

HAYWOOD COMMUNITY COLLEGE	INSTRUCTIONAL INSTITUTIONAL EXCELLENCE (OUTCOMES ASSESSMENT)	Procedure 4.2.7.2
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As indicated in the institution’s mission statement and shared values, Haywood Community College (HCC) “serve[s] the educational needs ... by promoting lifelong student learning and success”. The outcomes assessment process, referred to on campus as the Institutional Excellence process, plays an essential role in striving for excellence by gathering critical information that can be used to inform decision-making leading to continuous improvement of our programs and services.

In accordance with Policy 4.2.7 – Accreditation, HCC complies with the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and, in particular, with Section 7, Institutional Planning and Effectiveness, and Section 8, Student Achievement. Within these sections, outcomes assessment is defined in the following:

Administrative Effectiveness (Standard 7.3) – “The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.”

Student Outcomes: Educational Programs (Standard 8.2.a) – “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.”

Student Outcomes: General Education (Standard 8.2.b) – “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.”

Student Outcomes: Academic and Student Services (Standard 8.2.c) – “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for academic and student services that support student success.”

HCC has developed a robust outcomes assessment process that identifies and assesses the attainment of outcomes for administrative units as well as student achievement in educational programs, general education, and academic and student support services. HCC encourages a process that is informative and not punitive with the purpose of improving our services and the educational attainment of our students.

Definitions

Overall:

Assessment – “The process of providing credible evidence of resources, implementation actions, and outcomes undertaken for the purpose of improving the effectiveness of instruction, programs, and services in higher education” (Banta & Palomba, **Assessment Essentials**, 2015).

Current Academic Year – The current academic year runs from July 1 of the starting year through June 30 of the following year. All units will report on data collected during the Current Academic Year.

Areas:

Administrative Unit – All organizational units that are led by a director. These units do not include those identified as Academic Student Support Units nor External-Facing Administrative Units and do not include units led by deans.

Educational Program – A program of study approved by SACSCOC and the North Carolina Community College System uniquely identified by a distinctive four-digit CIP code. Diploma and/or Certificate programs that are not wholly included within (as part of a stacked credential) a diploma or associate degree program are considered distinct programs, regardless of four-digit CIP code.

General Education – A program “designed to develop learners’ general knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare participants for more advanced education programs at the same or a higher [educational] level and to lay the foundation for lifelong learning.” (UNESCO Institute for Statistics, 2012). At HCC, General Education are a set of foundational Student Learning Outcomes that have been identified as core skills for all HCC graduates.

Academic Student Support Unit – An Administrative Unit that focuses primarily in support of student learning. The following units have been identified as Academic Student Support Units: Career and College Readiness, Learning Support Services, Library and Learning Resources.

External-Facing Administrative Unit – An Administrative Unit that is primarily or exclusively focused on meeting the needs of the external community and not the educational functions of the institution directed toward its students. As such, these units are expected to provide a copy of annual reports provided to local, state, or federal governing units but do not fall under this procedure. The following units have been identified as External-Facing Administrative Units: Regional Center for the Advancement of Children, Small Business Center

Plan Items:

Unit (or Program) Outcomes – General statements of what a unit or program intends to do, achieve, or accomplish through certain activities or experiences.

Student Learning Outcomes – General program-level statements of what students should know, think, or be able to do upon completion of the program.

Measurement Tools – A systematically designed process or instrument used to gather information related to a specified outcome. Statements describing these should include *who* will conduct the assessment, *what* specifically will be assessed, *when*, *where*, and *how*, it will be assessed, and the *target* to which the students or clients are expected to attain.

- a. Direct Method – A measurement tool designed to directly measure what a targeted subject knows or is able to do (i.e., requires a subject to actually demonstrate the skill or knowledge).
- b. Indirect Method – A measurement tool selected to indirectly measure what a target subject knows or is able to do (i.e., what a subject perceives about his/her skills or knowledge).

Results – The findings collected from the corresponding measurement tools.

Action Plan for Improvement – Future steps to be taken toward seeking improvement based on the reported results.

Evidence of Improvement Over Time – Current performance level achieved as compared to previous levels achieved, expressed in specific terms with the intent to present result patterns from semester to semester, year to year, etc. This evidence should be aggregated at the program or unit level and disaggregated based on mode or location of delivery and other pertinent factors.

Assignments

Units and programs are assigned to one of the above SACSCOC standards according to the definitions above and can be summarized as follows:

SACSCOC Standard	Defined Organizational Units
Administrative Effectiveness (7.3)	Administrative Units
Student Outcomes: Educational Programs (8.2.a)	Educational Programs
Student Outcomes: General Education (8.2.b)	General Education
Student Outcomes: Academic and Student Services (8.2.c)	Academic Student Support Units

Annual Process

The Institutional Excellence process at HCC is conducted in two parts over the Current Academic Year. Units and programs are required to submit Part 1 by **September 30** and Part 2 by **May 30**. Full descriptions of all required elements are included in the provided templates, but a summary of the process is provided below.

Part 1

Directors or programs and their staff will complete Part 1 of the Institutional Excellence process by September 30 of the Current Academic Year. The following items are required in Part 1:

- The program or unit purpose or mission statement.
- A set of outcomes as defined by the table below. Unit and Program Outcomes should be in alignment with the institution’s strategic plan goals and objectives. These should remain consistent over a period of multiple years to allow for longitudinal review of the data to identify areas of improvement.

Defined Organization Unit	Unit or Program Outcomes	Student Learning Outcomes
Administrative Units	3 to 5	-
Educational Programs	1 to 2	3 to 5
General Education	-	3 to 5
Academic Student Support Units	3 to 5	1 to 2

- For each outcome, at least one Measurement Tool should be identified. Direct Methods should be utilized, where feasible. If an Indirect Method is used, attempts should be made to seek an additional Direct Method tool as well. Each Measurement Tool should be included with the plan in PDF format. These will be modified each year based on the Action Plan specified in Part 2 of the previous academic year.
- Details on who is involved in reviewing the outcomes and resulting data should be provided.

During the academic year

- Data should be collected using the Measurement Tools according to the timelines presented in Part 1 of the Institutional Excellence Plan.

Part 2

All the data should be gathered and analyzed by the unit or program staff. The analysis should include a discussion of the results of each Measurement Tool data analysis and result in a comparison of those results to the current targets as well as previous years' results.

- Results related to the outcome should be provided, including aggregation at the unit or program level and disaggregation based on mode or location of delivery and other relevant factors, as specified in the template.
- Evidence of Improvement Over Time should be provided and include a synopsis of year-to-year improvements based on previous outcomes analysis and corresponding action plans. This is a longitudinal review of the Results comparing the Current Academic Year with, potentially, multiple previous academic years.
- An Action Plan for Improvement should be developed to include steps that will be taken in the future that are expected to lead to continuous improvement based on the Results.
- Additional data may be requested to meet other institutional needs and requirements.

Adopted: 08-11-2022