I. Letter from the President
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III. Contact Information
IV. Overview of I.E. Process
   a. Flowchart
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VII. I.E. form
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XI. Appendix - Strategic Plan can be located at:
    http://www2.volstate.edu/vlm/STRATEGICPLAN2000-20051.pdf
Dear member of the Volunteer State Community College community:

This Institutional Effectiveness (I.E.) Handbook was compiled by the Institutional Effectiveness Committee as an introduction and guide to the Volunteer State I.E. process. The administration, faculty, and staff of Volunteer State are committed to improving the institution and student learning outcomes through research, planning, analysis, and the use of results.

Please review the I.E. handbook and use it as a resource as you engage in planning and implementation for your department. We are all participants in the continuing process of improving our college. Your ideas, recommendations, and actions make the difference in how we progress as a college and how we serve our students, business and industry, and community.

Please join me in the quest to constantly improve Volunteer State Community College.

Sincerely,

Warren R. Nichols
President
Introduction to Handbook

The Institutional Effectiveness Committee, in conjunction with the Office of Institutional Effectiveness, Research, Planning, and Assessment, has developed this handbook as a tool to assist unit heads and others in the development of their institutional effectiveness plans. The handbook was written to provide a “how-to” manual that would guide units step by step through the institutional effectiveness process.

Each section of the handbook addresses a specific area of the process. The handbook begins with an overview of the planning cycle, and specific advice about writing a plan follows. The handbook includes a separate section on the process of proposing special projects that require financial resources outside a unit’s allotted budget. It concludes with institutional information, such as the College’s strategic plan, that may be used as a reference point in the development of each unit’s objectives.

Hopefully this information will be helpful in evaluating and improving unit operations.

The Institutional Effectiveness Committee
Contact Information

If you have any questions or find you need help with the I.E. process, please contact:

Vanessa Plunkett
Director, Institutional Effectiveness
Ramer Administration Building
Suite 120
Overview of the IE Process

During the Institutional Effectiveness (IE) process, “the institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results” resulting in continuous improvement and demonstrating that the institution is accomplishing its mission. (SACS)

IE is a “top-down” and a “bottom-up” process. The process is top down in that it is directly tied to the strategic plan which, in turn, is guided by the institution’s mission. Every objective that a unit develops relates to a goal and objective in the institution’s strategic plan. IE is bottom up in that VSCC faculty, staff and administrators collaborate to develop the unit plans—What is going to be accomplished next year? What are the unit’s goals? What steps need to be taken to achieve these goals? What improvements will be made? How does the unit adapt to change? How will the unit determine what has been accomplished? What data will be collected? What does the analysis of the data reveal? How will the information gathered be used in planning for next year?

The IE process is ongoing. It requires broad-based participation. It is everyone’s business.
The unit plan may or may not address the annual priorities.
Writing the Plan

The following sections were included to facilitate each unit’s development of annual I.E. plans. Copies of forms, issues to consider, and specific examples of objectives are provided as a guide. Units are encouraged to keep their purpose in mind when developing objectives.
Volunteer State Community College
Procedures for Institutional Effectiveness Process
April 12, 2004

Institutional effectiveness activities are undertaken for the following reasons:
1. Improvement – The activities of the process will result in improvements to the institution. The primary focus of the activities is the creation of college-wide excellence through the concurrent development of people, processes and technology.
2. Accountability – Provides documented proof that the institution is accountable to its constituents. The institution has the ability to provide evidence that citizens will receive a quality education including instruction and support services.

The following must occur on campus to create an environment conducive to institutional effectiveness processes:
1. Public and private endorsements by the President.
2. Participation and endorsement at the Vice President level to include free flow of information and sharing of ideas and thoughts.
3. Repository to obtain information from Academic Affairs, Student Services, Business and Finance, Development, and Executive offices.
4. New employee orientation will include explanation of institutional effectiveness and the broad-based planning process at the institution.
5. Access to information for the Office of Institutional Effectiveness.
6. The institutional effectiveness process must be seamless and become part of the daily operational processes of the institution.
7. Participation must be tied to the personnel evaluation process.

All departments (Units) will participate in the following activities:
1. Each department (unit), with the submission of the Proposed Budget, will submit institutional effectiveness plans to the Office of Institutional Effectiveness through the appropriate supervisor and/or Vice President.
2. Institutional Effectiveness Plans will be developed with input from all personnel in the department.
3. The institutional effectiveness plan must be linked to the five-year strategic plan and mission of the institution.
4. All departments (units) will define a purpose. The purpose identifies the function of the unit as it relates to the larger context of the overall mission of the institution. The development of the purpose of the department will be accomplished with input from all personnel employed by the department.
5. The Budgetary Unit Head/Dean will be responsible for the coordination of the departmental institutional effectiveness plan and serve as the contact person.
6. All departments (units) will define unit objectives. At a minimum objectives will:
   a. Specify what the department will achieve.
   b. Identify criteria to be used by the unit to determine whether the objectives have been achieved.
c. Be measurable and may include both quantitative and qualitative measures.
d. Be specific to the department and must be understood by all employees within
   the department.
e. Must cite the source of information, measures to be utilized, and how success
   will be determined.

7. Each department (unit) will identify methods to assess the intended objectives.
   Two or more methods of assessment are preferable while in some instances only
   one method may be available. Assessment activities may require more than one
   year for implementation and must be noted in the institutional effectiveness plan.

8. Improvement plans will be developed based on the information gleaned from
   reviewing the results of the assessments for each of the specified objectives.

9. The department (unit) will implement the assessment methods developed to
   achieve the objectives and to determine the effectiveness of the objectives.

10. The department (unit) will identify the impact on the quality of what the
    department (unit) does based on the improvement(s) made as a result of the
    implementation of the institutional effectiveness plan.

11. The plan is linked directly to the budget – cite funding source (either base budget
    or special project). The special project status is used when additional dollars are
    required. When this occurs, the department (unit) will submit a special project
    request.

Each department (unit) will submit a detailed biannual report (ensures movement
on the plan).

Final submission of the plan will be reviewed for the following:
1. Evidence of closure.
2. Evidence of coordination with other departments if applicable.
3. Results of the activities undertaken to accomplish the objective(s):
   a) Documentation must be succinct, typically no more than two pages,
   b) When a study is conducted an Executive Summary will be provided including:
      1) Objective of the study
      2) Statement of hypothesis if applicable
      3) Summary of results
      4) Distribution and staffing of results for implementation of findings.
      5) Changes implemented as a result of actions undertaken to respond to the
         findings of the study. Identify pertinent dates.
4. Evidence of use of results

A review will be conducted on a monthly basis of a selected department’s
institutional effectiveness plan. The review will include but not be limited to:
1. Determination as to progress made in implementation of identified actions as a
   result of the initiative.
2. Identification of exemplary initiatives and actions.
3. Identification of areas for improvement.
4. Involvement of personnel within the department (unit).
5. Issues not specifically related to an institutional effectiveness plan for the year being reviewed but is an issue for the department (unit). This might include such things as items requiring action as a result of an audit finding, action required as a result of an accreditation visit, program peer review, self-study, etc.

Institutional Effectiveness initiatives will result in:
1. Clarification of the departmental (unit) purpose and mission of the institution.
2. Improvement in the use of resources.
3. Identification of institutional priorities and departmental (unit) priorities in support of the overall institution.
4. Improved student and employee performance.

Funding Sources External to Departmental Operating Budgets:
Two types of additional funding opportunities are available to support institutional effectiveness initiatives. These funds will be one-time dollars for implementation of a new institutional effectiveness plan. Both types of funding fall within the definition of special projects. Details for each of the funding types is provided below:

1. Special Project Grant Program – Grants available to individual employees or departments (units) to support institutional effectiveness initiatives. The requested dollar amount may not exceed $10,000. Grants are competitive in nature and will be evaluated and rated by the Institutional Effectiveness Committee. Grants will follow all guidelines established in the institutional effectiveness procedures.

2. Special Project Funding – Funding is available to all departments (units). Implementation of the institutional effectiveness plan requires funding of more than $10,000. The President’s Cabinet will conduct evaluations and rate the request and in turn make the recommendation for funding. Institutional Effectiveness plans submitted for special project funding will follow all guidelines established in the institutional effectiveness procedures.
### Institutional Effectiveness Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15</td>
<td>Institutional budget and planning priorities distributed to campus personnel for use in the development of institutional effectiveness departmental (unit) plans for the following fiscal year.</td>
</tr>
<tr>
<td>December 31</td>
<td>Departments (units) prepare and submit a mid-year progress report for each institutional effectiveness initiative for the current year to the Office of Institutional Effectiveness.</td>
</tr>
<tr>
<td>January 31</td>
<td>Departments (units) submit institutional effectiveness plans for the following fiscal year through their supervisor and/or Vice President to the Office of Institutional Effectiveness.</td>
</tr>
<tr>
<td>February 15</td>
<td>Institutional Effectiveness Linkages Sub-Committee conducts a review of institutional effectiveness plans for the following fiscal year to determine linkage to the Five-Year Strategic Plan.</td>
</tr>
<tr>
<td>March 15</td>
<td>Office of Institutional Effectiveness provides feedback on the upcoming fiscal year plans through individual feedback sessions with the departments (units) as needed.</td>
</tr>
<tr>
<td>March 31</td>
<td>Final institutional effectiveness plans for the following fiscal year due to the Office of Institutional Effectiveness. This will be submitted with final budget recommendations. Note: Exact month may vary depending on the budget requirements mandated by the State of Tennessee.</td>
</tr>
<tr>
<td>June 30</td>
<td>Departments submit final progress report on implementation activities for the current year of the institutional effectiveness plan. Departments must demonstrate and provide evidence of improvements made as a result of the institutional effectiveness initiative.</td>
</tr>
<tr>
<td>July – June</td>
<td>Departments (units) implement institutional effectiveness plans.</td>
</tr>
</tbody>
</table>
Sources of Assessment Information

Tennessee Board of Regents Report Card:
- Placement Rates – Percent of graduates obtaining employment in a field related to their major.
- Enrolled Student Survey - Satisfaction with educational experience. Based on a 4-point scale.
- Alumni survey – Overall experience at the institution. Based on a 4-point scale.
- Percent of students graduating or transferring – Students are tracked for six years to determine if they graduated or transferred to a four-year Tennessee public institution.
- Degrees and certificates awarded – Number of degrees and certificates awarded for the specified time period.
- Percent of first-time freshmen continuing the next year – First-time full-time freshmen enrolling at the institution the following year after initial enrollment.
- Full-time faculty percentage of total full-time employments – Based on October personnel file.
- Ratio of full-time students to full-time faculty.
- Annual state dollars per full-time students – State appropriations per full-time students.
- Five year average private giving – Includes actual dollars, securities, and in-kind amounts given to the institution.
- Private giving as percent of total budget – Percent of E and G expenditures.
- Percent of freshmen receiving financial aid – National Center for Statistics national survey.
- Average freshmen student debt – National Center for statistics national survey. Debt is based on average student loans which is institutional support.
- Percent of programs accredited – The percentage of academic programs accredited by an accrediting agency.
- Percent of standards met in peer review – The percentage of standards met by programs participating in peer review.

Performance Funding Measures not mentioned under the TBR Report:
- Licensure Examination Results
- Employer Survey Results
- General Education Review:
  1. Academic Profile
     a. total scaled score
     b. proficiency levels
     c. content areas
  2. General Education Pilot
- Major Field Testing
- Mission Distinctive Institutional Goals:
  a. FTE in dual enrollment courses
  b. First-time Freshmen with an ACT Composite of 26 or higher
  c. Annual gifts, excluding one time gifts
f. State Strategic Plan Goals:
   a. Courses offered through technology
   b. Replacement of computer lab equipment
   c. Non-credit career oriented business and industry relationships
   d. Tech Prep Articulation agreements with public and private secondary institutions

Other Sources:
Student Right-to-Know Graduation and Transfer Rates
Entering ACT Scores
Entering High School GPA
Persistence Rates
Grade Distribution
Success Rates
Course Completion Rates
Mid Term Deficiency analysis
Library Satisfaction analysis
VSCC Employee Evaluations
Evaluation of Instructional Delivery
Adequacy of Facilities
Adequacy of Equipment
Standardized Tests
Analysis of portfolios and recitals
Pre- and Post-Testing of students
Use of outside examiners from business, industry and the professions to provide feedback on student’s presentations or projects.
Design final exam questions to capture cumulative learning in the major.
Compare student writing samples at different levels of courses to assess student progress in writing.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Department (within unit)</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Office</td>
<td></td>
<td>Warren Nichols</td>
</tr>
<tr>
<td>Internal Audit</td>
<td></td>
<td>Bill Scott</td>
</tr>
<tr>
<td>Public Relations</td>
<td></td>
<td>Angie Jowers</td>
</tr>
<tr>
<td>VP Development Office</td>
<td></td>
<td>Stan Cole</td>
</tr>
<tr>
<td></td>
<td>Continuing Ed./B&amp;I</td>
<td>Hilary Marabeti</td>
</tr>
<tr>
<td>VP Institutional Pla, Resr., Effect.</td>
<td></td>
<td>Jane McGuire</td>
</tr>
<tr>
<td>VP Academic Affairs</td>
<td></td>
<td>Charles Lea</td>
</tr>
<tr>
<td>Asst. VP for Academic Affairs</td>
<td></td>
<td>Jim Hiett</td>
</tr>
<tr>
<td>Newskills</td>
<td></td>
<td>Kay Dayton</td>
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<tr>
<td>Media Services</td>
<td></td>
<td>Terry Heinen</td>
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<tr>
<td>Livingston Center</td>
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<td>Mike Powell</td>
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<tr>
<td>Distance Learning</td>
<td></td>
<td>Skip Sparkman</td>
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<tr>
<td>Tech Prep</td>
<td></td>
<td>Rick Parrent (Interim)</td>
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<tr>
<td>Off-Campus</td>
<td></td>
<td>Shanna Jackson</td>
</tr>
<tr>
<td>Academic Computing</td>
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<td>Bob Berry (Interim)</td>
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<tr>
<td>Records</td>
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<td>Jan Roark</td>
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<tr>
<td>Career Placement/Coop</td>
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<td>Rick Parrent</td>
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<tr>
<td>Library</td>
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<td>Louise Kelly</td>
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<tr>
<td>Allied Health</td>
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<td>Ron Coleman</td>
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<tr>
<td>EMT/Paramedic</td>
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<td>Ric Collier</td>
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<tr>
<td>Dental Assistant</td>
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<td>Desiree Sutphen</td>
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<tr>
<td>Respiratory Care</td>
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<td>Cory Martin</td>
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<tr>
<td>Physical Therapy Assistant</td>
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<td>Denis Dipert</td>
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<tr>
<td>Medical Lab Tech</td>
<td></td>
<td>Jana Allen</td>
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<tr>
<td>Health Information Tech.</td>
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<td>Lois Knobeloch</td>
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<tr>
<td>Fire Science</td>
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<td>Travis Ford</td>
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<tr>
<td>Ophthalmic Tech</td>
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<td>Wendy Hansen</td>
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<tr>
<td>Sonography</td>
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<td>Gene Spain</td>
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<tr>
<td>Radiologic Tech</td>
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<td>Monica White</td>
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<tr>
<td>Center of Emphasis</td>
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<td>Kevin Alspaugh</td>
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<tr>
<td>Business Division</td>
<td></td>
<td>John Espey</td>
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<td>Business Studies</td>
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<td>Brenda Hester</td>
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<tr>
<td>CIS</td>
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<td>Rob Morris</td>
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<td>Paralegal</td>
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<td>vacant</td>
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<tr>
<td>Humanities</td>
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<td>Mandy McDougal (Interim)</td>
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<tr>
<td>Visual &amp; Performing Arts</td>
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<td>Dawn Larsen</td>
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<tr>
<td>Communication</td>
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<td>Len Assante</td>
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<td>Mandy McDougal</td>
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<tr>
<td>Foreign Language/ESL</td>
<td>Kay McLean</td>
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<tr>
<td>WVCP</td>
<td>Howard Espravnik</td>
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<tr>
<td>Language Center</td>
<td>Laura Black</td>
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<tr>
<td>Math &amp; Science</td>
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<tr>
<td>Biological Science</td>
<td>Nancy Morris</td>
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<td>Physical Science</td>
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<tr>
<td>Math &amp; Engineering</td>
<td>Bob Forrester</td>
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<td>Social Science</td>
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<td>History</td>
<td>Carole Bucy</td>
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<td>Psychology</td>
<td>Phyllis Foley</td>
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<tr>
<td>Education/P.E.</td>
<td>Alice Amonette</td>
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<tr>
<td>Honors Program</td>
<td>Dawn DeVeaux</td>
<td></td>
</tr>
<tr>
<td>VP Business &amp; Finance</td>
<td>Beth Cooksey</td>
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<tr>
<td>Asst. VP of Business/Finance</td>
<td>Danny Gibbs</td>
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<tr>
<td>Public Safety</td>
<td>William Rogan</td>
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<td>Telecommunications</td>
<td>Larry Mayfield</td>
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<td>Business Office</td>
<td>Michael Beier</td>
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<td>Purchasing</td>
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<td>Administrative Computing</td>
<td>Tom Wallace</td>
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<td>Maintenance</td>
<td>Sandy Forest</td>
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<tr>
<td>Human Resources</td>
<td>Helen Anderson</td>
<td></td>
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<tr>
<td>VP Student Services</td>
<td>Patty Powell</td>
<td></td>
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<tr>
<td>Asst. VP Student Services</td>
<td>Enrollment Management Tom Miller</td>
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<td>Admissions Tim Amyx</td>
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<td>Testing Teresa Brown</td>
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<td>Retention Support Services Emily Short</td>
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<tr>
<td>Asst. VP Student Services and Veterans’ Affairs</td>
<td>Larry Casteel</td>
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<td>Disability Services Kathy Sowell</td>
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<td>Student Life Monique Wright</td>
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<td></td>
<td>Health Services Betty Brown</td>
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<tr>
<td>Athletics</td>
<td>Richard Moore</td>
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<tr>
<td>Financial Aid</td>
<td>Sue Pedigo</td>
<td></td>
</tr>
</tbody>
</table>
## 2004-2005 Institutional Effectiveness Plan

**Account Number:** _____________________

<table>
<thead>
<tr>
<th>Related College Strategic Goal &amp; Objective</th>
<th>Objective (Please number each objective and provide a detailed description)</th>
<th>Measurable Outcome Directly Related to the Objective</th>
<th>Expected Cost (Budget: Adequate or Increase $______)</th>
<th>Steps for Completing Objectives and Assessing Outcomes (Identify Data Assessment and Plan for Gathering Data)</th>
<th>Results of Assessment (Include Quantitative Results)</th>
<th>Identify How Results Will Be Used and the Impact on Next Planning Cycle</th>
</tr>
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</tbody>
</table>
General Directions for Completing Institutional Effectiveness Plans

Go to the top of the page “Put the name of your unit here”. Delete that and insert the name of your unit.

Optional: At the top of the screen, click on “View” from the pull-down menu. Click on “Header and Footer”, the header will appear which shows the current date and page number. Position your cursor at the beginning of the date and type in your unit name, and then add a couple of spaces. Then close. This will ensure your unit name, date, and page number is on each page.

1. Column 1 – Enter the College strategic goal and objective from the 5-year strategic plan that relates to unit objective. Ex: III, 2 for Goal 3, objective 2.
2. Column 2 – Objectives – Provide a detailed description for each of the unit’s objectives. Please remember to number each objective. If there are three objectives, they should be numbered 1, 2, 3, and not all 1’s. This aligns the IE form objective with the corresponding objective on the special project forms when special project dollars are being requested. Any special project will be submitted on the IE form as well as the special project form.
3. Column 3 – Measurable outcome directly related to the objective – in this column enter the type of measurement that will be used to determine whether the objective has been met by June 30, 2004. Ex: percentages, date to be completed, increase in student learning outcomes, a number, etc.
4. Column 4 – Expected cost – if the objective requires additional dollars enter the amount here and on the special project form.
5. Column 5 – Steps for assessing outcomes – describe the specific steps to be taken to assess the outcome for each objective.
6. Column 6 – Results of assessment – this column will be completed for the mid-cycle report and the end of the year report. At that time, units will report the results of each assessment.
7. Column 7 – Use of results – this column will be completed upon submission of the end of the year report. At that time, report how the results of each assessment will impact planning for the next cycle. For example, if you find the result of something you evaluated revealed weakness in a process, you would indicate what changes to the process will be made.
QUESTIONS TO CONSIDER BEFORE WRITING YOUR ANNUAL IE PLAN

You may find it helpful to try to answer the following questions before attempting to write each objective of your IE plan.

Establishing Unit Objectives
- What should we focus on doing well or better this year?
  or
- Is there some aspect of our operation that we need to evaluate, to find out if we are doing it well?

Writing Measurable Outcomes and Locating Assessment Data
- What would indicate to us that our unit objectives are being accomplished?
- Where can we find the data necessary to find out how well we’ve done?
  or
- How can we develop a data source that will tell us how well we’ve done?
- What results will have to occur for us to know how well we have accomplished what we intended?

Determining Steps to Take and Resources Needed to Accomplish Objectives
- Will we need any other unit’s help to accomplish our objective? Which other unit(s)? Can they provide the assistance needed? Have we asked them?
- What steps do we have to take to make this happen?
- What resources—human, financial, physical, etc.—will be required to make this happen? Are these resources available? If not, should we propose this as a special project?
- What is our timeline for making this happen?
COMMON MISTAKES

Failure to integrate the IE process into your daily job responsibilities.

Failure to distinguish objectives from measurable outcomes.

Failure to identify expected outcomes or results.

Failure to write *measurable* outcomes.

Failure to link budget process with planning process.

Failure to list steps necessary to accomplish objectives.

Failure to link results of evaluation to improvement and future planning.
Writing a measurable outcome

An area has been identified for improvement. An intervention has been designed that will hopefully bring the targeted positive change. Data must be gathered before and after the intervention to assess the effectiveness of the activity. The data must be identified. There must be a plan for how the data will be gathered. Once the data is gathered, it must be analyzed to determine if the expected outcome has been realized.

But before any of this activity can be carried out, a measurable outcome must be written in order to give direction to the solution of the problem. These outcomes should answer 5 questions:

Who, What, Where, When, and How Much?

- Who (or what) will change? For instance, it may have been determined that a group of staff members in a certain office needs to perform a process with greater efficiency. This group should be identified in the outcome statement. In an academic application, a group of students in a developmental course have exhibited a deficiency in the subject treated in the course merely by being placed in the course. The students in the course, not individually but as a group, should be identified in the outcome statement.

- What change will result? This part of the outcome statement should state, in measurable terms, just exactly what change will occur, i.e. the process that will experience an improvement in efficiency, or the material that will be acquired by the students in the developmental course.

- Where will the change occur? The exact location of where the change will occur should be specified.

- When will the change occur? Outcome statements should not be open ended. There should be a definite point in time specified when the change will be complete.

- How much change is expected? The amount of change must be quantified. Therefore, the data must be measurable in some form, whether it be in conventional measuring units or in terms of a percentage of change that will occur.
Example 1

Suppose a college admissions office has a staff with varying levels of training in processing a certain packet of documents. The staff is composed of people who have been on the job for many years and others who are relatively new to the office. The training has not been consistent through the years as leadership has changed. As a result, some employees process a packet of documents in one way (the old way) while others are using a more recent procedure. As a result, the number of errors and the time required to process the documents is relatively high and very inconsistent. Employee communication is poor as there is no uniform process. The management of the office has decided to implement a training manual in hopes of reducing the number of errors per packet and the time required to complete the process and to improve employee communication.

Outcome statements

Outcome I.
There will be a 10% decrease in the number of errors per packet committed by employees in the admissions office by September 30, 2004.
**Who or what will change? The procedure**
**What will change? Number of errors per packet**
**Where will the change occur? In the admissions office**
**When? By September 30, 2004**
**How Much? A 10% decrease**

Outcome II.
There will be a 10% decrease in the amount of time required by employees to process a packet of documents in the admissions office by September 30, 2004.
**Who or what will change? The procedure**
**What will change? Time required to process a packet of documents**
**Where will the change occur? In the admissions office**
**When? By September 30, 2004**
**How Much? A 10% decrease**

Outcome III.
At least 70% of the employees in the admissions office will feel that there has been an improvement in communication by September 30, 2004.
**Who will change? Employees**
**What will change? Employees’ perception of communication**
**Where will the change occur? In the admissions office**
**When? By September 30, 2004**
**How Much? At least 50%**
Identify the Data

Once the measurable outcomes have been written, the next step is to identify the data that must be gathered in order to measure the variables identified in the outcomes.

Outcome I.
Errors per packet will be counted and recorded for a 1 month period prior to the implementation of the training manual and then again for a 1 month period following the implementation of the manual.

Outcome II.
Processing time for a packet of documents will be measured for 1 month prior to the implementation of the training manual and then again for a 1 month period following the implementation of the training manual.

Outcome III.
A survey will be conducted for employees of the admissions office following the implementation of the training manual. The survey will contain questions pertaining to interoffice communication.

Plan for Gathering Data

Once the data has been identified, it is necessary to establish precisely how the data will be gathered.

Outcome I.
An auditing team will be identified. A random sample of 100 packets of documents processed before the implementation of the training manual will be selected and the number of errors recorded. Likewise, a random sample of 100 packets of documents processed after the implementation of the training manual will be selected and the number of errors recorded.

Outcome II.
Employees will use a time sheet to record the time required to process a packet of documents for a 1 month period prior to the implementation of the training manual and then again for a 1 month period following the implementation of the training manual.

Outcome III.
An effort will be made to identify and acquire an already existing office communication survey. If such a survey cannot be located and acquired within a reasonable amount of time, a survey will be developed within the office of admissions.
Analyze the Data

Now that the data has been identified and gathered, it is time to analyze the data and determine whether the outcome has been realized.

Outcome I.
The mean number of errors per packet will be calculated for the sample of documents processed prior to the implementation of the training manual and for the sample of documents processed after the implementation of the training manual. The following calculation will be made:

\[
\frac{\text{Mean number of errors before} - \text{Mean number of errors following}}{\text{Mean number of errors before}} \times 100
\]

If this value is positive and greater than 10%, then the outcome will be realized.

Outcome II.
The mean time required to process a packet of documents prior to the implementation of the training manual will be compared to the mean time required to process a packet of documents following the implementation of the training manual. The following calculation will be made:

\[
\frac{\text{Average time to process before} - \text{Average time to process following}}{\text{Average time to process before}} \times 100
\]

If this value is positive and greater than 10%, then the outcome will be realized.

Outcome III.
The survey questions pertaining to communication will be compiled and the percentage of responses that indicate an increase in communication will be calculated. The 95% confidence interval will be calculated. If the interval contains 70%, then the outcome will be realized.
Example 2

Some mathematics faculty members have expressed an increase in concern over the ability to properly manipulate and simplify rational expressions by students enrolled in the college algebra course. The faculty have agreed to cooperate and have designed a lesson plan that they hope will improve this skill.

Outcome statement

At least 80% of the students enrolled in the college algebra course at Volunteer State Community College will be able to properly manipulate and simplify rational expressions by the end of the Fall semester, 2004.

Who will change? Students
What will change? ability to properly manipulate and simplify rational expressions
Where will the change occur? VSCC
When? By end of fall semester, 2004
How Much? An 80% success rate

Identify the Data

Students will be tested at the end of the fall semester. The results from problems on the exam pertaining to the manipulation and simplification of rational expressions will be identified and recorded.

Plan for Gathering Data

A departmental exam will be designed by a committee of instructors in the mathematics department. The exam will be given to all students taking college algebra at VSCC in the fall semester of 2004.

Analyze the Data

The results will be compiled and analyzed according to the formula

\[
\frac{\text{Number of rational expression questions answered correctly}}{\text{Number of rational expression questions on the exam}} \times 100
\]

If the result of this calculation is at least 80%, then the objective will be met. If not, the faculty will search for an improvement to the lesson plan.
Examples

The following examples have been created as examples only. Each unit objective will be unique to the unit.
## Real-life Example

### 2003-2004 Institutional Effectiveness Plan

<table>
<thead>
<tr>
<th>Account Number: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Related College Strategic Goal &amp; Objective</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>The first example shows an objective that was met.</td>
</tr>
<tr>
<td>The second example is one in which the objective was not met. Use of results indicates changes to be made.</td>
</tr>
<tr>
<td>lifestyle an exercise plan consisting of exercising at least 3 times per week. 3. Develop a nutrition plan. 4. Evaluate weight loss once a week.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>The third objective has different steps due to the fact the person is extremely overweight and needs a physician.</td>
</tr>
<tr>
<td>I.1 Improve health by developing healthier lifestyle 1. To lose weight (Currently 200 pounds overweight) 1. Lose 10 pounds within 2 months Adequate 1. Consult physician about weight loss and have a physical. 2. Document current weight as of July 1, 2004. 3. Work with physician to develop an exercise plan. 4. Work with physician to develop a diet plan. 5. Evaluate weight loss with physician once a month.</td>
</tr>
<tr>
<td>1. Lost 5 pounds in 1 month. Lost 2 pounds in the second month. Objective partially complete. Continue on diet and exercise plan prescribed by physician.</td>
</tr>
</tbody>
</table>
An Academic Unit  
2003-2004 Institutional Effectiveness Plan

Account Number: _____________________

<table>
<thead>
<tr>
<th>Related College Strategic Goal &amp; Objective</th>
<th>Objective (Please number each objective and provide a detailed description)</th>
<th>Measurable Outcome Directly Related to the Objective</th>
<th>Expected Cost (Budget: Adequate or Increase $______)</th>
<th>Steps for Assessing Outcomes for each Objective</th>
<th>Results of Assessment</th>
<th>Use of Result/Impact on Next Planning Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, 4</td>
<td>Students completing ENGL 1010 will be able to compose an essay concerning a current events topic.</td>
<td>1. 80% of those writing samples selected at the end of ENGL 1010 will pass the faculty written standards rubric. No single rubric will exhibit more than ¼ of the students’ ratings of &quot;needs improvement&quot; or &quot;unsatisfactory&quot;</td>
<td>Adequate</td>
<td>1. English faculty will develop written standards for writing samples. 2. An English faculty committee will evaluate students’ writing samples based on these standards.</td>
<td>1. 82% were found overall “acceptable” by the faculty panel. However, 41% were rated either “needs improvement” or &quot;unsatisfactory&quot; on the Thematic Organization rubric.</td>
<td>1. &quot;Thematic Organization&quot; rubric now emphasized in English Comp I classes.</td>
</tr>
<tr>
<td></td>
<td>2. No more than 30% of student skill scores on the “Writing as a Process” or the “Conventions of Written English” scales will be reported as &quot;low&quot; on the Academic Profile.</td>
<td>Adequate</td>
<td>1. English faculty will receive results of the Academic Profile to evaluate writing skills.</td>
<td>1. 19% were reported as &quot;low&quot; on the &quot;writing as a process&quot; skill and 26% on the &quot;Conventions of Written English&quot; skill.</td>
<td>1. Match of the &quot;Conventions of Written English&quot; skill area on the Academic Profile with course syllabi reviewed. Additional collaboration with the Writing Center had doubled the number of student writing examples reviewed in Comp I.</td>
<td></td>
</tr>
</tbody>
</table>
### Support Unit
#### 2003-2004 Institutional Effectiveness Plan

Account Number: ___________________

<table>
<thead>
<tr>
<th>Related College Strategic Goal &amp; Objective</th>
<th>Objective (Please number each objective and provide a detailed description)</th>
<th>Measurable Outcome Directly Related to the Objective</th>
<th>Expected Cost (Budget: Adequate or Increase $______)</th>
<th>Steps for Assessing Outcomes for each Objective</th>
<th>Results of Assessment</th>
<th>Use of Result/Impact on Next Planning Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Shorten response time for transcript requests.</td>
<td>1. Over the counter requests for transcripts will be filled within 24 hours as measured one day each month.</td>
<td>Adequate</td>
<td>1. Staff in Records Office will document time a transcript request is received. 2. Staff will document time transcript request is filled.</td>
<td>During registration and pre-registration, many over the counter requests were unfilled after 48 hours.</td>
<td>Staff diversion from transcript request service during registration no longer authorized.</td>
</tr>
<tr>
<td>VI, 4</td>
<td>The Library will acquire adequate collections of information resources to support curriculum needs.</td>
<td>1. The acquisitions rate (as reported on the IPEDS Library survey) will be equal to or greater than the rate reported by peer institutions.</td>
<td>Adequate</td>
<td>1. Library staff will compare acquisitions to peer groups (as reported from IPEDS)</td>
<td>1. The Library acquisitions rate was found to substantially exceed the peer group.</td>
<td>1. No action required at this time. Will monitor closely due to current impact of private gifts on Library acquisitions.</td>
</tr>
</tbody>
</table>
Assessment Links

Learning Outcomes: Recommended Reading
Best Practices of Electronically Offered Degree and Certificate Programs
Internet Resources for Higher Education Outcomes Assessment
Institutional Effectiveness Resources on the Internet
Center for the Study of College Student Retention
Assessment and Evaluation Clearinghouse
National Center for Educational Statistics (NCES)
Southern Regional Education Board

http://www.wwu.edu/depts/assess/slo.htm
http://www.wcet.info/resources/accreditation/index.asp
http://www2.acs.ncsu.edu/UPA/assmt/resource.htm
http://www.dixie.edu/effective/inet-res.htm
http://www.cscsr.org/
http://www.psu.edu/president/pia/cqi/associations.htm
http://www.sreb.org

Other Links

Tennessee
VSCC Office of Institutional Effectiveness, Research, Planning and Assessment
Tennessee Board of Regents
Tennessee Higher Education Commission
Tennessee Association of Institutional Research (TENNAIR)

http://www2.volstate.edu/vlm/
http://www.tbr.state.tn.us
http://www.state.tn.us/thecc
http://oir.memphis.edu/tennairmain/

National and Regional
U.S. Department of Education
Southern Association of Colleges and Schools (SACS)
American Association of Higher Education Forums
Association of Institutional Research (AIR)
Southeastern Association of Community College Research (SACCIR)
Southern Association of Institutional Research (SAIR)

http://www.ed.gov/index.html
http://www.sacs.org
http://www.aahe.org/assessment/
http://airweb.org
http://www.tcc.edu/welcome/collegeadmin/OIE/SACCIR/index.htm
http://www.sair.org
Budget & Special Projects
Volunteer State Community College  
Project Budget Request Summary  
October 2004-2005 Revised Budget Cycle

Project Manager:  
Project/Initiative Name:  
Related Unit Objective:  
Related Strategic Goal/Objective:

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1101</td>
<td>-</td>
</tr>
<tr>
<td>1102</td>
<td>-</td>
</tr>
<tr>
<td>1104</td>
<td>-</td>
</tr>
<tr>
<td>1201</td>
<td>-</td>
</tr>
<tr>
<td>1202</td>
<td>-</td>
</tr>
<tr>
<td>1203</td>
<td>-</td>
</tr>
<tr>
<td>1204</td>
<td>-</td>
</tr>
<tr>
<td>1301</td>
<td>-</td>
</tr>
<tr>
<td>1302</td>
<td>-</td>
</tr>
<tr>
<td>1304</td>
<td>-</td>
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</tr>
<tr>
<td>1404</td>
<td>-</td>
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<tr>
<td>2000</td>
<td>-</td>
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<tr>
<td>2901</td>
<td>-</td>
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<tr>
<td>2902</td>
<td>-</td>
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<tr>
<td>3000</td>
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</tr>
<tr>
<td>8500</td>
<td>-</td>
</tr>
<tr>
<td>9000</td>
<td>-</td>
</tr>
</tbody>
</table>

TOTAL: -
Volunteer State Community College  
Project Budget Request Detail  
October 2004-2005 Revised Budget Cycle

<table>
<thead>
<tr>
<th>Account Number</th>
<th>Account Name</th>
<th>ISP</th>
<th>TAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1101</td>
<td>Administrative Professional-Full Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1102</td>
<td>Administrative Professional-Part time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1104</td>
<td>Administrative Professional-Part time Contracted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1201</td>
<td>Academic Professional-Full Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1202</td>
<td>Academic Professional-Adjunct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1203</td>
<td>Summer School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1204</td>
<td>Academic Professional-Part Time Contracted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1301</td>
<td>Clerical and Supporting-Part Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1302</td>
<td>Clerical and Supporting-Part Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1304</td>
<td>Clerical and Supporting-Part time Contracted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1401</td>
<td>Federal CWSP Wages (75%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1402</td>
<td>VSCC CWSP Wages Match (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1403</td>
<td>VSCC Institutional Work Study (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1404</td>
<td>VSCC Lab Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2901</td>
<td>PC 191</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2902</td>
<td>TBR Dependent Discount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>Travel</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4100</td>
<td>Printing, Dupl., &amp; Film Processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4200</td>
<td>Communications and Shipping</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4300</td>
<td>Maintenance, Repairs, Services by Others</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Account</td>
<td>Description</td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>4400</td>
<td>Professional &amp; Administrative Services</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Software:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplies formerly classified as equipment ($1,000--$4,999):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4500</td>
<td>Supplies</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4600</td>
<td>Rental &amp; Insurance</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4700</td>
<td>Awards &amp; Indemnities</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4800</td>
<td>Grants &amp; Subsidies</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4900</td>
<td>Other Services &amp; Expenses</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5100</td>
<td>Utilities &amp; Fuels</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5200</td>
<td>Motor Vehicle Operation</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5300</td>
<td>Allocated Costs</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
## TOTAL OPERATING EXPENSES 4100-5300

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>6000</td>
<td>Stores for Resale (Bookstore use only)</td>
<td>0</td>
</tr>
<tr>
<td>7000</td>
<td>Dept. Revenues, Serv. Chgs, and Alloc.</td>
<td>0</td>
</tr>
<tr>
<td>8000</td>
<td>Capital Outlay-Equipment ($5,000 or more per unit)</td>
<td>0</td>
</tr>
<tr>
<td>8500</td>
<td>Library Holdings and Bindings</td>
<td>0</td>
</tr>
<tr>
<td>9000</td>
<td>Other Transfers and Debt Services</td>
<td>0</td>
</tr>
</tbody>
</table>

**ACCOUNT GRAND TOTAL**

0
Volunteer State Community College
Project Budget Request Instructions

The Project Budget Request workbook is to be used to request budget funds for projects/new initiatives. The project budget should include, to the extent reasonable and practical, all costs associated with the project. Often total costs of a project crossover various budget units and should be coordinated with all affected units.

For example, a financial aid office project could have budget implications for the computer center (software, hardware, and support), business office (personnel support), admissions office (personnel support, new form costs, etc), and telecommunications (additional dedicated phone lines, etc). It is the responsibility of the project manager to communicate with other budget managers to determine the impact on their units and associated costs. The project manager would then include all these costs in the project budget request. There are twenty project budget detail request worksheets that can be used for each account (budget unit) affected. In the above example, potentially five project budget detail requests worksheets would be used.

The Project Budget Request workbook contains twenty-four worksheets:

- One Budget Summary worksheet
- Twenty Project Budget Detail Request worksheets
- Three Personnel Request worksheet

For all worksheets, the data entry cells are in yellow and the cells that contain formulas are in blue. The cells are protected to prevent data entry into cells containing formulas or other information that should not be changed.

Budget Summary Worksheet:

The Budget Summary worksheet summarizes data that was entered on each of the nine Project Budget Detail Request worksheets. One exception is that object code 2000, Benefits, is calculated based on an estimated benefit rate applied to the amounts in object codes 1101 through 1404. There are four cells available for data entry:

- Project Manager—Generally this would be the budget unit head responsible for and submitting the project.
- Project/Initiative Name—Any brief name that you would like to use when referring to the project.
- Related Unit Goal—The unit I.E. goal, if any, to which this project relates. It is acceptable to have a project that does not relate to a unit goal.
- Related Strategic Goal/Objective—The college strategic goal and objective number(s), if any, to which this project relates. It is acceptable to have a project that does not relate to a goal or objective.
Included on this worksheet is a link to a Word document that should be used to submit a narrative description/justification for the project.

The document asks for certain minimum information about the project. The items requested are:

- **Projected Future Year Costs**—List the projected future year costs for years two through five. If it is anticipated that these costs will be permanently recurring then note that in question five.
- **Justification for budget request**—Include narrative that adequately explains the project and its objective. This is your opportunity to sell your project.
- **Impact on other units**—List potential impact on other units. Often initiatives in one unit require support from other units either directly or indirectly. Also, list the people from other units that you have contacted about the project and any concerns that they or you may have had.
- **Space and Other Physical Resource Needs**—List any additional space or other physical resources that may be needed as a result of the project (i.e. faculty offices, classrooms, telephone service, etc.)
- **Base Budget Addition**—Do you anticipate that this project, if approved, would become an annual recurring cost that should be added to your base budget?
- **Special funding source or special revenue generated**—Indicate any special funding source that may be restricted for this project. Examples include technology access fee revenue, student activity fee revenue, desegregation funding, etc. Also, note if the project will generate any additional revenue. Examples include non-credit revenue, testing revenue, etc.
- **Other supporting files**—Sometimes units may have other data files (Word or Excel) that support their budget request such as enrollment data, charts, etc. They may attach those here.

**Project Budget Request Detail Worksheet:**

These worksheets are used to enter budget amounts by account and in detailed object codes. Since costs for one project could be appropriately allocated to more than one account, there are nine worksheets available in which to enter detailed budget information. If the costs need to be allocated to more than twenty accounts please contact the Assistant Vice President for Business and Finance. As stated earlier, the Budget Summary worksheet summarizes data from each of the nine worksheets.

- **Project Manager**—Rolls in from information entered in the Budget Summary worksheet.
- **Project/Initiative Name**—Rolls in from information entered in the Budget Summary worksheet.
- **Related Unit Goal**—Rolls in from information entered in the Budget Summary worksheet.
• Related Strategic Goal—Rolls in from information entered in the Budget Summary worksheet.
• Budget Unit Head—The budget unit head responsible for the account number listed on the worksheet.
• Account Number—FRS six digit account number in which amounts included in this worksheet should be budgeted.
• Account Name—FRS Budget Account name.
• ISP Column—The college is required to submit with each budget cycle an Information Systems Plan (ISP). The plan is prepared jointly by the Director of Academic Computing and the Director of Administrative Computing. The plan presents to the TBR for their approval proposed technology related acquisitions. If there are specific items in your budget that you feel should be considered in the ISP then mark an X in the ISP box beside the line item. This will alert the computer center directors that this item should be given consideration for inclusion in the plan.
• TAF Column—The college assesses a technology access fee to students based on credit hours. According to TBR guidelines these funds can only be spent on student related technology issues. We are also required to submit a Technology Access Fee plan each year detailing projects on which we will be spending the Technology Access Fee funds. If you have a line item in your budget that you believe could possibly qualify to be funded with technology access fee funds please mark an X in the appropriate box.
• Amounts requested for new full-time or contracted part-time positions, object codes 1101, 1104, 1201, 1204, 1301, and 1304, must be supported by Request for New Full-Time and Contracted Part-Time Positions worksheets.
• For object codes 3000 through 9000 a brief description may be entered for the line item.

**Request for New Full-Time and Contracted Part-Time Positions Worksheet:**

This worksheet is to be used only for requests for new positions for which benefits will be earned. These type positions are limited to full-time and contracted part-time positions.

One worksheet must be submitted for each new position requested. This information will be forwarded to the TBR as you have submitted.

Information requested on this form is mostly self explanatory. Specific questions may be directed to the Personnel Office.
Volunteer State Community College  
Project Budget Narrative  
October 2004-2005 Revised Budget Cycle

<table>
<thead>
<tr>
<th>Project/Initiative Name</th>
<th>Project Manager</th>
<th>Department</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Future Year</th>
<th>Projected Future Years Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td></td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Year 4</td>
<td></td>
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<tr>
<td>Year 5</td>
<td></td>
</tr>
</tbody>
</table>

1. **Justification for budget request:**

2. **Potential Impact on Other Units:**

3. **Has the potential impact on other units and the budget proposals included in this project been discussed with the applicable units?** List the people contacted if applicable.

4. **Space and Other Physical Resource Needs:**

5. **Do you anticipate that the budget for this project will become a recurring expense that will need to be added to the unit’s base budget?**

6. **Are there any special funding sources for this project (i.e. Technology Access Fee, Student Activity Fee) or does the project generate any additional revenue?**

7. **Other supporting information or files:** If you have other files (Excel or Word documents) that you would like to attach in support of this request insert them here.
Institutional Effectiveness Committee

Process for Reviewing & Awarding Special Projects

1. Institutional Effectiveness Office will distribute special project request documentation to the Committee for review before the meeting.

2. Members should review documentation and criteria before meeting.

3. Unit heads will be asked to give a 5-minute presentation to the Committee on their special projects to give background and justification and answer any questions the Committee might have.

4. All presentations will be done before the Committee discusses projects.

5. Each member should keep his/her own notes about each project.

6. After all presentations, the Committee will discuss each and vote yes/no on whether the criteria have been met. This will be a discussion and will vote as a group—majority rules. In the case of a tie, a hand vote will be taken. One recorder will keep a score sheet for each priority.

7. After review, notify applicants of award or no award.
Institutional Effectiveness Committee
Criteria for Special Projects Review

1. Outcomes are measurable.

2. Method of assessment is valid and reasonable.

3. Plan is in direct support of the five-year strategic plan.

4. Demonstration of coordination with other departments/units being affected by the plan.

5. Plan is easily understood / sufficient information provided.

6. Benefit to the College is demonstrated.

7. Is the project appropriate for the College at this time?