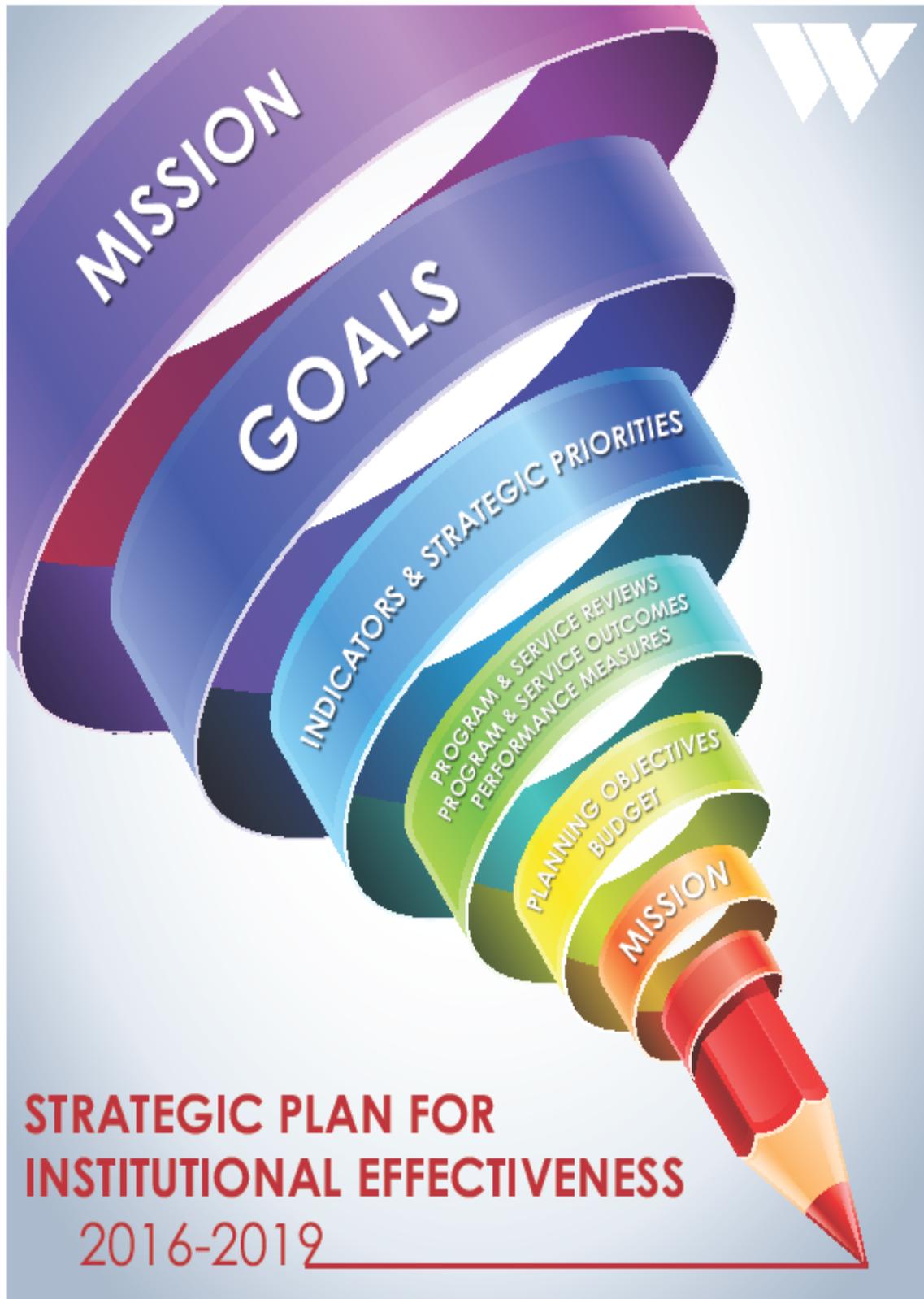


WAYNE COMMUNITY COLLEGE



**STRATEGIC PLAN FOR
INSTITUTIONAL EFFECTIVENESS**
2016-2019

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Wayne Community College

Strategic Plan for Institutional Effectiveness 2016 - 2019

Introduction

Wayne Community College (WCC) was fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1969 and was reaffirmed in 1974, 1986, 1995, 2006 and July 6, 2016. The College will submit the Fifth-Year Interim Report in the fall of 2020.

The 2016-2019 *Wayne Community College Strategic Plan* (Strategic Plan) represents the twelfth edition of WCC's Institutional Effectiveness Plan and is published for all constituents to view on the WCC Institutional Effectiveness and Innovation website.

This planning document is the product of continuous training, assessment, evaluation, feedback, broad-based participation, and commitment to excellence by the employees of Wayne Community College. Special recognition is given to the Wayne Community College Planning Council members for their leadership and involvement in the revisions of this edition of the Strategic Plan (2016-2019).

Questions or comments about this plan are welcome. Individuals may contact the Vice President of Institutional Effectiveness and Innovation at (919) 739-6838 or the Institutional Effectiveness Coordinator at (919) 739-7009.

Wayne Community College's Vision, Mission Statement, Core Values, and Goals *

The foundation of Wayne Community College's Strategic Plan is the College's Vision, Mission Statement, Core Values, and Goals.

Vision Statement

Wayne Community College will be the preferred choice for quality education and training in the communities it serves.

Mission Statement

Wayne Community College (WCC) is a learning-centered, public, associate degree granting institution with an open door admissions policy. WCC is located in Goldsboro, North Carolina and is part of the North Carolina Community College System.

Wayne Community College's mission is to meet the educational, training, and cultural needs of the communities it serves.

Core Values

The College is united in sharing these core values:

- **Communication:** Encourage open dialogue at all levels
- **Compassion:** Exhibit concern for others
- **Diversity:** Value and respect each person's uniqueness
- **Excellence:** Set and meet high standards
- **Integrity:** Cultivate an environment of fairness and honesty
- **Leadership:** Develop and demonstrate leadership skills for our students, employees, and community
- **Learning:** Improve the quality of life by providing knowledge and developing skills
- **Service:** Foster a commitment in employees and students of serving and assisting others
- **Stewardship:** Hold ourselves accountable for the efficient and effective use of the resources entrusted to us
- **Teamwork:** Work together and encourage collaboration
- **Unity:** Operate as one college in purpose, plans, priorities, and processes

College-Wide Goals

Increase Student Access: Develop policies and practices that provide increased opportunities for students to enter into and successfully proceed through post-secondary education and training programs.

Ensure Program Excellence: Examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.

Improve Student Success: Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.

Ensure Institutional Quality: Examine and continually improve relevance and quality in all college administrative, students, and support services to ensure that the College's vision, mission and goals will be achieved.

The Vision, Mission statement, Core Values, and College Goals are widely published in College documents to include the *General Catalog and Student Handbook* (print and online) and the College's website.

* Approved or revised by the WCC Board of Trustees in 2012 and February 7, 2014.

Institutional Goals, Institutional Performance Indicators, and Strategic Priorities

Wayne Community College's progress toward achieving its goals is evaluated annually through a set of **institutional performance indicators** (see page 10 for more discussion on Performance Indicators) and identification of **strategic priorities** that become a major focus for all institutional planning processes.

Institutional Goals, Performance Indicators, and Strategic Priorities (2016–2019)

Goal 1: Increase Student Access: Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.

Institutional Performance Indicators:

- A. Annual headcount – unduplicated for curriculum and continuing education
- B. FTE – budget FTE for curriculum and continuing education
- C. Retention – annual curriculum fall-to-spring and fall-to-fall
- D. First-year progression (NCCCS Performance Measure)
- E. Basic Skills student progress (NCCCS Performance Measure)

Strategic Priorities:

- A. Increase curriculum retention (Program Outcome)
- B. Track multiple measures and developmental education initiative results
- C. Strategic Enrollment Management Plan (SEM)

Goal 2: Ensure Program Excellence: Examine and continually improve rigor, relevance, and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.

Institutional Performance Indicators:

- A. Program reviews
- B. Institutional Learning Outcomes (ILO) (General Education)
- C. College Transfer performance (NCCCS Performance Measure)

Strategic Priorities:

- A. Review Institutional Learning Outcomes assessment process

Goal 3: Improve Student Success: Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.

Institutional Performance Indicators:

- A. Curriculum student completion (NCCCS Performance Measure)
- B. Licensure and Certification passing rates (NCCCS Performance Measure)
- C. Student success rate in college-level English courses (NCCCS Performance Measure)
- D. Student success rate in college-level Math courses (NCCCS Performance Measure)

Strategic Priorities:

- A. Increase number of completions
- B. Increase licensure and certification passing rates
- C. Quality Enhancement Plan (OnPoint)

Goal 4: Ensure Institutional Quality: Examine and continually improve relevance and quality in all college administrative, student, and support services to ensure that the College's vision, mission, and goals will be achieved.

Institutional Performance Indicators:

- A. Service reviews
- B. Annual review of institutional performance indicators and strategic priorities

Strategic Priorities:

- A. Improve service unit outcome assessment

Background of Wayne Community College's Institutional Effectiveness Plan

North Carolina Community College Guidelines for Institutional Effectiveness

In its 1989 session, the North Carolina General Assembly adopted a provision (S.L.1989; C.752; S.80) which mandated that:

"Each college shall develop an institutional effectiveness plan, tailored to the specific mission of the college. This plan shall be consistent with the Southern Association of Colleges and Schools criteria and provide for collection of data as required by the 'Critical Success Factors' list."

To allow community colleges the flexibility they need to develop an effective plan, while meeting the mandates of the General Assembly and the State Board of Community Colleges, the following guidelines should be followed:

- All colleges must develop and implement an annual planning process that results in an institutional effectiveness plan. Colleges have the flexibility to develop biennial plans as long as a process of annual review and revision is in place. It is expected that each college will follow the principles of good planning.
- College plans should address, where appropriate, System identified goals and objectives.
- Colleges must address any special planning mandates of the General Assembly or the State Board of Community Colleges in their plan unless other processes are developed by the System Office to meet those mandates.

Southern Association of Colleges and Schools Commission on Colleges

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines institutional effectiveness as "the systematic, explicit, and documented process of measuring institutional performance against mission in all aspects of an institution." (Resource Manual, 2012, p. 16)

I. Institutional Effectiveness, as practiced at Wayne Community College, is more than assessment or evaluation. It is an institutional commitment that focuses on planning, assessment, evaluation, and improvement (see figure 1). Within the context of the College's institutional effectiveness program, planning, assessment, evaluation, and improvement are defined as follows:

Planning: Is an intellectual process of thinking in advance. Planning is a process where a number of steps are taken to decide the future course of the institution. Leaders and managers have to consider various courses of action to achieve the desired goals by developing the details of the pros and cons of each course of action and then select the best course of action to achieve those goals. Planning, therefore, includes setting goals, objectives, policies, procedures, and rules, preparing strategies and programs, budgeting, forecasting, and decision making (Koontz and O'Donnell, 2011).

Assessment: Gagne, Bridges, and Wagne (1998) defined assessment as data-gathering strategies, analyses, and reporting processes that provide information that can be used to determine whether or not intended outcomes are being achieved.

Evaluation: Uses assessment information to support decisions on maintaining, changing, or discarding instructional or programmatic practices (Hanson and Price, 1992). These strategies can inform:

- The nature and extent of learning,
- Facilitate curricular decision making,
- Correspondence between learning and the aims and objectives of teaching, and
- The relationship between learning and the environments in which learning takes place (Satterly, 1989).

Improvement: A process which involves taking the results of evaluation and incorporating change in programs and services that benefit students, faculty, staff, and the community.

Figure 1: WCC's Institutional Effectiveness Model



II. The Wayne Community College Planning Council

The WCC Planning Council is a significant contributor to the College's institutional effectiveness process. The purpose and membership of the Planning Council is stated in College Procedures Manual (CPM) 01-0301 Purpose, Authority, and Membership of Standing Committees.

Purpose:

- To provide direction, leadership and oversight for the college's planning and institutional effectiveness process.
- To serve as liaisons for the planning groups and units; serves as resource persons within their respective area.
- To ensure continuing compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation standards 2.4 (Institutional Mission), 2.5 (Institutional Effectiveness), 3.1.1 (Mission), 3.3.1 (Institutional Effectiveness), and 4.1 (Student achievement).

Authority: To make recommendations to the President's Council.

Membership:

Permanent Members: President; Vice President of Academic and Student Services; Associate Vice President of Continuing Education Services; Associate Vice President of Academic and Student Services; Vice President of Finance/CFO; Vice President of Administrative Services; Associate Vice President of Human Resources, Safety, and Compliance; Vice President of Institutional Effectiveness and Innovation; Division Chair for each academic division; and faculty assessment representative.

Rotating Members: Representatives from the Office of the President (2); Administrative Services (2); Student Services (2); Academic Services (2), and Continuing Education Services (2). Also, representatives from the academic divisions: Allied Health and Public Services (2); Applied Technologies (2); Arts and Sciences (2); Business and Computer Technologies (2); and Public Safety (1).

Structure:

The chair (or co-chairs) of the Planning Council is directly responsible for the activities of the group. The chair coordinates with the Office of Institutional Effectiveness and Innovation in planning these activities. The position is appointed by the President's Council for an indefinite period of time.

The Planning Council is a standing committee but may activate ad hoc committees or task forces to study specific topics or problems. These committees and task forces may be composed of Planning Council members exclusively or a combination of council members and other college personnel at-large.

III. Planning Groups and Planning Units

Wayne Community College is divided into major **planning groups** that follow the organizational structure of the College and that support the College's commitment to effective planning, assessment, and continuous improvement.

- The President's Office
 - Business Affairs
 - Foundation of Wayne Community College, Inc.
 - Institutional Effectiveness and Innovation
 - Public Information Office
 - Wayne Business and Industry Center
- Academic and Student Services
 - Academic Programs
 - Student Services
 - Continuing Education Services
 - Academic Support Services
- Administrative Services
 - Bookstore
 - Campus Information Services
 - Campus Police and Security
 - Facilities and Grounds Maintenance
 - Human Resources
 - Information Technology
 - Office of Communication

Planning units (divisions, departments, services) report to each of the planning groups. Supervisors of the major planning groups are responsible for the planning, evaluation, and improvement of their respective planning units and are encouraged to arrive at a consensus in developing and prioritizing objectives for each planning year. All planning units send their prioritized planning objectives to the head of their planning group for inclusion in the College's annual Operational Plan (planning objectives with outcomes).

Wayne Community College Planning Model

Wayne Community College's institutional effectiveness model is flexible and reveals the dynamics associated with institutional planning, evaluation, and improvement. Unforeseen events and changes in mission priorities can easily be adopted when and where needed. The planning model is comprised of **1) strategic/institutional planning, 2) academic program and service unit planning, and 3) operational planning.**

1. Strategic or Institutional Planning

Strategic or institutional planning guides the future course of the College. The College's three-year Strategic Plan consists of its **vision, mission, and core values, the institutional goals, performance indicators, and strategic priorities.**

The **institutional mission statement** is the focus of all planning and evaluation activities at the College. The mission defines the College's identity and purpose. All decisions and activities need to be made in support of the institution's mission.

Wayne Community College's mission statement is reviewed every three years, or as needed, by the Planning Council. Taking into account relevant internal and external data, including input from the greater College community, the Planning Council recommends changes to the President's Council. The President takes recommended changes to the Board of Trustees of Wayne Community College (Board) for final approval. Following approval by the Board, the revised mission statement is published on the College's website and in the *General Catalog and Student Handbook* so that it is accessible to students, employees, and the general public.

Institutional Goals serve as pathways to achieving the College's mission. The goals, like the mission, are reviewed every three years, or as needed, by the Planning Council. Any recommended changes are sent to the President's Council for review with final approval from the Planning Council. Institutional goals are shared with the Board of Trustees.

Institutional Performance Indicators - Wayne Community College's progress toward achieving its goals is evaluated through a set of institutional **performance indicators**. While not inclusive, the indicators reflect trends in enrollment, retention, and other aspects of student success and allow the College to document improvement. Each indicator also includes **standards (acceptable performance)** and **targets (desired performance)**. Indicator results that fall below the acceptable standard require further investigation or review, while the target provides a focus for improvement efforts.

The Planning Council annually evaluates the success achieved for each indicator as compared to the standard and target. **End-of-year reports** document the results of the evaluation. Based on the findings/results, the Planning Council recommends changes in the indicators or performance levels.

Strategic Priorities - As a result of the strategic planning process, the President's Council and the Planning Council identify areas of focus for the upcoming year (examples: retention or completion). These focus areas are included in the WCC Strategic Plan for Institutional Effectiveness as **strategic priorities**. During the annual review of the College's Strategic Plan, the results of activities related to the strategic priorities are documented.

Institutional Data - Wayne Community College's planning process is data-driven. Internal and external data are used to drive the institutional mission and goals, indicators of success, and strategic priorities. The data sources used by the College include, but are not limited to the following:

- U.S. Department of Education
- U.S. Department of Labor
- U.S. Census Bureau
- National Center for Education Statistics
- National Student Clearing House
- Community College Survey of Student Engagement (CCSSE)
- Survey of Entering Student Engagement (SENSE)
- North Carolina State Data Center
- University of North Carolina General Administration
- North Carolina Community College System
- Wayne County Chamber of Commerce
- Wayne County Business and Industry
- WCC Advisory Committees
- WCC Student Data System
- WCC Faculty and Staff
- WCC Students

2. Academic Program and Service Unit Planning

Planning Unit Mission/Purpose Statements – Every WCC academic program and service unit (planning unit) has a mission or purpose statement appropriate to its function that reflects WCC's institutional mission. The planning unit's mission statement guides its day-to-day activities as well as its planning and evaluation processes. Academic program or service unit personnel review their mission statement and revise it every three years, as needed.

Academic Program Reviews and Service Reviews - Every three years each academic program and service unit undergoes an in-depth, data-driven Academic Program or Service Review. The reviews are conducted by committees co-chaired by the department chair or unit supervisor and a member of the College's Planning Council. Other committee members include the division chair, director, or associate vice president or vice president from the respective review area. The planning council member is not a member of the division being reviewed and serves as an external committee member. These reviews serve as the strategic plan for the academic program or service unit.

During the Academic Program or Service Review process, committee members analyze data relevant to the unit including information on the customers or students served; the internal and external

environments, program or service unit effectiveness; and available resources. Taking into account the institutional goals, indicators, and priorities the academic program or service unit identifies areas needing improvement and creates action plans to achieve the improvements. The planning units provide an annual update on the accomplishments of its action plan with final reports included in the planning unit's next review.

Details on the Academic Program and Service Review process are included in the *Program Review Guide* and the *Service Review Guide* in the WCC Strategic Plan for Institutional Effectiveness and on the Institutional Effectiveness and Innovation page on the College's internal web site.

Outcomes - Each academic program and service unit identifies intended **outcomes**, assesses those outcomes, and uses the results to make improvements. Intended outcomes include:

- Program Learning Outcomes (PLOs) - what students are expected to know when they complete the program
- Program Outcomes (POs) – program improvements not directly related to student learning (example: retention, course success, etc.)
- Institutional Learning Outcomes (ILOs) or general education outcomes - describe knowledge or abilities that students in any curriculum program should have when they graduate
- Service Outcomes (SOs) - operations/actions which directly impact the effectiveness and efficiency of the services provided to customers.

All outcomes are recorded on internal year-end report formats which are designed to report and document outcomes assessment. The reports are stored on the College's internal shared drive in an individual assessment folder system. Program outcomes and service outcomes are assessed annually. In addition, these outcomes are part of the Academic Program and Service Unit Review. Program learning outcomes and institutional learning outcomes are assessed on a three-year cycle.

3. Operational Planning

The College's **Operational Plan** is a process-oriented plan that reflects the necessary steps to carry out intended planning unit objectives. The Operational Plan connects the planning process to the College's budget.

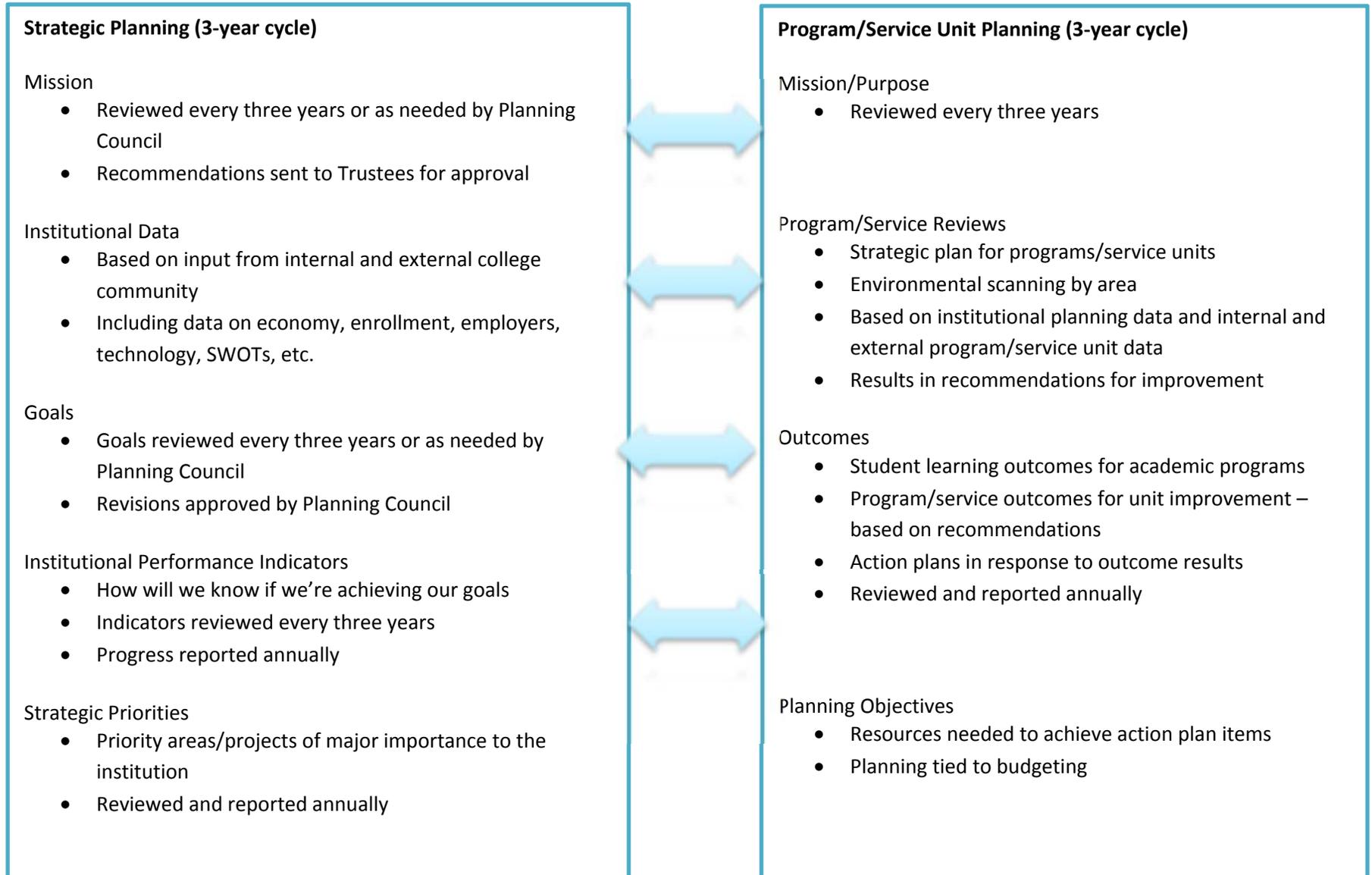
Annual Budget - The College develops its annual budget as part of the institution-wide planning process and Strategic Plan. The development of the annual budget begins with each planning unit of the College. Annually, each planning unit requests an essential operational budget allocation by completing a Budget Request Summary Form. The essential budget is based on prior year expenses. The request form also allows the planning unit to request additional funds to meet specific operational needs identified during its budget planning process. The Vice President of Finance/CFO compiles this information and completes the College's preliminary operational budget.

Planning Objectives - The planning unit writes planning objectives that identify additional goals it would like to accomplish in the coming year and what resources are necessary to accomplish those objectives. Planning objectives must be tied to specific needs or goals that were identified during the planning unit's review and assessment process. Planning objectives are prioritized within the various

reporting levels up through the senior administrative level. The prioritized listing is presented to the President's Council for review, discussion and budget consideration, and final allocation.

In sum, the Strategic planning process and the Academic Program / Service unit planning processes are on three-year cycles, occur simultaneously, and influence each other. Institutional data provide trend information which is analyzed in the program and service reviews. The College's mission statement is reflected in the mission/purpose statements of the academic programs and service units and drives all planning initiatives. Institutional performance indicators and strategic priorities guide the academic programs and service units' planning objectives and outcomes. Annual operational plans involving planning objectives complete the overall planning process at WCC. Figure 2 illustrates Wayne Community College's Planning Process.

Figure 2: WCC Planning and Evaluation Process



Timelines for Strategic or Institutional Planning, Program and Service Unit Planning, and Operational Planning

I. The Strategic or Institutional Planning Process Timeline

Fall Semester

- Annual year-end report on strategic plan from previous planning year (July 1 – June 30)
 - Institutional performance indicators
 - Results updated
 - Analysis performed
 - Use of results reported
 - Includes reports on program reviews, service reviews, general education outcomes
 - Strategic priorities
 - Results reported
 - Use of results reported
- Environmental Scanning (every three years, or as needed)
- Review of Mission Statement (every three years, or as needed)
- Review of Institutional Goals and Performance Indicators (every three years, or as needed)
- Review and revision of annual strategic priorities

II. The Academic Program and Service Unit Planning Timeline

Fall Semester

- Begin program/service review process – programs and service units on a three-year cycle
 - In-depth data-driven evaluation of program/service
 - Review/revision of outcomes
 - Review every three years for relevance and performance
- Review of mission/purpose statements – three-year cycle
- Complete program learning outcomes according to assessment plan
- Finish documenting assessments, results, and use of results from previous academic year
- Begin work on action plans created from most recent review and outcomes assessment

Spring Semester

- Complete program/service review process – report due in spring
- Complete review document
- Complete recommendation worksheet
- Report on recommendations from previous review (if not completing review that year)
- Continue outcome assessment and reporting
- Complete review process evaluation

III. The Operational Planning Process Timeline

Fall Semester

- Begin identification of resources needed to complete recommendations and outcomes
 - Using previous program/service reviews, feedback from advisory committees and accreditors, outcome results
- Create planning objectives for submission in the spring semester – follow procedure outlined below
- President's Council approves prioritized planning objective as funding allows
- When current college budget is allocated, begin purchasing for approved objectives

Spring Semester

- Submit planning objectives for mid-year funding if requested
- Submit planning objectives for next academic year
- Planning unit objectives prioritized
- Year-end report for current planning objectives

Indices 1: Program Review Guide

Program Review Guide

Wayne Community College
2016-2017

WCC Program Review Process Overview

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines institutional effectiveness as “the systematic, explicit, and documented process of measuring institutional performance against mission in all aspects of an institution.” (Resource Manual, 2012, p. 16)

Institutionally, the Wayne Community College’s (WCC) mission is assessed through the college’s strategic plan, which includes institutional goals, performance indicators, and strategic priorities.

Program and service reviews at WCC serve as the instruments for assessing individual academic programs and service units.

Program reviews are completed on a three-year cycle and are in-depth evaluations of the effectiveness of academic programs. Based on an analysis of the available data, program faculty, along with external committee members, look critically at performance in all aspects of the academic program. The purpose of program reviews is to identify areas of need in which to focus improvement efforts and resources.

Program reviews are conducted by small committees consisting of the program chair, the division chair, and a planning council member. The planning council member is not a member of the division being reviewed. This committee is co-chaired by the program chair and the planning council member.

The program review cycle begins in the fall semester with the committee appointments. The committees meet at least once in the fall semester to review available data. Each committee member then individually analyzes the program data provided. The committee meets again in the spring semester to come to consensus on the conclusions drawn from the program data analysis. The program chair is responsible for the written review report.

The final recommendations for program improvement which result from the review are also recorded on the attached recommendation worksheet. In each spring semester following the review year, the programs will be asked to update the status of each recommendation. In the next scheduled review period, the program will provide a final update, including any actions still pending.

Schedule of Programs Reviews (Three-Year Cycle)

2016-17

Allied Health and Public Services Division

- Associate Degree Nursing
- Dental Assisting
- Dental Hygiene
- Early Childhood
- Human Services Technology
- Medical Assisting
- Medical Laboratory Technology
- Pharmacy Technology
- Practical Nursing

Public Safety Division

- Basic Law Enforcement Training
- Criminal Justice Technology
- Criminal Justice Technology – Latent Evidence
- Emergency Management

2017-18

Arts and Science Division

- Associate in Arts
- Associate in Engineering
- Associate in General Education
- Associate in Science

Business and Computer Technologies Division

- Accounting
- Business Administration
- Computer Information Technology
- Computer Programming and Development
- Database Administration and Data Center Technologies
- Information Technology
- Medical Office Administration
- Networking Management
- Office Administration
- Simulation and Game Development

Continuing Education Services

- Basic Skills

2018-19

Applied Technologies Division

- Agribusiness Technology
- Air Conditioning, Heating, and Refrigeration Technology
- Applied Animal Science Technology
- Automotive Systems Technology
- Aviation System Technology
- Business Administration – Operations Management
- Collision Repair and Refinishing Technology
- Computer-Integrated Machining
- Forest Management Technology
- Industrial Systems Technology
- Mechanical Engineering Technology
- Mechatronics Engineering Technology
- Sustainable Agriculture
- Turfgrass Management Technology
- Welding Technology

Timeline for Program Reviews

Fall 2016 Semester

- Data provided by Institutional Effectiveness and Innovation
- Committee meet to discuss available data
- Committee members individually analyze available program/service area data
- Planning council member may ask program/service personnel for additional information and/or clarifications
- Program/service personnel begin work on review form

Spring 2017 Semester

- Committee meets and comes to a consensus on data analysis
- Program/service personnel complete review form, including program/service recommendations
- Appropriate Vice President/Associate Vice President approve program/service review and recommendations

Individual Committee Members' Responsibilities

Program Co-Chair Duties:

- Work with Planning Council Co-Chair to set up initial committee meeting in the fall semester
- Analyze program/service data with program faculty and/or service department staff
- Work with Planning Council Co-Chair to set up the data analysis consensus meeting in the Spring semester
- Complete program/service review form, including the program/service recommendation worksheet

Planning Council Co-Chair Duties:

- Coordinate with Program/Service Co-Chair to set up and facilitate initial committee meeting in the Fall to review available data and process
- Analyze available data as an external committee member
- Coordinate with Program/Service Co-Chair to set up and facilitate data analysis consensus meeting in the Spring semester
- Monitor progress throughout process and report any issues to Institutional Effectiveness and Innovation
- Maintain and file meeting minutes

Completing the Program Review Form

- Unless you are presenting data in a table or graph, all responses to the items need to be in narrative form, including correct grammar and appropriate formatting.
- Please be concise, positive, and objective in your narratives. Avoid giving opinions without justification with data.
- Large tables of data should be added to the attachments and referenced in the narrative.
- The form instructions that follow are not prescriptive, but should serve as a guide for responding to each item. Do not include the bulleted lists in your report as prompts.
- Each program is unique, and the form will fit in varying degrees. If an item doesn't apply to your program, state that fact. If you have more to include in a section than is suggested, please add all appropriate information.

**Wayne Community College
Program Review, 2016-17**

Institutional Goal:

Department Name:

Mission/Purpose:

Degrees, Diplomas, and Certificates Offered:

Faculty

Have all the faculty credentials been verified?

- All faculty credential files must be checked to verify that the following documents are included:
 - Signed job description
 - Signed faculty credential datasheet
 - Official copies of transcripts, certification, etc.
 - Current certifications, licenses, etc.
 - Copy of position advertisement, if applicable
 - Complete performance appraisals, including student evaluations, in-class observations, and signed faculty performance appraisal form
- The credentials of all full and part-time faculty must be verified.

Adequacy of faculty numbers

- Are the numbers of available full-time and part-time faculty adequate to support all the courses offered in the program?
- Include data on following:
 - Number of full-time and part-time faculty and percentage of classes and contact hours taught
 - Faculty load
 - Availability/use of adjuncts
- If you require new full-time faculty, justify the reasons with data, including FTE data per instructor.

Professional development activities of faculty

- Include annual professional development tracking documentation as an attachment.

Enrollment

Analysis of program enrollment

- Describe the trends in your program's enrollment (ex. increasing, decreasing).
- Describe any factors that may be affecting the program enrollment – include only factors for which you have evidence – no speculation.
- If you feel your program's enrollment needs to be increased, describe how you will address it.
- Indicate any additional program data that would help with creating strategies.

Analysis of course enrollment

- Describe the trends in your program's course enrollment
 - Number of sections for particular courses increasing or decreasing
 - Class size increasing or decreasing
 - Adequacy of capacity
 - Students from other programs enrolling?
- Analyze your course schedules
 - When courses are offered (ex. time of day, specific semesters)
 - Do you collaborate with other programs when you schedule courses?
 - Are alternate schedules feasible?
 - Are the distance education courses you offer appropriate to your program and your students?
 - Include data to justify your responses

Analysis of student demographics

- Describe the trends in student demographic groups
- Are any of the demographic numbers surprising or of concern?
 - Should some student groups be more represented?
 - If so, how will you address changing the demographics?

Student Success

Analysis of student success in courses

- Analyze trends in courses success
 - Is course success increasing or decreasing?
 - How satisfied are you with the current success? Why?

Analysis of student success in distance learning courses

- Compare success of courses by method of instruction (ex. internet, hybrid, etc.)
 - Are students more successful in internet, hybrid, web-assisted, traditional?
 - Are students more persistent in internet, hybrid, web-assisted, traditional?
- How can any gaps between methods of instruction be addressed?

Analysis of completions

- Are the number of completions increasing or decreasing?
- If your program includes certificates, are more students earning certificates than higher credentials?
 - Are students who earn certificates staying in your program or leaving college?
 - Are students who earn certificates applying for graduation at the time they are eligible?

Analysis of job placement rates (if applicable)

- How many program graduates and students are obtaining employment in their field?
- Describe the trends in successful employment for students in your program.
- How can your program promote higher employment of students in the field?

Analysis of overall student success

- Are program students as successful as possible?

Program

Program facilities - location and adequacy

- Where are the program's facilities located?
- Is there enough space?
 - If not, what type of space does your program need?
- Are the facilities adequate for student learning?
 - If not, how can the learning environment be improved?

Advisory Committee: dates, summary of minutes, activities

- Attach the last three years Advisory Committee Meeting Minutes.

Library resources

- Have the library resources for this program been reviewed?
- Are the library resources adequate to support your program?

Activities to ensure curriculum currency

- Have the program courses been reviewed for currency?
- What changes have been made to the curriculum and why? (ex. adding courses, deleting courses, changing order of courses, etc.)
 - Include changes that went through the curriculum committee, as well as those that did not need committee approval
 - Include changes made at the system office level or through CIPs

Analysis of graduate survey data

- Was a graduate survey administered as part of this review?
 - Contact Institutional Effectiveness and Innovation for assistance in creating and administering a program-specific graduate survey
- Who was invited to participate in the survey?
- What was the response rate?
- What did you learn from the results?

Analysis of employer survey data

- Was employer survey administered as part of this review?
 - Contact Institutional Effectiveness and Innovation for assistance in creating and administering a program-specific employer survey
- Who was invited to participate in the survey?
- What was the response rate?
- What did you learn from the results?

Analysis of trends in the field or industry

- What is happening in the field that will affect instruction or the program?
 - Are job opportunities increasing or decreasing in our area?
 - Are different credentials needed (ex. certificates)
 - Are you training students already employed in the field?
 - Is the technology needed for a job in the field changing?

Analysis of the strengths of the program

- What are the strengths of this program? (e.g., faculty, technology, facilities, workforce connections, etc.)

Analysis of the weaknesses of the program

- What are the weaknesses of this program? (e.g., enrollment, job availability, facilities, technology, etc.)

Planning Objectives

- Attach the last three years prioritized planning objective end-of-year status reports.
- Provide a summary of planning objectives submitted for the last three year, including the use of results of the planning objectives.

Outcomes

Analysis of Program Learning Outcomes (PLO)

- Attach program learning outcome reports for the last three years.
- Document changes to the program learning outcomes and/or assessment cycle.

Analysis of Program Outcomes (PO) – Program Retention Rates

- Attach program outcome year-end reports for the last three years.
- Analyze the trends in the program's fall-to-fall retention rate
 - Is the rate increasing or decreasing with time?
 - Are there more students leaving your program and entering another?
- Analyze the trends in the program's fall-to-spring retention rate
 - Is the rate increasing or decreasing with time?
- Are you losing more students fall-to-spring or fall-to-fall?

Recommendations

- Attach program recommendation worksheet.
- Recommendation follow-up reports to be addressed spring semester following review year.

Recommendations from Program or Service Review

Recommendation	Strategy / Target Date	Assessment of Strategy

Service Review Guide

Wayne Community College
2016-2017

WCC Service Review Process Overview

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines institutional effectiveness as “the systematic, explicit, and documented process of measuring institutional performance against mission in all aspects of an institution (Resource Manual, 2012, p. 16)

Institutionally, the Wayne Community College’s (WCC) mission is assessed through the college’s strategic plan, which includes institutional goals, performance indicators, and strategic priorities.

Program and service reviews at WCC serve as the instruments for assessing individual academic programs and service units.

Service reviews are completed on a three-year cycle and are in-depth evaluations of the effectiveness of service and administrative units. Based on data analysis, department staff, along with external committee members, look critically at performance in all aspects of the service unit. The purpose of service reviews is to identify areas of need in which to focus improvement efforts and resources.

Service reviews are conducted by small committees consisting of the department director, the appropriate vice president/associate vice president, and a planning council member. The planning council member is not a member of the service unit being reviewed. This committee is co-chaired by the department director and the planning council member.

The service review cycle begins in the fall semester with the committee appointments. The committees meet at least once in the fall semester to review available data. Each committee member then individually analyzes the service unit data provided. The committee meets again in the spring semester to come to consensus on the conclusions drawn from the service unit analysis. The department director is responsible for the written review report.

The final recommendations for administrative or service improvement which result from the review are also recorded on the attached recommendation worksheet. In each spring semester following the review year, the service units will be asked to update the status of each recommendation. In the next scheduled review period, the department will provide a final update, including any actions still pending.

Schedule of Service Reviews (Three-Year Cycle)

2016-17

Admissions and Records
Career and College Promise
College Transfer Advising Center
Continuing Education – Admissions and Records
Counseling Services
Distance Education
Financial Aid
Foundation
Marketing and Recruiting
Occupational Extension – Allied Health
Occupational Extension – Applied Technologies
Occupational Extension – Human Resources
Occupational Extension – Public Safety
Occupational Extension – Special Programs
Student Activities
Workforce Innovation and Opportunity Act (WIOA)

2017-18

Bookstore
Campus Information Services
Campus Police and Security
Facilities and Grounds
Office of Communication
Human Resources
Information Technology
Institutional Effectiveness and Innovation
Public Information Office

2018-19

Academic Skills Center
Business Affairs
Library Services
SJAFB Education Office
Wayne Business and Industry Center

Timeline for Service Reviews

Fall 2016 Semester

- Data provided by Institutional Effectiveness and Innovation, if available
- Committee meet to discuss available data
- Committee members individually analyze available program/service area data
- Planning council member may ask program/service personnel for additional information and/or clarifications
- Program/service personnel begin work on review form

Spring 2017 Semester

- Committee meets and comes to a consensus on data analysis
- Program/service personnel complete review form, including program/service recommendations
- Appropriate Vice President/Associate Vice President approve program/service review and recommendations

Individual Committee Members' Responsibilities

Program Co-Chair Duties:

- Work with Planning Council Co-Chair to set up initial committee meeting in the fall semester
- Analyze program/service data with program faculty and/or service department staff
- Work with Planning Council Co-Chair to set up the data analysis consensus meeting in the Spring semester
- Complete program/service review form, including the program/service recommendation worksheet

Planning Council Co-Chair Duties:

- Coordinate with Program/Service Co-Chair to set up and facilitate initial committee meeting in the Fall to review available data and process
- Analyze available data as an external committee member
- Coordinate with Program/Service Co-Chair to set up and facilitate data analysis consensus meeting in the Spring semester
- Monitor progress throughout process and report any issues to Institutional Effectiveness and Innovation
- Maintain and file meeting minutes

Completing the Service Review Form

- Unless you are presenting data in a table or graph, all responses to the items need to be in narrative form, including correct grammar and appropriate formatting.
- Please be concise, positive, and objective in your narratives. Avoid giving opinions without justification with data.
- Large tables of data should be added to the attachments and referenced in the narrative.
- The form instructions that follow are not prescriptive, but should serve as a guide for responding to each item. Do not include the bulleted lists in your report as prompts.
- Each department is unique, and the form will fit in varying degrees. If an item doesn't apply to your area, state that fact. If you have more to include in a section than is suggested, please add all appropriate information.

**Wayne Community College
Service Review, 2016-17**

Institutional Goal:

Department Name:

Mission/Purpose:

Staff

Have all the staff credentials been verified?

- All staff credential files must be checked to verify that the following documents are included:
 - Signed job description
 - Signed staff credential datasheet
 - Official copies of transcripts, certifications, etc.
 - Current certifications, licenses, etc.
 - Copy of position advertisement, if applicable
 - Complete performance appraisals
- The credentials of all full and part-time staff must be verified.

Adequacy of staff numbers

- Are the numbers of available full-time and part-time staff members adequate to support all of the unit's activities?
- Do the unit's personnel requirements change at certain times of the year?
- If you require additional staffing, justify the reasons with data, including customers served, workload, etc.

Professional development activities of staff

- Include annual professional development tracking documentation as an attachment.

Functions

List and analysis of functions

- Describe all of the functions of your service unit.
- Do functions overlap with other units?
- Is function changing over time? (more customers, more regulations, less demand, etc.)

List and analysis of processes

- What processes does the service unit follow?
 - Are those processes documented? If so, where?
 - Who reviews the procedures and how often?

- Who has access to the procedure for the process?
- How do you know if the process is or is not effective?
- Have the processes been reviewed for efficiency and effectiveness?

Analysis of customers

- Who are the customers of the service unit?
 - Do you provide services to different types of customers? (ex. current students, prospective students, employees, the public, etc.)
 - Do your customers change depending on the time of year?
- Are the customers changing over time? (number, demographics, etc.)

Services provided to distance education students, if applicable

- Does the unit provide services to distance education students?
- Can off-campus students access the same quality services as on-campus students?
- Has your unit made changes in order to serve distance education students or students enrolled at an off-campus site?

Analysis of unit effectiveness data

- Is there any data available on the effectiveness of the service unit?
- If so, include an analysis of that data
 - What does that data say about the service unit?
 - In what areas are the data more or less positive?
 - Is the effectiveness changing over time?
- If not, how can such data be collected?
 - What services do you provide that can be measured?
 - At what point in your interaction with your customers would data be most useful?
 - How could that data be collected? (ex. surveys, numbers served, time of service, etc.)

Service Unit

Unit facilities - location and adequacy

- Where are the service unit's facilities located?
- Is there enough space?
 - If not, what type of space does your service unit need?
- Are the facilities conducive to customer service?
 - If not, how can the facilities be improved?

Analysis of service satisfaction data

- Do you evaluate service satisfaction for the service unit?
 - Is service satisfaction data available?
 - What does the data tell you about the performance of the service unit?
 - What other information do you need?
 - How can this data be used to improve the service unit?

- Insert tables and/or narrative for service satisfaction data, if possible.
- Do not include large amounts of data within your narrative, but put it in the attachments.
- Is there anywhere in your unit where service satisfaction data would be appropriate, but is not being collected or used?

Analysis of external trends affecting the unit

- What is happening in the environment that will affect the ability of the service unit to perform its mission?
 - Are the expectations of customers changing?
 - Is the use of technology becoming more important?
 - Is accountability for your unit increasing?
 - Will budgeting affect your services?
- How can the service unit respond to these trends?

Analysis of the strengths of the service unit

- What are the strengths of the service unit? (e.g., staff, technology, facilities, customer service, communication with other areas, etc.)

Analysis of the weaknesses of the service unit

- What are the weaknesses of the service unit? (e.g., staff, technology, facilities, communication with other areas, inadequate budget, etc.)

Planning Objectives

- Attach the last three years prioritized planning objective end-of-year status reports.
- Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives.

Outcomes

Analysis of Service Unit Outcomes (SO)

- Attach service outcome year-end reports for the last three years.
- Document changes to the service outcomes.

Recommendations

- Attach service recommendation worksheet.
- Recommendation follow-up reports to be addressed spring semester following review year.

Recommendation from Program or Service Review

Recommendation	Strategy / Target Date	Assessment of Strategy