![Vance-Granville Community College logo]

Institutional Effectiveness Plan

2016-2020

Vance-Granville Community College
Institutional Effectiveness Plan 2016-2020

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Vance-Granville Community College 2016-2020 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.

The 2016-2020 Institutional Effectiveness Plan was compiled by staff members from the VGCC Office of Planning and Research. The Office of Planning and Research provides training on planning and assessment, administers institutional surveys for assessment purposes, monitors reporting for data quality, produces 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 also offers instruction online and at various local high schools and community locations. VGCC is a comprehensive institution, providing more than 40 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 3,500 students each fall and spring semesters in its curriculum programs. During 2015-2016, the College served an estimated 11,000 curriculum and continuing education students — or one of every thirteen to fourteen eligible adults in the service area.

Vance-Granville Community College Mission, Vision, and Values
Adopted by the Board of Trustees on June 15, 2013.

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

Vision Statement
In partnership with our community, Vance-Granville Community College will lead the economic development of our region, be nationally-recognized for educational excellence, and improve our world through stewardship and sustainability.

Values
Excellence - We value working to our full potential and demonstrating quality at all levels by meeting or exceeding our goals and establishing high expectations for achievement by everyone through continuous improvement.

Teaching - We value rigorous, quality instruction that maximizes student success through focused and purposeful student support and activities.

Communication - We value decision making through broad-based, respectful team work and effective dialogue.

Respect - We value professional working relationships and exceptional service for our faculty, staff, students, and community.

Access - We value keeping our services accessible to our communities through a welcoming and supportive environment for all.

Diversity - We value the unique attributes and contributions of the members who enrich our college and its community.

Innovation - We value innovation and creativity through our leadership in learning, technology, and community partnerships.

Community - We value positive and supportive relationships among the faculty, staff, students, and community of our service area.

Sustainability - We value prudent stewardship of our resources and implementation of best practices in policies and operations that are ecologically, socially, and economically sustainable.

Institutional Goals

The VGCC Institutional Goals were developed by the Vanguard Vision Committee, in collaboration with the VGCC Executive Council and Board of Trustees. These goals were approved by the Board of Trustees on **June 15, 2013.**

Educational Excellence from Access to Success
1.1 Increase student achievement through student-centered teaching.
1.2 Increase student completion through effective academic advising.
1.3 Facilitate college growth.
1.4 Cultivate a college-wide culture of support for a diverse community of learners.
1.5 Provide resources and experiences to empower students and prepare them for work or higher education.

An *Organizational Culture* of Quality, Cooperation, and Engagement
2.1 Recruit and hire exceptional employees.
2.2 Retain qualified employees.
2.3 Foster participation in meaningful professional development opportunities.
2.4 Enhance open communication.
2.5 Develop a campus community valuing health, safety, and quality of life opportunities.

A Learning Community of *Continuous Improvement*
3.1 Develop a culture that prioritizes individualized service to students
3.2 Develop a culture of continuous quality improvement and best practices.
3.3 Institute leadership development that supports and empowers all employees.

One College Experience
4.1 Enhance support services.
4.2 Foster student and employee engagement in college life.
4.3 Partner with community organizations to support the college mission.
4.4 Improve, maintain, and utilize adequate technology.

*Institutional Stewardship***:** Securing and Sustaining Our Resources
5.1 Secure new and innovative resources to support institutional goals.
5.2 Implement risk assessment and management at the college.
5.3 Advance environmentally-friendly practices at the college.

Institutional Planning Process

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

- 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.

Cycle of Institutional Effectiveness Process
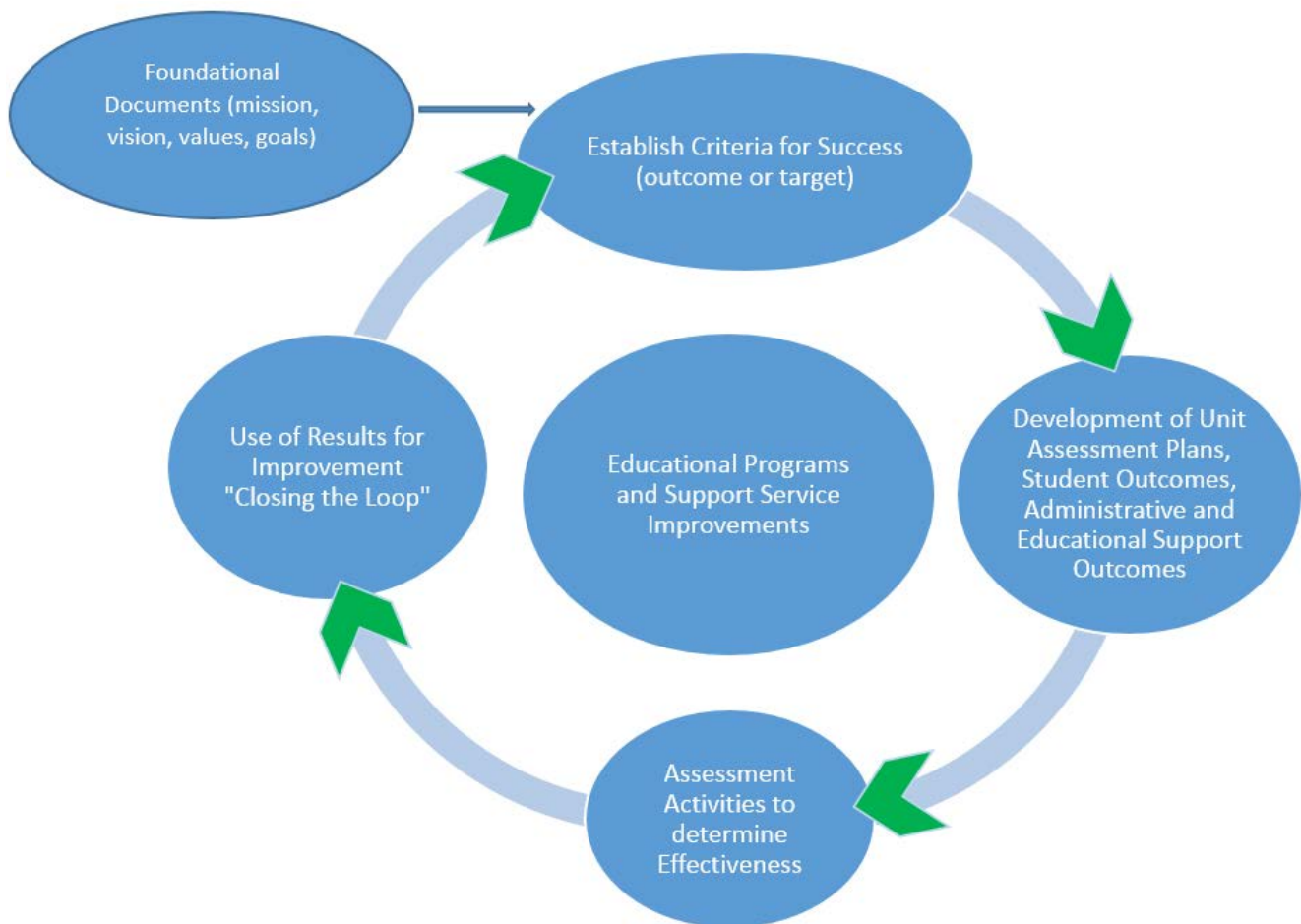
Web-based Planning Tools

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.

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 Vice President of Academic Affairs' office and 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 Vice President of Academic Affairs' office and Campus Labs.
- Program Review is a comprehensive review and examination of a program every five years. This review goes beyond normal annual assessment processes and is intended to assist in determining long-term program effectiveness and efficiency. Completed forms are available in Vice President of Academic Affairs' office and Campus Labs.
- The Quality Enhancement Plan (QEP) describes the course of action for institutional improvement critical to the enhancement of educational quality.
- Student/Course Evaluations are completed by students in fall and spring 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)
- Comprehensive Five-Year Program Reviews are conducted for selected programs each year. (See Program Review Schedule on Page 17.)

- VGCC FTE Book is published each fall and spring semesters. The FTE Book includes college enrollment, number of graduates, curriculum and continuing education course data, FTE, and location data. The FTE Book is available in Campus Labs and Planning and Research's Office.

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 objectives;
- the appropriate allocation of resources;
- adequate information for decision-making, reporting and demonstrating accountability; and
- increase efficiency in the operation of the college.

In VGCC's academic areas data analyzed includes SLO outcomes, individual class student success, semester to semester retention, and divisional program completion. Strategies are then designed to help improve areas that have been identified as weaknesses. Annual Strategic Planning strategies normally address weaknesses 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
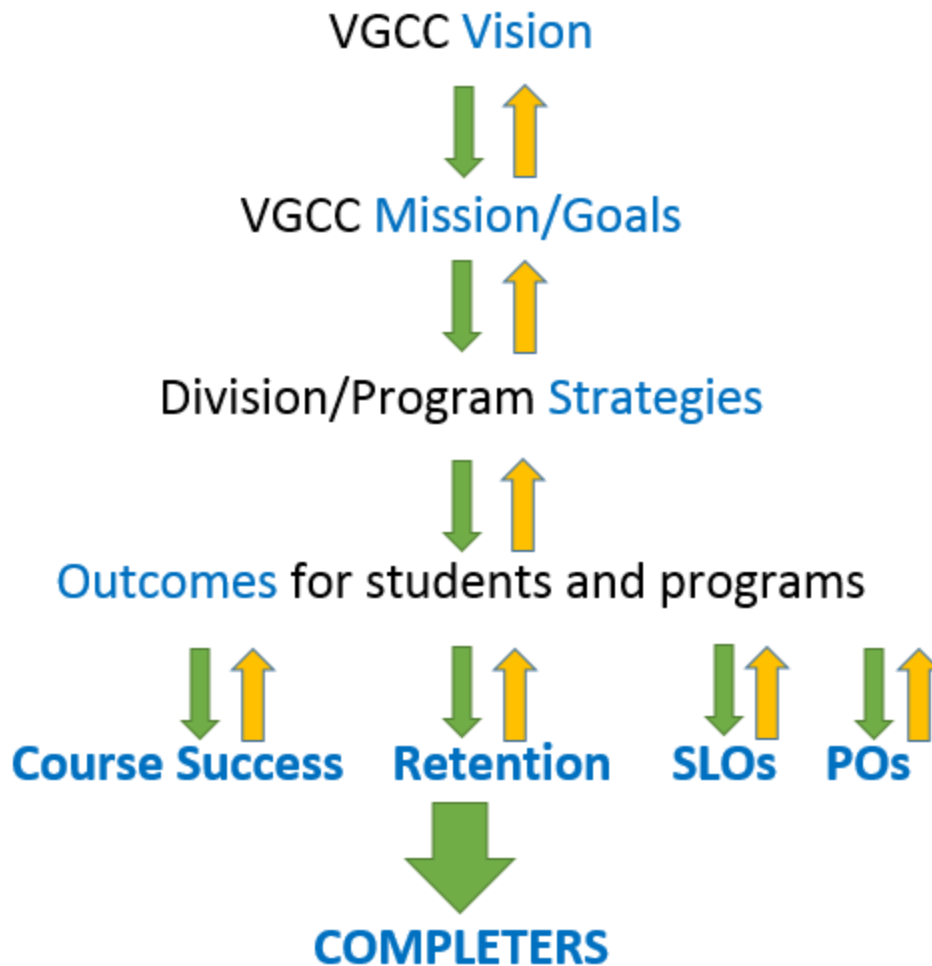
The college's administrative planning units review their area's strengths, weaknesses, opportunities, and threats (SWOT) annually. Academic areas are reviewed every 5 years to provide a deeper review of the respective program.

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 37 **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 five 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, 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 17.)

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.

1. **Course Success:**

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

Description: Percentages of students who successfully earn a grade C or better.

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

A
PA - Passing "A"
B
PB - Passing "B"
C
PC - Passing "C'
D
F
I - Incomplete
AU - Audit
W - Withdrawal
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+D+F+I+AU+W+RF+CE +NS
- Successful Enrollment = A+PA+B+PB+C+PC+D+F+I+AU+W+RF+CE
- Total Successful Completion = A+PA+B+PB+C+PC
- % Complete = Total Successful Completion (Numerator) divide into Successful Enrollment (Denominator)

Benchmark: 80% of enrolled curriculum students will complete with a C or better for each course. Benchmark is re-evaluated every three years.

2. **Retention:**

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

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

Calculation:

If we are looking at who 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.

Benchmark: 75% of enrolled degree-seeking students will return semester to semester. Benchmark is re-evaluated every three years.

North Carolina Community College System - Performance Measures for Student Success

The following section is **an excerpt** from the *2017 Performance Measures for Student Success* as published by the North Carolina Community College System, July 2017:

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.

Importance of NCCCS Performance Measures

1. 24 million dollars in Performance Funding to proceed this year (2016).

2. Increased accountability at the Local, State and Federal Levels.

3. Funding is gradually moving away from FTE model to a completion and employability model.

NCCCS Performance Standards

	BASIC SKILLS PROGRESS	CREDIT ENGLISH SUCCESS	CREDIT MATH SUCCESS	FIRST YEAR PROGRESSION	CURR COMPLETION RATE	LICENSURE PASSING RATE	TRANSFER PERFORMANCE	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Below College Average, Above Baseline Level	Below Baseline Level
● Met or Exceeded Excellence Level ● Above College Avg, Below Excellence ● Above Baseline Level, Below Average ● Below Baseline Level											
System Excellence Level	68.3%	55.9%	32.5%	75.0%	51.9%	90.9%	87.6%				
System Baseline	34.5%	23.8%	10.1%	54.1%	35.9%	69.9%	65.1%				
Average College Percentage	59.1%	50.9%	29.0%	70.5%	43.7%	82.0%	82.5%				
System Totals (All Students)	58.3%	52.0%	29.8%	69.7%	44.0%	84.1%	82.8%				
2017 Vance-Granville CC	● 57.1%	● 44.0%	● 19.5%	● 69.3%	○ 44.7%	○ 88.0%	○ 83.2%	0	3	4	0

A. Basic Skills Student Progress

Purpose: To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency
- Percentage of students who progress as defined by an educational level.
- To be included in this measure students must have been enrolled in a class during the Basic Skills/College and Career Readiness program year (July 1 – June 30), have accumulated 60 or more total contact hours across all classes enrolled, and not have an initial placement of High Adult Secondary Education. Colleges received credit for all students who tested at a higher Educational Functioning Level at any point of the Basic Skills/College and Career Readiness program year (July 1 – June 30) in the same test and component that set the initial placement. Colleges are also given credit for students who test at Adult Secondary Education Low, are an Adult High School student, and meet the federal and state assessment policy guidelines for moving up an educational functioning level to Adult Secondary Education High.

B. Student Success Rate in College-Level English Courses

Purpose: To ensure students are successfully completing credit-bearing English courses in a timely manner
- Percentage of first-time Associate Degree seeking and transfer pathway students passing credit-bearing English course with a "C" or better within their first two academic years.
- Denominator: First-time fall curriculum students who have a primary active curriculum program of an Associate Degree or Career and College Promise transfer primary pathway ("A" and "P" curriculum codes) in the first semester at any community college.
- Numerator: Of those in the denominator, the number of students earning a grade of "C" or better in at least one credit-bearing English course (not including the lab record) within their first two academic years.

C. Student Success Rate in College-Level Math Course

Purpose: To ensure students are successfully completing credit-bearing Math courses in a timely manner

- Percentage of first-time Associate Degree seeking and transfer pathway students passing credit-bearing Math course with a "C" or better within their first two academic years.
- Denominator: First-time fall curriculum students who have a primary active curriculum program of an Associate Degree or Career and College Promise transfer primary pathway ("A" and "P" curriculum codes) in the first semester at any community college.
- Numerator: Of those in the denominator, the number of students earning a grade of "C" or better in at least one credit-bearing English course (not including the lab record) within their first two academic years.

D. First Year Progression

Purpose: To ensure first-year students reach an academic momentum point that helps predict future credential completion

- Percentage of first-time fall curriculum students attempting at least 12 hours within their first academic year who successfully complete ("P", "C" or better) at least twelve of those hours.
- Denominator: First-time fall curriculum students attempting at least 12 hours during the first academic year. Hours attempted include developmental hours and any class in which the student earns a standard letter grade, except for "Credit by Exam", "Transfer", "Audit" or a college letter grade of "NA", or "NS".
- Numerator: Of those in the denominator, the number who complete at least 12 hours (including developmental) with a "P", "C" or better within the first year.

F. Curriculum Completion

Purpose: To ensure student completion and persistence toward a post-secondary credential

- Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years
- Denominator: First-time fall curriculum students
- Numerator: Of those in the denominator, number of students who achieve at least one of the following:
    - Graduation- Graduated from a North Carolina community college credential program (A, D, C) before the 6th fall semester following their first semester.
    - Transfer - Transferred into a four-year college as archived in the National Student Clearinghouse database at any point though the 6th fall semester following their first semester.
    - Persistence- Still enrolled during the 6th fall semester following their first semester and successfully completed at least 36 non-developmental credits prior to that semester. Successful credit completion is based on grades "P", "C", or better.

G. Licensure and Certification Passing Rate

Purpose: To ensure programmatic coursework prepares students to competently practice in their chosen profession.

- To ensure programmatic coursework prepares students to completely practice in their chosen profession.
- The number of first-time test takers and the number passing were provided to the System Office by agencies issuing license or certification and validated by the college. Depending on the exam, data may be provided on a fiscal or calendar year.

H. College Transfer Performance

Purpose: To ensure the academic success of community college students at a four-year university or college

- Among community college Associate Degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the transfer institution.
- UNC-GA matched the records of community college students receiving an Associate Degree during the academic year or accumulating at least 30 articulated college transfer credit hours against subsequent fall and spring UNC system student records to determine transfer enrollment at a North Carolina public university and first year academic performance. UNCGA provided aggregate totals of transfer students who did or did not attain GPAs equal or greater than 2.25 in their first academic year.
- Additional lists of students based on National Student Clearinghouse matches were sent to participating independent colleges and universities. These colleges and universities returned files identifying whether or not students attained GPAs equal or greater than 2.00 in their first academic year. (*Will transition to 2.25 next year.)
- Data from these sources were combined to determine the overall percentage of transfers with a GPA exceeding the success threshold after two semesters.

Quality Enhancement Project (QEP)

"Academic Advising and Career Planning," an initiative focused on student learning outcomes, is the topic of Vance-Granville Community College's Quality Enhancement Plan (QEP). The plan focuses on improving student academic success through an advising culture of student-centered learning. After specialized advisor and instructor training, advising will be used to educate students on goal setting and academic planning during their advising sessions and through ACA (study skills) courses. The QEP is designed to empower students to take responsibility for their academic and career goals. Best practices show and VGCC believes that this student-centered learning initiative will result in students demonstrating improved academic success.

The QEP will guide VGCC as it changes its registration-based advising culture to a culture of educating students about planning and implementing their academic and career goals.

The QEP, "Academic Advising and Career Planning", has three goals:

    1) Students will develop a rapport/relationship with an advisor.
    2) Students will know the steps to completion of their academic and career goals.
    3) Students will become responsible, independent, and empowered for their education.

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

Appendix 1

Vance-Granville Community College Fifth-Year Program Review Schedule

INSTITUTIONAL PROGRAMS	2016-2017	2017-2018	2018-2019
Arts & Sciences	Bioprocess Technology Franklin Child Care Center	Associate in Arts Associate in Science Associate in General Education Associate in General Education-Gen Science	Main Child Care Center
Business & Applied Technologies	Automotive Systems Technology Culinary Arts Technology	Global Logistics Basic Law Enforcement Training Paralegal Technology	Mechatronics Engineering Technology Information Technology • Business Support • Networking & Security • Simulation & Game Development • Web Design & Support
Health Sciences		Associate Degree Nursing LPN to ADN Transition Program Practical Nursing	Human Services Technology • Gerontology • Substance Abuse Pharmacy Technology
VP of Academic Affairs			Academic Skills Center
Continuing Education	Industry Services Human Resources Development	Law Enforcement Training	Small Business Center

Vance-Granville Community College Fifth-Year Program Review Schedule

INSTRUCTIONAL PROGRAMS	2019-2020	2020-2021	2021-2022
Arts & Sciences	Early Childhood Associate Infant/Toddler Certificate Lateral Entry Certificate	Developmental Education	Bioprocess Technologies Franklin Childcare Center
Business & Applied Technologies	Carpentry Electronics Engineering Technology Accounting Business Administration Office Systems Technology • Medical Office Admin-General • Medical Office Admin-Coding • Office Admin Cosmetology/Cosmetology Instructor Criminal Justice	Electrical Systems Technology AC, Heating, & Refrigeration Tech Welding Technology	Automotive System Technology Culinary Arts
Health Sciences	Radiography	Medical Assisting Histotechnology	
VP of Academic Affairs	Basic Skills Early College/High School Programs		
Continuing Education	Prison Programs Occupational Health Care Programs	Occupational Extension Programs Public Services • Fire & Rescue • EMS	Industry Services Human Resources Development

Appendix 2

Proposed Planning Cycle May 2016 – June 2020

This planning calendar is provided to provide a framework showing the dates for major planning and institutional effectiveness activities, as well as critical deadlines to be met to implement the annual institutional effectiveness cycle.

May 2016
- Committee Appointments
- Faculty Staff Planning Retreat
- Performance Measures released
- Spring Term Course Success Data available
- Spring Term Graduate Data available (Diploma programs estimated) Assessments (End of Year) begins
- Schedule group sessions and block time for individual sessions with Planning & Research

June 2016
- Schedule group sessions and block time for individual sessions with Planning & Research Spring 2016 Instructor/Student FTE Ratio Data available
- Post Budget Spreadsheets
- New Strategies for Academic Year 2016-2017 begin Budget Requests for 2016-2017 begin
- Strategy Assessments (End of Year) due

Planning Cycle for 2016-2017 Begins

July 2016
- Review and Approval of Year End Assessments for Academic Year 2015-2016 by Administration
- Schedule group sessions and block time for individual sessions with Planning & Research

- SACS Financial Profile
- Committee Appointments published on Internal Site
- New Strategies due

July 2016
- Budget Requests for 2016-2017 due (Base line budget requests)
- Review of New Strategies by Administration begins
- Review of Budget Requests by Administration begins

August 2016
- President's Cabinet Retreat
- Publish approved Strategies prior to Fall Convocation (Mid-August)
- Fall Convocation
- Planning Retreat for Board of Trustees
- Budget Requests for 2016-2017 due (Equipment)
- Verify August 2016 Graduates
- Compile Spring 2016 FTE Book

September 2016
- Committees begin work
- Fifth Year Program Reviews begin
- Summer Term Course Success Data available

October 2016
- Cabinet/LPC meeting
- Summer 2016 Instructor/Student FTE Ratio Data available

- Summer 2016 FTE and Headcount Data available
- Fall Student Evaluation of Faculty
- IPEDS Institutional Characteristics, Twelve Month Enrollment, and Completions

November 2016
- Schedule Group Sessions for Mid-Year Assessment

December 2016
- Retention Spring 2016 to Fall 2016 Data available

January 2017
- Spring Convocation
- Program Reviews due
- Fall Term Course Success Data available
- Fall Term FTE and Headcount Data Estimates available
- Fall Graduate Data available
- Assessments (Mid-year) begins
- IPEDS – Financial Aid, Graduation Rates, and Graduation Rates 200%
- SACS Institutional Report

February 2017
- Cabinet/LPC meeting
- Review and Approval of Program Reviews by Administration begins
- Strategy Assessments (Mid-year) due
- Fall 2016 Instructor/Student FTE Ratio available
- Approved Program Reviews Published

- Assessments Published

March 2017
- Verify Fall Term FTE and Headcount Data with Data Warehouse
- Compile Fall 2016 FTE Book available
- Faculty/Staff Environmental Surveys
- Student Environmental Survey
- Spring Student Evaluation of Faculty
- IPEDS – Human Resources, Fall Enrollment, and Finance

April 2017
- Personnel Evaluations (9 & 12 month)
- Spring 2017 Student Evaluation of Faculty for 16/12wk Classes
- Spring 2017 Student Evaluation of Faculty for DMA 4th 4wk/DRE 2nd 8wk Classes
- Cabinet/LPC meeting
- Retention Fall 2016 to Spring 2017 Data available by 04/30/2017

May 2017
- Committee Appointments begin
- Spring 2017 Faculty SLOs results are due to program heads 05/12/2017
- Summer 2017 Summer SLOs begin 05/22/2017 (if applicable to your program)
- 2016-2017 End of Year Strategy Assessments begin 05/24/2017
- 2017-2018 Staff SWOTs begin 05/24/2017
- Schedule individual/group sessions with Planning & Research by 05/25/2017
- Spring 2017 Course Success Data available by 05/30/2017

June 2017
- Spring 2017 Graduate Data available by 06/15/17 (Diploma programs estimated)
- 2016-2017 End of Year Strategy Assessments are due by 06/30/2017

- Spring 2017 Faculty SLOs Use of Results to be summarized in Campus Labs by 06/30/2017
- 2017-2018 Staff SWOTs are to be entered in Campus Labs by 06/30/2017
- 2017-2018 "New" Strategy Templates due to Planning & Research 06/30/2017
- 2017-2018 Budget Requests begin 06/30/2017
- Spring 2017 Course FTE, Contact Hours available by 06/30/2017
- 2017 Performance Measures released, TBD
- Assessment Day, TBD

Planning Cycle for 2017-2018 Begins

July 2017
- 2016-2017 End of Year Strategy Assessment review and approval by Administration
- SACS Financial Profile
- 2017-2018 Committee Appointments published on the Internal Site
- 2017-2018 "New" Strategies are to be entered in Campus Labs by 07/30/2017
- 2017-2018 Budget Requests due by 07/30/2017 (Base line budget requests)
- 2017-2018 Staff SWOTs review by Administration begins 07/31/2017
- 2017-2018 Budget Requests review by Administration begins 07/31/2017
- Summer 2017 Faculty SLOs results are due to program heads 07/31/2017 (if applicable to your program)

August 2017
- Summer 2017 Faculty SLOs Use of Results to be summarized in Campus Labs by 08/03/2017 (if applicable to your program)
- Committees begin work on 08/03/2017
- Fall 2017 Faculty SLOs begin 08/14/2017
- President's Cabinet Retreat
- Planning Retreat for Board of Trustees
- Publish approved 2016-2017 Strategies prior to Fall Convocation (Mid-August)
- Fall 2017 Convocation TBD
- Verify Summer 2017 Graduates by 08/18/2017
- Compile Spring 2017 FTE Book by 08/29/2017
- 2017-2018 Equipment Budget Requests are due by 08/29/2017

September 2017
- 2017-2018 Fifth Year Program Reviews begin on 09/08/2017
- Summer 2017 Course Success Data available by 09/21/2017

October 2017
- IPEDS Institutional Characteristics, Twelve Month Enrollment, and Completions by 10/5/2017
- Fast Facts Sheet updated with finalized Completion Data submitted for IPEDS 10/15/2017
- Cabinet/LPC meeting
- Summer 2017 Course FTE, Contact Hours Data available by 10/31/2017
- Summer 2017 FTE and Headcount Data available by 10/31/2017
- Fall 2017 Student Evaluation of Faculty for DMA 2nd4wk/DRE 1st 8wk Classes

November 2017
- 2017 Radiography 6-Month Follow-up Study of Graduates
- 2017 Radiography Employer Survey
- Fall 2017 Student Evaluation of Faculty for 16/12wk Classes
- Fall 2017 Student Evaluation of Faculty for DMA 4th 4wk/DRE 2nd 8wk Classes
- 2018 Faculty/Staff Environmental Surveys, begin executive review of questions
- 2018 Student Environmental Survey, begin executive review of questions

December 2017
- Fall 2017 Faculty SLOs results are due to program heads 12/15/2017
- Fall 2017 Use of Results to be summarized in Campus Labs by 12/19/2017

January 2018
- Retention Spring 2017 to Fall 2017 Data
- Spring 2018 Faculty SLOs begin 01/04/2018
- 2017-2018 Fifth Year Program Reviews are due from the committee with signatures 01/09/2018
- Spring 2018 Convocation TBD
- Fall 2017 Course Success Data available by 01/15/2018
- Cabinet/LPC meeting
- Fall 2017 FTE and Headcount Data Estimates available by 01/20/2018

- Fall 2017 Graduate Data Estimates available by 01/20/2018
- 2017-2018 Fifth Year Program Reviews are due from the Deans with signatures 01/29/2018
- 2017-2018 Mid-Year Strategy Assessments are due 01/31/2018
- IPEDS – Financial Aid, Graduation Rates, and Graduation Rates 200%
- SACS Institutional Report

February 2018
- 2017-2018 Fifth Year Program Reviews, review and approval by Administration begins 02/01/2018
- Fall 2017 Faculty SLOs Use of Results to be summarized in Campus Labs by 02/15/2018
- Fall 2017 Course FTE, Contact Hours available by 02/22/2018
- Spring 2018 Student Evaluation of Faculty for DMA 2nd4wk/DRE 1st 8wk Classes

March 2018
- 2017-2018 Fifth Year Program Reviews, approved, signed by Administration
- Verify Fall 2017 FTE and Headcount Data with Data Warehouse
- Compile Fall 2017 FTE Book available by 03/31/2018
- Planning Books available by 3/31/2018
- 2018 Faculty/Staff Environmental Surveys
- 2018 Student Environmental Survey
- 2018 Spring Student Evaluation of Faculty
- IPEDS – Human Resources, Fall Enrollment, and Finance

April 2018
- Personnel Evaluations (9 & 12 month)
- Spring 2018 Student Evaluation of Faculty for 16/12wk Classes
- Spring 2018 Student Evaluation of Faculty for DMA 4th 4wk/DRE 2nd 8wk Classes
- Cabinet/LPC meeting
- Retention Fall 2017 to Spring 2018 Data available by 04/30/2018
- Assessment Day, TBD
- Schedule Faculty & Staff planning sessions with Planning & Research, TBD

- 2017-2018 End of Year Strategy Assessments begin
- 2018-2019 Staff SWOTs begin
- 2018-2019 "New" Strategy Development begins

May 2018
- Committee Appointments begin
- Spring 2018 Faculty SLOs results are due to program heads 05/12/2018
- Summer 2018 Summer SLOs begin 05/22/2018 (if applicable to your program)
- Spring 2018 Course Success Data available by 05/29/2018
- 2018-2019 Staff SWOTs are to be entered in Campus Labs by 05/31/2018
- 2018-2019 "New" Strategies are to be entered in Campus Labs by 05/31/2018

June 2018
- Spring 2018 Graduate Data available by 06/15/18 (Diploma programs estimated)
- Spring 2018 Faculty SLOs Use of Results to be summarized in Campus Labs by 06/29/2018
- 2018-2019 Budget Requests begin 06/29/2018
- Spring 2018 Course FTE, Contact Hours available by 06/29/2018
- 2018 Performance Measures released, TBD
- 2017-2018 End of Year Strategy Assessments/Use of Results to be entered in Campus Labs by 06/29/2018
- 2017-2018 End of Year Strategy Assessment review and approved by Administration
- 2018-2019 Staff SWOTs review and approved by Administration
- 2018-2019 "New" Strategies review and approved by Administration

Planning Cycle for 2018-2019 Begins

July 2018
- SACS Financial Profile
- 2018-2019 Committee Appointments published on the Internal Site
- 2018-2019 Budget Requests due by 07/30/2018 (Base line budget requests)
- 2018-2019 Budget Requests review by Administration begins 07/31/2018
- Summer 2018 Faculty SLOs results are due to program heads 07/31/2018 (if applicable to your program)

August 2018
- Summer 2018 Faculty SLOs Use of Results to be summarized in Campus Labs by 08/03/2018 (if applicable to your program)
- Committees begin work on 08/03/2018
- Fall 2018 Faculty SLOs begin 08/14/2018
- President's Cabinet Retreat
- Planning Retreat for Board of Trustees
- Publish approved 2017-2018 Strategies prior to Fall Convocation (Mid-August)
- Fall 2018 Convocation TBD
- Verify Summer 2018 Graduates by 08/17/2018
- Compile Spring 2018 FTE Book by 08/29/2018
- 2018-2019 Equipment Budget Requests are due by 08/29/2018

September 2018
- 2018-2019 Fifth Year Program Reviews begin on 09/07/2018
- Summer 2018 Course Success Data available by 09/21/2018

October 2018
- IPEDS Institutional Characteristics, Twelve Month Enrollment, and Completions by 10/5/2018
- Fast Facts Sheet updated with finalized Completion Data submitted for IPEDS 10/15/2018
- Cabinet/LPC meeting
- Summer 2018 Course FTE, Contact Hours available by 10/31/2018
- Summer 2018 FTE and Headcount Data available by 10/31/2018
- Fall 2018 Student Evaluation of Faculty for DMA 2nd4wk/DRE 1st 8wk Classes

November 2018
- 2018 Radiography 6-Month Follow-up Study of Graduates
- 2018 Radiography Employer Survey
- Fall 2018 Student Evaluation of Faculty for 16/12wk Classes
- Fall 2018 Student Evaluation of Faculty for DMA 4th 4wk/DRE 2nd 8wk Classes
- 2019 Faculty/Staff Environmental Surveys, begin executive review of questions
- 2019 Student Environmental Survey, begin executive review of questions

December 2018
- Fall 2018 Faculty SLOs results are due to program heads 12/14/2018
- Fall 2018 Use of Results to be summarized in Campus Labs by 12/14/2018

January 2019
- Retention Fall 2018 to Spring 2019 Data
- Spring 2019 Faculty SLOs begin 01/04/2019
- 2018-2019 Fifth Year Program Reviews are due from the committee with signatures 01/08/2019
- Spring 2019 Convocation TBD
- Fall 2018 Course Success Data available by 01/15/2019
- Cabinet/LPC meeting
- Fall 2018 FTE and Headcount Data Estimates available by 01/21/2019
- Fall 2018 Graduate Data Estimates available by 01/21/2019
- 2018-2019 Fifth Year Program Reviews are due from the Deans with signatures 01/29/2019
- 2018-2019 Mid-Year Strategy Assessments are due 01/31/2019
- IPEDS – Financial Aid, Graduation Rates, and Graduation Rates 200%
- SACS Institutional Report

February 2019
- 2018-2019 Fifth Year Program Reviews, review and approval by Administration begins 02/01/2019
- Fall 2018 Faculty SLOs Use of Results to be summarized in Campus Labs by 02/15/2019
- Fall 2018 Course FTE, Contact Hours available by 02/22/2019
- Spring 2019 Student Evaluation of Faculty for DMA 2nd4wk/DRE 1st 8wk Classes

March 2019
- 2018-2019 Fifth Year Program Reviews, approved, signed by Administration
- Verify Fall 2018 FTE and Headcount Data with Data Warehouse
- Compile Fall 2018 FTE Book available by 03/29/2019
- Planning Books available by 3/29/2019
- 2019 Faculty/Staff Environmental Surveys
- 2019 Student Environmental Survey

- 2019 Spring Student Evaluation of Faculty
- IPEDS – Human Resources, Fall Enrollment, and Finance

April 2019
- Personnel Evaluations (9 & 12 month)
- Spring 2019 Student Evaluation of Faculty for 16/12wk Classes
- Spring 2019 Student Evaluation of Faculty for DMA 4th 4wk/DRE 2nd 8wk Classes
- Cabinet/LPC meeting
- Retention Fall 2018 to Spring 2019 Data available by 04/30/2019
- Assessment Day, TBD
- Schedule Faculty & Staff planning sessions with Planning & Research, TBD
- 2018-2019 End of Year Strategy Assessments begins
- 2019-2020 Staff SWOTs begins
- 2019-2020 "New" Strategy Development begins

May 2019
- Committee Appointments begin
- Spring 2019 Faculty SLOs results are due to program heads 05/10/2019
- Summer 2019 Summer SLOs begin 05/22/2019 (if applicable to your program)
- Spring 2019 Course Success Data available by 05/29/2019
- 2019-2020 Staff SWOTs are to be entered in Campus Labs by 05/31/2019
- 2019-2020 "New" Strategies are to be entered in Campus Labs by 05/31/2019

June 2019
- Spring 2019 Graduate Data available by 06/14/19 (Diploma programs estimated)
- Spring 2019 Faculty SLOs Use of Results to be summarized in Campus Labs by 06/28/2019
- 2019-2020 Budget Requests begin 06/28/2019
- Spring 2019 Course FTE, Contact Hours available by 06/28/2019
- 2019 Performance Measures released, TBD
- 2018-2019 End of Year Strategy Assessments/Use of Results are to be entered in Campus Labs by 06/30/2019
- 2018-2019 End of Year Strategy Assessment review and approval by Administration

- 2019-2020 Staff SWOTs review and approved by Administration
- 2019-2020 "New" Strategies review and approved by Administration

Planning Cycle for 2019-2020 Begins

July 2019
- SACS Financial Profile
- 2019-2020 Committee Appointments published on the Internal Site
- 2019-2020 Budget Requests due by 07/30/2019 (Base line budget requests)
- 2019-2020 Budget Requests review by Administration begins 07/31/2019
- Summer 2019 Faculty SLOs results are due to program heads 07/31/2019 (if applicable to your program)

August 2019
- Summer 2019 Faculty SLOs Use of Results to be summarized in Campus Labs by 08/02/2019 (if applicable to your program)
- Committees begin work on 08/02/2019
- Fall 2019 Faculty SLOs begin 08/14/2019
- President's Cabinet Retreat
- Planning Retreat for Board of Trustees
- Publish approved 2019-2020 Strategies prior to Fall Convocation (Mid-August)
- Fall 2019 Convocation TBD
- Verify Summer 2019 Graduates by 08/16/2019
- Compile Spring 2019 FTE Book by 08/29/2019
- 2019-2020 Equipment Budget Requests are due by 08/29/2019

September 2019
- 2019-2020 Fifth Year Program Reviews begin on 09/09/2019
- Summer 2019 Course Success Data available by 09/23/2019

October 2019
- IPEDS Institutional Characteristics, Twelve Month Enrollment, and Completions by 10/7/2019
- Fast Facts Sheet updated with finalized Completion Data submitted for IPEDS 10/15/2019
- Cabinet/LPC meeting

- Summer 2019 Course FTE, Contact Hours available by 10/31/2019
- Summer 2019 FTE and Headcount Data available by 10/31/2019
- Fall 2019 Student Evaluation of Faculty for DMA 2nd4wk/DRE 1st 8wk Classes

November 2019
- 2019 Radiography 6-Month Follow-up Study of Graduates
- 2019 Radiography Employer Survey
- Fall 2019 Student Evaluation of Faculty for 16/12wk Classes
- Fall 2019 Student Evaluation of Faculty for DMA 4th 4wk/DRE 2nd 8wk Classes
- 2020 Faculty/Staff Environmental Surveys, begin executive review of questions
- 2020 Student Environmental Survey, begin executive review of questions

December 2019
- Fall 2019 Faculty SLOs results are due to program heads 12/13/2019
- Fall 2019 Use of Results to be summarized in Campus Labs by 12/13/2019

January 2020
- Retention Fall 2019 to Spring 2020 Data
- Spring 2020 Faculty SLOs begin 01/06/2020
- 2019-2020 Fifth Year Program Reviews are due from the committee with signatures 01/06/2020
- Spring 2020 Convocation TBD
- 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
- Fall 2019 Graduate Data Estimates available by 01/21/2020
- 2019-2020 Fifth 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

February 2020
- 2019-2020 Fifth 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 DMA 2nd 4wk/DRE 1st 8wk Classes

March 2020
- 2019-2020 Fifth 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
- 2020 Spring Student Evaluation of Faculty
- IPEDS – Human Resources, Fall Enrollment, and Finance

April 2020
- Personnel Evaluations (9 & 12 month)
- Spring 2020 Student Evaluation of Faculty for 16/12wk Classes
- Spring 2020 Student Evaluation of Faculty for DMA 4th 4wk/DRE 2nd 8wk Classes
- Cabinet/LPC meeting
- Retention Fall 2019 to Spring 2020 Data available by 04/30/2020
- 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 05/11/2020
- 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 SLOs Use of Results to be summarized 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

Appendix 3

SACS Reaffirmation Schedule

Next Reaffirmation in 2023
- President of SACSCOC sends Notification Letter to the Institution   October 16, 2017
- Due date for Fifth-Year Interim Report   September 14, 2018
- Review by Committee to Review Fifth-Year Interim Reports   December 2018