

Wayne Community College
2019-2024

STRATEGIC PLAN for
INSTITUTIONAL EFFECTIVENESS

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Wayne Community College
Strategic Plan for Institutional Effectiveness 2019-2023

Introduction

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

The 2019-2023 *Wayne Community College Strategic Plan* (Strategic Plan) represents the thirteenth edition of WCC's Institutional Effectiveness Plan and is published for all constituents to view on the WCC Institutional Effectiveness website.

This planning document is the product of continuous training, assessment, evaluation, feedback, broad-based participation, and commitment to excellence by the employees of Wayne Community College. Special recognition is given to the Wayne Community College Planning Council members for their leadership and involvement in the revisions of this edition of the Strategic Plan (2019-2023). The WCC Board of Trustees reviewed and approved the 2019-2023 Wayne Community College Strategic Plan for Institutional Effectiveness on February 8, 2019.

Questions or comments about this plan are welcome. Individuals may contact the Office of Institutional Effectiveness at (919) 739-7009.

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

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

Vision Statement

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

Mission Statement

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

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

Core Values

The College is united in sharing these core values:

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

College-Wide Goals

1. **Increase Student Access:** Develop policies and practices that provide increased opportunities for students to enter into and successfully proceed through post-secondary education and training programs.
2. **Ensure Program Excellence:** Examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.
3. **Improve Student Success:** Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.

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

The Vision, Mission statement, Core Values, and College Goals are widely published in College documents to include the *General Catalog and Student Handbook* (print and online) and the College's website. The College's Planning Council reviewed, voted, and approved the Vision and Mission on October 30, 2018. The Council reviewed, voted, and approved the Core Values and Institutional Goals on November 27, 2018. The Strategic Plan, to include Vision, Mission, Core Values, and Goals will be submitted to the WCC Board of Trustees for their review and subsequent approval on February 8, 2019. The WCC Board of Trustees reviewed and approved the Mission Statement and College Goals on February 8, 2019.

System-Wide Goals

Additionally, the College's Goals closely align with those of the North Carolina Community College System (NCCCS). The NCCCS Goals for 2018-2022 are to:

- Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges (aligns with WCC's goal of Increasing Access).
- Provide a continuum of education, training, advising, and support to help learners make informed decisions that lead to credentials and careers (aligns with WCC's goal of Ensuring Excellence).
- Ensure the educational pipeline prepares a workforce possessing the interest, knowledge, skills, and abilities to meet the needs of employers, now and into the future (aligns with WCC's goal of Improving Success).
- Advance organizational effectiveness, operations, and decision-making to support a cohesive system of nimble, empowered, and community-driven colleges (aligns with WCC's goal of Ensuring Quality).

Background of Wayne Community College's Institutional Effectiveness Plan

The North Carolina State Board of Community Colleges Code 1B SBCCC 400.2 states, "Each community college shall maintain an ongoing planning process. At a minimum, college plans shall address program and facility needs; shall include the college's mission, goals and objectives, consistent with the mission of the System and with the State Board's priorities; and shall provide for evaluation of student outcomes."

Wayne Community College's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), requires institutions to be in compliance with institutional planning and effectiveness to assure that the institution has an appropriate broad-based approach to institution-wide effectiveness that supports its mission and serves as a framework for planning. "The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission" (Resource Manual, 2018, p. 56).

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

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

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

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

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

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

Figure 1: WCC's Institutional Effectiveness Model



II. The Wayne Community College Planning Council

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

Purpose:

- To provide direction, leadership and oversight for the college's planning and institutional effectiveness process.
- To serve as liaisons for the planning groups and units; serves as resource persons within their respective area.
- To ensure continuing compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation standards 2.1 (Institutional Mission), 4.2.a (Mission Review), 7.1 (Institutional Planning, 7.3 (Administrative Effectiveness), 8.1 (Student Achievement), 8.2.a (Student Outcomes: Educational Programs), and 8.2.c (Student Outcomes: Academic and Student Support Services).

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

Membership:

Permanent Members: President; Vice President of Academic Services; Vice President of Student Services and Enrollment Management; Associate Vice President of Academic and Student Services; Associate Vice President of Workforce Continuing Education Services; Vice President of Administrative and Financial Services / Chief Financial Officer; Associate Vice President of Administrative Services; Associate Vice President of Human Resources, Marketing, Safety, and Compliance; Chief of Staff and Associate Vice President of Institutional Effectiveness; Executive Director of Wayne Business and Industry Center; Executive Director of the Foundation; Public Information Officer; Deans for each academic division; faculty assessment representative; Information Technology Director; and Institutional Effectiveness staff.

Rotating Members: Representatives from the Office of the President / Human Resources, Marketing, Safety, and Compliance (2); Student Services (2); Academic Services (2), Workforce Continuing Education Services (2); Allied Health and Public Services (2); Applied Technologies (2); Arts and Sciences (2); Business and Computer Technologies (2); and Public Safety (1).

Structure:

The co-chairs of the Planning Council are directly responsible for the activities of the group. The co-chairs coordinate with the Office of Institutional Effectiveness in planning activities. The position is appointed by the President's Council for an indefinite period of time.

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

III. Planning Groups and Planning Units

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

- The President's Office (Administration)
 - Foundation of Wayne Community College, Inc.
 - Human Resources, Marketing, Safety, and Compliance
 - Human Resources
 - Office of Communications
 - Campus Police
 - Institutional Effectiveness
 - Public Information Office
 - Wayne Business and Industry Center
- Academic and Student Services
 - Academic Programs
 - Allied Health and Public Services
 - Applied Technologies
 - Arts and Sciences
 - Business and Computer Technologies
 - Public Safety
 - Academic Support Services
 - Academic Skills Center
 - Bookstore
 - Career and College Promise
 - eLearning
 - Library
 - Student Services
 - Admissions and Records
 - Campus Information
 - Counseling Services
 - Financial Aid
 - Student Activities and Recruiting
 - Workforce Continuing Education Services
 - Admissions and Records WCE
 - Advanced Manufacturing CE Services
 - Allied Health CE Services
 - Human Resource Development CE Services
 - Public Safety CE Services
 - Special Programs CE Services
 - Transitional Programs for College and Career
 - Workforce Innovation and Opportunity Act

- Administrative and Financial Services
 - Administrative Services
 - Controller
 - Equipment and Inventory
 - Facilities and Grounds
 - Information Technology
 - Purchasing

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

Wayne Community College Planning Model

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

1. Strategic or Institutional Planning

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

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

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

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

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

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

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

Institutional Data - Wayne Community College's planning process is data-driven. Internal and external data are used to drive the institutional mission and goals, indicators of success, and strategic priorities.

Wayne Community College's Office of Institutional Effectiveness (IE) conducted an environmental scan, a broad-reaching examination of the College's strengths, weaknesses, opportunities, and threats (SWOT) through a series of surveys and focus group sessions. The purpose was to assist the College in reassessing its mission and to provide input for future strategic planning. In September 2018, the IE Office administered online surveys to WCC students and employees as well as in-person focus groups for internal and external constituents. Please refer to the Indices (page 19) for the complete SWOT analysis.

The data sources used by the College include, but are not limited, to the following:

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

2. Academic Program and Service Unit Planning

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

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

During the academic program or service review and outcome assessments process, committee members analyze data relevant to the unit including information on the customers or students served, the internal and external environments, program or service unit effectiveness, and available resources. Taking into account the institutional goals, indicators, and priorities the academic program or service unit identifies areas in need of improvement and create action plans to achieve the improvements, also known as review and outcome assessment recommendations. The planning units provide an annual update regarding the accomplishments of its action plan and recommendations, with final reports included in the planning unit's next review.

Details regarding the academic program and service review process are included in the *Program Review and Outcome Assessments Guide* and the *Service Review and Outcome Assessments Guide* in the WCC Strategic Plan for Institutional Effectiveness and on the Institutional Effectiveness page on the College's internal web site.

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

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

All outcomes are recorded in internal year-end report formats which are designed to report and document outcome assessment. Reports are stored on the College's internal shared drive in an individual assessment folder system. Program outcomes and service outcomes are assessed annually. In addition, these outcomes are part of the academic program and service unit review. Program learning outcomes and institutional learning outcomes are assessed on a three-year cycle.

3. Operational Planning

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

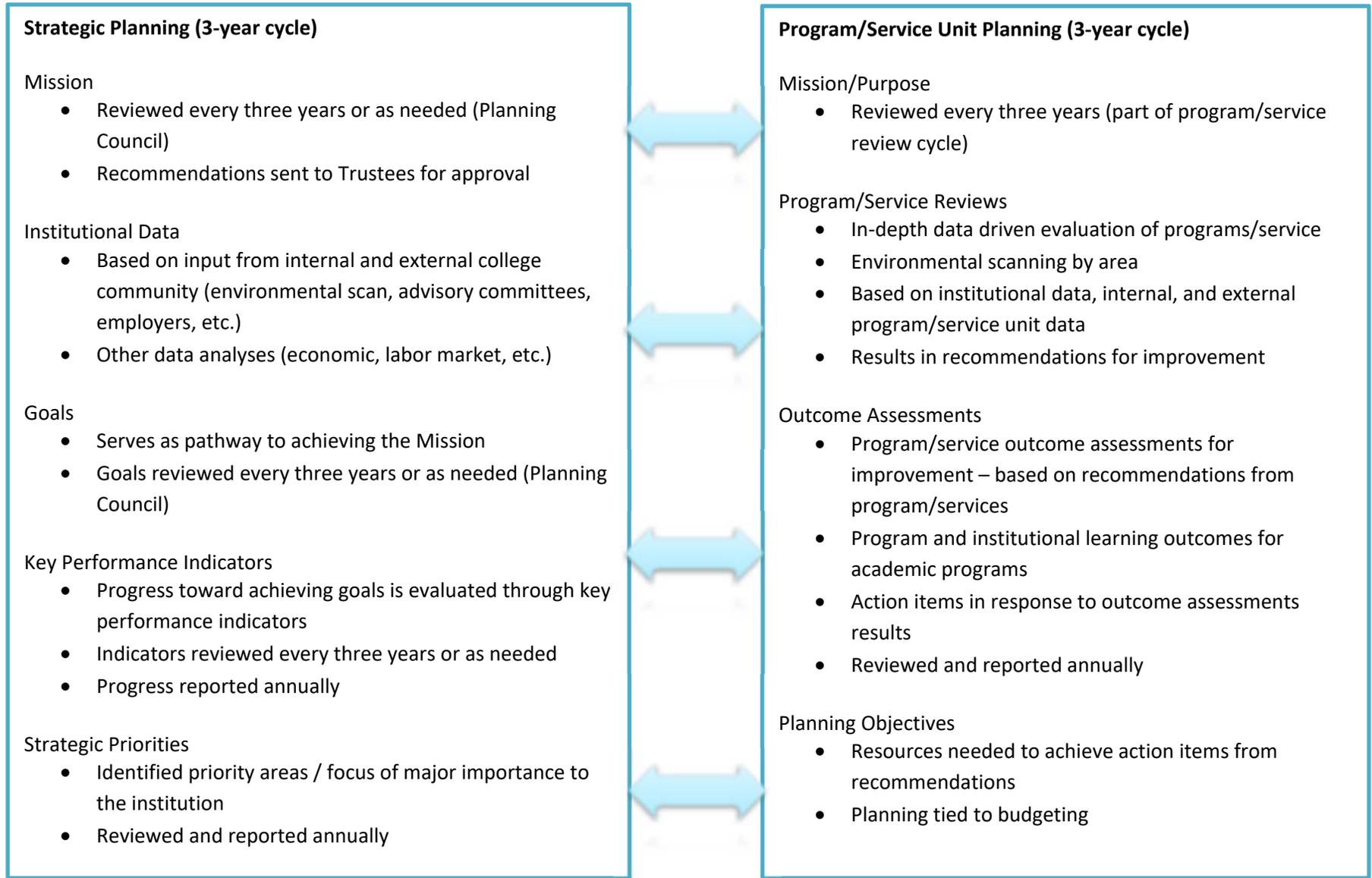
Annual Budget - The College develops its annual budget as part of the institution-wide planning process and Strategic Plan. Annual budget development begins with each planning unit of the College. Annually, each planning unit requests an essential operational budget allocation by completing a Budget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

Planning Objectives – Each planning unit is responsible for identifying additional goals and objectives they would like to accomplish in the coming year and what resources are necessary to accomplish those objectives. Planning objectives must be tied to specific needs or goals identified during the planning unit's review and outcome assessments process. Planning objectives are prioritized within the various reporting levels through the senior administrative level. The prioritized listing is presented to the President's Council for review, discussion and budget consideration, and final allocation.

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

Figure 2 illustrates Wayne Community College's Planning Process.

Figure 2: WCC Planning and Evaluation Process



2019-2023 Goals, Key Performance Indicators, and Strategic Priorities

| GOALS | DEFINITION | STRATEGIC PRIORITIES | ASSESSMENT/KEY PERFORMANCE INDICATORS |
|----------------------------------|--|---|--|
| Increase Student Access | Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs. | <ul style="list-style-type: none"> A. Expand program/course offerings <ul style="list-style-type: none"> 1) Advisory Committee recommendations 2) Labor market data B. Continually review and revise the Strategic Enrollment Management Plan (SEM) C. Track multiple measures and developmental initiative results D. Increase training opportunities for business and industry | <ul style="list-style-type: none"> A. Utilize Advisory Committee input and labor market data to expand program/course offerings B-1. Review of Strategic Enrollment Management Plan (SEM) B-2. Annual headcount – unduplicated for curriculum and continuing education C. Multiple Measures and Developmental initiative D. Annual number of business and industry trainings |
| 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. | <ul style="list-style-type: none"> A. Review Institutional Learning Outcomes assessment process B. Utilize Program Reviews to determine relevant offerings C. Develop a teaching and learning center for faculty development D. Ensure the academic success of community college students who transfer to a four-year college or university | <ul style="list-style-type: none"> A. Institutional Learning Outcomes (ILO) (General Education) B. Program reviews C. Utilization of teaching and learning center D. College Transfer performance (NCCCS Performance Measure) |
| 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. | <ul style="list-style-type: none"> A. Increase curriculum retention, completion, and job placement rates B. Track Basic Skills students progressing academically toward attainment C. Increase licensure and certification passing rates D. Implement Quality Enhancement Plan (OnPoint) and revise as needed E. Foster educational and workforce partnerships to create broad opportunities for students | <ul style="list-style-type: none"> A. Retention, completion, and job placement rates <ul style="list-style-type: none"> 1) FTE – budget FTE for curriculum and continuing education 2) Retention – annual curriculum fall-to-spring and fall-to-fall 3) Completion rates 4) Institutional annual duplicated and unduplicated 5) National Student Clearing House 6) Job Placement rates – Program Reviews |

| | | | |
|-------------------------------------|--|---|--|
| | | | <ul style="list-style-type: none"> 7) First-year progression (NCCCS Performance Measure) 8) Curriculum student completion (NCCCS Performance Measure) 9) Student success rate in college-level English courses (NCCCS Performance Measure) 10) Student success rate in college-level Math courses (NCCCS Performance Measure) B. Basic Skills Student Progress (NCCCS Performance Measure) <ul style="list-style-type: none"> 1) Student transition rate to post-secondary programs 2) Volunteer Framework of Accountability (VFA) Adult Basic Education (ABE) measure C. Licensure and Certification passing rates (NCCCS Performance Measure) D. Quality Enhancement Plan (OnPoint) E. Annual review of external partnerships established |
| Ensure Institutional Quality | Examine and continually improve relevance and quality in all college administrative, student, and support services to ensure that the College's vision, mission, and goals will be achieved. | <ul style="list-style-type: none"> A. Improve service unit outcome assessment B. Implement Facilities Master Plan C. Review key performance indicators and strategic priorities D. Identify and secure external revenue streams to support programs and services E. Systematically review of technology to meet program and campus needs | <ul style="list-style-type: none"> A. Service reviews B. Annual review of Facilities Master Plan C. Annual review of key performance indicators and strategic priorities D. Annual review of revenue streams E. Annual review of Technology Plan |

Final approval by Planning Council, December 12, 2018; Final approval by President's Council, January 28, 2019

Timelines for Strategic or Institutional Effectiveness, Program and Service Review, Outcome Assessments, and Operational Planning and Budget

I. The Strategic or Institutional Effectiveness Timeline

Fall Semester

- Annual strategic plan year-end report from previous planning year (July 1 – June 30)
 - Year-end report reflects the progress toward achieving its goals through evaluation of key performance indicators and strategic priorities. Each indicator is evaluated through baselines, standards, and targets.
 - Key performance indicators
 - Results reported
 - Analysis performed
 - Use of results reported
 - Strategic priorities
 - Results reported
 - Use of results reported
- Administer Center for Community College Student Engagement Surveys – Survey of Entering Student Engagement (SENSE) – three-year cycle
- Conduct workshops (program / service review and outcome assessments, recommendations, and program and institutional learning outcome assessments)
- Review of Key Performance Indicators (every three-years, or as needed)
- Review of Vision, Mission, Core Values, and Goals (every three-years, or as needed)
- Review of Strategic Priorities (annual)

Spring Semester

- Revise and publish WCC Fast Facts (annual)
- Environmental Scan (students, employees, external) (every three years, or as needed; last review September 2018; next review 2021)
- Administer Center for Community College Student Engagement Surveys – Community College Survey of Student Engagement (CCSSE) – three-year cycle
- Conduct workshops (program / service review and outcome assessments, recommendations, and program and institutional learning outcome assessments)
- Annual cycle review of SACSCOC Compliance Standards and supporting documentation
- NCCCS Performance Measures for Student Success Report shared and reviewed

II. The Academic Program and Service Unit Review and Outcome Assessments Timeline

Fall Semester

- Begin program/service review and outcome assessments process – programs and service units on a three-year cycle
 - In-depth data-driven evaluation of program/service (overview, faculty / staff, outcome assessments, resources, recommendations)

- Review of mission / purpose statements – three-year cycle
- Review / report on outcome assessments – annually
- Identify action items for improvement – review and outcome assessments recommendations – annually
- Serves as the planning document for academic programs and service units – planning objectives and budgets
- Complete program and institutional learning outcome reports according to assessment plan
- Continue work on action items created from review and outcome assessments recommendations – previous year cycles

Spring Semester

- Complete program/service review and outcome assessments process – reports due in spring
- Complete review and outcome assessments form
- Complete review and outcome assessments recommendation worksheet
- Report on review and outcome assessments recommendation follow-up status report from previous review (if not completing review that year)
- Begin work on action items created from most recent review and outcome assessments recommendations
- Complete program and institutional learning outcome reports according to assessment plan
- Complete review and outcome assessments process evaluation – analysis used to modify review and outcome assessment process for next cycle

III. The Operational Planning and Budget Process Timeline

Fall Semester

- End-of-year planning objective status reports published
- Office of Institutional Effectiveness presents prioritized planning objectives to President's Council (July - August)
- President's Council tentatively approves prioritized planning objectives and awaits state budget from NC House / Senate (July - August)
- Approved planning objectives implemented – purchasing of approved objectives when college budget is allocated (August - September)
- Departments identify resources for planning objectives based on review and outcome assessments and feedback from advisory committees (September – December)

Spring Semester

- Departmental budget mid-year review (January - February)
- Planning objective mid-year status reports (January - February)
- Departments submit or re-submit planning objectives for mid-year review (January - February)
- Planning and budget training / instructions / resources shared (March - April)
- Planning objective end-of-year status reports (May)
- Departments develop new planning objectives for next fiscal year (January / June)
- Departments develop budgets for next fiscal year (June)
- Department Chairs and Deans prioritize departments planning objectives (June)

- Planning units (Deans and respective Vice Presidents) prioritize planning objectives (June)
- Planning units submit prioritized planning objectives to Office of Institutional Effectiveness (July)

Indices 1: SWOT Analysis

Wayne Community College's SWOT Analysis

Wayne Community College's Office of Institutional Effectiveness (IE) conducted a broad-reaching examination of the College's strengths, weaknesses, opportunities, and threats through a series of surveys and focus group sessions. The purpose was to assist the College in reassessing its mission and to provide input for future strategic planning. In September 2018, the IE Office administered online surveys to WCC students and employees as well as in-person focus groups for internal and external constituents.

Surveys were administered to curriculum and workforce continuing education graduates, current curriculum and workforce continuing education students, Career and College Promise students, WCC Planning and President's Council members, full- and part-time employees, Board of Trustee members, and county commissioners. One thousand and eighty-three individuals completed a survey.

Focus group participants included college committee members, academic deans, department chairs, staff, faculty, student club members, student government association members, student ambassadors, minority male success initiative students, and community members to include Business and Industry / WORKS advisory board members, WCC Foundation Board members, and WCC Board of Trustee members. Fifty-two people participated in a focus group. To maintain objectivity, focus groups were facilitated by institutional effectiveness staff from other North Carolina community colleges.

Through this process, the College received 1,135 responses from students, faculty, staff, and external community members. The Office of Institutional Effectiveness compiled all responses and sorted them into categories. Planning Council members analyzed the broad categories, prioritized them into specific themes, and recommended action items for each. Listed below are the results of the analysis, along with suggested action items for each.

Strengths

1. Facilities / Campus
 - a. Track work orders
 - b. Initiate preventive maintenance
 - c. Communicate improvements to campus

2. Faculty / Staff
 - a. Conduct program and service reviews to assess the adequateness of faculty and staff
 - b. Maintain and review faculty and staff credentials
 - c. Improve credential data sheets for position qualifications and minimum position requirements
 - d. Review faculty workload regularly
 - e. Improve communication between HR and supervisors
 - f. Increase funding and benefits to increase employee retention

3. Program Offerings / Scheduling
 - a. Encourage advisory committee input
 - b. Increase program marketing
 - c. Increase funding for programs

- d. Develop and implement more innovative programs
 - e. Increase scheduling opportunities to include more online offerings
4. Affordability
 - a. Increase/improve financial aid access and experience for students
 - b. Increase scholarship opportunities
 - c. Implement more Open Educational Resources (OERs)
 5. Student Resources
 - a. Increase student access and knowledge of available student services
 - b. Increase marketing
 6. Leadership
 - a. Cultivate leaders internally
 - b. Create a leadership academy
 - c. Provide professional development opportunities
 - d. Develop leadership training opportunities within each division/department
 7. Partnerships
 - a. Expand partnerships with Wayne County Public Schools and private schools
 - b. Expand partnerships with business and industry
 - c. Increase apprenticeship opportunities
 - d. Expand partnerships with other colleges and universities
 - e. Expand partnership with Seymour Johnson Air Force Base (SJAFB)
 8. Foundation
 - a. Explore opportunities for growth
 - b. Focus on unrestricted funds
 - c. Increase mini-grant opportunities
 - d. Increase marketing
 - e. Develop online application for scholarships

Weaknesses

1. Communication
 - a. Increase college-related media releases
 - b. Conduct web page updates more frequently
2. Lack of Space / Facilities
 - a. Reflect needs for all program areas in the Facility Master Plan
3. Front Door Experience (for students)
 - a. Improve/increase customer service training for personnel
4. Relationship with Wayne County Public Schools
 - a. Create a committee for Wayne County Public School programs to represent all areas of the College

5. Academic Skills Center / Testing Center
 - a. Hire more qualified tutors
6. Marketing and Recruiting
 - a. Increase program marketing to include input from faculty and staff
 - b. Promote the campus with more news coverage of events and activities involving students, faculty, and staff
7. Employee Salaries
 - a. Retain qualified personnel by offering competitive salaries
8. Student Retention
 - a. Focus on advising students
 - b. Inform students about community resources
 - c. Encourage students to complete

Opportunities

1. Hire additional Recruiter / Success Coaches
 - a. Improve connection with Wayne County Public Schools by hiring a Recruiter / Success Coach to work with students, faculty, and school system
2. Conduct a survey of community needs and services
 - a. Review program offerings (evening, weekend, online, and off-site locations)
3. Follow the Facilities Master Plan
 - a. Expand facilities
4. Hire a Community Relations Coordinator to keep WCC engaged with the community
 - a. Develop and expand community outreach and support

Threats

1. Lack of control over economy and jobs
 - a. Maintain awareness of local economy, poverty rates, unemployment rates
2. Lagging behind in regards to technology
 - a. Create uniform classrooms
 - b. Increase number of laptop carts
 - c. Update software
 - d. Follow Technology Plan
3. Safety
 - a. Implement mandatory badge / ID wearing
 - b. Increase number of security cameras
 - c. Create student buddy groups to walk together at night on campus
 - d. Report any concerns

4. Natural disaster preparedness
 - a. Review/revise Business Continuity Plan
 - b. Increase faculty and staff training

5. Poor relationships in community and with other colleges
 - a. Host more inter-college events
 - b. Provide more customer service training to include soft skills

6. Lack of facilities and outdated facilities and infrastructure
 - a. Implement / follow Facilities Master Plan

7. Need to increase course offerings
 - a. Survey students to learn what types of learning formats they prefer (night, online)

8. Tuition and other costs for students
 - a. Increase scholarships
 - b. Increase Open Educational Resources (OERs)

A self-evaluation of the College's strengths, weaknesses, opportunities, and threats is to be conducted every three years. Results from this SWOT will be integrated into the College's strategic priorities, as is feasible.

Program Review and Outcome Assessments Guide

**Wayne Community College
2018-2019**

Revision date: January 22, 2019

WCC Program Review and Outcome Assessments Process Overview

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines institutional effectiveness as “the systematic, explicit, and documented process of measuring institutional performance against mission in all aspects of an institution.” (Resource Manual, 2018, p. 170)

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

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

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

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

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

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

Schedule of Program Review and Outcome Assessments (Three-Year Cycle)

2018-19

Applied Technologies Division

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

2019-20

Allied Health and Public Services Division

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

Public Safety Division

- Basic Law Enforcement Training
- Criminal Justice Technology
- Criminal Justice Technology – Forensic Sciences
- Emergency Management

2020-21

Arts and Science Division

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

Business and Computer Technologies Division

- Accounting and Finance
- Business Administration
- Computer Programming and Development
- Database Administration and Data Center Technologies
- IT Business Support
- Medical Office Administration
- Network Management
- Office Administration
- Systems Security
- Simulation and Game Development

Workforce Continuing Education Services

- Transitional Programs for College and Career

Timeline for Program Review and Outcome Assessments

Fall 2018 Semester

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

Spring 2019 Semester

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

Individual Committee Members' Responsibilities

Program Co-Chair Duties:

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

Planning Council Co-Chair Duties:

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

Completing the Program Review and Outcome and Assessments Form

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

Wayne Community College
Program Review and Outcome Assessments, 2018-19

Institutional Goal(s):

Program Overview

Department Name:

Mission/Purpose:

Degrees, Diplomas, and Certificates Offered:

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals.

Activities to ensure curriculum currency

- Have the program courses been reviewed for currency?
- Provide list of program curriculum changes, revisions, deletions for the last three years in table provided.
 - Include changes that went through the curriculum committee, as well as those that did not need committee approval.
 - Include changes made at the system office level or through CIPs.
- Provide an overview, narrative, of the significance of the program changes and improvements that occurred over the past three years.

Advisory Committee: dates, summary of minutes, activities

- Provide summary of Advisory Committee Activities in table provided (meeting dates, recommendations, and activities).
- Describe advisory committee members', or other individuals', participation that may contribute to maintaining program relevance.
- File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.

Analysis of trends in the field or industry

- Provide a narrative for analysis of trends in the field.
- Are there jobs available for your students in the field of study?
- Are there new technology/equipment that needs to be added to your program?
- What is happening in the field that will affect instruction or the program?
 - Are local job opportunities increasing or decreasing?
 - Are different credentials needed (ex. certificates)?
 - Are you training students who are already employed in the field?
 - Is technology in the field changing?

Faculty Profile

List of faculty and status

- List faculty names, full or part-time status for the past three years in the table provided.

Have all the faculty credentials been verified?

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

Faculty Contact and Credit Hours

- List faculty, full/part-time, contact and credit hours for the past three years, by semester, in tables provided.

Faculty Demographics

- List number of full-time and part-time faculty, average years of service, and percentage of classes taught for program in the table provided.
- Provide narrative for adequacy of faculty numbers.
 - Are the numbers of available full-time and part-time faculty adequate to support all the courses offered in the program?
 - Explain the use of adjuncts, if applicable.
 - If you require new full-time faculty, justify the reasons with data, including FTE data per instructor.

Professional development activities of faculty

- Verify department professional development tracking logs are completed, for the past three years, and filed in program review professional development folder.

Student Demographics

Analysis of demographics

- Analysis of program demographics (gender, ethnicity, and age) for the past three years.
- Provide narrative for analysis of student demographics.
 - Describe the trends in student demographic groups
 - Are you satisfied with your program demographics?
 - Is demographic data surprising or concerning?
 - Do you have a diverse population of students?

Analysis of program enrollment

- Analysis of program enrollment and enrollment averages for the past three years.
- Provide narrative for analysis of program enrollment.

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

Program Outcomes

Retention

Baseline - determined using the average of the last three years of reported year data

Standard - acceptable performance as determined by program

Target - desired performance as determined by program

Historical program retention data provided, fall to spring and fall to fall, in tables and graphical charts.

Analysis of program retention

- Based on the data, provide a narrative of your analysis of fall to spring and fall to fall retention.
- Indicate factors that may have affected your retention.
- State any changes you plan to address for next year that might affect / increase your retention.

Analysis of standard and target

- As a result of the data analysis, indicate changes to the standard or target.
- Did you meet your standard/target?
- If you met your standard/target, what percentage would you like to increase your standard/target?
- Please provide an overall analysis of the results of your standard/target.
- Provide percentage of increase/decrease in the narrative of analysis of standard/target.

Completions

Baseline - determined using the average of the last three years of reported year data

Standard - acceptable performance as determined by program

Target - desired performance as determined by program

Program graduates / completions data provided in table; degree, diploma, and certificates.

Analysis of program completions

- Provide narrative for analysis of completions.
 - Are you satisfied with your completion rates?
 - How might you increase your completion rates?
 - Are the number of completions increasing or decreasing?
 - If your program includes certificates, are more students earning certificates than other credentials?
 - Are students who earn certificates staying in your program or leaving college?

- Are students who earn certificates applying for graduation at the time they are eligible?

Analysis of standard and target

- As a result of the data analysis, provide narrative for analysis of standard / target.
- Indicate changes to the standard or target.
 - Did you meet your standard/target?
 - If you met your standard/target, what percentage would you like to increase your standard/target?
 - Please provide an overall analysis of the results of your standard/target.
 - Provide percentage of increase/decrease.

Job Placement / Employment (to be provided by program)

Baseline - determined using the average of the last three years of reported year data

Standard - acceptable performance as determined by program

Target - desired performance as determined by program

Program reports data of graduates' employment demand using the table provided.

Analysis of job placement rates

- Provide narrative for analysis of job placement rates.
 - How many program graduates and students are obtaining employment in their field?
 - Describe the trends in successful employment for students in your program.
 - If students are not finding employment, what strategies can you implement to increase student employment?

Analysis of standard and target

- As a result of the data analysis, provide narrative for analysis of standard / target.
- Indicate changes to the standard or target.
 - Did you meet your standard/target?
 - If you met your standard/target, what percentage would you like to increase your standard/target?
 - Please provide an overall analysis of the results of your standard/target.
 - Provide percentage of increase/decrease.

Labor Market Data

Analysis of labor market data

- Review labor market data provided
- Provide an assessment of the data.

Licensure and Certification Passing Rates (if applicable)

Analysis of licensure / certification passing rates

- Using the table provided, document licensure and certification exams.
 - Number of exams

- Number tested
- Number percent passing
- Provide narrative for analysis of licensure / certification passing rates.
 - Are you satisfied with your licensure rates?
- File documented data in Program Review Attachment folder.

Baseline - determined using the average of the last three years of reported year data

Standard - acceptable performance as determined by program

Target - desired performance as determined by program

Analysis of standard and target

- As a result of the data analysis, provide narrative for analysis of standard / target.
- Indicate changes to the standard or target.
 - Did you meet your standard/target?
 - If you met your standard/target, what percentage would you like to increase your standard/target?
 - Please provide an overall analysis of the results of your standard/target.
 - Provide percentage of increase/decrease.

Third-Party Credentials (if applicable)

Analysis of third-party credentials

- Using the table provided, document third-party credentials (industry-recognized credentials).
 - Number of credentials available for program of study
 - Number of completers for each credential available
 - Self-reported credentials do not need to be included in documented data
- Provide summary of analysis of third-party credentials.
- File documented data in Program Review Attachment folder.

Baseline - determined using the average of the last three years of reported year data

Standard - acceptable performance as determined by program

Target - desired performance as determined by program

Analysis of standard and target

- As a result of the data analysis, provide narrative for analysis of standard / target.
- Indicate changes to the standard or target.
 - Did you meet your standard/target?
 - If you met your standard/target, what percentage would you like to increase your standard/target?
 - Please provide an overall analysis of the results of your standard/target.
 - Provide percentage of increase/decrease.

Course Success

Analysis of student success in courses

- Provide narrative of analysis of student success in courses.
- Are more students successful in online courses versus traditional?

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

Analysis of student success in distance learning courses

- Program provides course success rates by method of instruction, using the table provided.
- Are distance education course success rates equivalent to the success rates for other methods of instruction?
- Compare success of courses by method of instruction (ex. internet, hybrid, etc.)
 - Are students more successful in internet, hybrid, web-assisted, traditional?
 - Are students more persistent in internet, hybrid, web-assisted, traditional?
- How can any gaps between methods of instruction be addressed?
- Are the distance education courses you offer appropriate to your program and your students?

Analysis of Program Learning Outcomes (PLO)

- Document the department's program learning outcome (PLO) cycle for the next four years in the table provided.
- File PLO reports for past three years in Program Review Attachment folder.
- Document changes to the program learning outcomes and/or assessment cycle.

Other Assessments

Analysis of graduate survey data

- Provide narrative for analysis of program-specific graduates' survey data.
- What did you learn from the results?
- What did graduates indicate needed to be revised within the program?
- Was a post-graduate survey administered as part of this review?
 - Contact the Office of Institutional Effectiveness for assistance in creating and administering a program-specific, post-graduate, survey.

Analysis of employer survey data

- Provide narrative for analysis of employer survey data.
- What did the employers of your students indicate needs to be changed within the program (equipment, facilities, program offerings / certificates)?
- Was an employer survey administered as part of this review?
 - Contact the Office of Institutional Effectiveness for assistance in creating and administering a program-specific employer survey.

External Reviews

- In addition to SACSCOC, is there an accrediting body specifically related to the program?
- If so, please name the professional organization, describe the program's current status, and most recent date of accreditation.

Resources

Program facilities - location and adequacy

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

Library resources

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

Planning Objectives

- Verify that the last three years of prioritized planning objective end-of-year status reports are filed in Program Review Planning Objective EOY Status Reports folder.
- Provide a summary of planning objectives submitted for the last three year, including the use of results of the planning objectives, in the table provided.

Analysis of the strengths of the program

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

Analysis of the weaknesses of the program

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

Recommendations

- Complete 2018-2019 Program/Service Review/Outcome Assessments Recommendation Worksheet to address action items from review and outcome analysis with target date; and methods to assess action items.
- File Review/Outcome Assessments Recommendation Worksheet in Recommendation and Follow-Up folder.
- Recommendation follow-up reports to be addressed spring semester following review year (2019-20 and 2020-21).

VP / AVP Approval

- Using *DocuSign (electronic signature)*, appropriate Vice President/Associate Vice President is asked to review and approve the Program Review and Outcome Assessment and Recommendations as submitted.

Service Review and Outcome Assessments Guide

**Wayne Community College
2018-2019**

Revision date: November 8, 2018

WCC Service Review and Outcome Assessments Process Overview

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines institutional effectiveness as “the systematic, explicit, and documented process of measuring institutional performance against mission in all aspects of an institution.” (Resource Manual, 2018, p. 170)

Institutionally, Wayne Community College’s (WCC) mission is assessed through the college’s strategic plan, which includes institutional goals, performance indicators, and strategic priorities. Program and service review and outcome assessments at WCC serve as the instruments for assessing individual academic programs and service units.

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

Service review and outcome assessments are conducted by small committees consisting of the department director, the appropriate vice president/associate vice president, and a planning council member. The planning council member is not a member of the service unit being reviewed. This committee is co-chaired by the department director and the planning council member. The review cycle begins in the fall semester with the committee appointments. The committees meet at least once in the fall semester to review available data. Each committee member individually analyzes the service unit data provided. The committee meets again in the spring semester to come to consensus on the conclusions drawn from the service unit analysis. The department director is responsible for writing the review and outcome assessments report.

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

Schedule of Service Review and Outcome Assessments (Three-Year Cycle)

2018-19

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

2019-20

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

2020-21

Campus Information Services
Campus Police and Security
Facility Operations
Human Resources
Information Technology
Institutional Effectiveness and Innovation
Office of Communications
Public Information Office

Timeline for Service Review and Outcome Assessments

Fall 2018 Semester

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

Spring 2019 Semester

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

Individual Committee Members' Responsibilities

Service Co-Chair Duties:

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

Planning Council Co-Chair Duties:

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

Completing the Service Review and Outcome Assessments Form

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

**Wayne Community College
Service Review and Outcome Assessments, 2018-19**

Institutional Goal:

Department Name:

Mission/Purpose:

Describe how the service area's mission aligns with the College's vision, mission, core values, and strategic goals.

Staff

List of staff and status

- List staff names, full or part-time status for the past three years in the table provided.

Have all the staff credentials been verified?

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

Adequacy of staff numbers

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

Professional development activities of staff

- Verify department professional development tracking logs are completed, for the past three years, and filed in service review professional development folder.

Functions

List and analysis of functions and/or processes

- Provide narrative of service functions and/or processes.
- Describe the functions and processes of your service unit.
 - Are those functions and/or processes documented? If so, where?
 - Who reviews the procedures and how often?

- Do functions and/or processes overlap with other units?
- Functions and/or processes changing over time? (more customers, more regulations, less demand, etc.)
- How do you know if the functions or processes are not effective?
- Have the functions or processes been reviewed for efficiency and effectiveness?

Analysis of customers

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

Services provided to distance education students, if applicable

- Provide narrative for services provided to distance education students, if applicable.
- Does the unit provide services to distance education students?
- Can off-campus students access the same quality services as on-campus students?
- Has your unit made changes in order to serve distance education students or students enrolled at an off-campus site?

Analysis of unit (internal) effectiveness data

- Provide narrative for analysis of unit effectiveness data.
- Do you track, internally, service unit data; i.e. number served, specialized unit satisfaction?
- Is there any data available on the effectiveness of the service unit?
- If so, include an analysis of that data
 - What does that data say about the service unit?
 - In what areas are the data more or less positive?
 - Is the effectiveness changing over time?
- If not, how can such data be collected?
 - What services do you provide that can be measured?
 - At what point in your interaction with your customers would data be most useful?
 - How could that data be collected? (ex. surveys, numbers served, time of service, etc.)
 - Contact the Office of Institutional Effectiveness for assistance in creating and administering a service-specific survey.

Analysis of external trends affecting the unit

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

Provide an overview of the significance of the changes and improvements that occurred over the past three years in table provided. (2015-16; 2016-17; 2017-18)

Service Outcomes

Outcomes #1 (Add)

Baseline - determined using the average of the last three years of reported year data

Standard - acceptable performance as determined by service

Target - desired performance as determined by service

Data / Results: (Add)

Provide narrative for analysis of service outcome.

- Based on the data, provide analysis of the outcome as related to the mission, function, and processes of the service unit.

Provide narrative for analysis of standard/target.

- As a result of the data analysis, indicate changes to the standard or target.
- Did you meet your standard/target?
- If you met your standard/target, what percentage would you like to increase your standard/target?
- Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.

Outcomes #2 (Add)

Baseline - determined using the average of the last three years of reported year data

Standard - acceptable performance as determined by service

Target - desired performance as determined by service

Data / Results: (Add)

Provide narrative for analysis of service outcome.

- Based on the data, provide analysis of the outcome as related to the mission, function, and processes of the service unit.

Provide narrative for analysis of standard/target.

- As a result of the data analysis, indicate changes to the standard or target.
- Did you meet your standard/target?
- If you met your standard/target, what percentage would you like to increase your standard/target?
- Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.

Outcomes #3 (Add)

Baseline - determined using the average of the last three years of reported year data

Standard - acceptable performance as determined by service

Target - desired performance as determined by service

Data / Results: (Add)

Provide narrative for analysis of service outcome.

- Based on the data, provide analysis of the outcome as related to the mission, function, and processes of the service unit.

Provide narrative for analysis of standard/target.

- As a result of the data analysis, indicate changes to the standard or target.
- Did you meet your standard/target?
- If you met your standard/target, what percentage would you like to increase your standard/target?
- Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.

If you consistently meet your standard or target for the last three years, consider revision of current outcome or development of new outcome.

Other Assessments

Analysis of service satisfaction data (Employee / Student Services Surveys) 2015-16; 2016-17; 2017-18

- Based on the service unit outcome survey and/or internal data, provide a narrative of your analysis of the data. Indicate factors that may have affected your service unit outcome data. State any changes you plan to address for next year that might affect / increase your service unit outcome data.
- Do you evaluate service satisfaction for the service unit?
 - Is service satisfaction data available?
 - What does the data tell you about the performance of the service unit?
 - What other information do you need?
 - How can this data be used to improve the service unit?
- Insert tables and/or narrative for service satisfaction data, if possible.
- Do not include large amounts of data within your narrative, but put it in the attachments.
- Is there anywhere in your unit where service satisfaction data would be appropriate, but is not being collected or used?
 - Contact the Office of Institutional Effectiveness for assistance in creating and administering service satisfaction surveys.

Resources

Unit facilities - location and adequacy

- Provide narrative for the service unit facilities adequacy and/or needs.
- Where are the service unit's facilities located?
- Is there enough space?
 - If not, what type of space does your service unit need?
- Are the facilities conducive to customer service?
 - If not, how can the facilities be improved?

Planning Objectives

- Verify that the last three years of prioritized planning objective end-of-year status reports are filed in Service Review Planning Objective EOY Status Reports folder.
- Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives.

Analysis of the strengths of the service unit

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

Analysis of the weaknesses of the service unit

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

Recommendations

- Complete 2018-2019 Program/Service Review/Outcome Assessments Recommendation Worksheet to address action items from review and outcome analysis with target date; and methods to assess action items.
- File Review/Outcome Assessments Recommendation Worksheet in Recommendation and Follow-Up folder.
- Recommendation follow-up reports to be addressed spring semester following review year (2019-20 and 2020-21).

VP / AVP Approval

- Using *DocuSign (electronic signature)*, appropriate Vice President/Associate Vice President is asked to review and approve the Service Review and Outcome Assessments and Recommendations as submitted.