MANUAL FOR INSTITUTIONAL EFFECTIVENESS
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Introduction

Wayne Community College was fully accredited by the Southern Association of Colleges and Schools in 1969 and was reaffirmed in 1974, 1986, and 1995.

This tenth edition of the WCC Strategic Plan Guide reflects considerable changes and improvements compared to our earlier planning days. The majority of the colleges planning and evaluation processes is now done electronically and most important about this process, is the fact that the environmental scanning process for 2005-2010 was accomplished through a combination of electronic surveys and face to face activities. This allowed more people in the community to have an input on the future of the college.

The following activities and results are a product of a stronger and more focused plan:

1. Mission statement revised in 2002.
2. Addition of Strategic Areas of Emphasis, which targets areas across the college to improve our ability to serve the student and the community. Strategic Areas of Emphasis are developed and assessed for results each year by the President and the Administrative Council.
3. Numerous continuous improvement projects addressing support services and academic areas like the print shop, bookstore, and cafeteria resulted in significant improvement in student satisfaction. The research, study, evaluation and changes made in the developmental education program and the advising program are beginning to show promising signs of student success.
4. The college continues to do very well with the NCCCS Performance Measures and Standards with another year as being designated as a superior performing college.

This planning document is the product of extensive training, evaluation, feedback, broad-based participation, and commitment to excellence by the personnel at Wayne Community College.

The 2005-2010 Plan represents the tenth edition of the Manual for Institutional Effectiveness.

Historical Background of Planning at Wayne Community College

The decade of the 1980's saw the publication of numerous articles and reports emphasizing the importance of institutional effectiveness, such as improved performance and accountability in higher education. Particular emphasis was placed on student learning successes and outcomes. As a result, the Southern Association of Colleges and Schools (SACS), Wayne Community College's (WCC) regional accreditation agency, moved from a format of measuring colleges against standards to one of meeting criteria. These new "Criteria" were presented to WCC during its 1984 self-study, and the college had an option to be evaluated under the former or new standards. The college elected to be evaluated under the former standards.

Subsequent to the 1986 SACS reaffirmation, WCC entered into a Title III Strengthening Institutions consortial agreement with several other community colleges to begin developing the framework for institutional effectiveness. From 1987-90, college personnel learned about planning and developing a planning model that is geared towards the evolutionary process of institutional effectiveness. A thirteen-member planning council, consisting of faculty and administrative personnel, was established. In addition, three major planning groups were created, consisting of departments under the President, Vice President for Educational Support Services, and Vice President for Instructional Services. The college's first plan under this concept was published in 1989 and other editions followed each year.

Since then, several major events have occurred that required the college Planning Council to reexamine its goals. The goals did not appear to support the entire college operation. They were "operationally oriented" and dealt more with the support function of the college and very little with instruction. Departments found the goals ambiguous and had difficulty identifying which ones were appropriate to them. Consequently, seven long-range goals were developed (reduced from eight). Feedback from the Department of Community College's Plan Review Committee in 1991 indicated that the WCC Planning Document needed to address "Intended Outcomes and Assessment Criteria" in order to be able to show that WCC was meeting its intended mission. Subsequently, a one-year state grant was approved that allowed the faculty and staff to receive

training in developing intended outcomes and assessment criteria from one of the leaders in Institutional Effectiveness, Dr. James O. Nichols, Director of Planning and Institutional Research at the University of Mississippi; Mr. Keith Brown, Director of Planning at the North Carolina Community College System office; and Mr. Bill Thompson, Director of Planning and Research at Wayne Community College. Dr. Nichols recommended that WCC's Planning Council review and possibly modify the college's mission and purpose statement. The revised mission and purpose statement was approved by the WCC Board of Trustees in May 1992.

In the summer of 1992, WCC selected a new President. Shortly thereafter, a reorganization occurred that expanded the size of the planning units from three to eight and increased the size of the Planning Council from 13 members to 24.

The 1992 plan accommodated the changes resulting from the reorganization and to allow faculty and staff the opportunity to prepare for SACS self-study. The 1994-95 plan included revised goals as a result of a five-year Long-Range Plan review which was conducted in 1993. In April 1995, the Southern Association of Colleges and Schools reaffirmation committee commended the college "for the broad participation of faculty, staff, and administration in the development of the budget/planning process and for the open process by which resources are allocated to planned priorities." In the 1997-98 planning year the college celebrated its fortieth anniversary. Part of that celebration was the scheduled review and examination of the college's purpose statement and goals using the Future Search Conference. The Future Search Conference is an alternative approach to examining the college's external and internal environment using a cross-section of participants from the county (as opposed to the typical environmental survey scanning process that seeks to collect information on the colleges strengths, weaknesses, opportunities, threats and trends). As a result of the Future Search Conference, the mission statement was modified, and two long-range goals addressing diversity and technology were added into the college Plan. From 1999-2000 the college experienced some austere budget years that really put the plan to task in addressing students and instruction. Innovative processes like revenue generating and cost cutting measures were put into place and tracked through these difficult times which allowed the college to continue to deliver outstanding programs and services to the community.

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."

In order 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.
- Compliance with the institutional effectiveness plan mandate will be determined by the Education Program Audit staff as part of the annual audit process. The audit staff will be trained to determine the currency of the college's plan and that colleges are responding to any special planning mandates of the General Assembly and the State Board of Community Colleges. The role of the audit staff will be to determine if the college has an ongoing planning process in place and has addressed state mandates where required. The audit staff will not analyze the plans for content or principles of good

planning. This responsibility lies with the college and with the Southern Association of Colleges and Schools. Colleges will no longer be required to submit an institutional effectiveness plan to the System Office.

- The Planning and Research Section of the North Carolina Community College System Office will continue to provide technical assistance to the colleges in the area of planning when requested.
- These guidelines were be implemented in the 1999-2000 academic year.

In the Wayne Community College Plan, information is integrated into one plan. However, the information is categorized as planning groups separated by planning units to provide a more structural and systematic process. An example of such categorization is seen in the planning assumptions. These assumptions have been categorized under such headings as resources, students, educational programs, personnel, communications, facilities, college operation, and the community. Another example is evident in the objectives. These objectives are presented by planning groups, program areas, and/or responsible staff when appropriate.

Questions or comments about this plan are welcomed. Individuals may contact the Director of Planning and Research at (919) 735-5151, ext. 282, or any member of the Planning Council.

Performance Measures and Standards

The North Carolina Community College System has utilized numerous processes over the past three decades to ensure public accountability for state monies spent. These processes have included fiscal audits, program audits, institutional effectiveness plans and program review. Beginning with the 1999-2000 fiscal year, a new system of accountability based on 12 performance measures was implemented and became the cornerstone of public accountability.

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability recommended by the Performance Measures and Standards Task Force chaired by Dr. Willard Lewis, president of Isothermal Community College. After working with the measures for one year and receiving feedback from college personnel, recommendations for changes in the measures were submitted to the Policy Committee of the State Board. These recommendations were accepted and approved by the full State Board in May 2000.

The 12 Performance Measures for the North Carolina Community College System are:

1. Progress of basic skills students
2. Passing rates for licensure and certification examinations
3. Goal completion of program completers
4. Employment status of graduates
5. Performance of college transfer students
6. Passing rates of students in developmental courses
7. Success rate of developmental students in subsequent college-level courses
8. Student satisfaction of program completers and non-completers
9. Curriculum student retention and graduation
10. Employer satisfaction
11. Business/Industry satisfaction with services provided
12. Program enrollment

Performance Funding

This undertaking was in response to a special provision of the 1998 legislative session (Section 9.2 of S.L. 1999-237).

Section 9.2 of S.L. 1999-237 specified:

Section 9.2.(a) It is the intent of the General Assembly that the [sic] State Board of Community Colleges implement the findings of the consultant's Phase IV Funding Study Report, prepared by the State Board and submitted to the Education Appropriations Subcommittee, on performance budgeting; therefore, Chapter 115D of the General Statutes is amended by adding a new section to read:

"§ 115D-31.3. Performance budgeting.

(a) The State Board of Community Colleges shall create new accountability measures and performance standards to be used for performance budgeting for the Community College System. The results of a survey may be used as a performance standard only if the survey is statistically valid. The State Board of Community Colleges shall review annually the accountability measures and performance standards to ensure that they are appropriate for use in performance budgeting.

(b) Notwithstanding any other provision of law, the State Board shall authorize each institution meeting the new performance standards to carryforward funds remaining in its budget at the end of each fiscal year in an amount not to exceed two percent (2%) of the State funds allocated to the institution for that fiscal year. The funds carried forward shall be used for the purchase of equipment and initial program start-up costs excluding regular faculty salaries. These funds shall not be used for continuing salary increases or for other obligations beyond the fiscal year into which they were carried forward. These funds shall be encumbered within 12 months of the fiscal year into which they were carried forward.

(c) The five required performance measures are (i) progress of basic skills students, (ii) passing rate for licensure and certification examinations, (iii) goal completion of program completers,

(iv) employment status of graduates, and (v) performance of students who transfer to the university system. Colleges may choose one other performance measure from the list contained in the State Board's Phase 4 Funding Formula Study, which was presented to the Joint Legislative Education Oversight Committee. Successful performance on each of the six performance measures shall allow a college to retain and carry forward up to one-third of one percent (1/3 of 1%) of its final fiscal year General Fund appropriations into the next fiscal year.

      (d)   Each college shall publish its performance on these six measures in its catalog each year beginning with the 2001 academic year."

Section 9.2.(b) The State Board of Community Colleges shall report to the Joint Legislative Education Oversight Committee and to the Fiscal Research Division prior to March 1, on an annual basis, on the implementation of this provision.

Section 9.2.(c) This section becomes effective July 1, 1999. The State Board of Community Colleges shall authorize institutions meeting the new performance standards to carry forward funds from the 2000-2001 fiscal year to the 2001-2002 fiscal year and at the end of subsequent fiscal years.

In an effort to avoid imposing multiple performance systems on the community colleges and to ensure consistency, the Legislative Study Group worked with the Performance Standards and Measures Task Force in the development of measures and standards. The following requirements for performance funding were adopted by the State Board of Community Colleges in February 1999.

1. The accountability measures and performance standards may use survey data only if the survey is statistically valid. The special provision authorizes the carry forward of a maximum of 2% of the total State aid budget, as defined as State dollars allocated to the 58 community colleges. The funds can only be used for the purchase of equipment and initial program start-up costs, excluding regular faculty salaries. The funds may not be used for continuing salary increases and other obligations beyond the fiscal year (continuing). Another restriction is that funds must be encumbered within twelve months of the fiscal year.

2. The special provision specified the following five required performance measures for use in performance funding:
    *   progress of basic skills students
    *   passing rate for licensure and certification examinations
    *   goal completion of program completers
    *   employment status of graduates
    *   performance of students who transfer to the university system

    The colleges may choose one other performance measure from approved list, excluding the enrollment measure that establishes minimum enrollment for a viable program. For each of the six performance measures, a college shall retain and carry forward 1/3rd of 1% of final General Fund appropriation

3. The special provision requires that each college publish its performance on the six measures in its catalogue beginning with the 2001 academic year. Furthermore, the System Office is required to report annually to Education Oversight Committee and the Legislative Fiscal Research Division prior to March 1.

4. This provision was effective July 1, 1999, and the performance funding was implemented in fiscal year 2001-2002, based upon data reported during 2000-2001. The accountability measures and performance standards were implemented July 1, 2000.

Discussion of Measures and Standards

1. Progress of Basic Skills Students

Description/definition: Basic skills students include all adult literacy students. The percentage of students who progress is based on three measures: (1) progressing within level, (2) completing the level entered or a predetermined goal, and (3) completing the level entered and advancing to a higher level.

Methodology and data source: The indicator measures the progress of basic skills students through the basic skills program. All of the data on literacy students are entered at the college level. Data on the progression of students through the basic skills programs are collected and analyzed using the Literacy Education Information System (LEIS) at the North Carolina Community Colleges System Office.

Reporting periods/timelines: Data are requested annually on students enrolled in basic skills programs in a community college between the beginning of the summer term and the end of spring semester. Colleges report the status of these students by August 15. The federal report completed by the department is due to Department of Education - Division of Adult Education and Literacy on October 1.

Standard: A fixed standard of 75%

2. Passing Rates for Licensure and Certification

Description/definition: The percentage of first-time test-takers from community college graduates passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations will not be reported.

Methodology and data source: The examination pass rates for each college are reported on a program-by-program basis. The pass rate for a particular college program will be calculated by dividing the number of first-time test-takers passing the examination by the number of firsttime test-takers sitting for the examination. Data are collected by the Planning and Research section of the North Carolina Community Colleges System Office from agencies issuing the license or certification. The data are collected and analyzed during the fall and reported in the spring.

Reporting periods/timelines: Participating boards and agencies report data to the System

Office annually and colleges review the data before publication in the Critical Success Factors Report.

Standard: An aggregate institutional passing rate of 80% for all first-time takers of licensure/certification examinations, plus no passing rate falling below 70% for any single examination.

3. Goal Completion of Program Completers

Description/definition: The proportion of graduates of certificate, diploma, and degree programs who report that their primary goal in attending has been met

Methodology and data source: The data are collected by survey, with each college using a standard set of questions. A response rate of 50% is suggested, and a minimum of 15 respondents will be required to report the data at the institutional level. If a 50% response rate is not achieved, a statistically significant (90% confidence interval) sample size will be necessary for the data to be used for performance funding.

Reporting periods/timelines: The data will be collected in February of each year by the Planning and Research section of the North Carolina Community Colleges System Office.

Standard: 95% of program completers will report goal completion.

4. Employment status of Graduates

Description/definition: The proportion of identified community college completers who are employed within one year of last attendance.

Methodology and data sources: With the North Carolina Common Follow-up System (CFS), we are now able to accurately track students employment status after they leave the colleges. The Common Follow-up System (CFS) is a cooperative venture of the participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The NC SOICC decided that the CFS would be maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four-year public universities. Each agency's data is matched against the Unemployment Insurance (UI) files and the other participating agencies files. A database containing information on employment, employer, quarterly wages, receipts of unemployment benefits, and participation in other agencies programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

Once the CF S database is received, it is matched against the Curriculum Student Progress Information System (CSPIS) database and the following year curriculum student registration database. This matching is conducted to determine demographic characteristics of the participants, such as student's completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as exit completers. Those who do not obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are considered as exit non-completers.

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year are considered unemployed.

Standard: 95% will be employed. The percentage will be corrected for the average annual unemployment rate in the service area of each college in the following way: compute the difference between the states average annual unemployment rate and that of the service area and divide by 2. This amount will be deducted from (for colleges with unemployment rates higher than the state average) or added to (for colleges with unemployment rates lower than the state average) the 90%.

5. Performance of College Transfer Students
Description/definition: College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

Methodology and data source: Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least 10 students is required for reporting this measure.

Reporting periods/timelines: The UNC System provides data annually, between June and September. The data are published annually in the Critical Success Factors Report.

Standard: Performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors.

6. **Passing Rates of Students in Developmental Courses**
Description/definition: The developmental course passing rates for all developmental english, mathematics, and reading.

Methodology and data source: The North Carolina Community Colleges System Office has developed a computer program to identify developmental courses, identify students who are enrolled in these courses, and calculate passing rates for these courses. The number and percent of students completing these courses with a grade of "C" or better will be calculated.

Reporting periods/timelines: Annually data from each college will be sent electronically to the System Office and reported in the Critical Success Factors Report.

Standard: 70% passing rate for all developmental courses.

7. **Success Rate of Developmental Students in Subsequent College-Level Courses**
Description/definition: The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental english; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first social science course after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and data source: A computer program has been developed and is being implemented at the colleges that will identify developmental courses and identify students who are enrolled in these courses. This program will have to be expanded to track cohorts of developmental students and compare performance with non-developmental students.

Reporting periods/timelines: Annually data from each college will be sent electronically to the department and reported in the Critical Success Factors Report.

Standard: Developmental students will perform as well or better than non-developmental students at a statistically significant level.

8. **Student Satisfaction of Program Completers and Non-Completers**
Description/definition: This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

Methodology and data source: The data are collected by survey, with each college using a standard set of questions. A response rate of 50% for completers is suggested, and a minimum of 15 respondents (total) will be required to report the data at the institutional level. No minimum response rate is proposed for non-completers.

Reporting periods/timelines: The data will be collected in February of each year by the Planning and Research section of the North Carolina Community Colleges System Office.
Standard: 90% of the combined respondents will report being satisfied with quality of college's programs and services.

9. Curriculum Student Retention and Graduation

Description/definition: This composite measures consists of:
1. Number completing a curriculum program with a certificate, diploma, or degree
2. Number who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs

This composite indicator will consist of two measures, each reported separately for each college. The sum of the two will be divided by the total curriculum students in the cohort to compute an indicator of curriculum student progress and success.

Methodology and data source: Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs. The cohort will be tracked from fall to fall to determine those who have graduated and those who have continued to be enrolled. This number divided by the initial cohort is the percentage reported.

Reporting periods/timelines: Initial cohorts will be identified each fall. Graduates of programs will be determined using software developed by the System Office. Student enrollment files as of the census date will be used to determine the number from the cohort who are still enrolled in either a curriculum or occupational extension program.

Standard: 60% of the defined cohort will graduate or be retained.

10. Employer Satisfaction with Graduates

Description/definition: The percentage of a sample of businesses who employ community college students indicating that their expectations of have been met. This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college.

Methodology and data source: A state level survey will be conducted each year, by WCC, to determine employer satisfaction.

Reporting periods/timelines: The data will be collected annually by the WCC Planning and Research Office.

Standard: 85% of employers report being satisfied with preparation of community college graduates.

11. Business/Industry Satisfaction with Services Provided

Description/definition: The percentage of a sample of businesses/industries who have received services from a community college indicating that their expectations of have been met. This measure is intended primarily to determine the satisfaction of organizations who received services from a community college.

Methodology and data source: A state level survey will be conducted each year to determine business/industry satisfaction. Businesses/industries will be divided into 3 categories based on historic enrollment of community college students and Standard Industrial Classification (SIC) code. Each category of businesses/industries will be survey every 3 years on an alternating basis.

Reporting periods/timelines: The data will be collected in February of each year by the Planning and Research section of the North Carolina Community Colleges System Office.

Standard: 90% will report being satisfied with the services provided by community colleges.

12. Program Enrollment

Description/definition: The annual unduplicated headcount enrollment in a curriculum program.

Methodology and data source: This indicator measures the number of individuals enrolled in a given

curriculum program, with enrollment meaning the student was enrolled as of the census date. The data are available from the colleges Curriculum Registration File.

Reporting periods/timelines: Curriculum registration data are submitted to the North Carolina Community Colleges System Office by the colleges at the end of each semester. In addition, the annual data are available from the Annual Program Review file submitted by each college in October.

Standard: The current fixed standard of an average of 10 students over a three-year period is recommended. However, this measure is not recommended for use in performance funding since it is a minimum standard for program viability.

Designation of "Sixth" Performance Measure

One of the provisions of the Performance Funding process is the opportunity for colleges to select the sixth measure that will be used for performance funding. Each July you will be asked to designate a sixth measure from the approved list of performance measures for the upcoming year. You may change this measure from year to year; however, the measure may not be changed, once selected, during the year for which it was designated.

NCCCS Performance Measures and Standards

MEASURE	STANDARD
Progress of Basic Skills Students	75%
Passing Rates on Licensure / Certification Exams for First-Time Test Takers	Aggregate=80% Exams=70%
Goal Completion for Completers	95%
Employment of Graduates	95% (adjusted)
Performance of College Transfer Students	Equivalent to Native UNC Sophomores and Juniors
Passing Rates in Developmental Courses	70%
Success Rate of Developmental Students in Subsequent College Level Courses	Developmental students perform as well as or better than non-developmental students at a statistically significant level
Student Satisfaction of Completers and Non-Completers	90%
Curriculum Student Retention and Graduation	60%
Employer Satisfaction with Graduates	85%
Business/Industry Satisfaction with Services Provided	90%
Program Enrollment	No programs with three-year average annual enrollment of less than 10

**Reference Table for Determining if Survey Data are
Statistically Valid Based on the Size of the Survey
Population and the Number of Surveys Returned**

Survey Population Size	Number Required for Data to be Statistically Valid
100	73
200	115
300	142
400	161
500	175
600	186
700	195
800	201
900	207
1000	212
1100	216
1200	220
1300	223
1400	226
1500	228
1600	230
1700	232
1800	234
1900	236
2000	237
2250	240
2500	243
2750	245
3000	247
3250	248
3500	250
3750	251
4000	252
4500	254
5000	255
5500	256
6000	257
6500	258
7000	259

Formula for Determining Statistically Valid Sample Size

The following formula was used in creating the table on statistically valid sample size. It is based on a 90% confidence level and a 0.05 level of precision. If you have questions regarding the formula, please contact Keith Brown at the System Office.

$$n = \frac{N * (1.65)2 * .25}{[(.05)2 * (N-1)] + ((1.65)2 * .25)}$$

Where: n = number to be statistically valid
N= size of population covered by survey
1.65 = Z score for 90% confidence level
.05= level of precision

PERFORMANCE MEASURES
REQUIRED FOR ACCOUNTABILITY AND FUNDING
2004-2005 (2006)

PERFORMANCE MEASURES	STANDARD	WCC	
Progress of Basic Skills Students	75%	81%	M
Performance of College Transfer Students	Equivalent to Native UNC Sophomores and Juniors (87.1%)	AD - 90% 24SH – 90% Aggregate = 90%	M
Passing Rates for Licensure & Certification Exams	80% / 70%	91%	M
Goal Completion of Completers	95%	99%	M
Employment Status of Graduates	95%	99.29%	M
Student Satisfaction: Completers & Non-Completers	90%	100%	M (6th)
Passing Rates of Students in Developmental Courses	70%	88%	M
Success Rate of Developmental Students in Subsequent College-Level Courses (no statistically significant difference in the performance of developmental students as compared to non-developmental students)	No statistically significant difference between developmental and non-developmental students	NA	-
Program Enrollment	10 Students	All programs met standard	M
Curriculum Student Retention and Graduation	60% of defined cohort will graduate or be retained	64%	M
Employer Satisfaction with Graduates	85%	94%	M
Client Satisfaction with Customized Training	90%	100%	M

NA = Not Available
M = Met
SI = Significant Improvement
NM = Not Met

Revision 6-21-06

Mission and Goals

The college plan is called the Manual for Institutional Effectiveness, as depicted on its cover, and incorporates the philosophy (mission statement) and goals of the institution.

Wayne Community College Mission Statement

Wayne Community College is a learning-centered, public, two year college with an open door admissions policy. Through its programs and services, the College develops a highly skilled and competitive workforce for Wayne County.   The College offers high quality, affordable, and accessible learning opportunities to those it serves.

In order to fulfill our mission most effectively, the college strives to:
   a) Assist students in developing both personal and marketable skills through lifelong learning.
   b) Enable students to continue their education at other institutions.
   c) Increase the global and cultural awareness of our students and the greater community.
   d) Provide training for local businesses, industries, and government.
   e) Enhance the quality of life in the community.

Wayne Community College Goals - 2011-2016

1. **Students -** Enhance student success through college-wide programs and services.

2. **Educational Programs -** Provide opportunities for excellence in learning through accessible, high quality educational experiences.

3. **Personnel -** Enhance the effectiveness of employees through enrichment opportunities.

4. **Administration and Finance -** Improve the efficient use of all available resources through a comprehensive planning and management system.

5. **Facilities -** Provide an attractive, flexible, and accessible learning environment that meets the needs of the community served.

6. **Institutional Advancement -** Enhance the effectiveness and accountability of the college through integrated planning, research, marketing, resource development, and management.

7. **Community -** Strengthen the partnership between the college and the community through programs and services.

8. **Technology -** Integrate state-of-practice technology in all aspects of the college's programs, services, and operations.

9. **Diversity -** Provide programs and services that respond to the diversity within the college, local community, and global community.

Revised March 2010

NCCCS Mission and Goals

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry.
- Services to communities and individuals that improve the quality of life.

Goal 1: Economic and Workforce Development - To support NC businesses, industries and citizens in growing the North Carolina economy and to enhance the level of workforce technology by preparing competent workers.
> *WCC Goals: 1, 2, 3, 5, 6, 7, 8, 9

Goal 2: Enrollment Management – To meet increasing diverse learners' needs through innovative non-traditional and traditional programs.
> *WCC Goals: 1, 2, 6, 7, 8, 9

Goal 3: Accountability in Technology – To assess the effective and efficient use of information technology.
> *WCC Goals: 1, 2, 3, 4, 6, 8, 9

Goal 4: Resource Development – To account for and equitably distribute all appropriations and to continuously analyze and articulate the resources necessary to fulfill the North Carolina Community College System mission.
> *WCC Goals: 3, 4, 5, 6

*Cross Reference of NCCCS Goals and WCC Goals

Institutional Effectiveness Program

Institutional effectiveness is a concept unique to higher education. The concept grew out of a concern that higher education institutions had, over the years, been process-and-resource-oriented and that, in an era of accountability, there needed to be a shift to outcomes-orientation. In short, the concept of institutional effectiveness has shifted from looking at what higher education institutions do to what these institutions accomplish.

Institutional Effectiveness, as it is understood at Wayne Community College, is more than a synonym for assessment or evaluation. It is an institutional perspective that focuses on results and accomplishments. The college's definition of institutional effectiveness has three major components: planning, evaluation, and improvement. Within the context of the college's institutional effectiveness program, planning, evaluation, and improvement are defined as follows:

> Planning: A systematic process which documents in detail the intended mission, goals, and expected outcomes of the college.

> Evaluation: A systematic process of measuring the college against its stated mission and future direction in terms of outcomes accomplished. Evaluation gauges how progress is being made in meeting college objectives or standards.

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

WCC Planning Process

The planning process at WCC is conducted every five years (for mission statement and long-range goals review) and annually (for short-range goals and objectives). Although this is the college's scheduled cycle it can be adjusted as needed.

The WCC Planning Process is comprehensive, broad-based and integrated with the college budget. Since the college receives the majority of its operating funds from state and county allocations, the Plan Year follows the July through June state fiscal year. All college personnel have the opportunity to participate in the planning process. The college policy on allocation of new resources is that "you must have a planning objective in order to be considered for new money".

The Plan is developed for a five year period and is referred to as the Long Range or Institutional Effectiveness Plan and consists of: 1) College Mission Statement, 2) Long Range Goals, 3) Short Range Goals, 4) Objectives, 5) Assessment Criteria, 6) Resources, 7) Mid-Year and End of Year Status Report, and 8) Use of Results.

A comprehensive review of The Long Range Plan is conducted by the college Planning Council every four years. During the review, the planning council examines the college mission statement and goals using assessment information from students, faculty, staff and the community.

The assessment information is provided by the Office of the Director of Planning and Research and can evolve from different processes:

1. SWOTT's analysis. SWOTT's is an acronym for Strengths, Weaknesses, Opportunities, Threats, and Trends. A SWOTT's analysis normally involves the use of survey instruments, interviews, data analysis of local, state and national demographics, politics, economic condition, employment, and education. Students, faculty, staff, alumni, local citizens, governmental agencies, private business and community organizations are requested to participate in surveys and interviews.

2. Future Search Conference. The Future Search Conference involves the gathering of information similar to the SWOTT's process using a cross section of people from inside and outside of the college that are representative of the community. This process can take anywhere from an afternoon to two days, depending on the maturity level of the college's planning process as well as the time the college is willing to commit to the Future Search Process. The Future Search Conference involves detailed

advanced planning that will ensure a representative cross-section of people representing the community participate. Usually, about 70-75 people along with 7-8 facilitators participate. The college can choose to provide advance demographic data to the participants before the conference begins or choose to use a brainstorming process instead and not influence the participants with any demographic information prior to the conference. The latter assumes the participants are basically informed on matters influencing the community.

The following information provides a more detailed description of each process.

Mission and Long-Range Goals Review (Five year cycle)

Every five years the mission and purpose statement for Wayne Community College will undergo a thorough review and refinement process. The following steps are used for this review process.

1.   The Planning Council, taking into account relevant internal and external planning data, reviews and revises, as appropriate, the mission statement and long-range goals for the college.

2.   Copies of the proposed revisions are distributed to all college employees (full-time and part-time) and Board of Trustees members for comments, recommendations, or changes for improvement. This information is returned to the Director of Planning and Research, who compiles the results for study by the Planning Council. The Planning Council makes a formal recommendation to the Administrative Council.

3.   Once the Administrative Council approves the revised Mission Statement and Long-Range Goals, the President, who presides over the Administrative Council, presents the final version of the Mission Statement and Long-Range goals to the Board of Trustees for approval and adoption; this action is reflected in the official minutes of the Board.

Short-Range Goals and Objectives Review (Annually)

Before preparation of short-range goals and objectives can occur, WCC leaders must review what happened in the previous planning year in their respective divisions. The following steps outline the planning, budgeting, and evaluation process for the college.

1.   The Planning Council meets in the Fall of each year to evaluate the results of the previous year's plan. The evaluation process consists of a review of the End of Year Report, college Critical Success Factors, Mission Statement, and goals. The council revises and updates the mission statement and goals (long or short) as necessary.

2.   Based on recommendations/feedback from the Planning Council, the planning group heads begin developing departmental objectives (within their divisions), educational outcomes, methods of assessment, and required resources (budgets) for the next planning year (November through February). The WCC Planning Document Format and Definitions, along with the Budget/Plan Integration Instructions, are a part of the Manual for Institutional Effectiveness.

3.   Planning Group heads prioritize planning objectives and budgets within their divisions for presentation to the Planning Council at the spring retreat.

4.   At the Planning Council's retreat, each Planning Group head is given the opportunity to present their division's prioritized list of objectives to the Planning Council for consideration and further prioritization. The Planning Council then uses a modified Delphi method to prioritize all of the objectives. The Planning Council, to get a picture of what could be accomplished if money was not an obstacle, prioritizes the objectives without the knowledge of resource dollars required for each objective.

5.   The Administrative Council reviews each department's current year budget for comparison against expenditures for the current year to determine if requests for budgetary increases are reasonable.

Once each department's base budget is established for the new year, the prioritized planning objectives with budget requests, are reviewed for funding. Because the college receives money from several sources (county, state, federal, and private) the president has final say on how objectives are funded. This process cannot be finalized until the bulk of the funding is received from the State of North Carolina.

6. The Plan is published on the Planning and Research internal webpage. However, it cannot be implemented until the college receives its budget allotment from the State. Consequently, delays in implementing department objectives may occur if insufficient funding is received and other sources of funding cannot be used. Those objectives that cannot be funded will be reviewed by the Administrative Council meeting for deletion or delay in the current plan year. The plan is shared with the college's Board of Trustees, and all employees may view the plan by accessing the Planning and Research's website. Changes to the Plan are shared with employees at the annual Fall Orientation meeting and through the respective Planning Council members.

7. Division heads (Planning Group Heads) are charged with monitoring the progress of their division objectives at least four times a year (September, December, March, and June). Usually around January, a written mid-year status review is completed and submitted to the Planning Council for review. An end-of-year report is completed by the end of May by each division for review by the Planning Council in the Fall.   Both reports are published on the Planning and Research website. The reports are used to evaluate Critical Success Factors and evaluate the success of the Plan after the closeout of the current fiscal year.
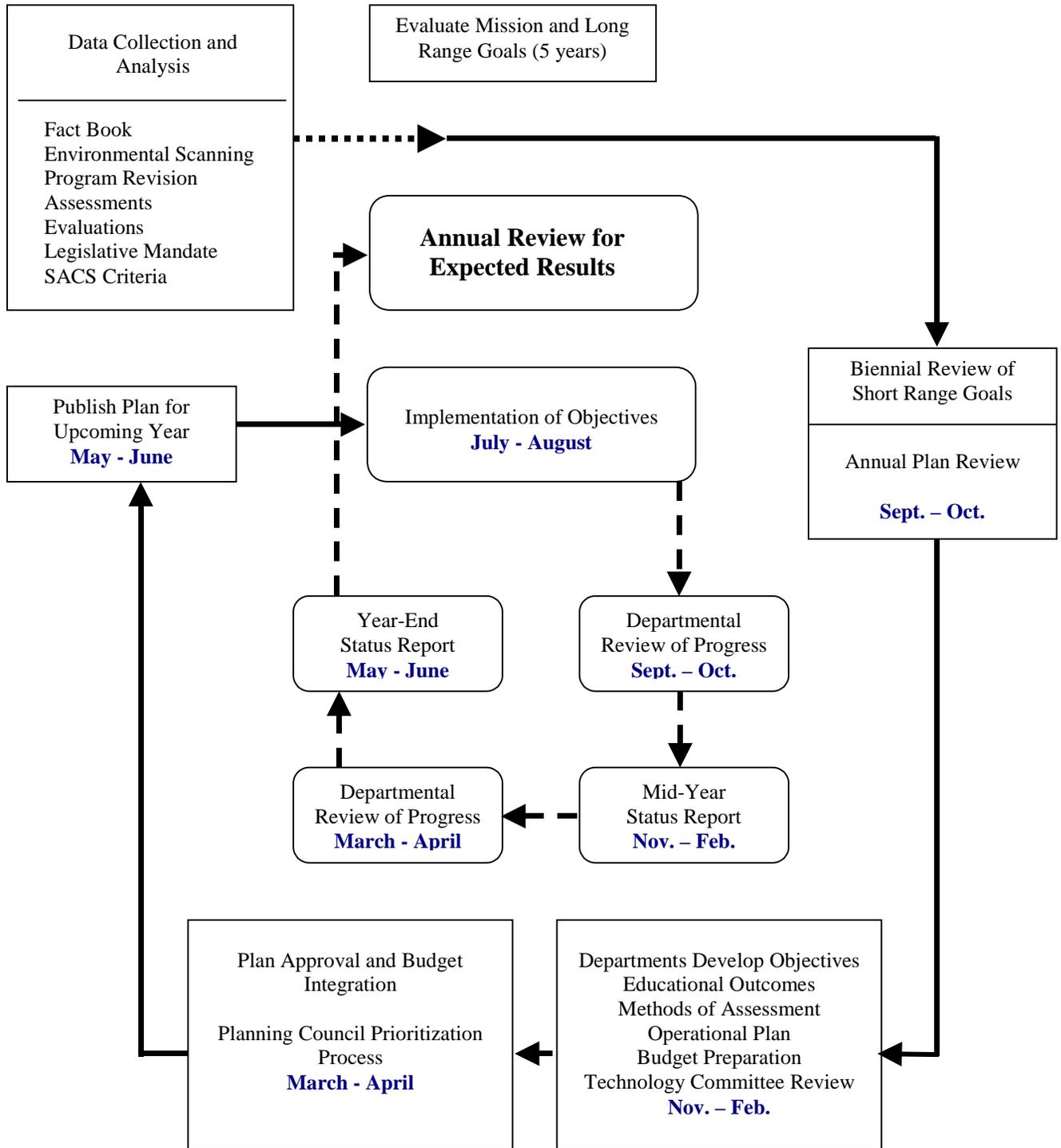
WCC Planning Model

Planning models from other community colleges were studied in order to develop a model which has the required components of planning and to develop a model which "fits" WCC needs. Elements of several models were borrowed once the need for the planning elements were determined to fit our process. The college's revised model reflects the evolutionary process of planning, assessment, and improvement. This is how the model works:

a.   The square box in the top left corner, Data Collection & Analysis, indicates the different types of information that is collected in the planning process. Data gathered from internal and external sources, program and special services reviews, state and federal mandates, and other areas are analyzed to determine where the college should be headed in order to support the needs of the community. This is normally a five-year review, but also serves as an annual feedback mechanism for Short-Range Goal accomplishment.

b.   As we move from the Data Collection box (dotted line) to the center top box, we examine our information and begin to develop assumptions that will help us to examine, evaluate, and modify our Mission and Long-Range Goals for the next five years. The Annual Review for Expected Results closes the loop but will be addressed towards the end of the model.

c.   As you follow the solid line down the right side of the page to the next box, you will see that the Short-Range Goals are reviewed for currency every two years. The Annual Status Review is the review of the previous years plan to ensure that Short-Range Goals were met. Those that were not, will be considered for continuation in the next year's plan. The results of the previous year's plan are evaluated and assessed by the President's Administrative Council at their annual Fall planning retreat.

d.   As the solid line moves down to the right corner of the page, (November - February), departments begin to develop their objectives for the next plan year. As they develop these objectives, they must also provide the types of resources (money, equipment, personnel, facilities, etc.) they will need in their budget in order to accomplish departmental objectives. Planning and Research schedules annual department and division training to assist in the review, assessment, and development of future goals and objectives.

e.   As you follow the solid line to the bottom left of the page, the respective Planning and Administrative Councils review and approve the departments' Plan and Budget requests.

f.   At the far left margin of the page, as we follow the solid line, the Planning and Research Office consolidates the various planning group's input and publishes the Plan.

g.   The solid line changes to a broken line which starts the new plan year as depicted in the Implementation of Objectives octagonal box. During September - October, department chairs and directors are charged with their Departments Review of Progress. A formal progress report is not required.

h.   As the broken line moves down to the Mid-Year Status Report box, each planning group presents a progress report to the Planning and Administrative Councils in January. This is designed to inform the respective council members of problems, observations, and/or recommendations from the department and also allows for additional funding for approved planning objectives that were not funded at the beginning of the fiscal year.

i.   As the broken line moves to the left (March - April), department chairs and directors are charged with their Department's Review of Progress. A formal progress report is not required.

j.   As the broken line moves upward, towards the Year-End Status Reports, departments begin to evaluate their objectives accomplishment and how they impacted or supported the college's goals and mission and submits the report to Planning and Research who compiles the Year-End Status Report and forwards to Planning Council, Administrative Council, Board of Trustees, Faculty and staff, and NCCCS for review and feedback.

k.   The broken line completes the loop to the Annual Review for Expected Results box indicating feedback from the respective councils and NCCCS. After review, changes are incorporated into the next year's plan, which ties back into the planning and evaluation process. The cycle repeats itself.

This 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.

Wayne Community College

Planning and Evaluation Model

Data Collection and Analysis
_____
Fact Book
Environmental Scanning
Program Revision
Assessments
Evaluations
Legislative Mandate
SACS Criteria

Evaluate Mission and Long Range Goals (5 years)

Annual Review for Expected Results

Biennial Review of Short Range Goals

Annual Plan Review

Sept. – Oct.

Publish Plan for Upcoming Year
May - June

Implementation of Objectives
July - August

Year-End Status Report
Mav - June

Departmental Review of Progress
Sept. – Oct.

Departmental Review of Progress
March - April

Mid-Year Status Report
Nov. – Feb.

Plan Approval and Budget Integration

Planning Council Prioritization Process
March - April

Departments Develop Objectives
Educational Outcomes
Methods of Assessment
Operational Plan
Budget Preparation
Technology Committee Review
Nov. – Feb.

·············· Data Collection ——————— Planning — — — — Implementation

Types of Plans

The college uses three types of plans: Strategic Long-Range Plan, Operational Plan, and Institutional Effectiveness Plan. These plans are consolidated into the manual to guide faculty and staff towards WCC's goals. An explanation of each follows:

a. Strategic Long-Range Plan: This is a five-year visionary plan that, as a result of internal and external scanning and marketing surveys, determines the future course of the college. Although the college does not see its Long-Range Goals changing significantly, they must be periodically reviewed for currency to ensure they are consistent with the college's mission.

b. Operational Plan: The operational plan is process-oriented and normally runs for one or two years. The operational plan reflects the necessary steps to carry out intended departmental outcomes; such as the resources needed to put the departmental goal or objective in operation.

c. Institutional Effectiveness Plan: Faculty department heads are charged to develop statements of intended educational outcomes that reflect what departments intend for students to know (cognitive), think (attitudinal), or do (behavioral) when the student has completed his or her degree program or general education "core" curricula. Administrative department heads identify appropriate outcomes that reflect support towards student achievement. Quantitative or qualitative means of assessment are used to measure the success of the intended outcomes, which ultimately support the college's mission statement. This plan can be for one or more years as determined by the department.

Example of WCC Operational Plan Process-Oriented B Liberal Arts		Example of WCC Effectiveness Plan Results-Oriented B Liberal Arts
Objective / Intended Outcome		**Objective / Intended Outcome**
Improve the writing skills of students through the establishment of a Writing Center.		Students utilizing the Writing Center will show improvement in basic writing skills and will be better prepared to deal with writing assignments in all classes across the curriculum.
Assessment Criteria		**Assessment Criteria**
A Writing Center, staffed by two English instructors, will be open a minimum of five hours a week to serve students across the curriculum. (This objective indicated that the college would have to pay for two English instructors in order to operate the Writing Center.)		Seventy percent of students utilizing the Writing Center will be able to write a 150-to-200 word paragraph with a maximum of ten mechanical errors as evidenced on a writing sample. Seventy-five percent of faculty surveyed will note an improvement in the writing skills of students utilizing the Writing Center.

The plans are assessed and evaluated semiannually and annually by the Planning Council with the assistance of the Director of Planning and Research. As departmental goals are achieved or delayed, the plans are adjusted accordingly.

WCC Planning Groups
Planning Groups, Units, and Sub-Units

Following the organizational structure of the college, the planning process has been divided into major planning groups. These consist of the President's Office, Academic Affairs and Student Services, Educational Support Services, Continuing Education and Workforce Preparedness/Basic Skills. Development of objectives to support the college goals are done in each group.

Planning units are smaller groups which report to each of the planning groups. These units may also have planning sub-units under them, depending upon their size. Supervisors of the major planning groups are responsible for the planning, evaluation, and improvement of their respective areas and are encouraged to arrive at a consensus in developing goals and objectives for each plan year.

As division or departmental plans are developed, they are passed upward in the planning group. All planning units send their completed plans to the head of their planning group for inclusion in the college plan.

Planning Council
Purpose and Membership

The Planning Council of WCC is a formal standing committee within the organizational structure of the college. Its purpose is to advise the president on matters related to the Strategic Long-Range Plan of the college.

The Planning Council is actively involved in the data collection, data analysis, and formulation of planning assumptions, which culminate in the development of the Strategic Long-Range Plan. The group is also charged with the duty of reviewing and revising the plans after periodic evaluations. The council meets at least once each semester and more often when directed by the Planning Council chair.

Council members are the liaisons to the various areas of the campus and act as experts on planning within their areas. Their responsibilities include training others on planning and acting as a resource person to the people within the realm of their responsibility.

Structure

The chair of the Planning Council is directly responsible for the activities of this group. The chair coordinates with the Director of Planning and Research in planning these activities. Formally, the chair is responsible to the college president. The position is appointed by the Administrative Council for an indefinite period of time.

The Planning Council itself 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.

Membership Structure

The Planning Council is made up of specific permanent members as designated by key administrative positions:

  President
  Vice President for Academic Services
  Vice President for Student Services
  Vice President for Continuing Education Services
  Associate Vice President for Institutional Advancement
  Chief of Administrative Services
  Chief Financial Officer
  Foundation Executive Director

Public Information Officer
Division Head for Allied Health and Public Services
Division Head for Applied Technologies
Division Head for Arts and Sciences (College Transfer)
Division Head for Business and Computer Technologies
Division Head for Public Safety

The Planning Council also has representatives from the following divisions and normally serve a three-year term:

Planning Council Chair

Office of the President
        One representative (1)

Student Services
        Three representatives (3)

Academic Services
        Allied Health & Public Services (2)
        Applied Technologies (2)
        Arts & Sciences – College Transfer (2)
        Business & Computer Technologies (2)
        Public Safety (1)
        Academic Services (1)

Continuing Education Services
        Two representatives (2)

Administrative Services
        Two representatives (2)

Wayne Community College Association of Educational Office Professionals (WCCAEOP)
        One representative (1) - Local President - Current membership year

Planning Council (2010-2013)

Permanent

Dr. Kay Albertson-President
Dr. Peggy Teague-Vice President for Academic Services
Dr. Linda Nelms-Vice President for Student Services
Ray Burrell-Vice President for Continuing Education Services
Bill Thompson-Associate Vice President for Institutional Advancement
Joy Kornegay-Chief Financial Officer
Jack Kannan-Foundation Executive Director
Tara Humphries-Public Information Officer
Don Magoon-Chief of Administrative Services
Patty Pfeiffer-Division Head for Allied Health and Public Services
Ernie White-Division Head for Applied Technologies
Gene Smith-Division Head for Arts and Sciences - College Transfer
Beth Hooks-Division Head for Business and Computer Technologies
Beverly Deans-Division Head for Public Safety

Rotating Members – 3 year terms	Term Expires
Planning Council Chair	
Todd King-Department Head, Engineering & Manufacturing Tech	2013
Office of the President	
Dorothy Moore-Grants Coordinator	2013
Student Services	
Elvira Simmons-Assistant Financial Aid Director	2012
Rebecca Barnes-Allied Health Admissions Coordinator	2013
Deana Holland-Disabilities Services Counselor	2013
Academic Affairs	
Allied Health & Public Services Division	
Dr. Allessandra Lowery-Department Head, Dental	2012
Sue Beaman-Instructor, Nursing	2013
Applied Technologies Division	
Gabe Mitchell-Department Head, Agriculture & Natural Resources	2013
Craig Foucht-Dept Head, Transportation	2013
Business and Computer Technologies Division	
Denise Kearney-Department Head, Medical & Office Administration	2013
Tracy Schmeltzer-Department Head, Business Techn. & Accounting	2013
Arts & Sciences - College Transfer Division	
Tammy Bishop-Department Head, Pre-Curriculum	2011
Ashton T. Griffin-Instructor, Chemistry	2013
Public Safety Division	
Angie Blizzard-Coordinator, BLET	2011
Academic Services	
Anne Millington-Director, Cooperative Programs/Tech Prep	2013
Continuing Education Services	
Shelbra Jackson-Director, Occupational Extension/Allied Health	2013
Joe McMichael-Director, Business & Industry Center	2011
Administrative Services	
Willie Brinson-Chief, Campus Police	2013
Ken Jones-Educational Support Technician	2011
Wayne Community College Association of Educational Office Professionals	
N/A for current membership year	2011

Revised September 2010

Evaluation of the Plan

Wayne Community College's planning strategies include an evaluation component that documents the achievement of progress towards the accomplishment of the institution's goals, as well as annual activities to accomplish departmental objectives. The evaluation process serves to indicate overall institutional progress toward attaining its stated mission. Various management and research techniques are utilized to collect measurable data elements. The continuous collection and storing of specific data elements related to students, instructional programs, and administrative functions permits the quantitative and qualitative review of actual versus planned institutional performance. Historical data is summarized, and this information is used to make planning assumptions for the next long-range planning cycle.

The President is responsible for all college programs and projects. The President's Administrative Council is charged with ensuring the effective operation of the college and the evaluation of programs in terms of goals and objectives in the college Plan. These goals and objectives are reviewed each semester to ensure that the college is making progress toward achieving its mission. The Administrative Council considers the following in its review and evaluation:

l.   Degree of progress being made toward the completion of goals and objectives with the timetables established.

2.   Current and future budget expenditures needed to achieve these goals and objectives.

3.   Operational changes needed in order to achieve the established goals and objectives.

4.   Revisions to the Plan address on-going changes in the economy, local employment needs, student profile, etc.

It is important that every employee be given the opportunity to participate in the planning process in his or her respective divisions. Planning not only provides a roadmap for the college's future, it also builds management and leadership opportunities for its employees and allows them to own a part of the plan that determines the operation of the college. Division heads should meet regularly with their people to ensure their activities are consistent with the college's goals and objectives.

The Strategic Plan includes specific, measurable outcomes and objectives, which, if achieved, will ensure the college moves toward the accomplishment of its mission. The task of documenting achievement of objectives rests with the particular planning group assigned to the objective. On a semester basis, the Director of Planning and Research is responsible for advising planning group heads (Administrative Council) on Strategic Plan review. At the mid-year point (January), the planning group heads furnish a Mid-Year Status Report of progress on their current year objectives using their Assessment Criteria as a benchmark for progress; at the end of the year (June) they provide an End-of-Year-Report using the same criteria. This information is compiled by the Planning and Research Office for review and evaluation by the Planning Council, Administrative Council, and Board of Trustees.

Planning groups may use a multitude of data gathering techniques and methods, including interviewing, surveying, analyzing enrollment documents, accreditation requirements, etc., to obtain both qualitative and quantitative documentation of achievement of objectives.

It is critical to the planning and evaluation process that results of accomplishments be documented and used to influence future decision-making and planning efforts. Feedback of assessment data is also necessary to verify that the college's stated mission is being accomplished. In this way the college is able to demonstrate its overall effectiveness while making improvements.

The example on the next page is a diagram of how planning, evaluation, and improvement are linked to the college's mission. It is this linkage that we strive to achieve towards Institutional Effectiveness.

<u>Example of Institutional Effectiveness</u>
Linkage Between Mission/Outcome/Assessment Results

Liberal Arts Department

<u>Mission Statement</u>
Wayne Community College is a student-centered, public, two-year college with an open-door admissions policy. The college serves individuals, business and industry, and other organizations with quality, economical, and convenient learning opportunities.

<u>Long-Range Goal Statement</u>
2. Provide opportunities for excellence in learning through accessible, high quality educational experiences.

<u>Short-Range Goal Statement</u>
2.1 Improve current educational programs through continuous assessment, planning and evaluation.

<u>Objective / Intended Outcome</u>
Students using the Writing Center will show improvement in basic writing skills.

<u>Justification</u>
The Writing Center offers students one on one instruction in basic writing skills. Statistics show that one on one instruction in developmental classes improves retention.

<u>Assessment Criteria</u>
Seventy-five percent of the students using the Writing Center will be able to write a 150-to-200 word paragraph with a maximum of ten mechanical errors as evidenced on a writing sample.

Seventy-five percent of the faculty who have students using the Writing Center in their programs will be surveyed and will note an improvement in the writing skills of students using the Writing Center.

<u>Mid-Year Status Report</u>
Preliminary observation of students using the Writing Center indicates that a significant number of curriculum students are being referred by faculty for help in improving writing skills.

<u>End of Year Assessment Results</u>
Sixty percent of students were able to write a 150-to-200 word paragraph with ten or fewer mechanical errors.

Eighty percent of faculty surveyed indicated a significant improvement in the students' writing skills. Some deficiencies in sentence structure were noted the referring instructors.

<u>Use of Results</u>
An analysis of writing samples of students referred to the Writing Center indicates that students still had difficulty with sentence structure. The Liberal Arts Department agreed that more emphasis would be placed on sentence structure in the syllabus for Fall Semester. This objective will be carried forward to the next plan year for further evaluation and assessment regarding the treatment to place more emphasis on sentence structure during the Fall Semester.

Procedures Used to Assess Achievement of Goals

The assimilation of information to measure institutional effectiveness starts with the mission statement and goals. As we begin to assess achievement, we must examine a cross section of information that provides us with indicators of success or a lack thereof. The following general list serves as a catalog of information we can use to determine our effectiveness:

a. Institutional Surveys
- Graduate / Completer Surveys
- Faculty / Staff Surveys
- Retention Studies
- Student Demographics Studies
- Community Needs Assessment

b. Studies of Student Performance
- Placement Test (Asset/Compass)
- Performance in job related study
- Performance after transfer
- Licensure examinations

c. Routine Reports and Publications
- Enrollment Reports
- Financial Reports
- IPEDS Reports
- Course Schedules
- Audit Reports
- Government Reports (Student Financial Aid, Veterans Programs, Americans with Disabilities Act, Student Right-to-Know)

d. Reports or Studies by Other Organizations
- NC Community College System
- Southern Association of Colleges and Schools
- Community College Planning and Research Organization Peer Review
- Chamber of Commerce
- Employment Security Commission

e. Studies of Faculty and Staff Performance

f. Advisory Committee

g. Board of Trustees

h. Formal Hearings

i. Informal Discussions

WCC obviously uses a great deal of information in order to draw conclusions about the health of the institution. Therefore, the Planning Council adopted a Critical Success Factors paradigm that more accurately measures the accomplishment of the goals and mission of the College. A detailed discussion on Critical Success Factors follows.

Critical Success Factors

Critical Success Factors are defined as "the key things that must go right for an organization (in this case Wayne Community College) to flourish and achieve its goals." The concept of critical success factors was developed at the Massachusetts Institute of Technology Sloan School of Business. The effort to identify these "key things" enables the organization to focus its efforts. Thinking through appropriate measures for the factors ensures that Wayne Community College will examine its performance. Thus, critical success factors are both a planning and an evaluation/accountability tool.

The Critical Success Factors reflect measures for institutional goal achievement. The first nine factors correspond to the nine institutional goals; the tenth factor reflects the assessment methods used to document Institutional Effectiveness.

The Critical Success Factors were derived from several sources:
- Wayne Community College Planning Council
- The North Carolina Community College System
- Other North Carolina Community Colleges
- National Alliance of Community and Technical Colleges

Using the data collected from these sources, the Planning Council developed and grouped the Critical Success Factors measures in broad categories that were edited, refined, and synthesized for presentation.

In order to assess institutional effectiveness, it is necessary to understand what institutional effectiveness is. As previously stated institutional effectiveness is the process of articulating the mission of the college, setting goals, and using the data to form assessments in an ongoing cycle of goal setting and planning.

In other words, the Mission Statement of the college generates the definition of specific institutional goals that must be interpretable in terms of specific indicators. These indicators, when measured, yield data about the effectiveness of the realization of the goal. Effectiveness can, therefore, be improved and internal comparability established. This permits an interpretation of the progress of the college to perform better in terms of the goal over time, the only genuine measure of effectiveness. Alternatively, goals can be changed as a result of the data, yielding new indicators. As well, the mission statement can be revised as goals become realized or in order to constitute them in greater conformity with reality. The Planning and Evaluation Model is an illustration of this process.

The following Critical Success Factors were adopted by the college Planning Council in August 1998. A further explanation of the background and implications can be found in the NCCCS annual Critical Success Factors report.

Factor 1: **Student Success**
Measure A: Percent of Students Returning From Past Semesters
Measure B: Progress of Literacy Students going into Curriculum Programs
Measure C: Number of GEDs & Adult High School Diplomas (AHSDs) Awarded
Measure D: Performance of Transfer Students After Two Semesters
Measure E: Rate of Success on Licensure Exams
Measure F: Number of GED/AHSD going into WCC Curriculum Programs
Measure G: Progress of Remedial Students
Measure H: Percent of Students Accomplishing Their Goals

Factor 2: **Quality Educational Programs**
Measure A: Number & Percent of Local High School Graduates Enrolled in WCC Programs
Measure B: Program Review
Measure C: Program Accreditation Results
Measure D: Graduate Satisfaction Surveys
Measure E: Student Evaluation of Instruction
Measure F: Advisory Committee Recommendations

Measure G: Employer Satisfaction With Program Completers

Factor 3:   **Quality of Faculty and Staff**
Measure A: Number and percent of employees participating in Professional Development
Measure B: Services Review
Measure C: WCC Salaries as a Percent of the Southeast Regional Average and Ranking in North Carolina Community College System (NCCCS)
Measure D: Faculty and Staff Annual Performance Evaluations
Measure E: Levels of Experience & Academic Preparation of Employees

Factor 4:   **Management of Resources**
Measure A: Space Utilization
Measure B: Faculty Teaching Loads
Measure C: Financial Audit Reports
Measure D: Timely Submission of Equipment/Supply Requests
Measure E: On-time submission of State and Federal Reports

Factor 5:   **Provide an Attractive Facility**
Measure A: Adherence to WCC's Master Facilities Plan
Measure B: Adherence to WCC's Facilities Maintenance Plan

Factor 6:   **Resource Development and Utilization**
Measure A: Private Fund Raising
Measure B: Grants Applications & Acquisition (Federal,State,Private)
Measure C: Ancillary Income (Bookstore, Cafeteria, Childcare)

Factor 7:   **Community Service Involvement**
Measure A: Number of Community Service Courses Offered
Measure B: Number of Senior Citizen Enrollments
Measure C: Number of Businesses Served
Measure D: Industry Training Provided
Measure E: Economic Impact of WCC on Community

Factor 8:   **Technology**
Measure A: Computer Hardware
Measure B: Computer Software
Measure C: Audio Visual Equipment

Factor 9:   **Diversity**
Measure A: Faculty/Staff Percentages by Race & Gender Representing The County's Population
Measure B: Participation of Student/Faculty/Staff In Cultural Activities

Factor 10:   **Assessment**
Measure A: Institutional Effectiveness Plan
Measure B: End-of-Year Reports
Measure C: SACS Reaffirmation
Measure D: FTE/Financial Audit
Measure E: Curriculum Standards
Measure F: Environmental Scanning (SWOTT Analysis)

Finally, in assessing institutional effectiveness, it is necessary to determine the indicators/measures, for the goals. Collectively, the indicators constitute the mission statement and goals of the college and, when measured, yield data that accurately assesses the degree to which the goals are being implemented.

Annual Planning Calendar

Calendar	Activity
JUL - AUG	• New Plan year begins • Approved planning objective implemented
SEP - OCT	• Departments provide feedback to VP's on progress of planning objectives • Planning Council Meetings (Orientation/Meeting)
NOV - DEC	• Department/Division Training
JAN - FEB	• Planning Council Meeting • Mid-Year Plan reports due • Departments develop new planning objectives and budgets
MAR - APR	• Departments provide feedback to VP's on progress of planning objectives • Planning Council Retreat
MAY - JUN	• End-of-Year Plan Reports due • New Plan presented to Board of Trustees • End-of-Year Report published

Planning and Research Calendar 2005-2010

	2005	2006	2007	2008	2009	2010
JANUARY	• HEFC Institutional Space Utilization File • Planning Council Meeting • 2004/2005 Mid-Year Plan Reports Due • Department/Division Training • "Achieving the Dream" Training	• HEFC Institutional Space Utilization File • Planning Council Meeting • 2005/2006 Mid-Year Plan Reports Due • Department/Division Training • "Achieving the Dream" Training	• HEFC Institutional Space Utilization File • Planning Council Meeting • 2006/2007 Mid-Year Plan Reports Due • Department/Division Training • "Achieving the Dream" Training	• HEFC Institutional Space Utilization File • Planning Council Meeting • 2007/2008 Mid-Year Plan Reports Due • Department/Division Training • "Achieving the Dream" Training	• HEFC Institutional Space Utilization File • Planning Council Meeting • 2008/2009 Mid-Year Plan Reports Due • Department/Division Training • "Achieving the Dream" Training	• HEFC Institutional Space Utilization File • Planning Council Meeting • 2009/2010 Mid-Year Plan Reports Due • Department/Division Training
FEBRUARY	• CCPRO Conference • Performance Measures & Standards Survey Data • Departments Develop FY 2005/2006 New Objectives/Budgets Due • Departments Provide Verbal Feedback to VP's on Progress of FY 2004/2005 Plan	• CCPRO Conference • Performance Measures & Standards Survey Data • Departments Develop FY 2006/2007 New Objectives/Budgets Due • Departments Provide Verbal Feedback to VP's on Progress of FY 2005/2006 Plan	• CCPRO Conference • Performance Measures & Standards Survey Data • Departments Develop FY 2007/2008 New Objectives/Budgets Due • Departments Provide Verbal Feedback to VP's on Progress of FY 2006/2007 Plan	• CCPRO Conference • Performance Measures & Standards Survey Data • Departments Develop FY 2008/2009 New Objectives/Budgets Due • Departments Provide Verbal Feedback to VP's on Progress of FY 2007/2008 Plan	• CCPRO Conference • Performance Measures & Standards Survey Data • Departments Develop FY 2009/2010 New Objectives/Budgets Due • Departments Provide Verbal Feedback to VP's on Progress of FY 2008/2009 Plan	• CCPRO Conference • Performance Measures & Standards Survey Data • Departments Develop FY 2010/2011 New Objectives/Budgets Due • Departments Provide Verbal Feedback to VP's on Progress of FY 2009/2010 Plan
MARCH	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Student Evaluation of Faculty & Instruction Survey • Planning Council Retreat • SACS Compliance Certification Due • Mission Review at Planning Council Retreat	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Student Evaluation of Faculty & Instruction Survey • Planning Council Retreat	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Student Evaluation of Faculty & Instruction Survey • Planning Council Retreat • 5 Year Mission Review at Planning Council Retreat	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Student Evaluation of Faculty & Instruction Survey • Planning Council Retreat	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Student Evaluation of Faculty & Instruction Survey • Planning Council Retreat	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Student Evaluation of Faculty & Instruction Survey • Planning Council Retreat
APRIL	• Advisory Committee/Employer Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2005/2006 Plan • 2004/2005 End-of-Year Plan Reports Due • "Achieving the Dream" Operational Plan Due to Lumina • MA Student Resource Survey • Quality Enhancement Plan Completed	• Advisory Committee/Employer Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2006/2007 Plan • 2005/2006 End-of-Year Plan Reports Due • MA Student Resource Survey	• Advisory Committee/Employer Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2007/2008 Plan • 2006/2007 End-of-Year Plan Reports Due • MA Student Resource Survey	• Advisory Committee/Employer Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2008/2009 Plan • 2007/2008 End-of-Year Plan Reports Due • MA Student Resource Survey	• Advisory Committee/Employer Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2009/2010 Plan • 2008/2009 End-of-Year Plan Reports Due • MA Student Resource Survey	• Advisory Committee/Employer Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2010/2011 Plan • 2009/2010 End-of-Year Plan Reports Due • MA Student Resource Survey
MAY	• ADN Post Graduates Surveyed • 2005/2006 Plan Presented to Board of Trustees • Graduate Survey • SACS Off-Site Review Conducted	• ADN Post Graduates Surveyed • 2006/2007 Plan Presented to Board of Trustees • Graduate Survey	• ADN Post Graduates Surveyed • 2007/2008 Plan Presented to Board of Trustees • Graduate Survey	• ADN Post Graduates Surveyed • 2008/2009 Plan Presented to Board of Trustees • Graduate Survey	• ADN Post Graduates Surveyed • 2009/2010 Plan Presented to Board of Trustees • Graduate Survey	• ADN Post Graduates Surveyed • 2010/2011 Plan Presented to Board of Trustees • Graduate Survey
JUNE	• Student Evaluation of Faculty & Instruction Survey • 2004/2005 End-of-Year Report Published	• Student Evaluation of Faculty & Instruction Survey • 2005/2006 End-of-Year Report Published • COC Committee reviews WCC SACS report	• Student Evaluation of Faculty & Instruction Survey • 2006/2007 End-of-Year Report Published	• Student Evaluation of Faculty & Instruction Survey • 2007/2008 End-of-Year Report Published	• Student Evaluation of Faculty & Instruction Survey • 2008/2009 End-of-Year Report Published	• Student Evaluation of Faculty & Instruction Survey • 2009/2010 End-of-Year Report Published

Planning and Research Calendar 2005-2010

	2005	2006	2007	2008	2009	2010
JULY	• IIPS Conference • PN Post Graduates Surveyed • Dental Assisting Graduates Surveyed • 2005/2006 Strategic Plan Published • 2005/2006 Plan and Objectives Implemented • Revise Fast Fact Card • Performance Measures & Standards Chart Revised • Prepare for SACS On-Site Visit (September)	• IIPS Conference • PN Post Graduates Surveyed • Dental Assisting Graduates Surveyed • 2006/2007 Strategic Plan Published • 2006/2007 Plan and Objectives Implemented • Revise Fast Fact Card • Performance Measures & Standards Chart Revised	• IIPS Conference • PN Post Graduates Surveyed • Dental Assisting Graduates Surveyed • 2007/2008 Strategic Plan Published • 2007/2008 Plan and Objectives Implemented • Revise Fast Fact Card • Performance Measures & Standards Chart Revised	• IIPS Conference • PN Post Graduates Surveyed • Dental Assisting Graduates Surveyed • 2008/2009 Strategic Plan Published • 2008/2009 Plan and Objectives Implemented • Revise Fast Fact Card • Performance Measures & Standards Chart Revised	• IIPS Conference • PN Post Graduates Surveyed • Dental Assisting Graduates Surveyed • 2009/2010 Strategic Plan Published • 2009/2010 Plan and Objectives Implemented • Revise Fast Fact Card • Performance Measures & Standards Chart Revised	• IIPS Conference • PN Post Graduates Surveyed • Dental Assisting Graduates Surveyed • 2010/2011 Strategic Plan Published • 2010/2011 Plan and Objectives Implemented • Revise Fast Fact Card • Performance Measures & Standards Chart Revised
AUGUST	• Private College Transfer Report • WCC Services Review Survey • WCC Program Review • BLET Graduates Surveyed • Quality Enhancement Plan Due	• Private College Transfer Report • WCC Services Review Survey • WCC Program Review • BLET Graduates Surveyed	• Private College Transfer Report • WCC Services Review Survey • WCC Program Review • BLET Graduates Surveyed	• Private College Transfer Report • WCC Services Review Survey • WCC Program Review • BLET Graduates Surveyed • Begin Environmental Scan (2010-2015)	• Private College Transfer Report • WCC Services Review Survey • WCC Program Review • BLET Graduates Surveyed	• Private College Transfer Report • WCC Services Review Survey • WCC Program Review • BLET Graduates Surveyed
SEPTEMBER	• Dental Hygiene/Assisting Post Graduate Employment Survey • Departments Provide Verbal Feedback to VP's on Progress of FY 2005/2006 Plan • Planning Council Orientation/Meeting • SACS On-Site Committee Review	• Dental Hygiene/Assisting Post Graduate Employment Survey • Departments Provide Verbal Feedback to VP's on Progress of FY 2006/2007 Plan • Planning Council Orientation/Meeting	• Dental Hygiene/Assisting Post Graduate Employment Survey • Departments Provide Verbal Feedback to VP's on Progress of FY 2007/2008 Plan • Planning Council Orientation/Meeting	• Dental Hygiene/Assisting Post Graduate Employment Survey • Departments Provide Verbal Feedback to VP's on Progress of FY 2008/2009 Plan • Planning Council Orientation/Meeting	• Dental Hygiene/Assisting Post Graduate Employment Survey • Departments Provide Verbal Feedback to VP's on Progress of FY 2009/2010 Plan • Planning Council Orientation/Meeting	• Dental Hygiene/Assisting Post Graduate Employment Survey • Departments Provide Verbal Feedback to VP's on Progress of FY 2010/2011 Plan • Planning Council Orientation/Meeting
OCTOBER	• IPEDS Fall Survey Collection • Student Services Survey • Evening Student/Instructor Survey • Student Evaluation of Faculty & Instruction Survey • Administrative Council Retreat • MA Graduate & Employer Survey	• IPEDS Fall Survey Collection • Student Services Survey • Evening Student/Instructor Survey • Student Evaluation of Faculty & Instruction Survey • Administrative Council Retreat • MA Graduate & Employer Survey	• IPEDS Fall Survey Collection • Student Services Survey • Evening Student/Instructor Survey • Student Evaluation of Faculty & Instruction Survey • Administrative Council Retreat • MA Graduate & Employer Survey	• IPEDS Fall Survey Collection • Student Services Survey • Evening Student/Instructor Survey • Student Evaluation of Faculty & Instruction Survey • Administrative Council Retreat • MA Graduate & Employer Survey	• IPEDS Fall Survey Collection • Student Services Survey • Evening Student/Instructor Survey • Student Evaluation of Faculty & Instruction Survey • Administrative Council Retreat • MA Graduate & Employer Survey	• IPEDS Fall Survey Collection • Student Services Survey • Evening Student/Instructor Survey • Student Evaluation of Faculty & Instruction Survey • Administrative Council Retreat • MA Graduate & Employer Survey
NOVEMBER	• Department/Division Training	• Department/Division Training	• Department/Division Training	• Department/Division Training	• Department/Division Training	• Department/Division Training
DECEMBER	• Attend SACS Conference • BLET Graduates Surveyed • HEFC Building Inventory • HEFC Room Inventory Update • Department/Division Training	• Attend SACS Conference • BLET Graduates Surveyed • HEFC Building Inventory • HEFC Room Inventory Update • Department/Division Training	• Attend SACS Conference • BLET Graduates Surveyed • HEFC Building Inventory • HEFC Room Inventory Update • Department/Division Training	• Attend SACS Conference • BLET Graduates Surveyed • HEFC Building Inventory • HEFC Room Inventory Update • Department/Division Training	• Attend SACS Conference • BLET Graduates Surveyed • HEFC Building Inventory • HEFC Room Inventory Update • Department/Division Training	• Attend SACS Conference • BLET Graduates Surveyed • HEFC Building Inventory • HEFC Room Inventory Update • Department/Division Training

Planning Document Format and Definitions

WCC PLANNING DOCUMENT   **YEAR-YEAR**

Department - Units of the College as identified on the organizational chart.

Long-Range Goal #?:
Institutional goal established for a five-year period, reviewed annually by the College Planning Council, and revised based on inputs from the entire institution. Long-Range Goals translate the broad philosophy of the mission statement into general, yet distinguishable, areas of intention. These statements are timeless and indicate a general sense of institutional direction.

Short-Range Goal #?.?:
Institutional goal supporting the institution's Long-Range Goal but for a shorter period of time (usually one or two years). The Short-Range Goal is established by the College Planning Council through inputs from the entire institution. These statements are outcome oriented and traditionally provide the frame of reference for assessment. These goals provide a definitive direction that focuses on issues or priorities of the institution.

Objective/Intended Outcome: A departmental activity supporting the Short-Range Goal. Generally, these should be limited to three to five activities identified of as primary importance. Objectives may be for a one- year or two-year period. An objective describes the specific desired result. It should be as short, clear, concise, and understandable as possible. It should begin with the word "to" and be followed with an action verb.

> (Choose one from below)
>
> *Instructional*: Statements of intended student (educational) outcomes are descriptions of what departments intend for students to know (cognitive), think (attitudinal), or do (behavioral) when they have completed their degree programs, or general education "core" curricula.
>
> *Administrative & Educational Support Units*: Statements of intended outcomes primarily describe what the department is going to do and what its impact (results) will be on clientele (students, industry, employers, faculty, staff, and public, etc.).

Justification: Explain how this will impact on student learning, detailing time line to completion, and the number of students that will benefit.

Assessment Criteria: The assessment or evaluation activity that will be utilized in measuring the success of the intended outcomes. Assessment may be quantitative and qualitative. Quantitative assessment is that form of evaluation characterized by its identification of individual components and provision of a quantitative measure. Qualitative assessment describes those evaluations in which a professional judgment concerning a subject is made.

Resources: Time, money, people, equipment, and/or facilities needed to accomplish the objective.

Target Date: Estimated date of completion normally falls within the one-year to two-year period of the plan. A target date could be less than one year.
- -
Mid-Year Report, December: A brief statement or comment describing the progress achieved to-date.
End-of-Year Report, June: Results of the assessment are incorporated in future planning cycles.
Use of Results, June: A process used to document what was done with the objective. The Liberal Arts example on page 26 best describes the proper use of evaluation results. If no further action is required, then a statement indicating such is appropriate.

A narrative of what was accomplished during the years. The narrative must address the Assessment Criteria in the objective in order to document the success or failure of achieving the objective or outcome. (The Liberal Arts example of the End of Year narrative on page 26 is the desired approach to articulating the outcome.)

Accessing Your Plan File
For Implementing New Planning Year Objectives
(You must have permission from the Office of Planning and Research in order to access this file)

Once your computer screen is active follow these steps to access the Plan to begin inputting your new objectives for your department/division:

INSTRUCTIONS:

1) Double click on "My Computer"

2) Double click on Users on 'Wcccluster_data_server\ (U:)

3) Double click on bmull1

4) Double click on the Planning Groups folder that corresponds with the year you're working on

5) Double click on your respective planning group folder

6) Double click on your planning group document

Yes-the screen is blank - until you begin to input your new objectives.

Please make sure your cursor is blinking at the top/left-hand corner of the first page – click Insert/File
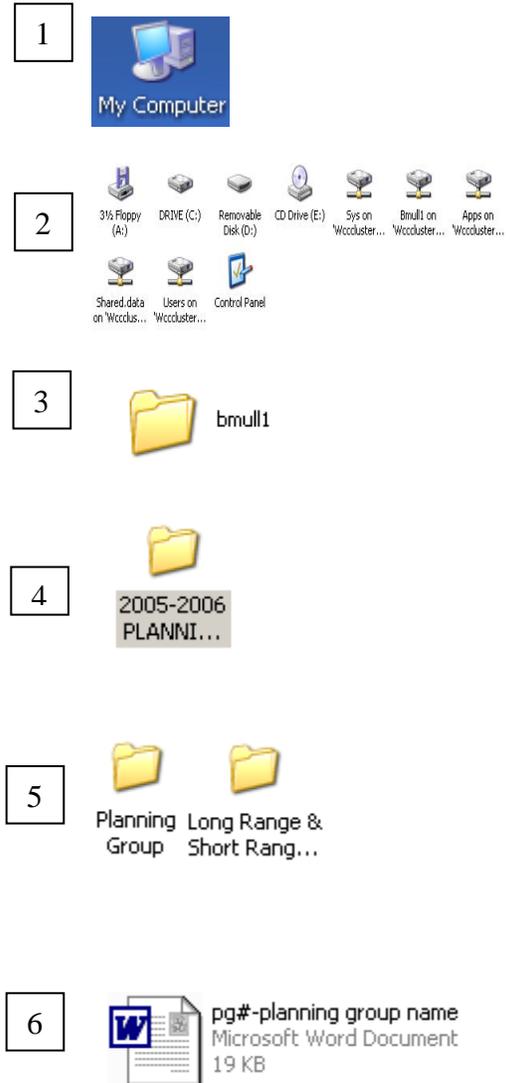
7) Click on the down arrow next to "Look in" - Double click on Users on 'Wcccluster_data_server\(U:)

8) Double click on bmull1

9) Double click on the Planning Groups folder that corresponds with the year you're working on

10) Double click on Long Range and Short Range Goals Folder

11) Double click on what short-range goal you want to use and it will automatically put the "template" into your planning document. (NOTE: It's easier to go ahead and do an Insert/File for all of your objectives you plan to use and then go back and fill them in.)

FYI: You do not have to go to the top of the next blank page to do the Insert/File – You may click Insert/File at the top of the one you have already created making sure your cursor is before "WCC Planning Document".
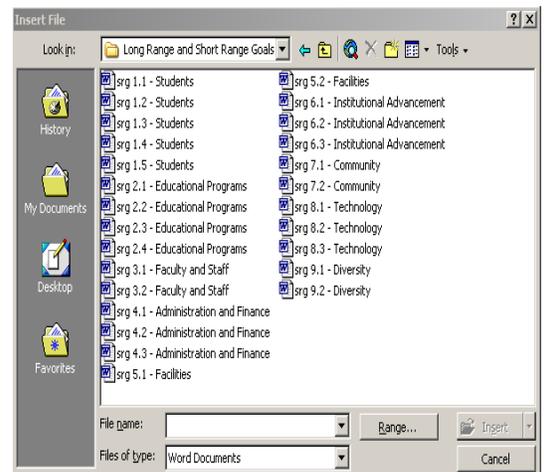
REMEMBER: <u>SAVE</u> your changes by going to File/Save

<u>Accessing and Updating Your Plan File</u>
For Reporting Mid-Year Status, End of Year Assessment, and Use of Results
(You must have permission from the Office of Planning and Research in order to access this file)

Once your computer screen is active follow these steps to access the mid-year status report, end-of-year assessment results, and use of results for each planning objective for your department/division:

INSTRUCTIONS:

1) Double click on "My Computer"

1
My Computer

2) Double click on Users on 'Wcccluster_data_server\ (U:)

2
3½ Floppy (A:)   DRIVE (C:)   Removable Disk (D:)   CD Drive (E:)   Sys on 'Wcccluster...   Bmull1 on 'Wcccluster...   Apps on 'Wcccluster...
Shared.data on 'Wcclus...   Users on 'Wcccluster...   Control Panel

3) Double click on bmull1

3
bmull1

4) Double click on the Planning Groups folder that corresponds with the year you're working on

4
2005-2006 PLANNI...

5) Double click on your respective planning group folder

5
Planning Group   Long Range & Short Rang...

6) Double click on your planning group document

6
pg#-planning group name
Microsoft Word Document
19 KB

For each planning objective type in your mid-year status, end of year assessment results, and use of results reports and **SAVE** your changes by going to **File/Save**
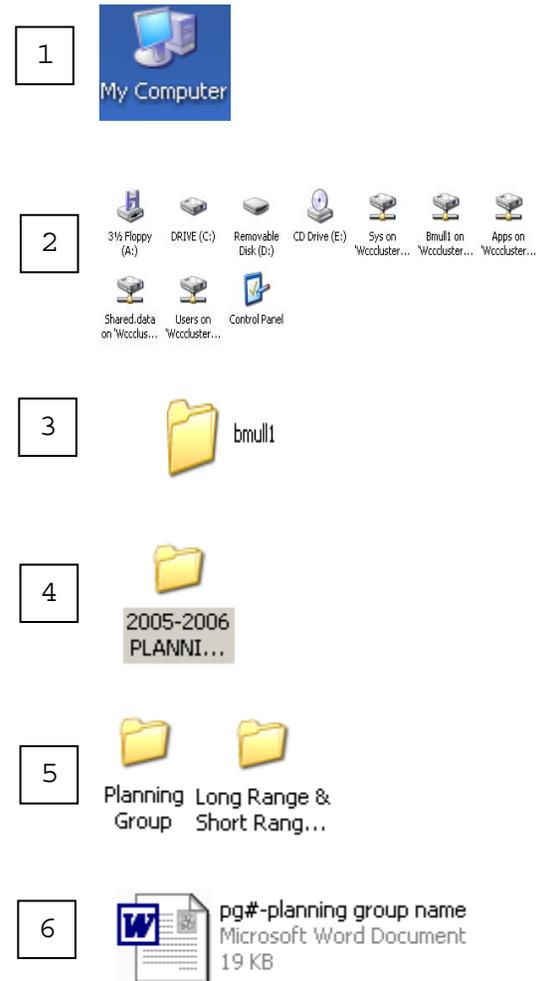
2005-2010 Goals

1. Students
   Long Range Goal: Enhance student success through college-wide programs and services.

   Short Range Goals:
   1.1   Improve student achievement of college-wide, program and course learning outcomes.

   1.2   Expand services to meet the needs of all students with emphasis on students of color, low income students, students with learning differences, and students with special needs.

   1.3   Expand and improve the college-wide student tracking and intervention system with enhanced developmental education, student support, and advising services.

   1.4   Improve the collaboration among all support services to provide a comprehensive college-wide network of services to students.

   1.5   Provide opportunities for students to experience achievement in their earliest encounters with the college.

2. Educational Programs
   Long Range Goal: Provide opportunities for excellence in learning through accessible, high quality educational experiences.

   Short Range Goals:
   2.1   Improve current educational programs through continuous assessment, planning and evaluation.

   2.2   Develop new educational programs as identified by a comprehensive assessment of diverse community needs.

   2.3   Increase educational and training opportunities for displaced workers, current workers, and new entrants into the workforce.

   2.4   Incorporate in courses and programs current workplace practices of teamwork, service learning, customer service, and effective communication.

3. Faculty and Staff
   Long Range Goal: Enhance the performance of faculty and staff through learning opportunities and incentives.

   Short Range Goals:
   3.1   Provide professional development activities for all college employees.

   3.2   Support educational endeavors for employees to meet the challenges of the changing community and world.

4. Administration and Finance
   Long Range Goal: Improve the efficiency, productivity and responsible use of all available resources through a comprehensive planning and management system.

   Short Range Goals:
   4.1   Provide and maintain a quality and effective communication system within the college.

   4.2   Evaluate college operations through the use of continuous improvement principles in order to use resources more efficiently.

   4.3   Implement innovative, flexible and proactive strategies that meet the changing needs of administrative and financial services.

5. **Facilities**
    Long Range Goal: Provide an attractive, flexible, and accessible learning environment that meets the needs of the community served.

    Short Range Goal:
    5.1   Design and maintain facilities based on the Campus Long-Range Master and Strategic Plans in accordance with environmentally sound practices and latest available technologies.

    5.2   Improve facilities so that new, innovative opportunities for learning are provided.

6. **Institutional Advancement**
    Long Range Goal: Enhance the effectiveness and accountability of the college through integrated planning, research, marketing, resource development, and management.

    Short Range Goals:
    6.1   Integrate resource development efforts to fulfill the college mission.

    6.2   Employ a comprehensive and cohesive marketing plan.

    6.3   Improve institutional research, data management, assessment, and planning processes for the college.

7. **Community**
    Long Range Goal: Strengthen the partnership between the college and the community through programs and services.

    Short Range Goals:
    7.1   Promote effective relationships with local educational systems, businesses and industries, community organizations, and other agencies.

    7.2   Support faculty, staff, and students' participation in community service.

8. **Technology**
    Long Range Goal: Integrate state-of-practice technology in all aspects of the college's programs, services, and operations.

    Short Range Goals:
    8.1   Provide opportunities for faculty, staff, and students to utilize state-of-practice technology.

    8.2   Expand and improve program accessibility through technology.

    8.3   Systematically upgrade and replace technology to meet local and global needs.

9. **Diversity**
    Long Range Goal: Provide programs and services that respond to the diversity within the college, local community, and global community.

    Short Range Goals:
    9.1   Identify and serve populations underrepresented in Wayne Community College programs.

    9.2   Prepare faculty, staff, and students for a global workplace by incorporating cultural diversity and globalization into the customized programs and services of the college.

Strategic Areas of Emphasis -   2010 - 2011
SUCCESS WAYNE: ACCESS, EXCELLENCE AND STUDENT SUCCESS

Three Guiding Goals of SuccessWayne:
- **Increase Student Access:** Develop policies and practices that provide increased opportunities for students to enter into and proceed successfully 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.

How Do We Achieve Success Wayne Goals?
1.   Accreditation and Major Initiatives
- SACS Five Year Follow-up 2011
- Quality Enhancement Plan update 2011
- General Education Continued Improvement Project (CIP)
- CODE GREEN College-wide Initiative

2.   Growing the College - Program and Service Development
- Design and Implement an Enrollment Management Plan focusing on:
  A.   Increasing enrollment in curriculum and continuing education
  B.   Increasing student retention across curricula/non-credit
  C.   Increasing the total number of curriculum program completions of certificates, diplomas, and degrees
  D.   Improving the "front door experience" for students
  E.   Continuing improvement in and growth in distance learning programs – implement the best practices from Distance Technology CIP
  F.   Developing bridge programs between curriculum and continuing education
  G.   Establishing best practices in faculty and staff orientation (full and part-time), mentoring, and professional development; continue cross training of employees
  H.   Continuing improvement on Performance Measures as part of the Critical Success Factors
  I.   Evaluating programs and services currently offered in appropriate planning cycle

3.   Resource Development
- Foundation Development – set appropriate goals and expand opportunities for involvement in all foundation activities
- Grant Development Plan and continued seeking of external funding sources
- Develop college-wide Marketing Plan to include an Annual Report

4.   Meet Business Needs in the Community Through
- WORKS (Wayne Occupational Readiness Keys for Success)
- Business and Industry Center (Customized Training)
- Strengthening all Advisory Committees
- Growing and revising Programs and Services

5.   Facilities and Health/Safety
- Review Facilities Master Plan (2007 – 2013)
- Review and Update Business Continuity Plan (Annual Review)
- Review and Update Crisis Response Plan (Annual Review)
- Assess First Year of Tobacco Free Initiative and Implement Second Year
- Develop and Implement Drug-Free Plan
- Continue Enhanced Wellness Focus

Revised 2010 by the President's Council

Planning Assumptions for 2005-2010

Demographics
1. Both the population and the industry of Wayne County will continue to moderately grow. The 2003 population estimates from the NC Rural Economic Development Center indicate Wayne's population growth was 8.3% compared to the state average of 21.4% from 1990 – 2000.
2. The population is aging; the elderly are increasing faster than any other group. By 2010 NC will gain more than 290,000 people 45 years of age and older.
3. The population of Wayne County will continue to become more diverse. The number of people with multi-cultural backgrounds and different languages, particularly Hispanics and Asians, will continue to grow. Between 1990 and 2000, NC experienced a 400% growth in the Hispanic population, the largest growth in the country.
4. The number of Wayne County public school high school graduates will moderately increase from an estimated 1,006 to 1,075; from 2005 to 2010. The number of adults in WCC's prime age group (20-34) is projected to be somewhat stable for the next decade.
5. The typical WCC curriculum student is 29 years of age, white, female, working part- time and or unemployed, receiving financial aid and is or has enrolled in at least one developmental course.

Political / Legal
1. The emphasis on accountability and cost-effectiveness will continue to be strong.
2. Costs for buildings, upkeep, maintenance, equipment and salaries will continue to rise, while tax funding will be restricted. New and additional sources of revenue must be explored. Uncertainty with county funding can impact on the upkeep and capital improvements needed for the campus.
3. Regionalization and non-duplication of services and programs will continue to be a focus.
4. WCC will continue to see an increase in special populations.
5. There is an ongoing need to address medical needs in Wayne and surrounding counties.
6. We must continue to promote better working relations with community, higher education and public schools.

Technology
1. We must increase the amount of and the quality of available technology. It should be adequate for the customers being served and should be on the "cutting edge". The high cost of technology must be considered for upgrade, replacement or acquisition of resources.
2. Technology will continue to change the way instruction is delivered and received.
3. Technology will enable the delivery of instruction anywhere, anytime, anyplace, for any student. Consequently, we must increase online classes.
4. Business and industry expect community college graduates to be technologically competent and comfortable with technological change.
5. Like employees in business and industry, college employees will need to be constantly retrained to use technological developments for maximum productivity in both instruction and all other areas of the college.
6. Accommodating advanced network architecture and other technological changes will significantly affect current and new construction.
7. The workforce will need to be on the cutting edge of technology and systems to excel and be competitive.

Social
1. The rate of illiteracy will continue to increase in the target populations for WCC's programs; under prepared students will continue to enroll at WCC.
2. Funding for government and community social services in Wayne County will, at best, stay the same, and may decrease; demand for services will continue to increase.
3. Welfare reform and the Work First program will change the types of educational and support services that people need. Low-cost day care (child and elderly) will continue to be a critical need.
4. The realization that people are increasingly interdependent means that skills such as teamwork,

communication, and problem-solving are important for all people to learn.

5. New ethnic populations have different needs: functional interaction with the community, formal education/training delivered appropriately, community acceptance of differing cultures and appreciation and celebration of all cultures in the community and state.
6. Workforce is changing: more displaced workers needing training, high school dropouts less likely to find unskilled work than in the past and the number of single-adult families continue to increase.
7. Quality of life and/or relationship to community: Civic and cultural leadership in community needs to be addressed along with collaboration among agencies on issues of emergency services, homeland security, healthcare and the promotion of volunteerism.

Competitive
1. Learning will be customized to different learning styles and needs of individuals. Education will be focused on basic intellectual and interpersonal skills in response to the information age and its associated technologies.
2. The educational and research infrastructure will be transformed through partnerships between community colleges, business and industry, and other alliances.
3. The demand for learning will continue to increase and alternative private and public sector suppliers will aggressively compete with community colleges for students and resources.
4. Just-in-time learning will intensify with shortened time for initial preparation, improved quality of workforce/learner connections, reduced cost of learning, the fusion of work and learning, and dramatically altered academic patterns.
5. The Wayne County workforce partnerships between business, industry and education will continue to grow and gain momentum, changing the way we develop and deliver curriculum and continuing education programs.
6. The college offers quality learning opportunities at low cost and affordable tuition compared to the high cost of a four-year education at a university or private institution.
7. The college has an excellent reputation in the community, has modern facilities, an excellent faculty and staff and offers a good variety of programs.

Economy
1. In light of an unstable economy nationally, the economy of Wayne County should continue to be healthy, with low unemployment and expanding economic activity. The shortage of qualified workers will continue.
2. Women and minorities will continue to gradually increase their percentage of the workforce.
3. Unskilled jobs will continue to be eliminated or relocated and will be replaced by increases in skilled or semi-skilled employees. Many people will be employed in multinational environments and in small businesses.
4. A substantial number of students will continue to work full or part time.
5. Seymour Johnson Air Force Base offers educational opportunities for its military airman and families.

Internal
1. There should be adequate equipment funding for faculty and staff.
2. Faculty and staff turnover as a result of retirements will impact on the quality of services and instruction.
3. Competitive salaries for faculty and staff must be aggressively pursued.
4. More professional development for faculty and staff to upgrade skills is needed.

Education and Training
1. Diverse/changing population-programs should reflect the needs of the population.
2. Need to address needs of aging population.
3. More continuing education and community services courses to address the needs of the population which may be outside of the typical curriculum programs.
4. Basic life skills programs to help with illiteracy and the homeless.
5. English as a second language – larger Hispanic population.
6. More on-line classes, increase distance learning opportunities.

7. More medical and health sciences programs to deal with aging population and shortages in these areas.
8. Need to help displaced workers reenter the job market quicker (e.g. tobacco, textile, agriculture).
9. Gear programs to the unemployed and underemployed.
10. More industry specific training.
11. More flexibility to update programs to meet changing industry needs.
12. Identify the basic skills needed for the workforce.
13. Focus more on the technical skills needed for the workplace.
14. Seek additional funding sources.
15. Additional funds needed for capital improvements.
16. More professional development for faculty and staff to upgrade skills.
17. More funding for Occupational Extension courses.
18. More public-private partnerships with public schools, universities and industry.
19. Students lack competency in basic skills (reading, writing, math, and critical thinking).
20. High cost of books for students continues to be a concern.
21. High number of under prepared recent high school graduates entering WCC.

Plan / Budget Integration Instructions

1. WCC's planning process can be found in the WCC Strategic Plan Guide. The guide is designed to assist you in developing a systematic process of identifying your respective planning needs and articulating those needs in a clear and concise format. The WCC's Strategic Plan Guide can be accessed at: http://www.waynecc.edu/pdf/planning_rpts/05-10-strategic-plan-guide.pdf

    NOTE: The templates for the WCC Long-Range Goal (LRG) and Short-Range Goal (SRG) statements are provided in the Planning and Research electronic plan file. Your departmental secretary or administrative assistant maintains access to the Plan file for your respective department. Please see him/her for creating, updating, and storing plan information.
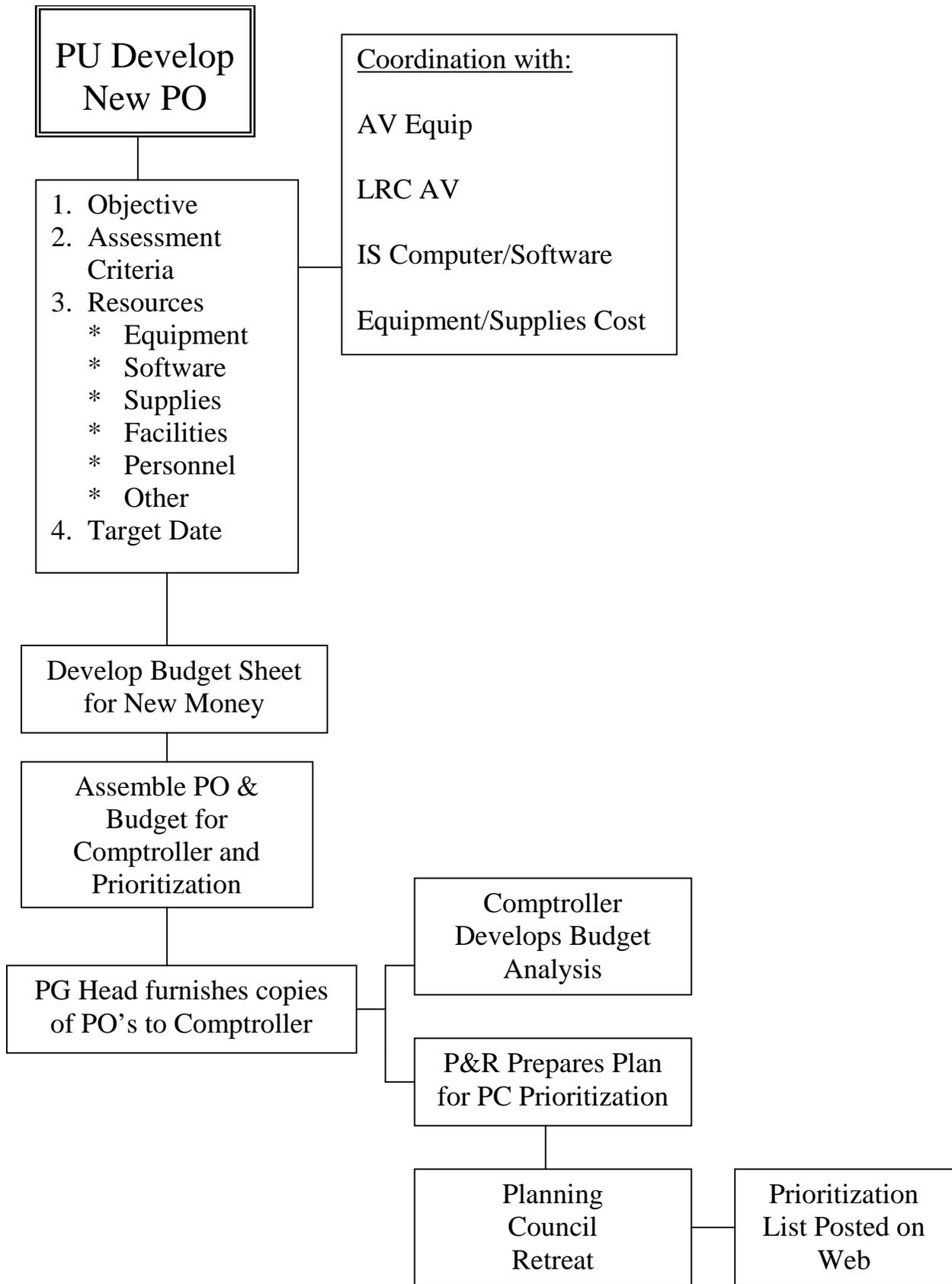
2. The following steps are used to develop a planning objective:

    a. Begin your review of those planning objectives that were not approved for the previous funding year to determine whether they are still relevant for the new plan year. In other words, when comparing the unfunded objectives against your list of priority needs you will need to determine which takes precedence over the other.
    b. Review the WCC Long-Range Goal (LRG) and Short-Range Goal (SRG) statements to determine which one(s) support your planning objective/intended outcome.
    c. Define your Objective/Intended Outcome(s), Justification and Assessment Criteria.
    d. Determine the resources you will need to accomplish your objective/intended outcome such as equipment, people, facilities, supplies, furniture, etc. Your Department Budget Request Form may have some other items you should consider also.
    e. There are two types of entries for Resources: Department Budget, or the itemized list of resources necessary (i.e. equipment, software, supplies, facilities, personnel, travel etc.) to accomplish the objective/intended outcome. Type "Departmental Budget" if you can accomplish the objective with your current budget. If new dollars are needed, then show the total amount of dollars needed for that objective/intended outcome by category (i.e. equipment, software, supplies, facilities, personnel, travel etc.). The itemized list of resources required will also be recorded on the Budget Request Summary.
    f. Establish your target date for goal completion.
    g. Repeat this process for each goal and objective/intended outcome.   Secretaries and Administrative Assistants should refer to page 34-36 of their Strategic Plan Guides for instructions for creating, updating, and storing plan information. Questions should be directed to Becky Mulligan at extension 7009.

3. The following is an explanation of your budget package:

    a. **Department (Planning Unit) Budget Request Form**. This form is used in conjunction with each new goal and objective/intended outcome that requires new money. It is broken down by line items you typically use in your department budget. The Budget Summary Form is designed to support up to three planning objectives/intended outcomes. **However, you can only submit two "new money" planning objectives for 2010-2011.**   You are required to prepare a separate planning objective/intended outcome form for each new objective/intended outcome and attach each one to the Budget Request Summary Form. (For example: if you are preparing three new objectives/intended outcomes, you will attach three planning objective/intended outcome forms to the Budget Request Summary Form). **Note: Do not submit a planning objective for less than $500. Normally requests for less than $500 can be adjusted in your base budget.**
    b. Form Definitions
        BASE BUDGET is your current year budget reflected in Datatel. If your Base Budget will not change (increase/decrease), **fill in the dollar figures onto this form under the base budget column**. If your Base Budget will change, put a footnote at the bottom of the page explaining why. For example, you've been selected to serve on a Task Force that will have you attending meetings around the state for the next year. You estimate that your BASE BUDGET travel dollars will increase from $500 to $1000. You would put a #1 by the new figure, in the Base Budget column, and a footnote (1) and state: "1. Serving on Task force that will require travel around the State for the next year". Conversely, if you completed a year on the Task force this year, a reduction in that dollar amount and an explanation will be required too. This is to inform the decision makers on why your Base Budget changed.
        THE BUDGET REQUEST SUMMARY reflects the dollar figures you will need to begin/complete

your new goals and objectives/intended outcomes as determined by your cost estimate. Since your Planning Document will be attached to this Budget Request Summary, a detailed explanation is not needed for these items. Remember to attach all new planning objectives/intended outcomes to the Budget Summary Request Form.

c. **EQUIPMENT NEEDS:** Every equipment request, including new, replacement, and audio-visual equipment, must be supported by a planning objective/intended outcome. (For example: when preparing the OBJECTIVE/INTENDED OUTCOMES part of the Planning Document, you would indicate your intentions are "to upgrade instruction by replacing 25 out-dated computers at a cost of $30,000.") In addition, your equipment needs must be itemized and prioritized from highest (1) to lowest (2,3, etc.) priority on the attached equipment form. **(1) You must coordinate ALL computer hardware and software with the Information Technology Director (ext. 7030); (2) You must also coordinate your equipment needs through the Equipment Coordinator to ensure you obtain accurate retail costs for your equipment (ext. 7094); and (3) Any equipment that will require new electrical installation or infrastructure modifications must be coordinated with the Chief of Maintenance (ext. 7040). IF THESE STEPS ARE NOT TAKEN, THE OBJECTIVE WILL NOT BE CONSIDERED.**

d. **AUDIO VISUAL EQUIPMENT AND MATERIALS:** In the middle part of the Budget Request Form are two areas for new Audio Visual Equipment and Audio Visual Materials. If you require new Audio Visual Equipment or Audio Visual Materials complete the enclosed forms and attach them to your Budget Summary Form. **Be sure to coordinate your AV equipment needs with Educational Support Technologies Director (ext. 7023); software and hardware needs with Information Technologies Director (ext. 7030); and your AV material needs with the Library Services Director (ext. 6760). IF THESE STEPS ARE NOT TAKEN, THE OBJECTIVE WILL NOT BE CONSIDERED.** Also enter the dollars required onto the Budget Summary Form.

e. **COUNTY FUNDS:** County Funds are for those Planning Units that receive County Budget Support. The same rules apply, if you need new telephone equipment, a chair-lift for the library or major repairs, you must have a planning objective/intended outcome tied to it. Enter the required dollars to accomplish the objective and attach the Planning Objective/Intended Outcome Form to the Budget Summary Form.

f. **OTHER NEEDS:** Other Needs are for those items that do not fit into your current line item category. **Personnel**: If you are requesting a new full-time employee position or converting an existing position from 9 to 12 months, you will use this area to make that known. You must include a planning objective/intended outcome to support that new request. Provide only the annual salary for the position and the Business Office will compute the social security, retirement, and hospitalization. **Equipment replacements**: Equipment replacements are those equipment items that your area currently maintains but have become inoperable and cannot be repaired which require replacement.

g. **FACILITIES MODIFICATIONS: If you are adding new equipment (computers and office equipment, lathes, medical, aviation, automotive, classroom modifications, etc.) keep in mind where you plan to place it in your environment**, and what additional infrastructure support will be needed; i.e. will you need more electrical support, will you have enough room to safely operate, or will the facility support the addition? So, it is important that you **coordinate with the Chief of Maintenance (ext. 7040) to see if your facility has sufficient electrical and mechanical assets to support your objective**. If you are not sure, make the phone call anyway. **IF THESE STEPS ARE NOT TAKEN, THE OBJECTIVE WILL NOT BE CONSIDERED.**

4. We know there will be instances where you will have questions about items we did not address. Do not hesitate to ask for help or guidance, and if you see that we can do this in a simpler way, please let us know.

5. Vice Presidents must collect and approve their respective planning units' planning and budget information and confer with the President for final approval. **Vice Presidents must turn in a hard copy of all planning and budget documents to the Chief Financial Officer in the time frame specified in the transmittal package and should notify Becky Mulligan that planning objectives/intended outcomes are in the electronic Plan File.**

Plan / Budget Integration Flowchart

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┌─────────────────┐        ┌──────────────────────────────┐
│ ╔═════════════╗ │        │ Coordination with:           │
│ ║ PU Develop  ║ │        │                              │
│ ║ New PO      ║ │        │ AV Equip                     │
│ ╚═════════════╝ │        │                              │
└────────┬────────┘        │ LRC AV                       │
         │                 │                              │
┌────────┴────────┐        │ IS Computer/Software         │
│ 1. Objective    │────────│                              │
│ 2. Assessment   │        │ Equipment/Supplies Cost      │
│    Criteria     │        └──────────────────────────────┘
│ 3. Resources    │
│    *  Equipment │
│    *  Software  │
│    *  Supplies  │
│    *  Facilities│
│    *  Personnel │
│    *  Other     │
│ 4. Target Date  │
└────────┬────────┘
         │
┌────────┴────────┐
│ Develop Budget  │
│ Sheet for       │
│ New Money       │
└────────┬────────┘
         │
┌────────┴────────┐
│ Assemble PO &   │
│ Budget for      │
│ Comptroller and │
│ Prioritization  │
└────────┬────────┘
         │
┌────────┴──────────────┐      ┌──────────────────┐
│ PG Head furnishes     │──────│ Comptroller      │
│ copies of PO's to     │      │ Develops Budget  │
│ Comptroller           │      │ Analysis         │
└───────────────────────┘      └──────────────────┘
                               ┌──────────────────┐
                               │ P&R Prepares Plan│
                               │ for PC           │
                               │ Prioritization   │
                               └────────┬─────────┘
                        ┌───────────────┴──┐   ┌──────────────────┐
                        │ Planning Council │───│ Prioritization   │
                        │ Retreat          │   │ List Posted on   │
                        └──────────────────┘   │ Web              │
                                               └──────────────────┘
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Plan / Budget / Technology Integration Process

The integration of the college's technology plan within the overall planning process involves several important steps designed to optimize the procurement and allocation of limited resources. These steps are designed to assist the planning unit member in obtaining the proper resource(s) in order to do his or her job.

Coordination with the following college support services functions are required when preparing objectives involving computer hardware/software, audio-visual equipment and/or audio visual materials. The appropriate support services director (Information Systems, Educational Support Technologies, and Library Resource Center) will coordinate and, if applicable, comment on the appropriate Planning Unit Budget Request Form prior to submission to the Planning Group Head and Planning Council. Therefore, these requirements should be forwarded to the appropriate area early in the planning cycle.

Plan/Budget/Technology/Integration Process.

1.   Computer software/hardware requests are coordinated through the Information Systems Department (IS). IS personnel will assist in the purchase, installation and licensing of software used on the college's academic and individual office computers. Computer hardware items are defined as, but not limited to, the following: CPUs, Memory, Mother Boards, Hard Disks, Keyboards, Monitors, Mice, Sound Cards, Video Cards, Network Cards, Consoles, Ports, Printers and CD-ROM.

        The Director of Information Systems should be contacted for issues concerning the purchasing, licensing and installation of software/hardware or any equipment that might use the administrative computing facilities.

2.   Audio-visual equipment requests are coordinated through the Director of Educational Support Technologies. Audio visual equipment is used to produce and/or present information. "Presentation equipment" includes such things as televisions, video cassette recorders, overhead projectors, slide projectors, lcd panels, cassette recorder/players, laserdisc players, satellite dishes and receivers, and multi-media work stations.

        "Production equipment" includes such things as video camcorders, 35mm cameras, video editors, cassette duplicators, transparency printers, and computer multi-media authoring systems.

3.   Audio-visual material requests are coordinated through the Director of the Library Resource Center. Audio-visual materials are commercially-prepared programs available in a variety of formats: video cassettes, audio cassettes, compact disks, laser disks, video disks, slides, and transparencies. These materials are ordered by the library. Normally, the materials are ordered on a preview basis or purchase on approval with the right to return the materials within 30 days if the contents do not meet the instructional needs.

Once the plan and budget documents have been turned in to the Chief Financial Officer for review, the Director of Planning and Research forwards "technology related" documents to the Chair of the Technology Committee for review. The committee reviews the documents to determine:

1.   If the educational and/or administrative value of the objective is compatible with the mission of the institution.

2.   If there is existing hardware/software available on campus that will satisfy the need.

3.   If the objectives are consistent with the technology goals of the institution.

The Technology Committee will make recommendations to the president who, in turn, working with the Administrative Council will allocate appropriate resources after the Planning Council annual retreat.

The Planning Council, at its annual retreat, will review and prioritize technology related objectives along with all planning objectives. This prioritization will be done independently of the Technology Committee's review.

Closing the Loop in the Planning and Evaluation Process

The purpose of this publication is to help college employees understand the different types of evaluation processes that we can use to assess strengths and weaknesses of our programs. Regardless of whether you work in education, administration, maintenance, security, etc., you are charged with providing the best possible service within the monetary constraints our public leaders provide. Therefore, we must continue to evaluate how well we do our jobs and use the results of those evaluations for improvement. This is what we mean by "closing the loop."

This training publication will cover four processes we generally use here at the college to evaluate our programs and use those evaluations to "close the loop":

    I.   Planning Objective(s) end of year review.
    II.   Committee Recommendations (Focus groups, sub-committees, advisory committees, etc.,)
    III.   Use of Survey results.
    IV.   Data analysis and what it provides.

I. Planning Objective(s) - End-of-Year Review

The end of the current planning year comes to a close on June 30 of each year, and there are several things that we must do to evaluate our success or failure in accomplishing our planning objectives for that year.

As we have done in past years, the office of Planning and Research sends a memo via e-mail to remind Planning Groups and Unit heads that end of year reports are due in the Planning & Research Office (from Planning Group heads) in April of each year. This means planning units must have their responses to their respective planning group heads prior to the April deadline.

The process and format for reporting is in the Manual for Institutional Effectiveness.

The SACS Reaffirmation Committee suggested we design and implement more formalized training and development to ensure that each department faculty member and administrator is fully knowledgeable and more participative in how they can evaluate their educational goals. They also recommended the college use the results of these evaluations to improve educational programs, services and operations.

In some instances, we do a good job in evaluating our outcomes or accomplishments and examining those results for future application. However, in most cases we simply explain "what we did" and not what the result was. Or, putting it another way, we failed to apply the "so what?" question to what we did.

You may think that the result of the process of upgrading computers or shop equipment was simply the purchase, receipt and placement of those items into service. However, there may be more to say than what you initially thought. For example, let's say you planned to upgrade outdated shop equipment by purchasing several new items over the course of several years. Your objective or intended outcome is to ensure your students have been exposed to the latest technology in their field and are prepared to work with that equipment.

So, you are successful in getting your computerized, digital, laser producing, diamond cutting shop equipment the first of several years. After installation, what did you discover? First, you had to learn how to operate the equipment before you could safely teach it to the students? Reviewed your program or course competencies to see if they were still current or needed to be revised to include the new technology associated with operating the equipment? Found you could do more with the equipment in a shorter period of time thus freeing up instructional time for more hands-on laboratory time for the student? Discovered you needed assistance from "field experts" or advisory committee members validating "real world application" . . .and the list continues.

When you begin to articulate the fact that you were successful in purchasing this hi-tech piece of equipment in your end of year report, think beyond what you did and apply the "so what?" question.

Example: We were successful in purchasing the computerized, digital, laser producing, diamond cutting shop equipment. However, during the initial setup phase in March we discovered that the staff will require some additional training before we can expose the students to the new equipment. This training will occur during the summer months and should allow us to be proficient enough to safely present the new equipment and its features during fall semester. The company that we purchased the equipment from will pay for our training. Changes in the syllabus and course competencies will have to be discussed with the advisory committees at our next meeting. We anticipate that both students and employers will be satisfied with the instruction and preparation for the world of work with the new equipment, but we won't know the impact until they've been in the field for at least a year. So, as part of our Annual Program Audit graduate and employer surveys, we will ask former students and their employers for their opinions on how well WCC prepared them for the world of work. Since this is a multi-year process, we will establish an objective to conduct the survey next year.

In the example above, we indicated we were successful in purchasing the equipment, what we found out about it, what we needed to do to make sure the competencies and syllabus were still current, who needed to be involved, and how we planned to query former students and their employers about their satisfaction with their preparation. We also indicated that we would establish an objective to ensure follow-up in support of the Annual Program Audit process. Although there is still some work to be done to measure the effectiveness of the new equipment, we basically closed the loop from purchase to evaluation--a process that may take several years to validate and complete.

An easy rule to follow is to tell them what you did, what the result was (so what? question) and what further action is or will be required.

The definition for "closing the loop" is best described as "what has been accomplished from the planning objectives and now require some form of explanation of their status at the end of the plan year (June). Those explanations can fall into three categories:

1. You successfully completed the objective and want to close it out;
2. You successfully implemented a new objective but, more work or analysis must be done before it is complete;
3. You were not able to implement the objective this year; and therefore, must carry it forward to the new plan year or recommend it be modified or deleted.

If you can visualize, in our planning model in the Manual for Institutional Effectiveness, we basically:

1. Implement our respective planning unit objectives in July
2. Review our progress in September and make adjustments as needed
3. Provide a formalized evaluation of our progress in December and review objectives that were not previously funded for possible implementation if additional funding is available
4. Review our progress in March and make adjustments as needed
5. Closeout the plan year in June with a formal evaluation of what was accomplished and the implications of those accomplishments

The "implications of those accomplishments" is where we tend to fall short in taking results of assessment and tying them back into the planning process. Now, let's look at some other areas that we "do the work " but don't always follow through in "closing the loop."

II. Committee Recommendations - (Focus groups, sub-committees and advisory committees)

Everyone you talk to at the college will tell you that we spend an enormous amount of our time on Committees. These committees represent the "broadbased involvement" the Commission on Colleges of SACS asks us to subscribe to. However, more important than that, it offers us the opportunity to explore and discuss issues that affect the way we do business. Usually the best ideas come from committee work resulting in admirable proposals that are considered for implementation by our decision makers.

However, we don't always follow through on those committee recommendations that are implemented; consequently, we're not sure whether the resources that were approved for implementation to determine if the desired result or intended outcome was accomplished. This is usually the case when whoever is in charge of the committee does not have a clear understanding of what his or her role is once recommendations are implemented. Too often we tend to let the dynamics of the process "chug along" without an engineer to guide and monitor the process. We tend to think that the main engineer (the college president) will oversee everything and that we do not have any control over the process, consequently releasing all responsibility to no one.

So, first and foremost, the committee chair must either assume the responsibility for implementation and evaluation or designate someone else more appropriate to do so.   In the case of the latter, the recommendations from a committee become the responsibility of the department which the committee was formed to help or as directed by the president.

Let's look at an example.

A committee was formed to study student retention. The committee chair comes from the Student Development Services division and has six people from around the college to assist in this study. The committee's goal is to develop recommendations for recruiting students and retaining those students. Since this goal is somewhat general in nature, it might be appropriate for the Vice President of Student Development to take the initial responsibility to consider and implement the committee's recommendations. This also ensures these recommendations receive the appropriate attention for success.

The committee recommends that the advertising budget be increased significantly, to reach more potential students through the media (print, television and radio) because a survey administered earlier indicated that the college was falling short in reaching favorite radio stations for minority students, and that there wasn't enough printed material that could be distributed by the recruiter on her trips to area high schools.

The Vice President for Student Development enters this as an objective into the upcoming year's plan which is subsequently approved and the additional resources allocated. Over the course of the next year, more radio stations carry the WCC message and the recruiter is able to provide more printed material to potential students. As fall semester begins, we see that initially, more minority students are enrolling, than in the previous fall term.

Could this be an indication that our increase in the advertising budget, strategic targeting of minority radio stations, and the recruitment of high school students caused this increase? This is a question that often goes unanswered because no one thinks to follow through or "close the loop".

An effective way to address this process to determine if it was worth the "extra bucks" is to query the students to determine how they learned about the college. This may take a couple of years to track but as long as minority enrollment continues to grow, analysis from student surveys may validate that the additional focus on minority students paid off, thus justifying the initial increase in the advertising and recruitment budget. This kind of information can also pave the way for additional budget increases while thwarting the tendency to cut the budget during lean times.

So, as a committee chair, you have the responsibility to determine who will be responsible for following through and assessing the success of your committee's recommendations. Keep in mind, it may take time to

accomplish the latter, and if you don't consider how you will measure success early on, you will have a difficult time "closing the loop."

III. Surveys - Our bread n butter for assessment

Surveys help us gather information and analyze it for various applications.

- If we have interest in a new curriculum program for the college, we will do a "needs assessment" survey with local business and industry to obtain present and future employee projections so we don't create a program that turns out graduates who can't find jobs because of limited area employment.

- We assess or evaluate our programs on a regular basis, and that allows us the opportunity to ask specific questions to our constituents, peers, business and industry employers, and students.

  o We ask how well do we do with our services
  o How receptive or approachable are we with our students
  o How successful were former students in college transfer programs
  o How successful were former students in getting a job
  o Was continuing education courses helpful in the workplace
  o Is the public satisfied with the leadership role the college takes in the county
  o Did our remedial programs help students prepare them for college level work
  o How are we viewed as faculty and administrative professionals
  o What kind of service do we provide to our internal constituents

The list of questions or inquiries can be exhaustive, and if they are not seriously addressed, they can perpetuate unhealthy practices, low esteem, lack of importance, low enrollment, low retention, poor grades, poor performance, fraud, waste and abuse and other unhealthy activities or practices.

Although we have not experienced these unhealthy practices, we also do not do a very good job of taking survey results and addressing the "negative" side of some of the comments we solicit information on. Surveys are people's opinions based on perceptions of how things probably ought to be whether we like it or not. It is our responsibility to address those opinions the best way we know how in order to correct a deficiency, improve on a program or process, and develop new initiatives that will benefit the student and college.

Knowing what to address in a survey depends what you are attempting to accomplish. Let's look at another example (*):

* Feedback from a former graduate of a program of instruction might indicate he or she was dissatisfied with the preparation received in his or her new job. If you receive similar feedback from other former students or present employers it could be a sign that something is not right. So you begin to investigate the process of "closing the loop" through research of the literature and constituent feedback.

  o First, you might contact some of your constituents around the community college or university system to inquire about changes in equipment or methods you may not be aware of.
  o Secondly, you might review current business and industry publications that predict or project changes for the future.
  o Third, you could discuss concerns with your area employers for their input or suggestions.
  o Fourth, you might pull your advisory committee together and discuss concerns brought out in the survey to seek their comments or suggestions.
  o Fifth, maybe you were already aware of these changes and were trying to incorporate them into your curriculum, but the financial resources have not been made available for some time and you've already done your homework with the previous four steps. The survey became the evidence you needed to convince your boss(es) that your program needed some attention and higher priority consideration. So, you prepare a planning objective with the supporting documentation and provide that information to your supervisor as a means to obtain the additional funding.

You have, in effect, "closed the loop" on responding to your analysis of the survey; however, you will still have work to do. Now, you must assess if the new equipment you were successful in obtaining reduces or eliminates the concerns for lack of preparation by the college. If you did your homework with the previous steps, you will, most likely, be right on target.

Now, let's move on to another area that we can use to evaluate ourselves by using Data Analysis.

IV. Data Analysis

Data analysis is fun. Some folks refer to this process as "statistics." Since "statistics" has always bugged me, I prefer the term data analysis. Data analysis is basically looking at numbers and percentages over a period of time for trends. Trends can tell us whether we are up, down or horizontal; meaning we are high, low, or average. These trends can help us establish a "benchmark" or goal for improvement. This information can be found in all kinds of college, state, national, and international publications and reports. You should keep records that show your grading trends with students.

Data analysis can help you predict future trends by looking into the past by using a process referred to as "regression analysis". Regression analysis is looking at several years of data to see why the numbers fluctuate up or down and explain those fluctuations. Numbers can be people in disguise.

Let's look at an example of numbers that reflect an 11 year enrollment pattern for Introduction to Computers course (CIS 110). The enrollment data is for the beginning and ending period of Fall Semester.

Introduction to Computers (CIS 110) - Fall Semester Analysis

Year	1	2	3	4	5	6	7	8	9	10	11	11 Year Average
Beginning Enrollment	20	20	20	20	19	20	20	21	21	21	20	20
Ending Enrollment	15	15	15	17	14	16	14	13	13	12	10	14

During a meeting with your supervisor, it is observed that, through his or her review of your beginning and ending enrollment numbers for the past four years, there appears to be a downward trend in the numbers of students exiting the course before completion. You are asked to take a look at that trend and see if you can isolate the cause. Your assessment reveals the following:

The class size averages around 20 students per semester. By the end of the semester, you loose an average of five (5) students for academic, attitude, or family problems. You begin your research by evaluating student evaluations of faculty by former students and pick up on several comments that relate to "a boring segment" in your course. You also contact Student Development to see what comments some of the "early leavers" had to say about your program. Some indicate they lost interest and did not see the relevance of some information that was being presented; some ran into family or work problems, and some think your program is the best in the world.

However, there is an indication of dissatisfaction emerging from some of the data. The data suggests that there appears to be a trend in dropouts at the same point in the curriculum as reflected by some negative comments about course content and relevancy from student surveys. Your "gut feeling" is that the students may not be properly prepared for entry into that "stumbling area" of the course. Further investigation or study of students will have to be done to determine this. Therefore, you may have to ask Student Development to assist you with ASSET reading test score analysis of your students. You may also have to examine your course content for currency and relevancy. Maybe . . you lost touch (just a little bit) with industry. Maybe the high schools just aren't reaching out or getting to them. Maybe you need to look at the composition or demographics of the class that might identify characteristics of those "early leavers" (such as age, ethnicity, gender, income and other characteristics) for clues that might help isolate the cause.

But, if they've gotten this far into the course and dropped out, maybe it's something we're not doing right. A tough call on ourselves is sometimes hard to accept; however, you press on. After talking with your constituents in the industry and at other schools, and the review of the literature, you find that some of the information presented in the syllabus is outdated. The reasons could be many; however, you've isolated the problem to be an out-of-date syllabus.

You begin to revamp the CIS course with vigor and vitality, because now you know there is a need for "new equipment"--computerized equipment and virtual reality software which allows hands-on application which you haven't been able to do up until now. Once again, you begin to "close the loop" with your findings from your data analysis of enrollment numbers, survey results, student record assessment, interviews, and literature review.

But in order to make the course revision strategies a reality, you must submit a planning objective. As we begin to "close the loop" in one area (data analysis) we enter into another (making the change a reality). With this change we will want to see if we were correct in our assessment that the syllabus was out of date. Once again, we'll have to establish some criteria to see if student enrollment/retention improves in the program........and the cycle of evaluation and improvement continues..........

Summary

Wayne Community College uses a variety of assessment means to evaluate the effectiveness of the college. The most common means involve the ongoing and systematic assessment of the college plan, strategic areas of emphasis, program and services review, and continuous improvement projects. Some examples are: (1) mid-year status report and end-of-year review of planning objectives; (2) recommendations from focus groups, subcommittees, and advisory committees; (3) the use of survey results; and (4) data analysis to recognize and investigate healthy and unhealthy trends.

The application of these processes will lead to improving and strengthening our programs and services. Regardless of the method used, we must recognize that planning and evaluation is an ongoing process and that "closing the loop" does not always mean our job is done. It is a perpetual process for improvement.

If you have questions, or require assistance in applying the concepts of "closing the loop," please give the Planning & Research Office a call. As always, we stand ready to help.