CAPE FEAR COMMUNITY COLLEGE

VICE PRESIDENT OF INSTITUTIONAL EFFECTIVENESS

DEFINITION

To provide total leadership for the College’s Institutional Effectiveness plan and the procedural strategies to achieve the goals and objectives of institutional effectiveness; to direct the operational and strategic goals and objectives of the College’s research and planning activities; and to coordinate annual program reviews for the College to comply with State requirements.

SUPERVISION RECEIVED AND EXERCISED

Receives administrative direction from the Executive Vice-President.

Exercises direct supervision over staff to include research, public information, printing services and others as assigned. Supervises the total institutional effectiveness effort in consultation with the College Council, which functions as the executive committee of the College’s Institutional Effectiveness Committee, and serves as accreditation liaison to the Commission on Colleges.

ESSENTIAL AND OTHER IMPORTANT FUNCTION STATEMENTS--Essential and other important responsibilities and duties include, but are not limited to, the following:

Essential Functions:

Direct college-wide institutional effectiveness process, planning, implementation, and evaluation in accordance with requirements of CFCC, NCCCS, and Commission on Colleges; serve as Chair of the Institutional Effectiveness Committee.

Assist College departments in developing and implementing departmental goals and objectives and monitor adequacy of assessment procedures used to document results.

Prepare annual institutional Fact Book.

Coordinate planning and research activities for institutional needs and the annual program review process to comply with state and institutional requirements.

Perform other duties as assigned by the Executive Vice-President.

Other Important Functions:

Provide staff support on a variety of committees.

Represent the College to the community and outside organizations.

Attend professional meetings.
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Knowledge of:

Institutional effectiveness requirements of Commission on Colleges of Southern Association of Colleges and Schools.

Experience with SACS re-affirmation audit.

Modern principles and practices of community college administration.

Organizational and management practices as applied to planning, analysis and evaluation of programs, policies, and operational needs.

Principles of supervision, training and performance evaluation.

Pertinent Federal, State, and local laws, codes and regulations.

Principles and practices of budget preparation and administration.

Ability to:

Develop, interpret and apply college policies, procedures, rules and regulations.

Select, supervise, train and evaluate assigned staff.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Effectively direct the provisions of institutional development in support of College departments and programs.

Prepare and analyze administrative and statistical reports, statements and correspondence.

Gain cooperation through discussion and persuasion.

Interpret and apply Federal, State and local policies, procedures, laws and regulations.

Oversee the preparation and administration of multiple budgets.

Maintain effective audio-visual discrimination and perception needed for:

- making observations
- communicating with others
- reading and writing
- operating assigned equipment.
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Ability to (continued):

Maintain physical condition appropriate to the performance of assigned duties and responsibilities which may include the following:

- Sitting for extended periods of time
- Operating assigned equipment.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain cooperative working relationships with those contacted in the course of work including college and government officials, community groups, the general public, and media representatives.

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

A minimum of three years high-level experience in a community college directing institutional effectiveness process including planning, research, and reaffirmation of accreditation.

Must have extensive knowledge of institutional effectiveness requirements of the Southern Association of Colleges and Schools (SACS).

Previous experience leading a SACS reaffirmation process (or a closely related college accreditation commission) is required.

Training:

A bachelor’s degree with major course work in education, business, or a related field is required. A master’s degree is preferred.