**2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)**

***Minimum Documentation Required*** *1. A copy of the institution’s strategic plan, including how the plan relates to the new degree program(s) Indicate how the new degree programs are integrated with other units of the institution.
 2. A brief description of the institution’s planning and evaluation process and identification of who is responsible for ensuring that the processes function systematically. Include an explanation of how the planning and evaluation processes intersect with the budgeting process.*

 *3. A description of the educational goals and expected outcomes in the new degree program(s).*

 *4. A description of the process for determining how achievement of educational goals will be ascertained in the new degree program(s) and a timeline by which the processes function.*

 *5. A description of how the new program(s) will be evaluated and how the findings will be used to make any necessary changes to the programs.*

Valencia has a systematic, broad-based, interrelated, and institutionally appropriate planning and evaluation process for its educational and operational activities. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. The College’s annual cycle of planning, budgeting, and evaluation is depicted in the Institutional Effectiveness Cycle diagram. Central to this process are the [College Planning Council](http://www.valenciacc.edu/sacs/documents/College%20Planning%20Council.pdf) (for full functionality of this site please go to <http://valenciacc.edu/strategicplan/council.cfm>) and [College Learning Council](http://www.valenciacc.edu/sacs/documents/College%20Learning%20Council.pdf) (for full functionality of this site please go to the Web at <http://www.valenciacc.edu/learningcouncil/>) as well as specialized committees under the Council auspices which oversee and guide institutional effectiveness, resource allocation, and evaluation of programs and services.

Among other responsibilities, the College Planning Council (CPC) is charged by the President to design and construct a collaborative strategic planning process and a collaborative budgeting process that links the annual budget to the strategic plan. Valencia's [Strategic Plan for 2008-2013](http://www.valenciacc.edu/sacs/documents/Strategic%20Plan.pdf) was approved by the District Board of Trustees on June 17, 2008, following a two-year planning period that involved constituencies from throughout the college and from the community that we serve. This effort describes [Valencia's vision, values, mission, and statutory](http://www.valenciacc.edu/sacs/documents/Vision%2C%20Values%2C%20Mission%2C%20Strategic%20Goals.pdf) purpose, which are clearly defined and appropriate to collegiate education.  This planning manuscript also delineates the College's four goals: (1) Build Pathways, (2) Learning Assured, (3) Invest in Each Other and (4) Partner with the Community as well as the specific outcome statements and targeted objectives identified to support achievement of each goal. All goals are consistent with the institution's mission. Each subdivision of the College that is assigned a separate budget is considered to be a planning unit.

The College Planning Council’s Budget and Financial Advisory Group sponsors meetings on all campuses prior to the annual budget being developed in order to receive input into the Budget Principles and Priorities. The Budget Principles and Priorities are adopted by the College Planning Council and recommended to the President. With his approval, they guide each unit in developing the annual budget. After the annual budget has been constructed and approved, the Budget and Financial Advisory Group drafts a statement that addresses how the budget reflects the Principles and Priorities, and aligns the budget with the mission.

Evaluation systems are also in place to establish formal review of educational programs and student learning outcomes by deans, program directors, advisory committees and students. As indicated in various systems and initiatives below, program assessment and improvement are multi-dimensional. Clarification and updating of program learning outcomes, assessment of outcomes and evidence of improvement based on analysis of the results continues for all programs.

During the last Self-Study and reaffirmation process (2003), the SACS Visiting Committee recommended that the College provide evidence that it has developed and implemented guidelines to evaluate its educational effectiveness as it relates to the quality of student learning outcomes. In response the College demonstrated to the Committee that it engages in systematic planning and evaluation within and across all levels of its academic programs, divisions, and departments. The College deployed an annual planning and evaluation cycle that requires that academic departments identify plans related to a Strategic Learning Plan that include learning outcomes. These plans were developed on a July through August 2003 time frame. The academic deans then completed distinct but parallel forms, documenting actual student learning outcomes, assessment, and evaluation from May through June 2004. The Vice President for Academic Affairs and Chief Learning Officer met with the academic deans and designed a new set of procedures to evaluate the educational effectiveness of the College’s academic programs, with emphasis on the quality of student learning outcomes. Institutional forms were developed to document plans, which were used by the academic deans to prepare their plans for the 2003-04 planning cycle. On January 6, 2005 notification was received from the Commission on Colleges indicating that “the Commission reviewed the institution’s First Monitoring Report following reaffirmation of accreditation. No additional report was requested.” (See [Letter from Dr. James T. Rogers, Executive Director, Commission on Colleges, January 6, 2005](file://C:\Documents%20and%20Settings\fawilliams\Local%20Settings\Temporary%20Internet%20Files\Local%20Settings\Temporary%20Internet%20Files\Documents%20and%20Settings\mhill41\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\SACS%20Fifth%20Year%20Report%20Documentation\Letter%20on%20Reaffirmation%20of%20Accreditation%20JT%20Rogers%202005.doc)). A complete multi-year archive (2003-present) was designed to comply with ***SACS*** ***Principles of Accreditation: Foundations for Quality Enhancement*** Comprehensive Standard 3.3.1.1.

Prior to the fall term 2003 divisional plans for educational programs, originally termed Departmental Unit Action Plans and later revised as Division Action Plans, were employed to assess and document student learning outcomes at the academic division level. As indicated, six complete annual cycles are available for review through a comprehensive index including an informational overview, Division Action Plan (DAP) number, academic division of origin, campus, dean and a brief topical focus for each plan. The Division Action Plan (DAP) number links to detailed planning and evaluation documents. Initial information and projections describe the PLANNING PHASEof the process. At the conclusion of the project/activity time frame initial information and projections are updated by completing an EVALUATION PHASEincluding modifications, outputs and outcomes. Both planning and evaluation information is organized according to parallel criteria including: (1) a formal goal statement, (2) outcome measures, (3) collaboration with stakeholders, (4) evaluation methods and (5) use of results for improvement of learning. The overall process effectively reviews and documents specific measures of educational effectiveness. Specific examples of current Division Action Plans covering full institutional effectiveness cycles are provided including: [DAP 0708-007 Assessing Writing in Gordon Rule Humanities Classes](http://www.valenciacc.edu/sacs/documents/DAP%200708-007%20Assessing%20Writing%20in%20Gordon%20Rule%20Humanities%20Classes.pdf) (East, Osceola and West Campuses), [DAP 0708-008 Cooperative Learning Community Expansion](http://www.valenciacc.edu/sacs/documents/DAP%200708-008%20Cooperative%20Leraning%20Community%20Expansion.pdf) (Winter Park Campus), [DAP 0708-018 Curriculum and Technology Update for Advanced Conversational English Courses](http://www.valenciacc.edu/sacs/documents/DAP%200708-018%20Curriculum%20and%20Technology%20Update%20for%20Advanced%20Conversational%20English%20Courses.pdf) (Valencia Enterprises), [DAP 0708-002 Technological Adaptation to Learning and Assessment](http://www.valenciacc.edu/sacs/documents/DAP%200708-002%20Technological%20Adaptation%20to%20Learning%20and%20Assessment.pdf) (West Campus) and [DAP 0708-015 Intercampus Course Redesign in Anatomy and Physiology I](http://www.valenciacc.edu/sacs/documents/DAP%200708-015%20Intercampus%20Course%20Redesign%20in%20Anatomy%20and%20Physiology%20I.pdf) (East and West Campuses).

Student Affairs has followed a parallel process of Department Unit Plans, beginning in 2004-05 and, starting in 2006-07, available for review through a comprehensive index including an informational overview, Department Unit Plan (DAP) number, department of origin, campus, staff leader, and a brief topical focus for each plan. Student Affairs’ annual Departmental Action Plans focus primarily on program and process improvement. As with the Division Action Plans, The Division Action Plan (DAP) number links to detailed planning and evaluation documents. Initial information and projections describe the PLANNING PHASEof the process. At the conclusion of the project/activity time frame initial information and projections are updated by completing an EVALUATION PHASEincluding modifications, outputs and outcomes. Both planning and evaluation information is organized according to parallel criteria including: (1) a formal goal statement, (2) outcome measures, (3) collaboration with stakeholders, (4) evaluation methods and (5) use of results for improvement of learning. The overall process effectively reviews and documents specific measures of educational effectiveness. Specific examples of current Departmental Action Plans covering full institutional effectiveness cycles are provided including: [DAP 0809-06 Start Right Experience](http://www.valenciacc.edu/sacs/documents/Department%20Action%20Plan%200809%20Start%20Right%20Experience.pdf); DAP 0910-09 Create Bridges Book Club; DAP0910-18 Expand Early Alert System; DAP0910-23 Develop Faculty Guidebook for Students with Disabilities; DAP0910-26 Establish system for high school entry-test assessment.

|  |
| --- |
| For additional information, the full **Division Action Plan** multi-year data base is accessible at <http://www.valenciacc.edu/divisionplans/>, and the full **Department Action Plan** multi-year data base is accessible at <http://valenciacc.edu/studentservices/unitplans/09-10.cfm>. |

Beginning with the fall term of 2010, the College initiated WEAVE Online accessible through the Atlas system**,** a new online tool to promote institutional effectiveness and to demonstrate compliance with ***SACS*** [***Principles of Accreditation: Foundations for Quality Enhancement***](http://www.sacscoc.org/pdf/2008PrinciplesofAccreditation.pdf) Core Requirement 2.5 and all sections of Comprehensive Standard 3.3.1. The new system enhances planning information and documentation by adapting both strategic and operational initiatives to annual planning and evaluation. Current Division Action Plans are now deploying the WEAVE Online template to document complete institutional effectiveness cycles. Several examples are provided including: [Closing the Gap in Pre Algebra MAT 0012](http://www.valenciacc.edu/sacs/documents/DAP%200809%20Mathematics%20W%20Closing%20the%20Gap%20in%20PreAlgebra%20MAT%200012.pdf)(Multi-Campus: East, Osceola, West, Winter Park),[Designing a Three-Term Student Success Sequence for Bridges Students and Principles](http://www.valenciacc.edu/sacs/documents/DAP%200809%20Student%20Life%20Skills%20Designing%20a%20Three%20Semester%20Student%20Success%20Sequence%20for%20Bridges%20Students.pdf) (Student Life Skills College Wide) and [AS Program Outcome Development](http://www.valenciacc.edu/sacs/documents/DAP%200809%20Business%20IT%20PublicService%20E%20Principles%20for%20AS%20Program%20Outcome%20Development.pdf) (East Campus). Planning and evaluation dimensions include: (1) operational unit, (2) unit mission, (3) initiative contact, (4) strategic initiative as appropriate, (5) goal outcome, (6) objective and objective description, (7) initiative’s relation to the strategic plan as appropriate, (8) expected results (9) means of assessment, (10) individual responsible, (11) expected completion, (12) stakeholders, (13) results, (14) implementation plan, (15) budget requirements, (16) results to improve and (17) changes for next year. The overall process effectively reviews and documents specific measures of educational or operational effectiveness.

WEAVE Online, the college's new comprehensive planning and evaluation tool, systematically documents both strategic and operational goals, objectives, projects and activities for all operational units. Several examples of posted initiatives covering a complete institutional effectiveness cycle are provided including: a current year strategic initiative ([Holistic Grading of ENC 1101 Essays](http://www.valenciacc.edu/sacs/documents/Planning%20by%20Valencia%20Holistic%20Grading%20of%20ENC%201101%20Essays.pdf)), a selected AA Pre-Major Program ([Architecture](file:///C%3A%5CDocuments%20and%20Settings%5Cfawilliams%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.Outlook%5CSACS%20Fifth%20Year%20Report%20Documentation%5CProgram%20Outcomes%20Assessment%20Plan%20-%20Architecture%20Binder.pdf)), selected A.S. Programs ([Nursing](file:///C%3A%5CDocuments%20and%20Settings%5Cfawilliams%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.Outlook%5CSACS%20Fifth%20Year%20Report%20Documentation%5CProgram%20Outcomes%20Assessment%20Plan%20-%20Nursing.pdf), [Office Administration](file:///C%3A%5CDocuments%20and%20Settings%5Cfawilliams%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.Outlook%5CSACS%20Fifth%20Year%20Report%20Documentation%5CProgram%20Outcomes%20Assessment%20Plan%20-%20Office%20Binder.pdf)), and select co-curricular programs (Teaching and Learning Academy, Plant Operations).

|  |
| --- |
| For additional information the full WEAVE Online data base is accessible through the password-protected SACS Login Page. Visit <http://www.valenciacc.edu/sacs/> and select Secure Login from the right hand navigation panel. **Guest User ID: ValenciaCC and Guest User Password: Valencia required for all evaluators.**  |

To supplement unit-based institutional effectiveness cycles the College also employs comprehensive program review efforts. As part of Valencia’s program review process, the Collegewide Curriculum Committee annually reviews all common prerequisites for every degree program through the statewide system, [www.facts.org](http://www.facts.org).  The review occurs every November, and the appropriate changes are formally approved at the January Collegewide Curriculum Committee meeting.Valencia's program review process also serves as the Level II review process for the Florida Division of Community Colleges (see [Instructional Effectiveness System Program Review and Evaluation](http://www.valenciacc.edu/sacs/documents/Instructional%20Effectiveness%20System%20Program%20Review%20and%20Evaluation.doc) and [General Education Program Review Results](file://C:\Documents%20and%20Settings\fawilliams\Local%20Settings\Temporary%20Internet%20Files\Local%20Settings\Temporary%20Internet%20Files\Documents%20and%20Settings\mhill41\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\SACS%20Fifth%20Year%20Report%20Documentation\General%20Education%20Program%20Review%20Results.xls)). The review includes all instructional programs including AA/AS/AAS/Certificates (see [Valencia Degree and Career Programs](http://www.valenciacc.edu/sacs/documents/Valencia%20Degree%20and%20Career%20Programs.pdf), for full functionality of this site please go to web at <http://www.valenciacc.edu/programs.asp>) and is scheduled on an established cycle. The review provides for planning, assessment, and evaluation for the continuous improvement of programs and addresses state, national and professional accountability measures, as well as regional accreditation core requirements and comprehensive standards based on the ***Principles of Accreditation, Foundations for Quality Enhancement***, Commission on Colleges, Southern Association of Colleges and Schools (SACS).

The College's Workforce Development area also schedules a comprehensive annual Program Viability, Growth and Success session as well as specialized periodic reviews of all A.A.S. and A.S. degrees and certificates based upon the Five-Year Program Review Schedule. Such effortsexamine and determine program effectiveness, efficiency and methods of improvement. Evaluation teams include internal as well as external representatives with background and expertise in the respective curricular areas. Review criteria includes faculty profiles, full-time to part-time ratios, enrollment data, student yield, program stability, placement rates, scheduling alternatives, the impact of Career Program Advisors, articulation agreements, impact of learning resources support, Advisory Committee efforts and program learning outcomes. Specific recommendations for improvement are linked to a future year plan of action. The plan of action is reviewed periodically until the recommendations for improvement have been implemented and evaluated. Comprehensive documentation of this process is provided through an annually published handbook titled [The State of Workforce Education at Valencia](http://www.valenciacc.edu/sacs/documents/The%20State%20of%20Workforce%20Education%20at%20Valencia.pdf) and Program Review Reports published every five years. Several examples demonstrate systemic programmatic review for the purpose of continuous improvement in accomplishing the institutional mission: Summary of 2009-10 Program Success Strategies, five-year A.A.S./A.S. program review (Business Administration, Criminal Justice Technology), and selected A.A.S./A.S. program performance dashboards (Computer Programming & Analysis, Graphics Technology).

Valencia’s B.S. Electrical and Computer Engineering Technology will undergo both annual and periodic program review processes that are parallel in scope and procedure to the methods described above and currently utilized for A.A.S. and A.S. degrees and certificates. The Purpose Statement and Learning Outcomes for the B.S. Electrical and Computer Engineering Technology program convey that the program is designed to prepare graduates for immediate employment or continued educational advancement to the masters degree level. The program curriculum integrates advanced concepts in mathematics and science with theoretical and practical applications. To achieve the goals of this mission the program will develop innovative instructional and assessment methods by dedicated faculty involved in the scholarship of teaching and learning. This degree aligns with the A.S. Electronics Engineering Technology and the A.A. with coursework in pre-engineering. Graduates from this program will be prepared for engineering occupations related to electrical/electronics, computer systems, digital electronics, digital and wireless communication, and lasers and optics. The annual and cyclic program review processes will examine the achievement of these educational goals, student learning outcomes, and program performance outcomes. The findings will be utilized to develop specific recommendations for improvement that will be linked to a plan of action. The plan of action is reviewed periodically until the recommendations for improvement have been implemented and evaluated.

Valencia’s new baccalaureate degree programs

For additional information, the full **A.S.** **Program Review** multi-year data system is accessible through the password-protected ATLAS Login Page. Visit <http://atlas.valenciacc.edu>. **Guest User ID: PRguest and Guest User Password: PRpass1020 required for all evaluators.**

Key to Valencia's planning and evaluation efforts are a profound and detailed understanding of learning assessment.  The college's model for the assessment of student learning is based upon the four primary levels of Valencia's curriculum: classroom learning experiences, course level, program-department-discipline level, and General Education.  Institutional effectiveness is a reflection of the quality of the institution as a whole--the learning outcomes that result from the sum of experiences that take place at all four levels of the curriculum, the assessment of outcomes in administrative and educational support services and the ways in which the things that we learn from assessment are used for continuous improvement.  In December of 2007 the [College Learning Council](http://www.valenciacc.edu/sacs/documents/College%20Learning%20Council.pdf) (for full functionality of this site please go to web at <http://www.valenciacc.edu/learningcouncil/>) established a new standing committee, The Learning Assessment Committee (LAC), charged with promoting the development and maintenance of a college wide assessment plan.  The Learning Assessment Committee has broad representation from Academic Affairs and Student Affairs and functions with the support of two specialized teams including the: [Learning Evidence Team](http://www.valenciacc.edu/sacs/documents/Learning%20Evidence%20Team.pdf), (for full functionality of this site please go to web at  <http://www.valenciacc.edu/learningevidence/>) responsible for leading the process of identifying indicators and creating tools for measuring learning, and The Data Team responsible for institutionalizing the College’s capacity to make data-supported decisions concerning student learning, success and engagement. The Learning Assessment Committee has developed a Program Learning Outcomes Assessment Plan Template to ensure that assessment planning and implementation happens consistently in all curricular and co-curricular program areas. An Assessment Plan Approval and Improvement Flowchart has also been developed to ensure that the assessment planning and approval process includes the appropriate faculty or staff.

Valencia’s Institutional Research reporting efforts, in addition to previously documented strategic planning processes, serve as major support initiatives for compliance with Comprehensive Standard 3.3.1.1. TheCollege'sStrategic Indicators Reports help to track a wide range of performance data relevant to educational planning and evaluation (a current example, the [2008 Strategic Indicators Report](http://www.valenciacc.edu/sacs/documents/Strategic%20Indicators%20Report%202008.pdf) is provided, a complete data base is located at <http://www.valenciacc.edu/IR/IPub.cfm>). All evaluative measures and outcomes are reported within the framework of the educational goals and related to institutional mission and purpose. The wide-ranging scope of the Strategic Indicators Report includes progress reports on a number of important measures including facilities, student performance on entry and exit tests, course completion, retention, enrollment and performance in the State University System, state licensure pass rates, and job placement rates.  Progress reports for some measures (retention, success, enrollment and performance in the State University System, state licensure pass rates and job placement rates) include comparative data from other Florida institutions as reported in the State Accountability and Articulation Reports. Other sources used for systematic evaluation include student assessment of instructional delivery by currently enrolled students and periodic targeted studies produced by the Office of Institutional Research.

Per Core Requirements 2.5 and Comprehensive Standard 3.3., the development, refinement and implementation of full institutional effectiveness cycles for all academic, educational support, and co-curricular programs including outcomes, assessment methods, data collection, interpretation of results and evidence of improvement based on analysis of results are ongoing.