POLICIES AND PROCEDURES

Institutional Effectiveness,
Office of Analytics & Institutional Effectiveness

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Overview

Institutional Effectiveness (IE) is here to support evidence-based decision-making and to foster continuous improvement within the Virginia Tech community. The general aim of this policy document is to help the university community understand what it can expect from our unit as we work together to reach our goals.

Our unit's initiatives include:

- Academic Program and Post-Baccalaureate Certificate Assessment
- Administrative Unit Assessment,
- Academic Program Review,
- Pathways General Education Assessment,
- The Student Perceptions of Teaching (SPOT) Survey,
- Survey Research

These initiatives are joint efforts between our unit and the campus community. To view the timelines for initiatives managed by our unit, please refer to Appendix A.

Our Mission

The mission of IE in the Office of Analytics & Institutional Effectiveness (AIE) is to facilitate a culture of continuous improvement and advance excellence at Virginia Tech. We accomplish this through the design and promotion of assessment and planning processes. Through these efforts and utilizing analytics to visualize institutional effectiveness data, we support evidence-based decision-making to enhance learning and the student experience.

Our Vision

The vision for IE is to lead the field by designing and implementing innovative ways to collect, report, and present actionable assessment data.

Accreditation Standards Related to Institutional Effectiveness and Continuous Improvement

Southern Association of Colleges and Schools Commission on College

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional accrediting body for Virginia Tech. There are over 800 institutions of higher education represented in the SACSCOC region. To maintain accreditation, Virginia Tech must demonstrate compliance on standards outlined in the Principles of Accreditation.[1]

State Council of Higher Education for Virginia

The State Council of Higher Education for Virginia (SCHEV) is the coordinating body for higher education in the state of Virginia. SCHEV's Policy on Student Learning Assessment and Quality in Undergraduate Education[2] identifies four main competency areas to be assessed by all public institutions in the Commonwealth: Critical Thinking, Written Communication, Quantitative Reasoning, and Civic Engagement. In addition, each institution chooses two additional competencies to assess that are reflective of its institutional priorities. For Virginia Tech, the two areas chosen are Critical Analysis of Identity and Equity in the United States and Critique and Practice in Design and the Arts. SCHEV requires institutions to submit plans outlining the assessment schedule for each competency, specific outcomes for

[1] Southern Association of Colleges and Schools Commission on Colleges (adopted December 2023). The principles of accreditation: Foundations for quality enhancement. Retrieved from: https://sacscoc.org/app/uploads/2024/01/2024PrinciplesOfAccreditation.pdf

[2] State Council of Higher Education for Virginia (July 2017). Policy on Student Learning Assessment and Quality in Undergraduate Education. Retrieved from: https://www.schev.edu/home/showpublisheddocument/1744/637877899828070000

each, and appropriate measures. Institutions are required to report findings for each of the competencies and make those findings publicly available[3].

Responsibilities of Institutional Effectiveness, Office of Analytics & Institutional Effectiveness

Academic Program and Post-Baccalaureate Certificate Assessment (APA)

APA is the cornerstone of the university's continuous improvement process and provides many benefits (e.g., identify program strengths, encourage collaboration, and encourage curriculum review). The APA process assists the university in documenting its compliance with SACSCOC's Principles of Accreditation Standards 8.1 and 8.2.[4] IE is here to facilitate this process for undergraduate, graduate, and professional programs as well as post-baccalaureate certificates. Assessment professionals are available to support efforts regarding the development of a program's outcomes, measures, and targets. In addition, we are also available to assist in the interpretation of findings and in the development of potential action plans.

IE's first points of contact for the APA process are college deans and department chairs. Reminders regarding the June 30th reporting deadline will be sent to these individuals periodically throughout the year. Any academic program or post-baccalaureate certificate that has not completed its assessment report by the deadline will be contacted by our unit periodically starting on July 15th until reports are received. Academic programs and post-baccalaureate certificates that submitted reports on time will receive formative feedback from IE by September 15th. Assessment professionals from our unit are available to meet with academic degree and post-baccalaureate certificate programs to help facilitate successful completion of the assessment report.

Institutional Effectiveness is responsible for:

- Developing and distributing the reporting templates for both academic programs and post-baccalaureate certificates. Reporting templates[5] can also be found on the IE website.
- Providing administrative support as needed for academic programs and post-baccalaureate certificates as well as sending reminders and other resources.
- Tracking program compliance with the annual APA process.

IE is not responsible for completing the APA reports for academic programs or certificates. You can view a visual timeline of the academic program and post-baccalaureate certificate assessment process in Appendix B and the associated data visualizations here[6].

Administrative Unit Assessment (AUA)

Virginia Tech's AUA is the process by which administrative offices engage in and document cycles of continuous improvement. AUA assists the university in documenting compliance with SACSCOC'S Principles of Accreditation Standards 7.3 and 8.2.c[7]. IE is here to help facilitate the assessment process for administrative units by assisting units in determining their outcomes, measures, targets, and, subsequently, interpreting their findings and developing action plans.

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[3] SCHEV Undergraduate Learning Assessment (July 2024). Retrieved from https://schevreporting.aie.vt.edu/

[4] Southern Association of Colleges and Schools Commission on Colleges (February 2024). Resource manual for the principles of accreditation: Foundations for quality enhancement. Retrieved from: https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf

[5] Academic Program Assessment (July 2024). Retrieved from https://aie.vt.edu/content/aie_vt_edu/en/institutional-effectiveness/academic-program-assessment.html

[6] Data Visualizations Website (July 2024). Retrieved from https://aie.vt.edu/institutional-effectiveness/data-visualizations.html

[7] Southern Association of Colleges and Schools Commission on Colleges (February 2024). Resource manual for the principles of accreditation: Foundations for quality enhancement. Retrieved from: https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf

The Office of the President, as well as all deans, vice presidents, and vice provosts are expected to submit an annual administrative unit assessment report by September 1st to IE. In addition, all units that are comprised of more than one employee AND report directly to a vice president or vice provost are expected to submit an annual AUA report.

Any administrative unit that has not completed its assessment report(s) will be contacted by our unit periodically starting September 9th until reports are received. Administrative units that submitted reports on time will receive formative feedback from IE by November 15th. Assessment professionals from our unit are available to meet with administrative units to help facilitate the successful completion of the assessment report.

Institutional Effectiveness is responsible for:

- Developing and distributing the AUA reporting template. Reporting templates[8] can also be found on the IE website.
- Providing administrative support as needed for administrative units as well as sending reminders and other resources.
- Tracking program compliance with the annual AUA process.

IE is not responsible for completing the assessment report for administrative units. You can view a visual timeline of the administrative unit assessment process in Appendix C and the associated data visualizations here[9].

Academic Program Review (APR)

Virginia Tech's APR process provides an opportunity for academic departments, schools, and programs to rigorously and comprehensively evaluate their accomplishments, develop a vision for the future, and create specific plans to accomplish this vision. The APR process assists the university in documenting its compliance with SACSCOC's Principles of Accreditation Standards 7.1 and 8.2.[10] Departments, schools, and programs participate in APR once every 5 or 6 years. The review schedule is set in collaboration with the college deans and may vary slightly to avoid conflicts with discipline-related requirements.

Institutional Effectiveness is responsible for:

- Providing support and information about the APR process to department chairs/heads, school directors, and program directors.
- Coordinating with other units in the Office of Analytics & Institutional Effectiveness to compile necessary data for department, school, and program leaders.
- Inviting and training peer reviewers, finalizing peer review teams, scheduling meetings, and sharing self-study reports with review teams.
- Facilitating peer review team meetings, assisting teams in completing necessary reports, sending final reports to the respective college dean, and archiving all APR-related materials.

You can view a visual representation of the APR process in Appendix D.

Pathways General Education Assessment (Pathways)

Virginia Tech's current general education program, Pathways, was implemented in Fall 2018. The curriculum includes seven core concepts and two integrative concepts. Robust assessment of the Pathways curriculum is necessary to determine program effectiveness and to identify areas for improvement. Pathways assessment reporting assists the university in documenting its compliance with SACSCOC's Principles of Accreditation Standard

[8] Administrative Unit Assessment (July 2024). Retrieved from https://aie.vt.edu/content/aie_vt_edu/en/institutional-effectiveness/administrative-unit-assessment.html

[9] Data Visualizations (July 2024). Retrieved from https://aie.vt.edu/institutional-effectiveness/data-visualizations.html

[10] Southern Association of Colleges and Schools Commission on Colleges (February 2024). Resource manual for the principles of accreditation: Foundations for quality enhancement. Retrieved from: https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf

8.2.b[11] and SCHEV's Policy on Student Learning Assessment and Quality in Undergraduate Education[12]. The assessment process is course-embedded and improvement-focused.

Beginning in Fall 2024, Pathways assessment will be conducted on a four-year cycle. In Year 1 (e.g., 2024-2025) and Year 2 (e.g., 2025-2026), assessment data will be collected from a representative sample of course sections each fall and spring semester. In Year 3, faculty working groups will discuss the data collected during Year 1 and Year 2 and develop recommendations for improvements to the Pathways program as needed. In Year 4, any recommended improvements will go through the university governance process as needed.

Institutional Effectiveness is responsible for:

- Identifying samples of Pathways sections that will complete Pathways assessment in Year 1 and Year 2 of the four-year assessment cycle.
- Communicating with sampled instructors, department chairs/heads, school directors, and deans.
- Providing resources and support to assist instructors with Pathways assessment.
- Receiving, tracking, de-identifying, analyzing, and aggregating Pathways assessment data.
- Creating a summary of aggregated assessment data for all Pathways student learning outcomes and concepts to be disseminated to the campus community.
- Sharing aggregated results with external stakeholders (e.g., SACSCOC and SCHEV).

Student Perceptions of Teaching (SPOT)

IE helps facilitate the administration of the SPOT. A third-party software system, Course Evaluations & Surveys (CES)[13], has been the administration tool for SPOT surveys since Fall 2016. In collaboration with Information Technology Learning Systems (ITLS), our unit develops the SPOT timeline each semester. Professionals from our unit collaborate with departments' SPOT administrators to ensure there are minimal errors during each SPOT administration.

Areas of responsibility for Institutional Effectiveness regarding SPOT include:

- Troubleshooting issues with the administration of the SPOT survey for students and faculty.
- Assisting faculty with accessing their historical SPOT data if it is available.
- Adding new department/college SPOT administrators when requested.
- Removing all F* sanctioned students from the SPOT administration.
- Communicating instructions, updates, and important dates regarding the SPOT to the campus community.

More detailed information regarding this process and the roles of the unit is contained in the Student Perceptions of Teaching (SPOT): Policies and Procedures document, available on the SPOT webpage[14]. You can view a visual timeline of the SPOT process in Appendix E.

Survey Research

IE is responsible for the development and administration of the Virginia Tech Freshmen Survey, Virginia Tech Senior Survey, and the administration of the National Survey of Student Engagement (NSSE). All three surveys are administered to respondents via email. If necessary, IE obtains approval from Virginia Tech's Institutional Review Board prior to conducting the administration of any survey.

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[11] Southern Association of Colleges and Schools Commission on Colleges (February 2024). Resource manual for the principles of accreditation: Foundations for quality enhancement. Retrieved from: https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf

[12] State Council of Higher Education for Virginia (July 2017). Policy on Student Learning Assessment and Quality in Undergraduate Education. Retrieved from: https://www.schev.edu/home/showpublisheddocument/1744/637877899828070000

[13] Course Evaluations and Surveys (CES) is also known as EvaluationKIT (EK).

[14] Student Perceptions of Teaching (SPOT) (July 2024). Retrieved from https://aie.vt.edu/content/aie_vt_edu/en/institutional-effectiveness/spot.html

Institutional Effectiveness is responsible for:

- Creating university-, college-, and department-wide summary reports for the Virginia Tech Senior Survey. College reports will include comparisons with university-level data. Department reports will include comparisons with college-level and university-level data.
- Creating and posting the university-level narrative summary of Virginia Tech Senior Survey results to the Analytics and Institutional Effectiveness (AIE) website and distributing reports to each college/department.
- Creating and posting university-level narrative summaries and infographics for the Virginia Tech Freshmen Survey and NSSE survey to the AIE website.
- Distributing NSSE college-level reports.

You can view a visual timeline of the survey research cycles in Appendix F and the associated data visualizations here[15].

Responsibilities of Faculty and Departments

Academic Program and Post-Baccalaureate Certificate Assessment (APA)

APA reporting is the responsibility of academic deans and department chairs. Each academic program and post-baccalaureate certificate should report assessment findings by June 30th of each year. Reports are submitted electronically. Both degree and certificate programs should make sure they have the correct reporting year template as it may undergo slight changes from year to year. The newest version of the reporting template is available on the IE website[16].

Both degree programs and post-baccalaureate certificates need to include measures and targets for each of its student learning outcomes (SLOs) and program outcomes (POs). Both degree and certificate programs need to ensure that they are measuring all of their program's outcomes at least twice in 5 years. For newly approved programs and post-baccalaureate certificates, the first assessment report is due the academic year following program inception.

Completing the Academic Program and Post-Baccalaureate Certificate Assessment Report

Degree programs should:

- Include 5 to 8 SLOs and 2 to 3 POs on every assessment report. The program must also include the measures and targets for every identified outcome. Those programs covered by a disciplinary-specific accrediting body might have more SLOs or POs based on the specific standards of that agency.
- Measure 2 to 3 SLOs and 1 to 2 POs each year. For any unmet target, the degree program should develop an action plan. In years when all targets are met, the report should include an action plan for at least 1 SLO.
- Include comments on previously implemented action plans. Programs should also respond to at least 1 of the general questions at the end of the reporting form.

Certificate programs should:

- Include 2 to 4 SLOs on the assessment report. Assessment reports should also include 1 to 2 POs.
- Measure at least 1 SLO and 1 PO each year. For any unmet target, the certificate program should develop an action plan.
- Include comments on previously implemented action plans. Programs should also respond to at least 1 of the general questions at the end of the reporting form.

Administrative Unit Assessment (AUA)

All senior leadership is responsible for promoting a culture of continuous improvement at the university and within their respective divisions. This includes the president, provost, vice presidents, vice provosts, and academic deans.

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[15] Data Visualizations (July 2024). Retrieved from https://aie.vt.edu/institutional-effectiveness/data-visualizations.html

[16] Academic Program Assessment (July 2024). Retrieved from https://aie.vt.edu/institutional-effectiveness/academic-program-assessment.html

AUA reports are due September 1st of each year and are submitted to IE electronically. Administrative units can access the AUA reporting template online by visiting the IE website.[17]

Completing the Administrative Unit Assessment Report

Administrative units should:

- Include 3 to 5 administrative unit outcomes (AUOs) on the assessment report. The unit should list all of its AUOs and corresponding measures and targets, even if a particular AUO was not measured during a given year.
- Measure at least 3 AUOs each year and provide findings and comments for each.
- Provide an action plan for at least one AUO, even if all AUO targets were met. This could be the AUO the unit feels it needs to focus on most during the upcoming year.
- List any and all SLOs (if applicable), their corresponding measures and targets, and provide findings and comments on any SLOs measured. Most administrative units *will not* have student learning outcomes.

Academic Program Review (APR)

The information below is provided to help you understand the expectations for departments, schools, and programs participating in APR. Unit leaders are responsible for conducting and completing a comprehensive self-study and participating in all aspects of the review process. A completed self-study report should be submitted to IE by the communicated deadline.

Unit leaders are also responsible for providing IE with a list of faculty members/administrators that they feel would serve as strong peer reviewers of the unit. IE invites all peer reviewers on a unit's behalf. Each peer review team consists of four faculty members/administrators from Virginia Tech and a professional from the IE unit (5 members total). If desired, units have the option for one member of the peer review team to be from an external university/organization. Responsibilities of peer reviewers are outlined in detail in their initial offer letter. Unit leaders are responsible for meeting with their peer review team to answer questions and provide additional information about their unit.

After receiving the peer review team's report, a unit may submit a written response to the report if desired. If created, this response is submitted to the IE professional who facilitated the unit's review and is archived by IE. After all APR-related documents are sent to the dean of the unit's respective academic college, unit leaders meet with the dean(s) to discuss the review process and plans for the future. Following this meeting, the dean composes a memo that documents their conversation with the unit, the unit's plans for moving forward, and the dean's expectations regarding action items to be implemented by the next APR cycle. This memo is sent to the unit and IE, and then archived with the other APR documents for the unit.

Pathways to General Education Assessment (Pathways)

Virginia Tech's current general education program, Pathways, was implemented in Fall 2018. Beginning in Fall 2024, Pathways assessment will be conducted on a four-year cycle. In Year 1 (e.g., 2024-2025) and Year 2 (e.g., 2025-2026), assessment data will be collected from a sample of course sections each fall and spring semester. (Sections taught during wintermester and summer sessions will not be sampled.) In Year 3, faculty working groups will discuss the data collected during Year 1 and Year 2 and develop recommendations for improvements to the Pathways program as needed. In Year 4, any recommended improvements will go through the university governance process as needed.

All Pathways instructors are responsible for teaching the Pathways student learning outcomes approved for their Pathways course(s). Instructors of sections sampled for assessment are also responsible for submitting assessment

[17] Administrative Unit Assessment (July 2024). Retrieved from https://aie.vt.edu/content/aie_vt_edu/en/institutional-effectiveness/administrative-unit-assessment.html

data for each approved student learning outcome. Starting in Fall 2024, Most Pathways assessment data will be submitted through Canvas. For each student learning outcome, instructors will select and assess appropriate student work. Except for extremely rare cases, an instructor will not be asked to submit data more than once during the four-year assessment cycle.

Individual instructors are encouraged to use their own Pathways assessment data to make improvements to their course. Academic leaders can support the Pathways program by emphasizing the importance of sampled instructors submitting required assessment data. Utilizing sampling for Pathways assessment will only work if sampled instructors submit data.

Student Perceptions of Teaching

SPOT administrators are responsible for serving as the main point of contact for any issues related to the administration of the SPOT survey in their department or college. The main responsibility of department SPOT administrators is ensuring the integrity of their department or college SPOT surveys prior to the evaluation period. These individuals are required to verify that the courses, students, and instructors in Course Evaluations and Surveys (CES)[18] are correct prior to the release of the instrument during each administration period. These users are also responsible for adding any additional program or department items to the main institutional instrument. Department SPOT administrators are also often asked to run SPOT data reports for university department heads or college deans through either CES or MicroStrategy.

Department SPOT administrators are established at the sole request of deans and/or department heads. Deans or department heads must send an email to IE confirming the addition or removal of a SPOT administrator. It is the responsibility of the department or college to notify IE when SPOT administrator access should be changed.

Department or college SPOT administrators are responsible for reading and agreeing to the SPOT administrator Terms of Compliance[19] annually. By adhering to these guidelines, SPOT administrators help us maintain data integrity and avoid breaches of data confidentiality. More detailed information regarding this process and the roles of the unit is contained in the Student Perceptions of Teaching (SPOT): Policies and Procedures document, available on the SPOT webpage[20]. If there are issues with the SPOT, tickets should be submitted to 4Help.

Data Guidelines and Policies

Academic Program and Post-Baccalaureate Certificate Assessment (APA)

IE only releases the APA reports in specific instances as needed to document compliance to our regional accrediting agency or to college deans or other senior leadership upon their request. IE will seek the approval of the associated department chair for any other requests pertaining to these documents.

Administrative Unit Assessment (AUA)

IE only releases AUA reports in specific instances as needed to document compliance to our regional accrediting agency or upon the request of university senior leadership. For all other requests regarding AUA reports, IE will first seek approval from the unit lead or the division's vice president or vice provost.

Academic Program Review (APR)

IE keeps an archive of each academic unit's APR documents. Information in this archive is shared with the associated college dean as part of the regular APR process. Reports might also be presented to our regional

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[18] Course Evaluations and Surveys (CES) was formerly named EvaluationKIT (EK).

[19] Student Perceptions of Teaching (SPOT) Administrator Terms of Compliance (2024). Retrieved from https://docs.google.com/document/d/1u0drAC_C_gC5X24Q08J6JLBthKZSmcwAtQnKPYVJA0A/edit?usp=sharing

[20] Student Perceptions of Teaching (SPOT) (July 2024). Retrieved from https://aie.vt.edu/content/aie_vt_edu/en/institutional-effectiveness/spot.html

accrediting agency as examples of demonstrating compliance on certain standards. We will not release data and reports kept in the archive to other individuals/units.

Pathways to General Education Assessment (Pathways)

Pathways assessment data will be used to inform and improve the Pathways curriculum and to further enhance student learning at Virginia Tech. This data will be used for program improvement and to fulfill regional, disciplinary, state, and other mandatory compliance requirements. Pathways assessment data will NOT be used for the evaluation of individual instructors or courses.

IE will aggregate all data received at the student learning outcome level, ensuring that data are not identifiable by student, instructor, section, course, or department. Summary data for core and integrative concepts and associated student learning outcomes will be used to determine overall student achievement, the extent to which Virginia Tech is achieving its mission for general education, and whether improvements need to be made to the outcomes, the program, or both.

Student Perceptions of Teaching (SPOT)

IE follows strict guidelines to ensure that individually-identifiable information including students' identities, students' responses, and results associated with instructors, will remain confidential and will not be released to any unauthorized individual. For more information on your responsibilities as a department or college SPOT administrator, please consult the SPOT administrator Terms of Compliance[21]. Failure to comply with the Terms of Compliance can lead to SPOT data privileges being revoked. For further information on the policies governing the SPOT system, please refer to information contained in the SPOT: Policies and Procedures document, available on the SPOT webpage[22].

Survey Research

In general, we attempt to share survey results as broadly as possible. Our findings are never reported in such a way that might compromise student or faculty confidentiality.

- The Virginia Tech Senior Survey collects data related to courses, faculty, advising, and technology. In order to protect student confidentiality, IE will only generate reports for programs with more than 10 respondents. In addition, personally identifiable information will be removed from the qualitative data to protect confidentiality. Raw data will NOT be included in university, college, or department reports or shared with the university community.
- The Virginia Tech Freshmen Survey collects data related to demographics, high school experiences, reasons for attending Virginia Tech, and anticipated university involvement. Raw data will NOT be shared with individuals working outside of the Office of Analytics & Institutional Effectiveness (AIE).
- The National Survey of Student Engagement (NSSE) is designed to obtain information from colleges and universities about student participation. The NSSE collects data on a variety of topics, including participation in activities shown to relate to academic and personal development as well as students' perceptions of the college experience. The NSSE is distributed to freshmen and senior students. Raw data will NOT be shared with individuals working outside of AIE. IE will post the survey instrument, frequencies and statistical comparisons report, and snapshot to the AIE website. Department reports will be generated upon request.

Data Visualizations

IE transforms raw data in numerical or textual formats collected from the various areas mentioned above into compelling visuals such as graphs, charts, and interactive dashboards. These visuals help stakeholders better

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[21] Student Perceptions of Teaching (SPOT) Administrator Terms of Compliance (2024). Retrieved from https://docs.google.com/document/d/1u0drAC_C_gC5X24Q08J6JLBthKZSmcwAtQnKPYVJA0A/edit?usp=sharing

[22] Student Perceptions of Teaching (SPOT) (July 2024). Retrieved from https://aie.vt.edu/content/aie_vt_edu/en/institutional-effectiveness/spot.html

comprehend data, identify patterns, trends, and relationships, and derive actionable insights. This process supports data-driven decision-making and promotes continuous improvement efforts.

IE provides both exploratory data visualizations, allowing users to interact with the data, and explanatory visualizations that summarize key findings for decision-makers. The interactive data dashboards are shared with stakeholders at VT. IE has created over 40 interactive visualizations for public consumption or specific units/departments. These are made available through the University DataCommons platform, aiding stakeholders in better understanding data, uncovering patterns, trends, and relationships, leading to actionable insights, which facilitate data-driven decisions-making and continuous improvement efforts. Additionally, IE develops confidential, specific data visualizations upon request for colleges and departments. These data visualizations are continuously updated based on feedback from administrators and newly collected data in the areas served by IE.

Appendices

Appendix A Semester Timeline of All Institutional Effectiveness Activities

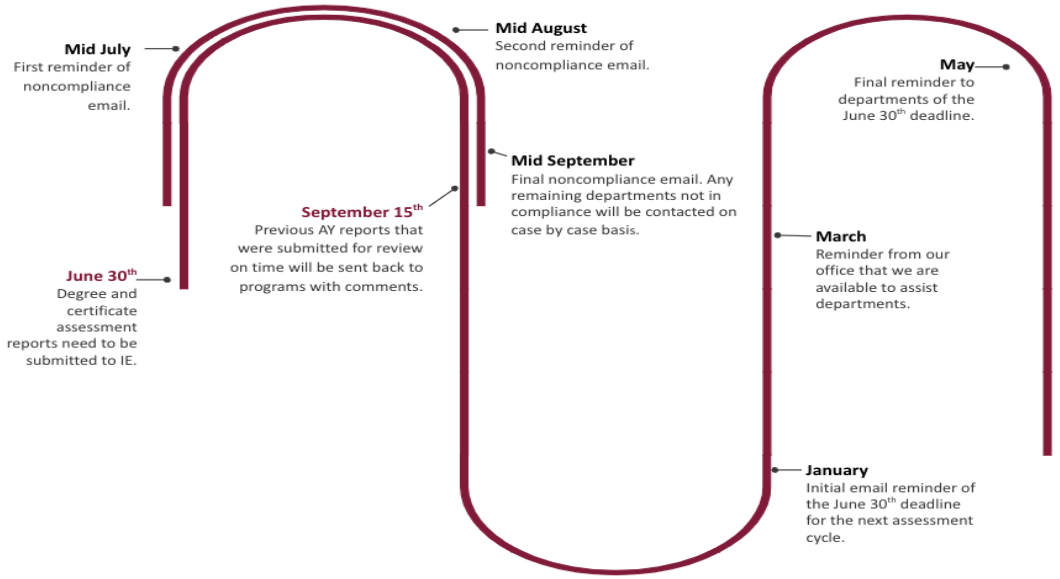
Fall Semester			
September	**October**	**November**	**December**
• **Administrative Unit Assessment (AUA):** Annual reports are due to IE on September 1st. All administrative units submit annual reports. • **Academic Program and Post-Baccalaureate Certificate Assessment (APA):** Programs should have received (or will soon receive) feedback from IE on their annual assessment reports. Feedback should be reviewed and incorporated for the next cycle. Deans should encourage their chairs and directors to utilize the feedback they have received during the previous assessment period to improve the assessment processes for their programs and/or certificates. Programs that have not submitted their reports receive non-compliance emails. • **Pathways Gen Ed Assessment (Pathways):** Instructors of sections sampled for fall semester data collection should be prepared to collect assessment data for all of the Pathways concepts and outcomes pertaining to their specific course. Faculty should be reminded by deans and department chairs/school directors of this requirement. Lists of sampled course sections/instructors will be shared with deans, chairs, and school directors.	• **SPOT Fall Administration:** The SPOT Administrator Review Period begins at the beginning of October and runs through the middle of November. Specific dates for each fall are provided to SPOT administrators via email. SPOT administrators should create custom questions and confirm courses during this time frame. The Manual Instructor Change period is not open until early November. • **APA:** Programs that have not submitted their annual reports receive their final non-compliance email. Deans are notified of the compliance rate and quality of reports submitted by their departments and schools. • **Academic Program Review (APR):** Participating units should submit their self-study reports to IE. (These programs would have been notified that they were up for review during the previous spring semester.)	• **SPOT Fall Administration:** The SPOT Administrator Review Period ends prior to Thanksgiving. Custom questions and course confirmations need to be completed during this time frame. Manual Instructor Change begins in early November and ends prior to Thanksgiving. SPOT administrators should make instructor changes during this time frame. Specific dates for each fall semester are provided to SPOT administrators via email. The survey response period starts around Thanksgiving and ends at 11:59 p.m. on reading day. • **AUA:** Administrative units should have received feedback from IE on their annual reports. Feedback should be reviewed and incorporated for the next cycle. Units that have not submitted their reports receive their first non-compliance email. • **APA:** Deans should again encourage their chairs and directors to utilize the feedback they have received during the previous assessment period to improve the assessment processes for their programs and/or certificates. • **Survey Research:** Department chairs and school directors will receive an email from IE notifying them of when the senior survey for undergraduate students will be released. Programs wishing to increase student participation in this survey should announce its release to seniors in upper-division courses.	• **SPOT Fall Administration:** Survey period ends at 11:59 p.m. on reading day. • **Pathways:** Pathways instructors teaching sampled course sections should submit fall assessment data via Canvas. • **AUA:** Units that have not submitted their reports receive their final non-compliance email.

Spring Semester				
January	**February**	**March**	**April**	**May**
• **SPOT Wintermester Administration:** The SPOT Administrative Review Period begins at the first of the year and ends midway through January. SPOT administrators should confirm courses during this window. Manual Instructor Change begins around the end of the first week of January and ends midway through January. The survey response period runs around the third week of the month. Specific dates for each wintermester are provided to SPOT administrators via email. • **APA:** The current academic year reporting cycle is kicked off. Deans, department heads, and school directors receive emails from IE outlining requirements for this process and providing templates for the current cycle. • **APR:** Units that are up for review during the upcoming fall semester are contacted by IE to initiate the process.	• **SPOT Spring Administration:** The SPOT Administrative Review Period begins around February 1st and ends during the third week of April. Custom questions and course confirmations need to be completed during this time frame. The Manual Instructor Change period is not open until the first week of April. • **Pathways:** Instructors of sections sampled for spring semester data collection should be prepared to collect assessment data for all of the Pathways concepts and outcomes pertaining to their specific course. Faculty should be reminded by deans and department chairs/school directors of this requirement. Lists of sampled course sections/instructors will be shared with deans, chairs, and school directors.	• **APR:** Participating units should submit their self-study reports to IE. • **APA:** Deans should remind department chairs and school directors to utilize the feedback provided by IE on previous reports and encourage units to contact IE if they need assistance. • **Pathways:** Deans, chairs, and school directors are notified of the compliance rates of sampled sections associated with their units during the previous semester.	• **SPOT Spring Administration:** The SPOT Administrator Review Period ends during the third week of April. Custom questions and course confirmations need to be completed before this date. Manual Instructor Change begins during the first week of April and ends during the third week of the month. SPOT administrators should make instructor changes during this time frame. The survey response period starts during the third week of the month and ends at 11:59 p.m on reading day. Specific dates for each spring semester are provided to SPOT administrators via email. • **APA:** Programs should be compiling data for annual reports. Those with questions should contact IE. • **Survey Research:** Department chairs and school directors will receive an email from IE notifying them of when the senior survey for undergraduate students will be released. Programs wishing to increase student participation in this survey should announce its release to seniors in upper-division courses.	• **SPOT Spring Administration:** Survey period ends at 11:59 p.m. on reading day. • **Pathways:** Pathways instructors teaching sampled course sections should submit spring assessment data via Canvas.

Summer		
June	**July**	**August**
● **SPOT Summer I Administration:** The SPOT Summer I Administrative Review Period begins at the beginning of June and ends during the third week of the month. Custom questions and course confirmations need to be completed during this time frame. The Manual Instructor Change period begins after the first week of June and ends around the third week. SPOT administrators need to make instructor changes during this time. The survey response period opens after Manual Instructor Change ends and remains open until the last day of the Summer I term. Specific dates for each summer term are provided to administrators via email. ● **APA:** Annual assessment reports should be submitted to IE by June 30th.	● **SPOT Summer II and Summer-Long Administration:** The SPOT Summer II Administrative Review Period begins in early July and ends in early August. SPOT administrators should create custom questions and confirm courses during this time frame. The Manual Instructor Change period begins in late July and ends early August. SPOT administrators need to make instructor changes during this time. Specific dates for each summer term are provided to SPOT administrators via email. ● **Survey Research:** Department chairs and school directors will receive reports containing the results of the senior survey administered during the previous academic year. Please note department and college reports are only generated when the reporting threshold of 10 responses has been met. ● **Pathways:** Deans, chairs, and school directors are notified of the compliance rates of sampled sections associated with their units during the previous semester.	● **SPOT Summer II and Summer-Long Administration:** The Summer II survey period opens in early August and closes by the start of the second week of August. Specific dates for each summer term are provided to SPOT administrators via email. ● **APR:** Units that are up for review during the upcoming spring semester are contacted by IE to initiate the process. ● **AUA:** Units should be writing their annual reports. For questions, please contact IE. ● **APA:** Academic programs and certificates start receiving feedback on the annual assessment reports submitted for the previous academic year. Non-compliance email notifications are sent.

Appendix B Timeline of APA and Data Visualization

Academic and certificate program assessment is the cornerstone of our continuous improvement process and should be conducted for a multitude of reasons (e.g., identify program strengths, encourage collaboration, and encourage curriculum review). The academic and certificate program assessment process assists the university in documenting its compliance with SACSCOC's Principles of Accreditation Standards 8.1 and 8.2[1]. Institutional Effectiveness is here to facilitate this process for undergraduate and graduate degree-granting programs, professional programs, and post-baccalaureate certificate programs.



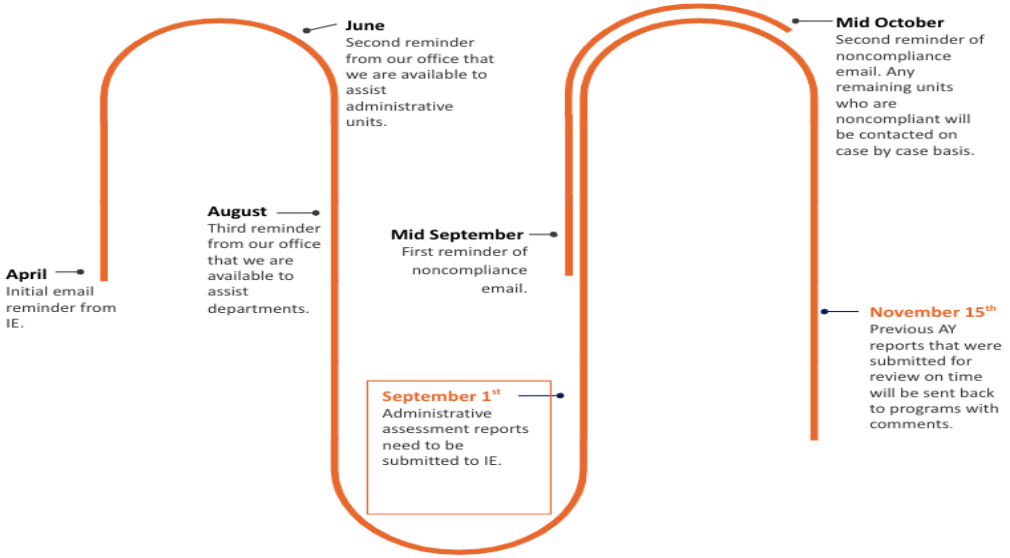
[1] Southern Association of Colleges and Schools Commission on Colleges (February 2024). Resource manual for the principles of accreditation: Foundations for quality enhancement. Retrieved from: https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf

Our academic assessment data visualizations are based on annual academic program assessment reports submitted by the various degree programs at Virginia Tech. To explore our data visualizations and learn more about the types of student learning outcomes and program outcomes used throughout the university, please here[23].

[23] Academic Program Assessment Visualizations (2024). Retrieved from https://public.tableau.com/app/profile/cesur.dagli/viz/2018-19AcademicProgramAssessmentVisualizations/StudentLearningOutcomes

Appendix C Timeline of AUA and Data Visualization

Virginia Tech's Administrative Unit Assessment is the process by which administrative offices engage in and document cycles of continuous improvement. These units cover the breadth of administrative activities at Virginia Tech, including athletics, finance, information technology, outreach and international affairs, student affairs, research, graduate education, and the Offices of the President and Provost. The Office of the President, all deans, all vice presidents, and all vice provosts are expected to submit an annual administrative unit assessment report to Institutional Effectiveness in the Office of Analytics & Institutional Effectiveness. In addition, all units that are comprised of more than one employee AND report directly to a vice president or vice provost are expected to submit an annual assessment report. The administrative unit assessment process enables us to remain in compliance with SACSCOC Principles of Accreditation Standard 7.3[1]. Professionals in Institutional Effectiveness are available to help facilitate the assessment process for administrative units.



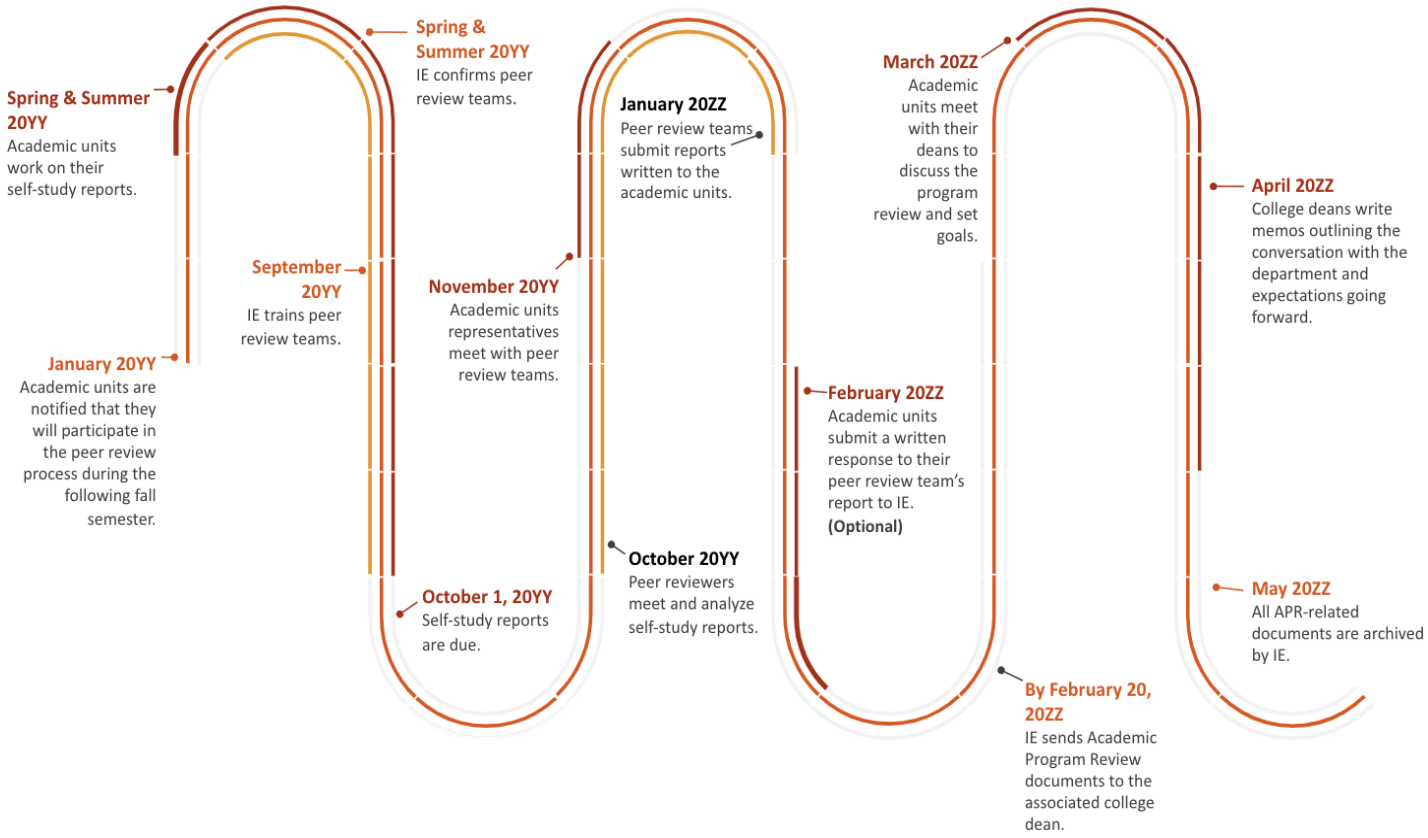
[1] Southern Association of Colleges and Schools Commission on Colleges (February 2024). Resource manual for the principles of accreditation: Foundations for quality enhancement. Retrieved from: https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf

Our administrative unit assessment data visualizations are based on annual administrative unit assessment reports that each administrative unit at Virginia Tech submits. To explore our data visualizations and learn more about the types of administrative unit outcomes used throughout the university, please click here[24].

[24] Administrative Unit Assessment (July 2024). Retrieved from https://app.powerbi.com/view?r=eyJrIjoiOGIwZDk0MmMtYjEzOC00NmEwLWEzYzEtMTIxYmRiNjg4MGJkIiwidCI6IjYwOTU2ODg0LTEwYWQtNDBmYS04NjNkLTRmMzJjMWUzYTM3YSIsImMiOjF9&pageName=ReportSectioncee2dc19a59cb9a06c01

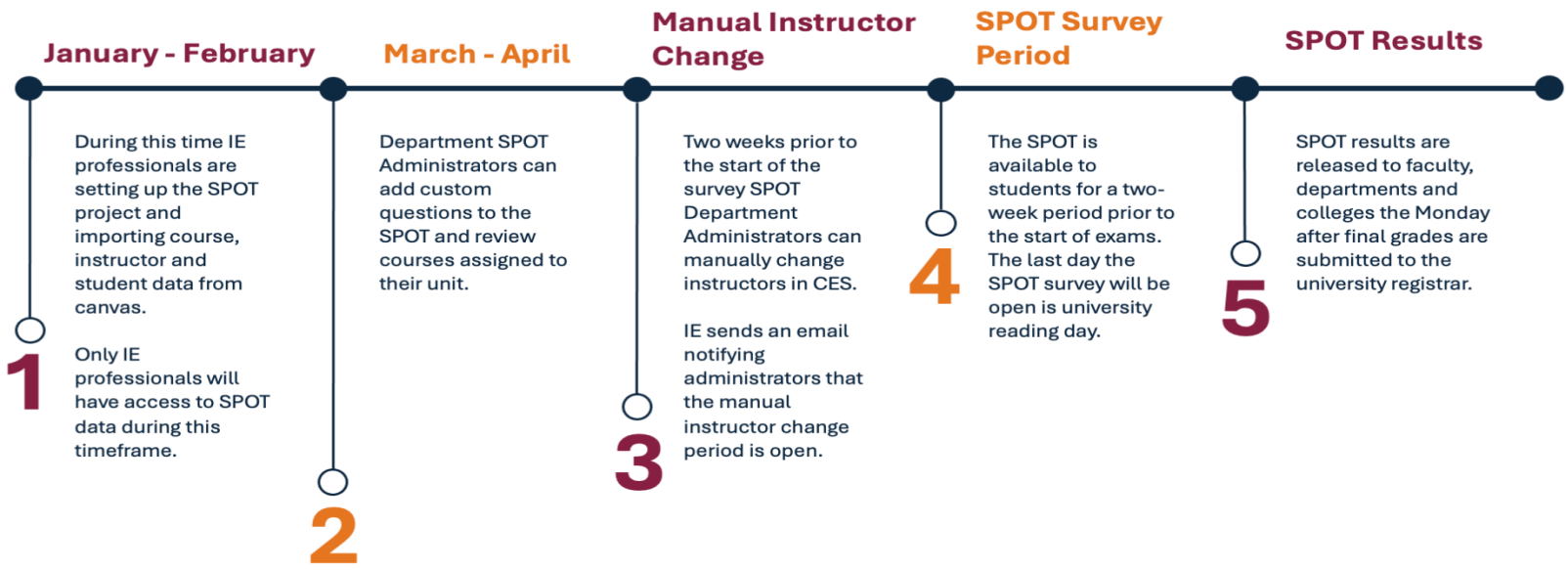
Appendix D APR Example Fall Semester Timeline

Virginia Tech's Academic Program Review (APR) process provides an opportunity for academic departments, schools and programs to rigorously and comprehensively evaluate their accomplishments, develop a vision for the future, and create specific plans to accomplish this vision. The APR process assists the university in documenting its compliance with SACSCOC's Principles of Accreditation Standards 7.1 and 8.2[1]. Academic units participate in APR once every 5 or 6 years. The review schedule is set in collaboration with the college deans and may vary slightly to avoid conflicts with discipline-related requirements.



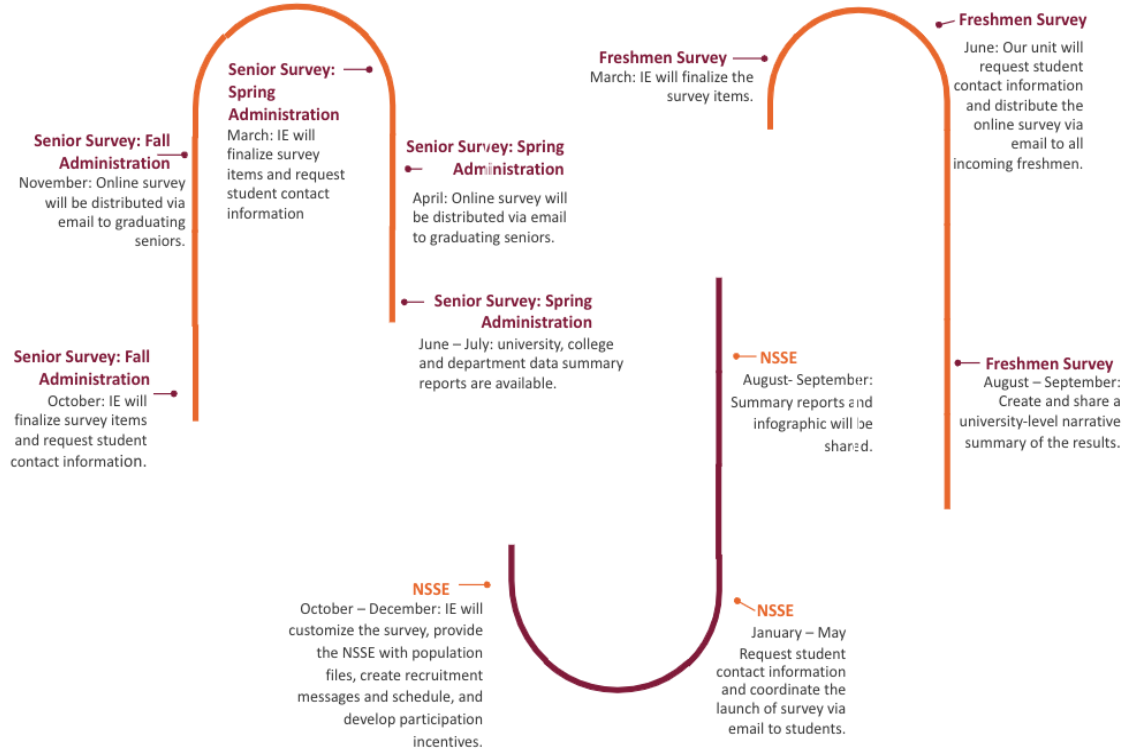
[1] Southern Association of Colleges and Schools Commission on Colleges (February 2024). Resource manual for the principles of accreditation: Foundations for quality enhancement. Retrieved from: https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf

Appendix E SPOT Example Spring Semester Timeline



Appendix F Survey Research Timelines and Data Visualizations

Each of the surveys that are administered by IE follows a slightly different timeline. The timelines provided on this page are meant to act as a guideline.



To view the instruments and reports for the Senior Survey, Freshmen Survey or the NSSE, please click here. To explore our data visualizations for the Freshmen Survey, please click here[25]. To explore our data visualizations for the Senior Survey, please click here[26].

[25] Freshmen Survey Results Visualization (2023). Retrieved from https://udc.vt.edu/institutional_effectiveness/sas_report/6

[26] Senior Survey Results Visualization (2023-2024). Retrieved from https://app.powerbi.com/view?r=eyJrIjoiZjMzMjk5ZjQtNGZjOS00NjEyLWJhOWMtN2NmMDc2ZWY0YTcxIiwidCI6IjYwOTU2ODg0LTEwYWQtNDBmYS04NjNkLTRmMzJjMWUzYTM3YSIsImMiOjF9

General Contact Information for Institutional Effectiveness

Institutional Effectiveness, Office of Analytics & Institutional Effectiveness (0433)
2020 Kraft Drive, Research Building XVI, Suite 3040
Blacksburg, VA 24061
Phone: 540-231-6994

Contact Information for Specific Institutional Effectiveness Areas

If you have questions about…	Please contact…
General Institutional Effectiveness Areas or Academic Program and Post-Baccalaureate Certificate Assessment	Bethany Bodo, bbodo@vt.edu
Student Perceptions of Teaching (SPOT) or Survey Research	Nikki Connors, nicolekc@vt.edu
Pathways General Education Assessment or Academic Program Review	Molly Hall, mrhall@vt.edu
Administrative Unit Assessment	Lauren Bryant, labryant@vt.edu
Visualizations	Cesur Dagli, cdagli@vt.edu