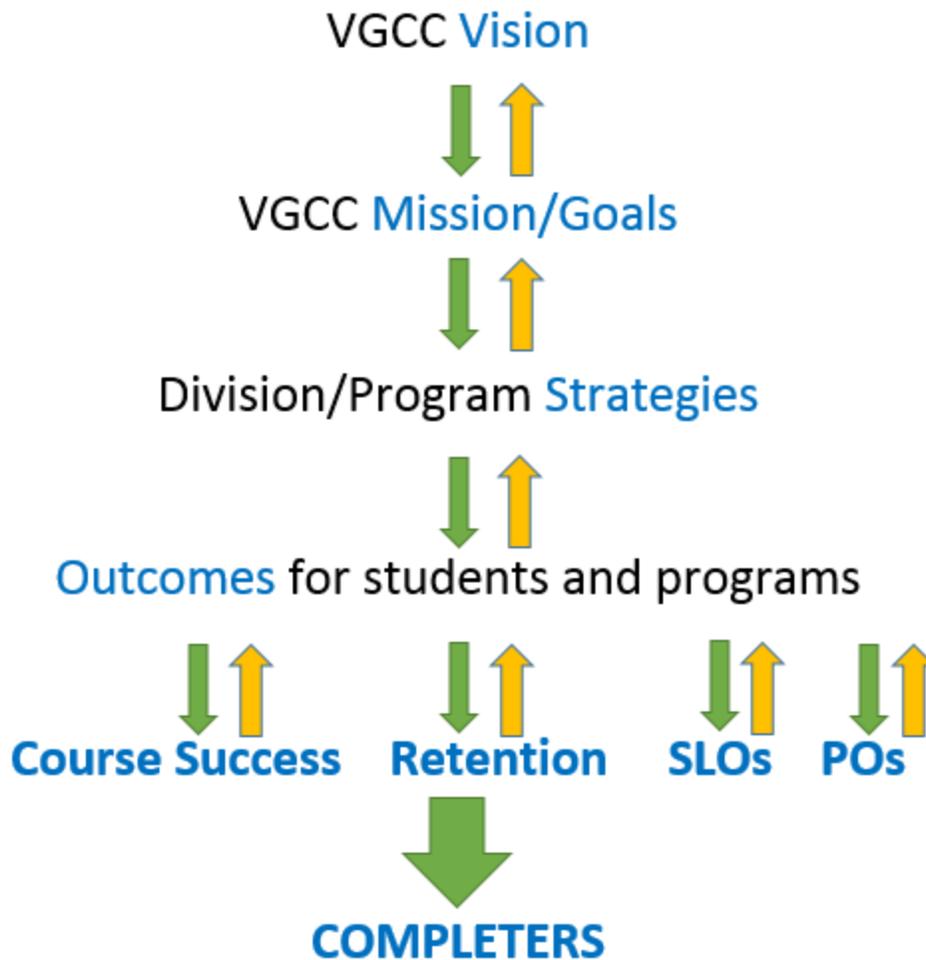
The VGCC **Strategic Plan** encompasses a systematic review of all administrative and academic areas. This review focuses on student success, operational efficiency, and priorities in which are critical to the compliance with state and federal mandates. The components of Strategic Planning are being used to facilitate a culture of evidence at VGCC further supporting the institution in making data informed decisions.

The specific purposes of the annual strategic planning process are:

- involvement and commitment by all college personnel to the institution's goals and outcomes;
- the appropriate allocation of resources;
- adequate information for decision-making, reporting and demonstrating accountability; and
- increase efficiency in the operation of the college with a focus on institutional quality and effectiveness.

In VGCC's academic areas, the data analyzed includes, student learning outcomes, student course success, semester-to-semester retention, and divisional program completion. Strategies are designed to help improve areas of opportunity and growth in student success, operational efficiency, and priorities in which are critical to the compliance with state and federal mandates. Annual Strategic Planning strategies normally address opportunities in various departments, academic and administrative, as well as new initiatives that align with the VGCC strategic plan. These strategies may include personnel from a particular department, multiple departments and even outside entities. Planned financial expenditures above a department's normal allocations must be justified and outlined in departmental strategies. Strategies that are developed are reviewed and approved by the appropriate supervisors as well as the Director of Planning and Research. Annual planning strategies are assessed at mid-year and 12-month intervals.

Interdependent Relationship between the Strategic Plan and Outcomes



The college's administrative planning units review their area's strengths; opportunities, aspirations, and results (SOAR) annually. Academic areas are reviewed every 3 years to provide a deeper review of the respective program.

Advisory Committees

Advisory Committees are an integral part of VGCC's planning process. Area employers, community members, retired professionals, and former students are invited to serve as VGCC advisory committee members to give input and guidance to college programs. The college currently has 34 **standing advisory committees**.

Most curriculum and continuing education program advisory committees are composed of between six and twelve community members; however, this may vary depending upon the nature of the program. Members are appointed to three-year terms. Their functions may include, but are not limited to,

helping to determine the program's compliance with criteria for effectiveness, including the Performance Measures for Student Success and other accountability standards which are prescribed by the North Carolina Community College System, the State Board of Community Colleges, the North Carolina Legislature, and the Southern Association of Colleges and Schools.

VGCC faculty and staff members meet with the Advisory Committees at least once annually, but some advisory committees for curriculum programs meet more frequently depending upon their respective needs. Additionally, each program head corresponds with his/her advisory committee via a formal letter sent in June each year.

Academic Program Reviews

Each academic program participates in an in-depth review to ensure it remains relevant and up-to-date, a minimum of once every three years. A program review committee composed of the Academic Dean, Program Head and/or Director, and the Vice President of Academic Affairs is charged with conducting the program review. Representatives from the following stakeholder groups may be included on the committee: advisory committee members, current faculty, current program students, program graduates and employers.

The components of the Program Review Process include, but are not limited to, a review of the program's purpose, staffing, facilities, enrollment history, graduation rates, graduate employment data (if available), advisory committee input and recommendations, employer satisfaction survey results, review of student learning outcomes, student course evaluations, and student and graduate satisfaction survey results.

In addition to the VGCC Graduating Student Survey, a number of other surveys are conducted to provide the data needed for the review, including: currently enrolled Student Survey, Faculty Survey, Advisory Committee Survey, and an Employer Satisfaction Survey. The final report of the Program Review Process is the finished product, including the recommended results for program improvement. (See the VGCC Program Review Schedule on Page 20-21.)

Curriculum Program Outcomes and Student Learning Outcomes

Vance-Granville Community College developed a student-learning assessment process in the spring of 2009. Through this process, the college assesses six general education core competencies and program outcomes, and has identified the courses in which the core competencies and program outcomes can be achieved.

Each academic division has developed program-level outcomes, specific to the major, describing the expectations of students in terms of what they should know and be able to do by the time of graduation. Each course has student learning outcomes defined and identified on the course syllabus. The outcomes emphasize what is essential to student learning in each course or program and focus on the skills and knowledge that students should attain after participating in a course or program. Further, these outcomes are measurable and well defined by deans, program heads and faculty members. Learning outcomes are assessed each year (updated each semester) and the results are evaluated and

used for overall program/course improvement.

Data Metrics

1. Course Success:

Purpose: To determine the average course success rate of students successfully enrolled past the 10% date (census) by earning a grade of C or better.

Description: Total graded successful enrollments earning a grade C or better.

Calculation: The following are grades recorded per course from Colleague:

A

PA - Passing "A"

B

PB - Passing "B"

P

P1

P2

P3

C

PC - Passing "C"

D

F

I – Incomplete

IE – Incomplete (COVID)

AU - Audit

W - Withdrawal

WE – Withdrawal (COVID)

RF - Retake course for failing grade

NS - No show

CE - Credit by Exam

OTH - "Other" - Drops before census date thus not included in the Methodology

- Total Enrollment = A+PA+B+PB+C+PC+P+P1+P2+P3+D+F+I+IE+AU+W+WE+RF+CE +NS
- Successful Enrollment = A+PA+B+PB+P+P1+P2+P3+C+PC+D+F+I+IE+AU+W+WE+RF+CE
- Total Successful Completion = A+PA+B+PB+C+PC+P+P1+P1+P2+P3
- Course Success Rate = Total Successful Completion (Numerator) divide into Successful Enrollment (Denominator)

Excellence: 81%

VGCC's Average: 78%

Baseline: 72%

Excellence and Baseline levels will be re-evaluated every three years.

2. Retention:

Purpose: To determine the number of degree-seeking students VGCC has retained from term to term.

Description: Percentages of degree-seeking students who return term to term.

Calculation:

If we are looking at whom we retained from a fall term to a spring term, we run an enrollment for fall and spring and compare who from fall returned in the spring. This total of who returned/retained is our Variable A. Those who did not return including any graduates is Variable B.

We then run a graduation list for the fall term to obtain Variable C.

The following equation excludes any graduates from fall thus providing us with the total number of students not returning for the spring term.

$$B-C=X$$

X is the TOTAL not returning for the spring term.

Retention Rate= $A/A+X$ (Total who returned divided by the Total who returned PLUS Total not returning (excludes graduates)).

This equation can be used for any semester-to-semester comparison. Note when comparing Fall to Fall, Variable C will include fall, spring and summer graduates.

Excellence: 78%

VGCC's Average: 72%

Baseline: 58%

Excellence and Baseline levels will be re-evaluated every three years.

(To remain consistent with our state performance measure's methodology, the baseline level is set at two standard deviations below the mean and the excellence levels are set one standard deviation above the mean.)

The following section is **an excerpt** from the *2020 Performance Measures for Student Success* as published by the North Carolina Community College System, July 2020:

The Performance Measures for Student Success Report is the North Carolina Community College System's (NCCCS) major accountability document. This annual performance report is based on data compiled from the previous year and serves to inform colleges and the public on the performance of the 58 NCCCS community colleges.

In 1993, the State Board of Community Colleges began monitoring performance data on specific measures to ensure public accountability for programs and services. In 1998, the General Assembly directed the State Board to review past performance measures and define standards to ensure programs and services offered by community colleges in North Carolina were of sufficient quality.

In 2010, a Performance Measure Committee was established to develop new performance-based student success measures to go into effect in 2013. During the development of the measures, it was determined that it was important to establish a three-year review process to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success.

To facilitate the first three-year review of the measures, the Performance Measure Adjustment Committee was appointed to review the current set of measures and recommend deletions, revisions, and additions. This included individuals representing college leadership and research. The Committee formally presented the following seven measures to the State Board in March 2015:

- Basic Skills Student Progress
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First Year Progression
- Curriculum Student Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

These measures were approved by the State Board and adopted by the General Assembly in 2016 through Section 10.1 of S.L.2016-94.

Baselines and Excellence Levels

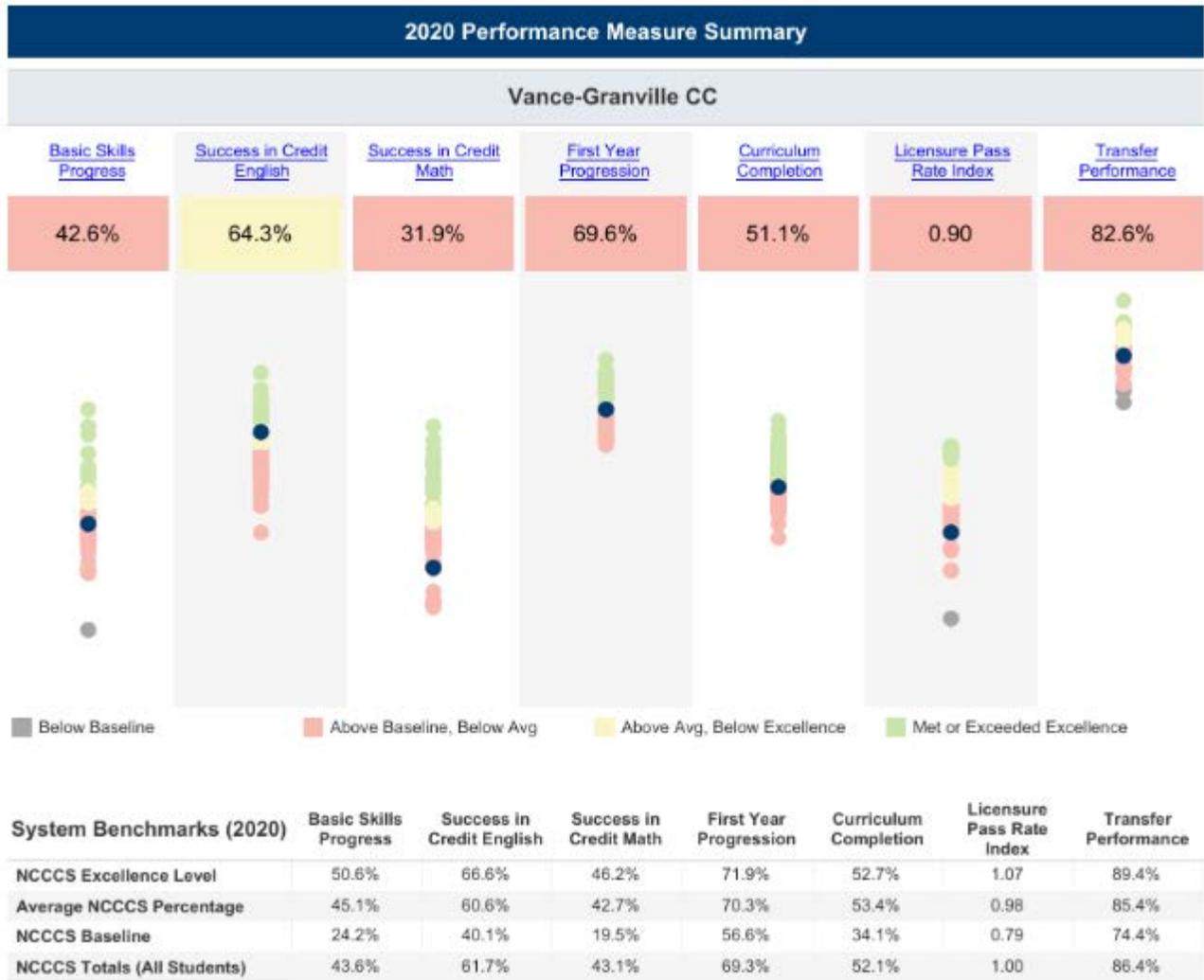
As previous performance measures were being finalized in 2012, a Performance Funding Committee was appointed to develop a performance-funding model incorporated into colleges' regular formula budget allocations. One of the outcomes of this committee was the establishment of system-wide baseline and excellence levels for each measure. The committee recommended using consistent, statistically-defined baselines and goals to promote transparency, simplicity, and objectivity. This utilization of baselines and goals is a departure from the System's historical use of "standards."

Based on three years of data (if available) for each measure, baseline levels are set two standard deviations below the system mean, and excellence levels are set one standard deviation above

the mean. These levels remain static for three years and are reset every three years. Recommendations from the most recent review were approved in 2018.

Importance of NCCCS Performance Measures

1. G.S. 115D-31.3 system of accountability at the State level.
2. Increase the quality and evaluation of program and student outcomes
3. NC General Assembly directed the State Board to allocate 24 million dollars in performance funding



A. Basic Skills Student Progress

- **Purpose**
To ensure adults with low literacy skills are progressing academically toward credential or employment
- **Description**

Percentage of Participation (PoP) with at least one Measurable Skill Gain (MSG)

- **Calculation**

Denominator: Number of Periods of Participation (PoP) during the Basic Skills program year (July 1 to June 30). A PoP begins each time a student enrolls in adult education, accumulates at least 12 contact hours, and then exits the program. Subsequent periods occur when a student re-enters the program after 90 days have lapsed since the person last received services and accumulates 12 or more contact hours. If there is no exit, the PoP continues to the next program year.

Numerator: Based on the denominator, number of periods of participation in which at least one measurable skill gain was achieved. Participants can demonstrate MSG in five ways:

- **Pre and Post testing:** The student scores high enough on an NRS approved posttest to place into a higher educational functioning level than indicated by the student's pretest.
- **Adult High School Credits:** The student enters an Adult High School (AHS) program with less than 75% of the required AHS credits and obtained enough AHS credits to exceed the 75% threshold prior to the end of the program year (June 30)
- **Post-Secondary Enrollment:** The student exits the program and subsequently enrolls in post-secondary education prior to the end of the program year (June 30). Post-secondary enrollment is verified by data matching to the National Student Clearinghouse and the NCCCS Data Warehouse.
- **High School Equivalency Test Graduate:** The student achieves a passing score on State-approved high school equivalency tests (GED, HiSet, or TASC) prior to the end of the program year (June 30). Credit is given based on matching student records to a passers database populated by the test vendors. Matching occurs based on an exact match of first name, last name and date of birth and/or the HSEID.
- **Adult High School Graduate:** The student completes the requirements of the Adult High School program and is issued an adult high school diploma prior to the end of the program year (June 30).

B. Student Success Rate in College-Level English Courses

- **Purpose**

To ensure students are successfully completing a credit-bearing English course within their first three academic years

- **Description**

Percentage of first-time associate degree seeking and transfer pathway students passing credit-bearing English course with a "C" or better within three years of their first fall term of enrollment

- **Calculation**

Denominator: First-time fall associate degree and transfer pathway students (i.e. students with a curriculum code that begins with an A or P) during their first fall term.

Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit-bearing (course number ≥ 100) English course within three years (by the end of the third summer term).

C. Student Success Rate in College-Level Math Course

- **Purpose**

To ensure students are successfully completing a credit-bearing Math course within their first three academic years

- **Description**
Percentage of first-time associate degree seeking and transfer pathway students passing credit-bearing Math course with a “C” or better within three years of their first fall term of enrollment
- **Calculation**
Denominator: First-time fall associate degree and transfer pathway students (i.e. students with a curriculum code that begins with an A or P) during their first fall term.
Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit-bearing (course number ≥ 100) Math course within three years (by the end of the third summer term).

D. First Year Progression

- **Purpose**
To ensure first-year students are making progress towards credential completion
- **Description**
Percentage of first-time fall credential seeking who graduate prior to enroll in postsecondary during the subsequent fall term
- **Calculation**
Denominator: First-time fall credential-seeking curriculum students.
Numerator: Of those in the denominator, the number who graduate with postsecondary credential prior to the subsequent fall term or return to post-secondary education during the subsequent fall term.

F. Curriculum Completion

- **Purpose**
To ensure student completion and/or persistence toward a post-secondary credential in a timely manner.
- **Description**
Percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-development hours.
- **Calculation**
Denominator: First-time fall curriculum students
Numerator: Of those in the denominator, the number of students who have graduated, transferred, or are still enrolled during the fourth academic year (fall, spring, or summer) with at least 42 successful completed non-developmental hours.

To be successful, students must complete one or more of the following:

- **Graduation:** Graduated from a North Carolina Community College credential program (A, D, or C) before the end of the 4th summer term following the first fall semester.
- **Transfer:** Transferred to a 4-year college as indicated in the National Student Clearinghouse database at any point through the end of the 4th summer term following the first fall semester.
- **Persistence:** Student is enrolled in an NCCCS college during the fourth academic year (fall, spring or summer) and has successfully completed at least 42 non-developmental credit hours by the end of the summer term. Successful completion is defined as achieving a course standard letter grade of A, B, C, or P.

G. Licensure and Certification Passing Rate

- **Purpose**
To ensure programmatic coursework prepares students to competently practice in their chosen profession.
- **Description**
Weighted index score of first-time test-taker results or licensure and certification exams. Exam included in the measure are state mandated exams, which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional programs.
- **Calculation**
License Index Score (LIS): First time pass rate on an exam divided by the statewide first-time pass rate on same exam
License Weighted Denominator (LWD): Number of first-time test-takers for an exam multiplied by the exam tier weight (Tier 1A = 1.30, Tier 1B = 1.15, Tier 2/3 = 1.00)
Total Weighted Denominator (TWD): Sum of License Weighted Denominators across all exams (LWD1+LWD2+LWD3+...)
Total Weighted Numerator (TWN): Sum of the product of each License Index Score and their License Weighted Denominator [(LIS1 × LWD1) + (LIS2 × LWD2) + (LIS3 × LWD3) + ...]
Total Weighted Index Score: Total Weighted Numerator (TWN) divided by Total Weighted Denominator (TWD)

H. College Transfer Performance

- **Purpose**
To ensure the academic success of community college students at a four-year university or college.
- **Description**
Among community college associate degree completers and those who completed 30 or more articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester.
- **Calculation**
Denominator: Students who earned an associate degree during the fall, spring, and/or summer of the academic year and/or accumulated at least 30 articulated transfer credits in the NCCCS prior to the end of the summer term of the cohort year, who enrolled the subsequent fall in any 4-year university or college that participates in the National Student Clearinghouse Student Tracker program.
Numerator: Of those in the denominator, the number who graduated with a bachelor's degree or higher prior to the next subsequent fall semester or remained enrolled in any 4-year university or college during subsequent fall semester.

SACSCOC Student Completion Metric

IPEDS 150% Graduation Rate

- **Purpose**
To ensure student completion toward a credential.
- **Description**
The percentage of total number of completers within 150% of the normal time divided by the revised adjusted cohort.
- **Calculation**
Denominator: Number of students entering the institution as full-time, first-time degree or certification-seeking students in a particular year (cohort), by race/ ethnicity and gender. Numerator: Number of students completing their program within a time-period equal to one and a half times (150%) the normal period-of-time, by race/ethnicity, gender, and Pell status

Excellence: 41%

VGCC's Average: 37%

Baseline: 29%

Quality Enhancement Project (QEP)

“Writing as the Cornerstone of College Success,” an initiative focused on student learning outcomes and student success, is the topic of Vance-Granville Community College’s Quality Enhancement Plan (QEP). The plan focuses on improving student-learning outcomes and increasing student success in the gateway course of ENG 111: Writing and Inquiry. Faculty will focus on developing student relationships, and providing early intervention and student-driven, individualized reflection to close opportunity disparities. The QEP is designed to normalize support services and demonstrate that higher education is a place for all. Best practices show and VGCC believes that by empowering students with the understanding that they can achieve, students will improve success, not only in ENG 111, but also in subsequent courses, for which writing serves as the foundation of both communication and critical thinking.

The QEP will guide VGCC as it changes its gateway writing course focus to incorporate greater levels of student support and empowerment, thus allowing all students to flourish as they pursue their academic and career goals.

The QEP, “Writing as the Cornerstone of College Success”, has three goals:

- 1) Students will establish an early relationship with their ENG 111: Writing and Inquiry instructor through individual meetings
- 2) Students earning less than a “C” on the first ENG 111: Writing and Inquiry essay will be required to seek supplemental instruction.
- 3) Students will complete a final writing reflection and achieve a grade of “C” or better on the final essay in ENG 111: Writing and Inquiry.

The QEP provides VGCC with student learning outcomes that are directly informed by the College’s Mission, Vision, Core Values, and Strategic Goals. Actions, organizational structure, resources, and a timeline needed to complete the plan were formulated to achieve the student learning outcomes and increase student success. Formative and summative assessments to measure success of the QEP have been incorporated.

Appendix 1

Vance-Granville Community College Three-Year Program Review Schedule

INSTRUCTIONAL PROGRAMS	2019-2020	2020-2021	2021-2022
<i>Arts & Sciences</i>	Bioprocess Technologies Criminal Justice	Associate in Arts Associate in Science Associate in General Education Associate in Gen Ed. General Science Associate in Fine Arts	
<i>Business & Applied Technologies</i>	Business Administration Carpentry Cosmetology/Cosmetology Instructor Electronics Engineering Technology Early Childhood Education Infant/Toddler Certificate Lateral Entry Certificate Medical Office Administration Office Administration	Accounting Accounting & Finance AC, Heating, & Refrigeration Tech Culinary Arts Electrical Systems Technology Paralegal Technology Supply Chain Management	Automotive System Technology Information Technology Mechatronics Engineering Technology Welding Technology
<i>Health Sciences</i>	Radiography A45700	Associate Degree Nursing Practical Nursing Histotechnology Medical Assisting	Human Services Technology Human Services Technology/Gerontology Human Services Technology/Substance Abuse Pharmacy Technology
<i>Workforce and Continuing Education</i>	Human Resource Development Industry Services Occupational Health Care Programs Prison Programs College and Career Readiness (Basic Skills)	Law Enforcement Training Occupational Extension Programs Public Services <ul style="list-style-type: none"> • Fire & Rescue • EMS 	Small Business Center Basic Law Enforcement Training

Vance-Granville Community College Three-Year Program Review Schedule

INSTRUCTIONAL PROGRAMS	2022-2023	2023-2024	2024-2025
<i>Arts & Sciences</i>	Bioprocess Technologies Criminal Justice Technology	Associate in Arts Associate in Arts In Teacher Preparation Associate in Science Associate in Science In Teacher Preparation Associate in General Education Associate in Gen Ed. General Science Associate in Fine Arts	
<i>Business & Applied Technologies</i>	Business Administration Carpentry Cosmetology/Cosmetology Instructor Electronics Engineering Technology Early Childhood Education Infant/Toddler Certificate Lateral Entry Certificate Office Administration Medical Office Administration	Accounting & Finance AC, Heating, & Refrigeration Tech Culinary Arts Electrical Systems Technology Paralegal Technology Supply Chain Management	Automotive System Technology Information Technology Mechatronics Engineering Technology Welding Technology
<i>Health Sciences</i>	Radiography	Associate Degree Nursing Practical Nursing Histotechnology Medical Assisting	Human Services Technology Human Services Technology/Gerontology Human Services Technology/Substance Abuse Pharmacy Technology
<i>Workforce and Continuing Education</i>	Human Resource Development Industry Services Occupational Health Care Programs Prison Programs College and Career Readiness (Basic Skills)	Law Enforcement Training Occupational Extension Programs Public Services <ul style="list-style-type: none"> • Fire & Rescue • EMS 	Small Business Center Basic Law Enforcement Training

Appendix 2

Proposed Planning Cycle December 2019 – January 2024

This planning calendar provides a framework showing the dates for major planning and institutional effectiveness activities, as well as critical deadlines for the annual institutional effectiveness cycle.

Planning Cycle for 2019-2020 Continues

December 2019

- Fall 2019 Faculty SLOs results are due to program heads 12/13/2019

January 2020

- Spring 2020 Faculty SLOs begin 01/06/2020
- 2019-2020 Three Year Program Reviews are **due from the committee with signatures** 01/06/2020
- Fall 2019 Course Success Data available by 01/15/2020
- Cabinet/LPC meeting
- Fall 2019 FTE and Headcount Data Estimates available by 01/21/2020
- 2019-2020 Three Year Program Reviews are **due from the Deans with signatures** 01/29/2020
- 2019-2020 Mid-Year Strategy Assessments are due 01/31/2020
- IPEDS – Financial Aid, Graduation Rates, and Graduation Rates 200%
- SACS Institutional Report
- Fall 2019 SLO's "Use of Results" to be summarized and entered in Campus Labs and Meeting Minutes are due to be loaded in Campus Labs 1/31/2020

February 2020

- 2019-2020 Three Year Program Reviews, **review and approval by Administration begins** 02/03/2020
- Fall 2019 Faculty SLOs Use of Results to be summarized in Campus Labs by 02/14/2020
- Fall 2019 Course FTE, Contact Hours available by 02/21/2020

- Spring 2020 Student Evaluation of Faculty for 1st 8wk Classes

March 2020

- 2019-2020 Three Year Program Reviews, **approved, signed by Administration**
- Verify Fall 2019 FTE and Headcount Data with Data Warehouse
- Compile Fall 2019 FTE Book available by 03/30/2020
- Planning Books available by 3/30/2020
- 2020 Faculty/Staff Environmental Surveys
- 2020 Student Environmental Survey
- IPEDS – Human Resources, Fall Enrollment, and Finance
- Retention, Fall 2019 to Spring 2020 Data available by 03/31/2020

April 2020

- Personnel Evaluations (9 & 12 month)
 - Spring 2020 Student Evaluation of Faculty for 16/12wk Classes
 - Spring 2020 Student Evaluation of Faculty for 2nd 8wk Classes
 - Cabinet/LPC meeting
 - Assessment Day, TBD
 - Schedule Faculty & Staff planning sessions with Planning & Research, TBD
 - 2019-2020 End of Year Strategy Assessments begins
 - 2010-2021 Staff SWOTs begins
 - 2020-2021 “New” Strategy Development begins

May 2020

- Committee Appointments begin
 - Spring 2020 Faculty SLOs results are due to program heads 05/15/2020
 - Summer 2020 Summer SLOs begin 05/22/2020 (if applicable to your program)
 - Spring 2020 Course Success Data available by 05/29/2020

- 2020-2021 Staff SWOTs are to be entered in Campus Labs by 05/31/2020
- 2020-2021 “New” Strategies are to be entered in Campus Labs by 05/31/2020

June 2020

- Spring 2020 Graduate Data available by 06/15/2020 (Diploma programs estimated)
- Spring 2020 Faculty SLO’s “Use of Results” to be summarized and entered in Campus Labs and Meeting Minutes loaded in Campus Labs by 06/29/2020
- 2020-2021 Budget Requests begin 06/29/2020
- Spring 2020 Course FTE, Contact Hours available by 06/29/2020
- 2020 Performance Measures released, TBD
- 2019-2020 End of Year Strategy Assessments/Use of Results to be entered in Camus Labs by 06/30/2020
- 2019-2020 End of Year Strategy Assessment review and approved by Administration
- 2020-2021 Staff SWOTs review and approved by Administration
- 2020-2021 “New” Strategies review and approved by Administration

Planning Cycle for 2020-2021 Begins

July 2020

- SACS Financial Profile
- 2020-2021 Committee Appointments published on the Internal Site
- 2020-2021 Budget Requests due by 07/30/2020 (Base line budget requests)
- 2020-2021 Budget Requests review by Administration begins 07/31/2020
- Summer 2020 Faculty SLOs results are due to program heads 07/31/2020 (if applicable to your program)

August 2020

- Compile Spring 2020 FTE Book by 08/01/2020
- Summer 2020 Faculty SLOs “Use of Results” to be summarized in Campus Labs by 08/15/2020 (if applicable to your program). Summer meeting minutes will take place with the Fall SLO’s meeting schedule.
- Committees begin work on 08/03/2020

- Fall 2020 Faculty SLOs begin 08/14/2020
- President's Cabinet Retreat
- Planning Retreat for Board of Trustees
- Publish approved 2020-2021 Strategies prior to Fall Convocation (Mid-August)
- Fall 2020 Convocation TBD
- Verify Summer 2020 Graduates by 08/17/2020
- 2020-2021 Equipment Budget Requests are due by 08/31/2020

September 2020

- 2020-2021 Three Year Program Reviews begin on 09/09/2020
- Summer 2020 Course Success Data available by 09/23/2020

October 2020

- IPEDS Institutional Characteristics, Twelve Month Enrollment, and Completions by 10/7/2020
- Fast Facts Sheet updated with finalized Completion Data submitted for IPEDS 10/15/2020
- Cabinet/LPC meeting
- Summer 2020 Course FTE, Contact Hours available by 10/31/2020
- Summer 2020 FTE and Headcount Data available by 10/31/2020
- Retention, Spring 2020 to Fall 2020 Data available by 10/31/2020
- Fall 2020 Student Evaluation of Faculty for 1st 8wk Classes

November 2020

- 2020 Radiography 6-Month Follow-up Study of Graduates
- 2020 Radiography Employer Survey
- Fall 2020 Student Evaluation of Faculty for 16/12wk Classes
- Fall 2020 Student Evaluation of Faculty for 2nd 8wk Classes
- 2021 Faculty/Staff Environmental Surveys, begin executive review of questions
- 2021 Student Environmental Survey, begin executive review of questions

December 2020

- Fall 2020 Faculty SLOs results are due to program heads 12/13/2020

January 2021

- Spring 2021 Faculty SLOs begin 01/06/2021
- 2020-2021 Three Year Program Reviews are **due from the committee with signatures** 01/06/2021
- Fall 2020 Course Success Data available by 01/05/2021
- Cabinet/LPC meeting
- 2020-2021 Three Year Program Reviews are **due from the Deans with signatures** 01/29/2021
- 2020-2021 Mid-Year Strategy Assessments are due 01/31/2021
- IPEDS – Financial Aid, Graduation Rates, and Graduation Rates 200%
- SACS Institutional Report
- Fall 2020 SLO’s “Use of Results” to be summarized and entered in Campus Labs and Meeting Minutes are due to be loaded in Campus Labs 1/31/2021

February 2021

- 2020-2021 Three Year Program Reviews, **review and approval by Administration begins** 02/03/2021
- Fall 2020 Faculty SLOs Use of Results to be summarized in Campus Labs by 02/14/2021
- Spring 2021 Student Evaluation of Faculty for 1st 8wk Classes

March 2021

- 2020-2021 Three Year Program Reviews, **approved, signed by Administration**
- Verify Fall 2020 FTE and Headcount Data with NCCCS Systems Office
- Data Guide (updates)
- Data Summit, 3/12/2021
- 2021 Faculty/Staff Environmental Surveys

- 2021 Student Environmental Survey
- IPEDS – Human Resources, Fall Enrollment, and Finance
- Retention, Fall 2020 to Spring 2021 Tableau Dashboard Update by 03/31/2021
- Fall 2020 CE FTE Tableau Dashboard Update by 03/31/2021

April 2021

- Personnel Evaluations (9 & 12 month)
- Spring 2021 Student Evaluation of Faculty for 16/12wk Classes
- Spring 2021 Student Evaluation of Faculty for 2nd 8wk Classes
- Cabinet/LPC meeting
- Schedule Faculty & Staff planning sessions with Planning & Research, TBD
- 2020-2021 End of Year Strategy Assessments begins
- 2021-2022 Staff SWOTs begins
- 2021-2022 “New” Strategy Development begins

May 2021

- Committee Appointments begin
- Spring 2021 Faculty SLOs results are due to program heads 05/14/2021
- Summer 2021 Summer SLOs begin 05/22/2021 (if applicable to your program)
- Spring 2021 Course Success Data available by 05/29/2021
- 2021-2022 Staff SOARs are to be entered in Campus Labs by 05/31/2021
- 2021-2022 “New” Strategies are to be entered in Campus Labs by 05/31/2021
- **Preliminary Completions** AY 2020-2021 available in Tableau by 5/31/2021

June 2021

- Spring 2021 Faculty SLOs “Use of Results” to be summarized and entered in Campus Labs and Meeting Minutes loaded in Campus Labs by 06/29/2021
- 2021-2022 Budget Requests begin 06/29/2021

- 2021 Performance Measures released, TBD
- 2020-2021 End of Year Strategy Assessments/Use of Results to be entered in Camus Labs by 06/30/2021
- 2020-2021 End of Year Strategy Assessment review and approved by Administration
- 2021-2022 Staff SWOTs review and approved by Administration
- 2021-2022 “New” Strategies review and approved by Administration

Planning Cycle for 2021-2022 Begins

July 2021

- SACS Financial Profile
- 2021-2022 Committee Appointments published on the Internal Site
- 2021-2022 Budget Requests due by 07/30/2021 (Base line budget requests)
- 2021-2022 Budget Requests review by Administration begins 07/31/2021
- Summer 2021 Faculty SLOs results are due to program heads 07/31/2021 (if applicable to your program)

August 2021

- Verify Spring 2021 FTE and Headcount Data with NCCCS Systems Office
- Spring 2021 CU and CE FTE Tableau Dashboard Update by 08/01/2021
- Summer 2021 Faculty SLOs “Use of Results” to be summarized in Campus Labs by 08/15/2021 (if applicable to your program). Summer meeting minutes will take place with the Fall SLO’s meeting schedule.
- Committees begin work on 08/03/2021
- Fall 2021 Faculty SLOs begin 08/14/2021
- President’s Cabinet Retreat
- Planning Retreat for Board of Trustees
- Publish approved 2021-2022 Strategies prior to Fall Convocation (Mid-August)
- Fall 2021 Convocation TBD
- 2021-2022 Equipment Budget Requests are due by 08/31/2021
- College English & Math Performance Trends Tableau Dashboard Update by 08/31/2021

September 2021

- 2021-2022 Three Year Program Reviews begin on 09/01/2021
- Summer 2021 Course Success Data available by 09/15/2021

October 2021

- IPEDS Institutional Characteristics, Twelve Month Enrollment, and Completions by 10/7/2021
- Fast Facts Sheet updated with finalized Completion Data submitted for IPEDS 10/15/2021
- Cabinet/LPC meeting
- Verify Summer 2021 FTE and Headcount Data with NCCCS Systems Office
- Summer 2021 CE FTE Tableau Dashboard Update by 10/31/2021
- Retention, Spring 2021 to Fall 2021 Tableau Dashboard Update by 10/31/2021
- Fall 2021 Student Evaluation of Faculty for 1st 8wk Classes
- A10300 Outcomes Tableau Dashboard Update 10/31/2021
- **Final Completions** AY 2020-2021 available in Tableau by 10/31/2021
- Grad Rate data Tableau Dashboard Update by 10/31/2021
- Fall to Fall Persistence Tableau Dashboard Update by 10/31/2021

November 2021

- Fall 2021 Student Evaluation of Faculty for 16/12wk Classes
- Fall 2021 Student Evaluation of Faculty for 2nd 8wk Classes
- 2022 Faculty/Staff Environmental Surveys, begin executive review of questions
- 2022 Student Environmental Survey, begin executive review of questions

December 2021

- Fall 2021 Faculty SLOs results are due to program heads 12/15/2021

January 2022

- Spring 2022 Faculty SLOs begin 01/07/2022

- 2021-2022 Three Year Program Reviews are **due from the committee with signatures** 01/07/2022
- Fall 2021 Course Success Data available by 01/05/2022
- Cabinet/LPC meeting
- 2021-2022 Three Year Program Reviews are **due from the Deans with signatures** 01/31/2022
- 2021-2022 Mid-Year Strategy Assessments are due 01/31/2022
- IPEDS – Financial Aid, Graduation Rates, and Graduation Rates 200%
- SACS Institutional Report
- Fall 2021 SLO’s “Use of Results” to be summarized and entered in Campus Labs and Meeting Minutes are due to be loaded in Campus Labs 1/31/2022

February 2022

- 2021-2022 Three Year Program Reviews, **review and approval by Administration begins** 02/01/2022
- Fall 2021 Faculty SLOs Use of Results to be summarized in Campus Labs by 02/15/2022
- Spring 2022 Student Evaluation of Faculty for 1st 8wk Classes

March 2022

- 2021-2022 Three Year Program Reviews, **approved, signed by Administration**
- Verify Fall 2021 FTE and Headcount Data with NCCCS Systems Office
- Data Guide (updates)
- Data Summit
- 2022 Faculty/Staff Environmental Surveys
- 2022 Student Environmental Survey
- IPEDS – Human Resources, Fall Enrollment, and Finance
- Retention, Fall 2021 to Spring 2022 Tableau Dashboard Update by 03/31/2022
- Fall 2021 CE FTE Tableau Dashboard Update by 03/31/2022

April 2022

- Personnel Evaluations (9 & 12 month)
- Spring 2022 Student Evaluation of Faculty for 16/12wk Classes
- Spring 2022 Student Evaluation of Faculty for 2nd 8wk Classes
- Cabinet/LPC meeting
- Assessment Day, TBD
- Schedule Faculty & Staff planning sessions with Planning & Research, TBD
- 2021-2022 End of Year Strategy Assessments begins
- 2022-2023 Staff SWOTs begins
- 2022-2023 “New” Strategy Development begins

May 2022

- Committee Appointments begin
- Spring 2022 Faculty SLOs results are due to program heads 05/13/2022
- Summer 2022 Summer SLOs begin 05/23/2022 (if applicable to your program)
- Spring 2022 Course Success Data available by 05/20/2022
- 2022-2023 Staff SWOTs are to be entered in Campus Labs by 05/31/2022
- 2022-2023 “New” Strategies are to be entered in Campus Labs by 05/31/2022
- **Preliminary Completions** AY 2021-2022 available in Tableau by 5/31/2022

June 2022

- Spring 2022 Faculty SLOs “Use of Results” to be summarized and entered in Campus Labs and Meeting Minutes loaded in Campus Labs by 06/30/2022
- 2022-2023 Budget Requests begin 06/30/2022
- 2022 Performance Measures released, TBD
- 2021-2022 End of Year Strategy Assessments/Use of Results to be entered in Camus Labs by 06/30/2022
- 2021-2022 End of Year Strategy Assessment review and approved by Administration

- 2022-2023 Staff SWOTs review and approved by Administration
- 2022-2023 “New” Strategies review and approved by Administration

Planning Cycle for 2022-2023 Begins

July 2022

- Verify and prep Spring 2022 FTE and Headcount Data with NCCCS Systems Office
- SACS Financial Profile
- 2022-2023 Committee Appointments published on the Internal Site
- 2022-2023 Budget Requests due by 07/30/2022 (Base line budget requests)
- 2022-2023 Budget Requests review by Administration begins 07/31/2022
- Summer 2022 Faculty SLOs results are due to program heads 07/31/2022 (if applicable to your program)

August 2022

- Spring 2022 CE FTE Tableau Dashboard Update by 08/01/2022
- Summer 2022 Faculty SLOs “Use of Results” to be summarized in Campus Labs by 08/15/2022 (if applicable to your program). Summer meeting minutes will take place with the Fall SLO’s meeting schedule.
- Committees begin work on 08/03/2022
- Fall 2022 Faculty SLOs begin 08/14/2022
- President’s Cabinet Retreat
- Planning Retreat for Board of Trustees
- Publish approved 2022-2023 Strategies prior to Fall Convocation (Mid-August)
- Fall 2022 Convocation TBD
- 2022-2023 Equipment Budget Requests are due by 08/31/2022
- College English & Math Performance Trends Tableau Dashboard Update by 08/31/2022

September 2022

- 2022-2023 Three Year Program Reviews begin on 09/01/2022
- Summer 2022 Course Success Data available by 09/15/2022

October 2022

- IPEDS Institutional Characteristics, Twelve Month Enrollment, and Completions by 10/7/2022
- Fast Facts Sheet updated with finalized Completion Data submitted for IPEDS 10/14/2022
- Cabinet/LPC meeting
- Retention, Spring 2022 to Fall 2022 Tableau Dashboard Update by 10/31/2022
- Fall 2022 Student Evaluation of Faculty for 1st 8wk Classes
- Verify Summer 2022 FTE and Headcount Data with NCCCS Systems Office
- Summer 2022 CE FTE Tableau Dashboard Update by 10/31/2022
- A10300 Outcomes Tableau Dashboard Update 10/31/2022
- **Final Completions** AY 2021-2022 available in Tableau by 10/31/2022
- Grad Rate data Tableau Dashboard Update by 10/31/2022
- Fall to Fall Persistence Tableau Dashboard Update 10/31/2022

November 2022

- Fall 2022 Student Evaluation of Faculty for 16/12wk Classes
- Fall 2022 Student Evaluation of Faculty for 2nd 8wk Classes
- 2023 Faculty/Staff Environmental Surveys, begin executive review of questions
- 2023 Student Environmental Survey, begin executive review of questions

December 2022

- Fall 2022 Faculty SLOs results are due to program heads 12/15/2022

January 2023

- Spring 2023 Faculty SLOs begin 01/09/2023
- 2022-2023 Three Year Program Reviews are **due from the committee with signatures** 01/09/2023
- Fall 2022 Course Success Data available by 01/05/2023
- Cabinet/LPC meeting

- 2022-2023 Three Year Program Reviews are **due from the Deans with signatures** 01/31/2023
- 2022-2023 Mid-Year Strategy Assessments are due 01/31/2023
- IPEDS – Financial Aid, Graduation Rates, and Graduation Rates 200%
- SACS Institutional Report
- Fall 2022 SLO’s “Use of Results” to be summarized and entered in Campus Labs and Meeting Minutes are due to be loaded in Campus Labs 1/31/2023

February 2023

- 2022-2023 Three Year Program Reviews, **review and approval by Administration begins** 02/01/2023
- Fall 2022 Faculty SLOs Use of Results to be summarized in Campus Labs by 02/15/2023
- Spring 2023 Student Evaluation of Faculty for 1st 8wk Classes

March 2023

- 2022-2023 Three Year Program Reviews, **approved, signed by Administration**
- Verify Fall 2022 FTE and Headcount Data with NCCCS Systems Office
- Data Guide (Updates)
- Data Summit
- 2023 Faculty/Staff Environmental Surveys
- 2023 Student Environmental Survey
- IPEDS – Human Resources, Fall Enrollment, and Finance
- Retention, Fall 2022 to Spring 2023 Tableau Dashboard Update by 03/31/2023
- Fall 2022 CE FTE Tableau Dashboard Update by 03/31/2023

April 2023

- Personnel Evaluations (9 & 12 month)
- Spring 2023 Student Evaluation of Faculty for 16/12wk Classes
- Spring 2023 Student Evaluation of Faculty for 2nd 8wk Classes
- Cabinet/LPC meeting

- Assessment Day, TBD
- Schedule Faculty & Staff planning sessions with Planning & Research, TBD
- 2022-2023 End of Year Strategy Assessments begins
- 2023-2024 Staff SWOTs begins
- 2023-2024 “New” Strategy Development begins

May 2023

- Committee Appointments begin
- Spring 2023 Faculty SLOs results are due to program heads 05/13/2023
- Summer 2023 Summer SLOs begin 05/23/2023 (if applicable to your program)
- Spring 2023 Course Success Data available by 05/20/2023
- 2023-2024 Staff SWOTs are to be entered in Campus Labs by 05/31/2023
- 2023-2024 “New” Strategies are to be entered in Campus Labs by 05/31/2023
- **Preliminary Completions** AY 2022-2023 available in Tableau by 5/31/2023

June 2023

- Spring 2023 Faculty SLOs “Use of Results” to be summarized and entered in Campus Labs and Meeting Minutes loaded in Campus Labs by 06/30/2023
- 2023-2024 Budget Requests begin 06/30/2023
- 2023 Performance Measures released, TBD
- 2022-2023 End of Year Strategy Assessments/Use of Results to be entered in Camus Labs by 06/30/2023
- 2022-2023 End of Year Strategy Assessment review and approved by Administration
- 2023-2024 Staff SWOTs review and approved by Administration
- 2023-2024 “New” Strategies review and approved by Administration

Planning Cycle for 2023-2024 Begins

July 2023

- Verify and prep Spring 2023 FTE and Headcount Data with NCCCS Systems Office

- SACS Financial Profile
- 2023-2024 Committee Appointments published on the Internal Site
- 2023-2024 Budget Requests due by 07/30/2023 (Base line budget requests)
- 2023-2024 Budget Requests review by Administration begins 07/31/2023
- Summer 2023 Faculty SLOs results are due to program heads 07/31/2023 (if applicable to your program)

August 2023

- Spring 2023 CE FTE Tableau Dashboard Update by 08/01/2023
- Summer 2023 Faculty SLOs “Use of Results” to be summarized in Campus Labs by 08/15/2023 (if applicable to your program). Summer meeting minutes will take place with the Fall SLO’s meeting schedule.
- Committees begin work on 08/03/2023
- Fall 2023 Faculty SLOs begin 08/14/2023
- President’s Cabinet Retreat
- Planning Retreat for Board of Trustees
- Publish approved 2023-2024 Strategies prior to Fall Convocation (Mid-August)
- Fall 2023 Convocation TBD
- 2023-2024 Equipment Budget Requests are due by 08/31/2023
- College English & Math Performance Trends Tableau Dashboard Update by 08/31/2023

September 2023

- 2023-2024 Three Year Program Reviews begin on 09/01/2023
- Summer 2023 Course Success Data available by 09/15/2023

October 2023

- IPEDS Institutional Characteristics, Twelve Month Enrollment, and Completions by 10/6/2023
- Fast Facts Sheet updated with finalized Completion Data submitted for IPEDS 10/13/2023
- Cabinet/LPC meeting
- Retention, Spring 2023 to Fall 2023 Tableau Dashboard Update by 10/31/2023
- Fall 2023 Student Evaluation of Faculty for 1st 8wk Classes

- Summer 2023 CE FTE Tableau Dashboard Update by 10/31/2023
- Verify Summer 2023 FTE and Headcount Data with NCCCS Systems Office
- A10300 Outcomes Tableau Dashboard Update 10/31/2023
- **Final Completions** AY 2022-2023 available in Tableau by 10/31/2023
- Grad Rate data Tableau Dashboard Update by 10/31/2023
- Fall to Fall Persistence Tableau Dashboard Update 10/31/2023

November 2023

- Fall 2023 Student Evaluation of Faculty for 16/12wk Classes
- Fall 2023 Student Evaluation of Faculty for 2nd 8wk Classes
- 2024 Faculty/Staff Environmental Surveys, begin executive review of questions
- 2024 Student Environmental Survey, begin executive review of questions

December 2023

- Fall 2023 Faculty SLOs results are due to program heads 12/15/2023

January 2024

- Spring 2024 Faculty SLOs begin 01/08/2024
- 2023-2024 Three Year Program Reviews are **due from the committee with signatures** 01/08/2024
- Fall 2023 Course Success Data available by 01/05/2024
- Cabinet/LPC meeting
- 2023-2024 Three Year Program Reviews are **due from the Deans with signatures** 01/31/2024
- 2023-2024 Mid-Year Strategy Assessments are due 01/31/2024
- IPEDS – Financial Aid, Graduation Rates, and Graduation Rates 200%
- SACS Institutional Report
- Fall 2023 SLO’s “Use of Results” to be summarized and entered in Campus Labs and Meeting Minutes are due to be loaded in Campus Labs 1/31/2024

Appendix 3

SACS Reaffirmation Schedule

Next Reaffirmation in 2023

- | | |
|--|-----------------------|
| • Orientation of Leadership Team/SACSCOC Annual Conference | December 6-8, 2020 |
| • SACSCOC VP Advisory Visit | September 14-15, 2021 |
| • Compliance Document due to SACSCOC | March 1, 2022 |
| • Offsite Review | April 19-22, 2022 |
| • QEP Plan due to SACSCOC | June 1, 2022 |
| • Onsite Review by SACSCOC | October 17-20, 2022 |
| • Review of Compliance Certification by SACSCOC | June 2023 |