



Institutional Effectiveness Plan

Improving Institutional Effectiveness

Eastern West Virginia Community & Technical College



EASTERN
West Virginia Community & Technical College

Eastern West Virginia Community & Technical College Institutional Effectiveness Plan

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I. Executive Summary

Eastern West Virginia Community & Technical College (Eastern) is committed to advancing student learning and continually improving programs and college services. The establishment of an institutional effectiveness plan provides a roadmap for assisting the college in achieving its mission, vision, and strategic goals. At Eastern, Institutional Assessment's mission is to appraise programmatic, unit, and operational goals comprehensively, systematically, and reliably. Systematic assessment objectively demonstrates how Eastern meets its Mission. Overseen by key staff members—comprising the President, Interim VP, Dean, and Director of Institutional Effectiveness—Institutional Effectiveness Assessment is the process by which all Eastern assessment is systematically designed, implemented, and monitored. The plan's purpose is to foster a campus-wide culture of assessment and continual enhancement across all levels of the institution.

This document has been crafted as a manual for executing the cyclical institutional effectiveness assessment process. Eastern is dedicated to collecting and recording evidence that illustrates the achievement of goals and objectives. It emphasizes the significance of assessment outcomes in guiding institutional planning, resource allocation, and the revitalization of the institution. Guided by the new college President, there has been a comprehensive reformation of both academic and institutional assessment concerning student services and success. This initiative aims to craft planning documents that not only act as integrated guides but also align seamlessly with the strategic plan, ensuring coherence with the college's mission and vision.

The college's strategic plan is built upon four fundamental cornerstones, among which are Institutional Effectiveness and Student Success. Aligned with this strategic blueprint, this plan emphasizes the significance of institutional effectiveness and student success, and the mechanisms driving continual improvement across all levels of the college. Eastern has established strategic goals and objectives within the strategic plan targeted at institutional effectiveness and student success that includes establishing an institutional effectiveness plan consisting of all assessment processes and cycles at the college, establishing published Key Performance Indicators (KPI's) for the college and benchmarks of excellence, creating a 3 year fiscal plan, revising/updating the student learning assessment plan, and revising/updating all planning documents.

II. Purpose and Principles of the Institutional Assessment Plan

The main goal of this plan is to serve as a guide for documenting assessments at Eastern. This aims to ensure that these assessments are continual, outcome-driven, and deeply integrated into college operations and services. The focus remains on enhancing student learning and perpetually advancing institutional effectiveness. While Eastern previously maintained distinct planning documents that might have encompassed academic and student assessments, the college had not, until this document, consolidated these various academic and institutional assessment processes into a single comprehensive repository.

The *Guiding Principles for Assessment* outline fundamental values that motivate our institutional assessment practice. Their goal is to facilitate valid and reliable assessments, enabling us to gather meaningful and useful information crucial for continuously improving our services.

Guiding Principles of Assessment:

1. Continuous improvement is a fundamental value of Eastern. Through regular systematic assessment of institutional practice and policy, benchmarked to relevant external indices and peers, institutional efficiency and effectiveness improves. Continuous individual professional improvement is encouraged and supported by the College. Employees make efforts to improve job skills, to maintain technological currency, to develop professionally, and to procure and effectively apply technology to its operations and processes.
2. Successful assessment incorporates various integrated assessment methods, encompassing performance measures, across an extended timeframe. This comprehensive approach aids in obtaining a more complete understanding, offering valuable insights for making informed decisions regarding improvements.
3. Concise and defined outcomes and expectations are essential for effective assessment. Each unit's objectives will differ based on their specific mission, aligning with the institutional mission, and must distinctly outline goals. Absent this clear purpose, assessment cannot offer information valuable for enhancing efforts towards improvement.
4. Assessment should focus on the experiences and activities that drive the attainment of goals, examining what factors contribute to specific outcomes. Understanding the process leading to these objectives provides robust information on where and how changes can be effectively implemented.

5. Periodic or sporadic assessment can have its merits, but the most effective approach involves an ongoing, cyclical process that continually builds upon gathered information. This iterative cycle involves monitoring and measuring progress towards set goals, refining and adjusting assessment methods to better serve our evolving needs and objectives.
6. Assessment proves most effective when it focuses on topics that are relevant, engaging, and meaningful to the involved stakeholders. The gathered information should directly apply to the ongoing discussions and be pertinent to the issues being addressed. It is crucial for those responsible for using the data and making decisions to actively engage in the entire process, from its design to implementation.
7. Assessment findings ought to be communicated to the public and other invested stakeholders, promoting transparency, justifying decisions, and showcasing the institution's commitment to improvement.
8. The institution should create a welcoming and encouraging atmosphere that supports and promotes the assessment process and its objectives.

Assessment Practices and Results

The primary goal of institutional effectiveness assessment is to demonstrate effective professional practice, services, and policy across the institution; and where effectiveness cannot be demonstrated, data collected from the institutional effectiveness assessment processes informs future institutional practice in pursuit of strategic priorities. It involves analyzing students' learning outcomes and appraising the teaching and learning environment, inclusive of classroom and institutional processes that foster learning. While Eastern has established some systems to assess overall institutional effectiveness, there's a need for further efforts to ensure that assessment practices and their outcomes actively steer resource allocation, budgeting, and continual enhancement across all levels of college operations, including ongoing improvements in student learning.

Eastern needs to improve at consistently documenting assessment results at all levels of the institution including instructional and non-instructional units. One goal of this plan is to lay the groundwork for a systematic and integrated process for institutional assessment that is cyclic and embedded into college systems so that assessment data is a key element in college decision making and continuous improvement. This plan also outlines the process of review for assessment and the individuals, groups, and departments involved in assessment activities, and to whom and how results will be shared.

Additionally, this plan will pinpoint the essential individuals responsible for spearheading and nurturing a culture of assessment at Eastern. It will outline the necessary personnel or financial resources required to guarantee that consistent and methodical assessment practices become integral to the institution's pursuit of its mission, vision, and core values.

Core Components of Institutional Effectiveness Plan

1. Academic Assessment
 - a. Course Learning Outcomes assessment (CLO's)
 - b. Program Assessment/Program Review- Program Learning Outcomes (PLO's)
2. General Education Learning Outcomes Assessment (GELO's)
3. Administrative Unit (non-instructional) Review
4. Assessment Measures / Establishment of System Key Performance Indicators (KPI's)
5. Closing the Assessment Loop / Results Sharing

III. Academic Assessment and Program Review

Although Eastern has collected and utilized academic assessment data over time, a more systematic and embedded approach to the process needs to be institutionalized to ensure periodic review of curricular, course learning, and program learning outcomes. As part of this plan, Eastern is implementing a revised program review template that incorporates the assessment of PLO's and the resultant PLO assessment data as a key element in the program review process.

Before this plan, academic departments aimed to assess all course learning outcomes annually, posing challenges in analyzing data and completing the assessment cycle. To streamline the process, this plan has introduced steps and initiated their implementation, aiming for a more structured and methodical approach to student learning assessment and program review. In light of this transition, timelines and strategies have been devised to propel the academic assessment process toward comprehensive realization. The subsequent timelines and strategies outline the path toward these objectives.

Organized and Regular Professional Development for Program Faculty

As part of this plan, regular assessment trainings will be organized to ensure that essential academic assessment plans for each program are continuous, up-to-date, measurable, and information gained from assessment is used to drive improved learning and teaching. An assessment training occurred in December of 2023 that included all full-time program faculty. This initiative aligned with strategic objective **3.2** of the **college strategic plan** targeted at *performing systematic reviews of all program curricula to ensure optimal and up-to-date course curriculum alignments and course content*. The objective of this training was to guide all programs and faculty in evaluating both Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), prioritizing the review, enhancement, and alignment of PLOs with program courses via the PLO Mapping grid (Appendix A). The training underscored the importance of crafting measurable PLOs using Bloom's Taxonomy matrices and

aligning CLOs to these PLOs. This alignment ensures that the assessment data collected from CLOs accurately mirrors the extent of learning corresponding to the program's PLOs.

The initial assessment training proved highly successful as all programs successfully aligned PLOs with program courses. Faculty dedicated efforts to refining PLOs and scrutinizing whether the mapping of PLOs to courses adequately covered the curriculum. Subsequently, all PLO maps underwent review and feedback, overseen by the Assessment Facilitator, who spearheads the assessment training process at the college. This initiative receives support from the college president, known for fostering a robust assessment culture at the community college level.

A second assessment training session is scheduled for January 2024. This upcoming session will involve presenting and guiding program faculty through curriculum mapping, incorporating General Education Learning Outcomes (GELOs) into the mapping process. Additionally, it will cover both formative and summative assessment data types and utilizing rubrics as reliable tools for assessing learning and facilitating informed decision-making.

Strategic Objectives [1.1 -1.3]:

- [1.1] Provide professional development sessions at least twice per year for program faculty on multiple topics directed at improving teaching, learning, and learning assessment. (aligned with **strategic plan objective 3.1- *Implement system-wide embedded faculty development that broadens faculty expertise in teaching and learning in multiple environments.***)
- [1.2] Establish an Annual College Assessment Day where faculty can gather to share assessment results in a collaborative forum of peers. (aligned with **strategic plan objective 3.1**)
- [1.3] Implement a document known as ‘Assessment Finds’ that can be shared publicly with the college community and presented to the Board of Governors. This document will encompass details regarding student learning, program assessment, and program review outcomes. It will outline how programs have completed the assessment cycle and persistently aimed to enhance teaching and learning by employing valid assessment data and reliable processes.

Enhancement of Program Review Process:

The college has consistently fulfilled all required program reviews mandated by the state of West Virginia and has systematically recorded the complete history of these cyclic reviews in a [Program Review Repository](#). Most program reviews offer comprehensive details on individual programs, covering aspects such as the attainment of learning outcomes, strategies for enhancing learning

outcomes, strategies for addressing low enrollment, trends in graduates, assessment models employed to gauge student learning achievement, analysis of grade distribution, and various other forms of pertinent program data. The leaders overseeing assessment at the college acknowledge that the complete development of the assessment process will require time, which is why this plan incorporates timelines to attain this objective.

To ensure greater consistency in the program review process, improvements are necessary. These enhancements aim to equip both the college and program faculty with more dependable and uniform assessment data collection methods, enabling more informed decisions about student learning and the overall effectiveness of the program. A revised [Program Review/Assessment Template](#) has been created that will require the assessment of Program Learning Outcomes as a key metric reported in the program review process. The initial phase of this process was accomplished through collaborative efforts among faculty during the December 2023 training session. They undertook the review and revision of PLOs, mapped these outcomes to courses, and initiated the alignment of Course Learning Outcomes with the designated PLOs within the program.

The Assessment Facilitator and the College President conducted a thorough examination of all previously submitted program reviews to the State. Through this assessment, it was observed that numerous reviews included grade distribution charts for program courses. While these charts offer a glimpse into student success or failure, they don't directly indicate the level of student accomplishment linked to specific course or program learning outcomes. The implementation of a new program review template that standardizes the submission process will greatly enhance both collection and reporting of academic program data. Programs will assess all PLO's within the 5-year required program review process spreading PLO assessment out each year aligned to selected CLO's so that student learning assessment data can be analyzed yearly and changes to teaching and learning can occur more rapidly rather than on a 5-year review basis. This process will provide a more valid reflection of student program learning and also be more manageable, transparent, and responsive to the need to change when warranted. Appendix B includes the cycle of program review.

The Assessment Facilitator has initiated a project to integrate scoring rubrics directly into the college's LMS system (Brightspace). This aims to gather course learning outcomes data, offering insights into the extent and spread of student learning related to each outcome. The significance of this credible data cannot be emphasized enough; it's crucial for program faculty to possess dependable data pinpointing areas where students are struggling to meet learning outcomes, enabling improvements in teaching and student learning.

The need to help faculty develop, collect, and report improved assessment data has been noted in this plan and will be part of ongoing professional development for program faculty. A [Scoring Rubric](#)

has been developed to aid faculty in grasping the expected quality level for their program review submissions. This tool offers preliminary feedback, enabling faculty to enhance their final submissions. The Assessment Committee members will utilize this rubric as reviewers, delivering valuable input to ensure program reviews meet specified standards. Through this assessment process, both submitting faculty and reviewers have opportunities to expand their understanding of assessment practices, fostering mutual learning and improvement.

Strategic Objectives [2.1 -2.3]:

- [2.1] Provide professional development training in January 2024 on enhanced Program Review Template that will be utilized by all programs moving forward.
- [2.2] Implementation of new Program Review Template.
- [2.3] Implementation of new Program Review Scoring Rubric.

IV. General Education Learning Outcomes Assessment (GELO's)

Seven General Education Learning Outcomes (GELO's) have been an integral part of student learning at Eastern. The following seven represent a blend of general education skills integrated into programmatic learning at the college.

1. Written Communication
2. Oral Communication
3. Digital Literacy
4. Critical Thinking & Problem Solving
5. Quantitative Literacy
6. Ethics
7. Thinking Globally (Diversity)

In an effort to align the General Education Learning Outcomes (GELOs) with contemporary real-world demands, the forthcoming outcomes will supersede the existing ones from fall 2024 onward. This change aims to facilitate a more streamlined and effective method of assessing these outcomes.

1. **Written & Oral Communication-** *Use writing and speaking skills to communicate effectively.*
2. **Critical Analysis & Reasoning-** *Examine, assess, and integrate concepts spanning various fields to tackle intricate inquiries and challenges.*
3. **Scientific & Quantitative Reasoning-** *Apply fundamental scientific and/or mathematical concepts to investigate, evaluate and/or to solve problems.*

4. **Technological Competency-** *Use the appropriate discipline-specific technologies to complete tasks effectively.*
5. **Information Literacy-** *Access and integrate sources into written, oral, and/or visual media.*
6. **Global Diversity-** *Recognize and appreciate diverse cultural practices, traditions, and perspectives from around the world.*
7. **Humanities/Fine Arts Inquiry-** *Utilize essential knowledge, abilities, and principles to investigate the distinct human perspectives on experiencing the world.*

The ultimate goal of the college in assessing GELO's is to use course embedded assessments to determine the degree of learning as much as possible. Establishing and adopting system-wide rubrics for assessing GELO's is an efficient means to score, and tabulate student artifacts related to each of the 7 domains. The curriculum mapping process that occurred in the fall of 2023 included mapping PLO's to courses and mapping GELO's to courses within curriculum. The next phases involve adopting and utilizing rubrics for each GELO, and establishing a new assessment schedule for GELO's that can be incorporated into the LMS so that assessment information can be collated rapidly across programs and courses. It is also essential that the rubrics be an effective and simple tool to assess student work. The system-wide rubrics aim to encompass a wide range of skills in general education, ensuring that the assessment data gathered across the college accurately reflects the attained general education skills. Breaking down the data for each educational goal allows for understanding the level of goal achievement and guides strategies for enhancing results that fall short of expectations. To simplify data collection, technological competency has been integrated into the Information Literacy rubric due to its singular primary intended outcome.

Revised General Education Learning Outcomes Assessment:

Written and Oral Communication

Use writing and speaking skills to communicate effectively.

Learning Outcomes

WOC-1 Create and communicate ideas convincingly in writing, adapted specifically to suit a particular audience, purpose, and context.

WOC-2 Utilize proper language conventions within a field to create accurate and largely error-free communications. **WOC-**

3 Effectively convey ideas by employing various delivery aids and techniques, including voice modulation, eye contact, gestures, and posture.

[\[Written and Oral Communication RUBRIC\]](#)

Critical Analysis and Reasoning

Examine, assess, and integrate concepts spanning various fields to tackle intricate inquiries and challenges.

Learning Outcomes Assessment

CAR-1 State clearly and comprehensively describe an issue or problem to be critically considered.

CAR-2 Draw, cite, and apply evidence from multiple, highly credible sources.

CAR-3 Articulate and defend a position with compelling arguments.

CAR-4 Identify and weigh alternative outcomes to a problem or case. [\[Critical Analysis and Reasoning RUBRIC\]](#)

Scientific and Quantitative Reasoning

Apply fundamental scientific and/or mathematical concepts to investigate, evaluate and/or to solve problems.

Learning Outcomes

SQR-1 Identify problems and formulate questions and hypotheses.

SQR-2 Collect, summarize, and draw appropriate conclusions based on data analysis.

SQR-3 Use mathematical/computational skills to solve applications and/or real-world problems. [\[Scientific and Quantitative Reasoning RUBRIC\]](#)

Technological Competency- *Use the appropriate discipline-specific technologies to complete tasks effectively.*

TC-1 Demonstrate effective use of a specific technology to achieve a desired task outcome.

Information Literacy

Access and integrate sources into written, oral, and/or visual media and use the appropriate discipline-specific technologies to complete tasks effectively.

Learning Outcomes

IL-1 Identify and access sources of information that are credible, relevant to a stated purpose, and appropriate within a discipline.

IL-2 Synthesize source material to support a specific point.

IL-3 Use an appropriate documentation style consistently and correctly to credit source material. [\[Information Literacy and Technological Competency RUBRIC\]](#)

Global Diversity

Recognize and appreciate diverse cultural practices, traditions, and perspectives from around the world.

Learning Outcomes

GD-1 Evaluate and compare different cultural, social, and economic perspectives from various regions worldwide. **GD-2** Develop skills to communicate respectfully and effectively in diverse cultural settings, considering different communication norms and practices.

GD-3 Analyze how global systems, such as economics, politics, or environmental issues, are interconnected across diverse regions and cultures.

[\[Global Diversity RUBRIC\]](#)

Humanities/Fine Arts Inquiry

Show a broad understanding of the theories, perspectives and methods of the Humanities and Fine Arts by

Learning Outcomes Assessment

HFA-1 Demonstrating knowledge of the human condition using discipline appropriate criteria.

HFA-2 Respond to the human condition using discipline specific criteria.

AHI-3 Explaining how context (historical, cultural, etc.) influences the creation or interpretation of the topic of study.

[\[Humanities/Fine Arts Inquiry RUBRIC\]](#)

5- Year Assessment Cycle for General Education Learning Outcomes:

2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<ul style="list-style-type: none">• Written and Oral Communication	<ul style="list-style-type: none">• Critical Analysis and Reasoning• Scientific and Quantitative Reasoning	<ul style="list-style-type: none">• Technological Competency• Information Literacy	<ul style="list-style-type: none">• Global Diversity	<ul style="list-style-type: none">• Humanities/Fine Arts Inquiry

Strategic Objectives [3.1 -3.3]:

- [3.1] Implement new General Education Learning Outcomes(GELO's) starting in the fall of 2024 and include in all syllabi the GELO's covered per course.
- [3.2] Begin implementation in the fall of 2024 of course embedded assessments utilizing system wide GELO scoring rubrics.
- [3.3] Collect and analyze scoring rubric data at the end of each cycle and develop action plans to improve results that fall short of expectations.

V. Administrative Unit (non-instructional) Review

Prior to the current College President's tenure as leader of Eastern, there was no formal assessment process to demonstrate the effectiveness of administrative (non-instructional) units. The president initiated efforts to ensure all units set specific goals and measurable outcomes. Discussions and support for units in establishing constructive goals began in fall 2022 with help from the former institutional effectiveness director. However, personnel changes necessitated that the president lead the restarting of this process beginning in fall 2023 and has developed a [template](#) for all units to follow. Each unit successfully completed the template, outlining goals and outcomes over a 4-year period, similar to the program review process.

Because of its small size, Eastern College differs from other institutions. Here, individual units encompass multiple tasks, whereas larger institutions tend to segment these tasks across multiple

units and college services. For example, both Student Services and the Business and Finance Office perform multiple functions within those units. Student Services provides admission, registration, advising, transcript requests, oversight and administration of early college programs, and financial aid advising and deployment. Likewise, the Business and Finance office provides financial reporting and budgeting, accounts payable and receivable, purchasing, payroll, financial aid disbursements (cashier), inventory, travel, custodial, and fleet management.

Here is a list of college units involved in the unit review process.

1. Business and Finance Office
2. Career Services
3. Foundation
4. Human Resources (HR)
5. Information Technology(IT)
6. Public Relations- Marketing
7. President’s Office
8. Student Services
9. Workforce & Continuing Education
10. Workforce Opportunity Resource Center & Services (WORCS)

Every college unit will follow a consistent 4-year cycle beginning in the fall of 2023 and running through the fall of 2026, submitting yearly progress reports on goals and outcomes using the unit template. Furthermore, the template specifies outcomes for unit staff, allowing their achievement levels to contribute to and be evidence for the annual staff performance evaluations. **Unit Cycle of Review**

2023	2024	2025	2026
All College Units	All College Units	All College Units	All College Units

Strategic Objective 4.1- Implementation of unit review process starting in the fall 2023 – fall 2026.

VI. Assessment Measures / Establishment of System Key Performance Indicators (KPI's)

Despite conducting numerous system assessments throughout its existence, the college hasn't structured these evaluations into a unified, systematic plan integrated into the overall operation of college services. This plan aims to accomplish the integration and coordination of assessments, generating valuable data used to enhance learning, teaching, and the overall administration of college services.

The Title III grant funding allowed the college to create a new role responsible for guiding institutional effectiveness, planning, assessment, and KPI development. However, the original vision for this role under the previous director did not materialize as intended. As a result, in December 2023, the college hired a new Director of Institutional Effectiveness to oversee and coordinate these areas. One of the initial tasks for the new director will be to establish system-wide KPIs and conduct a comprehensive review of the current assessment systems.

The Title III Grant emphasizes student retention and success through specific objectives aimed at these factors. The college has been gathering data on student retention and success, reporting these findings in the annual Title III report mandated by the grant. The newly appointed Director of Institutional Effectiveness has considerable expertise in both KPI creation and data collection/reporting. This strategy will be regularly revised to integrate KPI's and additional assessment measures introduced by the Director of Institutional Effectiveness on an annual basis.

Strategic Objectives [4.1 -4.2]:

- [4.1] Establish system KPI's to help evaluate institutional effectiveness in a wide range of domains.
- [4.2] Examine current assessments systems and determine if improvements are needed or additional means of assessment should be added providing increased value to the college.

VII. Closing the Assessment Loop / Sharing Results

The primary aim of assessment is to gather reliable and practical data, aiding in the enhancement of programs and services while facilitating well-informed decision-making. Closing the loop and sharing assessment results is a key function informing both internal and external stakeholders of the college. Closing the assessment loop involves examining the assessment data and using it to make informed decisions that can bring about positive change. Sharing the results involves making the assessment data accessible and easy to understand while allowing for questions, or feedback from constituents.

At present, assessment data is distributed across multiple locations. Before the complete rollout of Office 365, SharePoint, and Teams at the college, much of the assessment data was stored on internal shared servers and the college website. In early 2023, an initiative began to transfer most of the assessment data and other college files from internal shared servers to either SharePoint or a Teams site. This migration of server data is nearly 97% complete. Some assessment data remains on the college website, where a portion is publicly available, while some require password protection.

The objective of this plan is to enhance data accessibility for both external and internal stakeholders. To achieve effective sharing of assessment data and results, it is essential to formulate a strategy that identifies which assessment outcomes should be shared with specific stakeholders and determine the optimal methods for dissemination. In certain cases, conducting open forums during program and unit reviews can be advantageous to internally share assessment results, encouraging participation, questions, and feedback among college members. Externally, college KPIs should be easily accessible through the college website or other publicly available documents that can be readily downloaded from the internet.

West Virginia, along with the Higher Education Policy Commission, mandates colleges to gather and report diverse data, which is consolidated into a statewide higher education report. This publicly accessible report, known as the [West Virginia Higher Education Almanac- 2022](#), offers extensive insights into each college in the state. It provides a wealth of information, continuously updated, covering various aspects such as student retention, graduation rates, enrollment patterns, and college participation rates.

Strategic Objective [5.1]- Establish a process for sharing assessment data and results appropriate for both internal and external constituencies.

APPENDIX A

Early Childhood Development	PLO#1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6
	Apply evidence to promote health, safety, growth and developmental needs of children.	Plan and organize by implementing developmentally age appropriate routines within the learning environment.	Manage learning centers by implementing positive discipline strategies that can be utilized by childcare workers in the child care setting.	Implement developmentally age appropriate curriculum activities that provide learning through communication, interest and imagination	Use information and technology to communicate and document child information, record state and federal guidelines in supporting childhood programs	Communicating professionally with parents and families of childcare centers in extra curricular activities
Program Courses/Mapping						
First Semester						
CIS 114 Introduction to Computer Applications					1,2,6,8	
EDF 115 Early Childhood Health	1,3,6	1,3,6	1,3,6		1	1,3,6
EDF 212 Principles and Theories of Early Childhood				3,4,6,7		3,4,6,7
ENL 101 English Composition I					1-4	1-4
PSY 200 General Psychology	1	1		1		
Second Semester						
EDF 210 Infants and Toddlers Seminar	1,4,5,6,7,8	1,4,5,6,7,8		1,4,5,6,7,8		
EDF 217 Human Development and Learning	1,2,3,4,7	1,2,3,4,7		1,2,3,4,7		
PSY 213 Guiding the Behavior of Children	3,1,4,6,7,8	3,1,4,6,7,8		3,1,4,6,7,8		
SPH 101 Speech Fundamentals				2,4,6	2,4,6	2,4,6
MTH Elective: MTH 121					1,6	1,6
Third Semester						
EDF 211 Early Childhood Seminar	1,2,6,9	1,2,6,9		1,2,6,9	1,2,6,9	
EDF 221 Administration of Early Childhood Education	1,6,7,8	1,6,7,8		1,6,7,8	1,6,7,8	
EDF 224 Methods and Materials for Early Childhood	1,2,3,5,6,8,9	1,2,3,5,6,8,9		1,2,3,5,6,8,9		1,2,3,5,6,8,9
Emphasis Elective: PSY 219 The Exceptional Child	6,7,8,9,10	6,7,8,9,10		6,7,8,9,10	6,7,8,9,10	6,7,8,9,10
Emphasis Elective: EDF 203 Children's Literature		1,2,3,4,6	1,2,3,4,6	1,2,3,4,6	1,2,3,4,6	1,2,3,4,6
Fourth Semester						
EDF 276 Early Childhood Capstone		2,4,5		2,4,5	2,4,5	
PSY 212 Children and Families	1,3,4,5,6	1,3,4,5,6	1,3,4,5,6	1,3,4,5,6	1,3,4,5,6	1,3,4,5,6
SCI Elective		1,3,4,5,6,7,8	1,3,4,5,6,7,8	1,3,4,5,6,7,8	1,3,4,5,6,7,8	1,3,4,5,6,7,8
Emphasis Elective: EDF 235 Observation and Assessment	1,3,4,5,6,7,9	1,3,4,5,6,7,9	1,3,4,5,6,7,9	1,3,4,5,6,7,9	1,3,4,5,6,7,9	1,3,4,5,6,7,9
General Education Learning Outcomes						
1 Written & Oral Communication	2, 3	2, 5, 6	1, 2, 4	1, 2, 3, 4	1, 3, 5, 6	1, 5
2 Critical Analysis & Reasoning						
3 Scientific & Quantitative Reasoning						
4 Technological Competency						
5 Information Literacy						
6 Global Diversity						
7 Humanities/Fine Arts Inquiry						

APPENDIX B

PROGRAM REVIEW CYCLES- Year of Next Review									
Program Name	Program Tracks	2024	2025	2026	2027	2028	2029	2030	2031
Accounting	Degree/Certificate								
Administrative Support Technology	Degree/Certificate								
Allied Health Care	Cerificate								
Associate in Arts	Degree								
Associate in Science	Degree								
Automotive Technology	Degree/Certificate								
Board of Governors	Degree								
Biological and Environmental Technology	Degree/Certificate								
Business Management	Degree/Certificate								
Computer Applications Specialist	Cerificate								
Cyber Intelligence**	Degree/Certificate								
Early Childhood Development	Degree								
Electromechanical Technology	Cerificate								
Information Technology	Degree/Certificate								
Nursing	Degree								
Occupational Development	Degree								
Paraprofessional in Education	Cerificate								
Technical Studies	Degree/Certificate								
Tourisim and Hospitality **	Cerificate								
Wind Energy Technology	Degree/Certificate								
** New programs starting in fall of 2024									
** 3 year audit for new programs									

APPENDIX C

Strategic Objectives- Tracking

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[1.1] Provide professional development sessions at least twice per year for program faculty on multiple topics directed at improving teaching, learning, and learning assessment.	Improve pedagogy among faculty and staff in attendance.	Provide a wide variety of topics and work sessions both face to face and virtually	Evaluations from session participants	Annually	Assessment Committee
[1.2] Establish an Annual College Assessment Day where faculty can gather to share assessment results in a collaborative forum of peers.	Improve overall knowledge and practice of assessment college-wide	Organize assessment day in late spring of each year.	Evaluations from session participants	Annually	Assessment Committee
[1.3] Implement a document known as ‘Assessment Finds’ that can be shared publicly with the college community and presented to the Board of Governors.	Collate all assessment results into one document to improve sharing of results.	Coordinate creation of document with available assessment data and information on closing the loop.	Document creation	2–3-year cycles depending on data collection and analysis	Director of Institutional Effectiveness and Assessment Facilitator

[2.1] Provide professional development training in January 2024 on enhanced Program Review Template that will be utilized by all programs moving forward.	Orientation to new program review template and process.	Informative session covering the new process.	Evaluations from session participants	January 2024	President, Division Chair of General Studies, New Director of Institutional Effectiveness
[2.2] and [2.3] Implementation of new Program Review Template & Scoring Rubric	Submission of Wind Technology Program Review 2024	Submission of new template to state.	Effective completion of new template.	All program reviews moving forward	Program Directors
Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[3.1] Implement new General Education Learning Outcomes (GELO's)	Use of revised GELO's	Professional development on new GELO's	Evaluations from session participants and GELO's implemented across the college	Starting fall of 2024	All programs and faculty
[3.2] Begin implementation of course embedded assessments utilizing system wide GELO scoring rubrics.	Utilization of course embedded assessments and data collection through rubrics	Professional development on course embedded assessments and rubrics use.	Effective implementation and data collection.	Starting fall of 2024.	All programs and faculty
[3.3] Collect and analyze scoring rubric data at the end of each cycle and develop action plans to improve results that fall short of expectations.	Utilization of scoring rubrics to assessment GELO's	Embed rubrics into LMS Brightspace to ease usage and collation of data	% of faculty utilizing rubrics.	Starting fall of 2024.	All programs and faculty

<p>[4.1] Establish system KPI's to help evaluate institutional effectiveness in a wide range of domains</p>	<p>KPI development to help assess institutional effectiveness and benchmark against other similar institutions</p>	<p>Develop KPI's</p>	<p>Development of KPI's and data collection and analysis</p>	<p>Starting spring 2024.</p>	<p>Director of Institutional Effectiveness</p>
<p>[4.2] Examine assessments systems and determine if improvements are needed or additional means of assessment should be added providing increased value to the college.</p>	<p>Review of all assessment systems</p>	<p>Systematic review of Assessment systems at the college</p>	<p>Report of assessment systems and recommendations for improvement where needed</p>	<p>Starting fall of 2024.</p>	<p>Director of Institutional Effectiveness</p>
<p>[5.1]- Establish a process for sharing assessment data and results appropriate for both internal and external constituencies.</p>	<p>New process for results sharing</p>	<p>Systematic review of Assessment systems at the college</p>	<p>Report of assessment sharing analysis</p>	<p>Starting fall of 2024.</p>	<p>Director of Institutional Effectiveness</p>