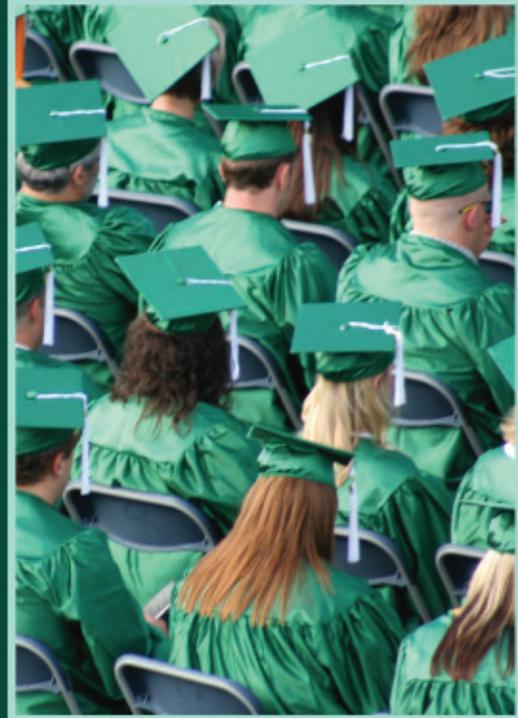
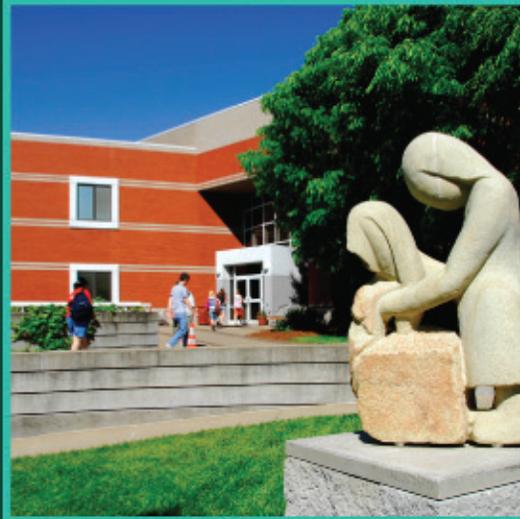


AQIP Systems Portfolio

November 1, 2010



Washington State
COMMUNITY COLLEGE

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AQIP Systems Portfolio

Washington State Community College

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Marietta, OH 45750

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Washington State
COMMUNITY COLLEGE

Institutional Overview

Vital Characteristics

Washington State Community College (WSCC) began its service to students and the community on September 17, 1971, when it was first chartered by the Ohio Board of Regents as Washington County Technical Institute. It was located in Marietta to serve the growing need for technicians in the chemical and metals industries of southeast Ohio. Initially, three programs were offered to an enrollment of 60 full- and part-time students. These first classes were held in Washington Elementary School and at 217 Second Street in Marietta. In 1972, the State of Ohio reorganized its higher education system to include state-assisted two-year colleges along with its well-established four-year colleges and universities. Washington County Technical Institute became Washington Technical College and was re-chartered to serve the technical education needs of the residents of Washington County. The College also relocated to facilities approximately three miles west of Marietta on State Route 676. These new facilities were provided by the Board of Education of the Washington County Joint-Vocational School District. An expansion of that campus was completed in 1984.

During the period from 1984-1988, the College experienced significant enrollment growth. This growth led to offering classes at Morgan High School in McConnelsville, Ohio, for residents of Morgan County. In addition, the College leased facilities from the Board of Education of Marietta City Schools and opened its Fairview Center in 1988. It was during this period of sustained growth that the Ohio Board of Regents, the Trustees and administration of the College, and the Ohio General Assembly began planning a new campus for Washington Technical College. Through several appropriations by the Ohio General Assembly, funding was provided for a new campus on 188 acres of land formerly known as the Rood farm, located approximately three miles north of the city of Marietta which is at the confluence of the Ohio and Muskingum

Mission

Washington State Community College will enrich the lives of students, families, and the community through education, training, community service and cultural activities.

Vision

Washington State Community College will cultivate a learning environment that inspires people to reach their potential.

We Value

- Accessible, affordable, quality learning experiences leading to the achievement of our students' highest educational and professional goals.
- Collaborative relationships with local businesses and communities and the opportunity to meet their training and educational needs.
- Continuous improvement, development, and personal growth.
- Enabling our faculty, staff, and students to reach their potential.
- Acknowledging, exploring, and embracing diversity.
- Empowering students to become participants in a global society.

Rivers.

In 1989, because national enrollment studies clearly indicated an under-representation of Ohio's Appalachian residents in higher education, the College's Board of Trustees began planning for a change in status to a state community college. In the summer of 1990, the Ohio Board of Regents authorized the re-chartering of Washington Technical College as Washington State Community College effective July 1, 1991. In September of 1991, fall quarter classes began in the newly completed first building of Washington State Community College.

Mission, Vision, and Values

Today, WSCC is a state assisted two-year college serving Washington and Morgan Counties as well as adjacent counties in both Ohio and West Virginia. The College's mission is to "enrich the lives of students, families, and the community through education, training, and community service activities." Its *Vision* is to "cultivate a learning environment that inspires people to reach their potential. The College's Mission, Vision, and Values form the basis for our learning climate at Washington State Community College. The College updates these statements periodically through a campus-wide process.

WSCC offers 49 Associate degree majors and 11 certificate programs to approximately 2,300 students each quarter. The majority of those students are full-time, and the average age is 27. In 2009-2010, the 64 full-time faculty members taught 62% of the classes. This [link](#) provides an overview of college statistics in terms of facilities, tuition and fees, budget, financial aid, and other college facts.

1 – Helping Students Learn

Through college-wide discussion, the College has established five general education goals for all degree seeking students. The Student Learning Committee, Chief Academic Officer, Deans, Department Chairs and faculty participate in the assessment of student learning and of the Colleges' general education goals in particular. General education goals are assessed at the course level, the program level, and through college-wide assessment. Rubrics have been designed to guide the assessment process for these goals. (See section [1P1](#) for a listing of the general education goals.)

Washington State is authorized to grant the Associate of Applied Business degree, the Associate of Applied Science degree, the Associate of Arts Degree, the Associate of Science degree and the Associate of Individualized Studies degree. [Appendix A](#) provides a complete list of Associate Degree and certificate programs. The [College Catalog](#) provides detailed information regarding programs of study, program goals, and course descriptions. Standardized course syllabi that provide the specific topics, objectives, and assessment methods for each course are posted on the College SharePoint site. More information regarding assessment of student learning is provided in [Category 1 – Helping Students Learn](#).

The College's [Workforce Development Division](#) provides a variety of [credit and non-credit courses and training programs](#) to meet the needs of local and regional employers. Workforce Development staff often work with clients to create customized training programs to meet specific workforce needs.

To accommodate the widely dispersed student population of our service area, Washington State provides courses during day, evening, and weekend hours. Courses are also offered on-site at Belpre High School, Morgan High School, Frontier High School, Fort Frye High School, Waterford High School, and the Washington County Career Center. In 2010, WSCC requested approval from the Higher Learning Commission for the [Morgan County Learning Center](#) as an additional site for the College. Preliminary approval was granted and HLC will schedule a site visit sometime in the fall of 2010.

As a member institution of the University System of Ohio (USO), Washington State Community College participates in several initiatives to encourage high school students to earn college credit while still in high school. The Post Secondary Enrollment Option Program (PSEO) allows students to take courses on the WSCC campus which fulfill both high school and college credit requirements. Under several grant funded programs and a modified version of PSEO, students at six area high schools have also been eligible to earn college credit for 2-3 courses while remaining at their home high school.

Students have the opportunity to choose from several delivery options when selecting courses. Students can choose the traditional delivery method of regularly scheduled face-to-face classes, blended delivery (courses meet at least 50% of the total contact hours on campus and 50% online), or totally online. All online and blended courses use the same course management system, SAKAI. Students and faculty have access to a full-time help desk to help with any technological issues that they may have. The most common method of delivery is still the traditional face-to-face classroom/lab setting, but our delivery methods expand and change as new educational technology develops. Technology is integrated into nearly every style of delivery in some manner. A state of the art video conferencing room and portable video conferencing equipment are frequently used to combine students from more than one location. With the some of the students living over an hour from campus, this format offers course delivery that is more affordable and time efficient for the students.

Students with special needs are provided free services through the Office of Student Disabilities. Depending on the documented disability, services may include note takers, extended test time, scribes, reader, sign language interpreters, alternative test taking format and assistive technology.

In compliance with a University System of Ohio directive, Washington State Community College is one of 17 institutions changing from the quarter system to the semester system by the fall term of 2012. The College curriculum committee has developed the process for curriculum conversion, and program faculty members have been changing the existing courses and programs to the semester format. Communication for this project has been updated and maintained on the College's SharePoint intranet and for students on a special [Q2S page](#) on our website.

Strengths and Challenges for Category 1 – Our Responses to Category 1 focus on areas where we have shown significant improvements in our processes and procedures over the past three years, particularly in response to recommendations from our last Systems Appraisal and our Quality Checkup Visit: assessment of student learning , particularly general education ([1P1](#), [1P2](#), [1R1](#), [1R2](#), and [1I1](#)); improving support to at-risk students ([1P8](#)) and determining needs of students and faculty in regard to learning support services ([1P15](#)). We feel that many of our systems for Helping Students Learn are moving from the Reactive Approach stage of development into the Systematic Approach stage. We are creating the foundation to move to the Aligned Approach stage in several areas, particularly college-wide assessment of general education skills. The change from quarters to semesters, effective fall term

2012, is a major challenge for the College, but we are working as an effective team in planning and executing processes for that change.

2 –Other Distinctive Objectives

The College identifies several key non-instructional organizational services for students and other stakeholders: the WSCC Foundation, the Evergreen Arts & Humanities Series, the Evergreen Child Development Center, the WSCC Bookstore, Workforce Development, Wellness programs, Outreach programming, and economic development activities.

- Washington State Community College created a [Foundation](#) in 2004 to significantly enhance the assets of Washington State Community College. The foundation provides [scholarships](#) and funds to support academic programming and support services.
 - More than \$71,000 in scholarships are available to full- and part-time student initiatives
 - 23 named scholarships are currently active in the Foundation
 - 45 scholarship winners for fall 2010 with \$65,244 awarded
 - \$4000 in textbook vouchers is being awarded at \$100 each to qualified students
 - Foundation income for 2010 to date is \$189,998
 - Support provided to the College \$103,267
 - Total planned gift value--\$618,000
 - Current Foundation Assets--\$750,860
- The College offers free non-credit cultural events through the [Evergreen Arts & Humanities Series](#), now in its twelfth year of service to our students and community.
- The [Evergreen Child Development Center](#) offers early childhood development services to the children of our students, our employees, and our community.
- Our [Workforce Development](#) staff and Center for Business and Technology work with business and industry in our region to provide training and services aimed at improving quality, productivity, and competitive advantage. The staff also partners with local businesses to expand students' opportunities for internships, practicum experiences, and service learning.
- Our [Wellness activities](#) are aimed at helping our employees maintain healthy lifestyles and helping the College drive down insurance costs.
- The College's Outreach Programming provides support for transitioning students from high school to college through several grant funded programs: [College Tech Prep](#), [Educational Talent Search](#), and [Upward Bound](#). Additionally the College participates in two other grant funded programs that focus primarily on building transition into career pathways for Science, Technology, Engineering, and Mathematics (STEM): (1) OSTEP (Ohio's Sustainable Science and Engineering Talent Expansion Program) is funded through a grant partnership from the National Science Foundation with Ohio State University, Stark State College and Columbus State Community Colleges; and (2) the STEM Equity Pipeline Project funded by the National Alliance for Partnership in Equity Education Foundation through a National Science Foundation to focus on bringing more female students into STEM career pathways.

- Through a grant from the Ohio College Access Network (OCAN), the College receives partial funding for a Retention Coordinator and also secures services of four AmeriCorps College Guides.
- The College works to support economic development in our region through participation in a number of collaborative efforts and by providing space on campus for agencies such as the South Eastern Ohio Port Authority (SEOPA) and Adult and Basic Literacy Education (ABLE).

Strengths and Challenges for Category 2: Our responses for Category 2 focus on areas where we have shown significant improvements in our processes and procedures over the past three years: our Foundation, the Evergreen Child Development Center, our Outreach activities, and the Bookstore ([2P1](#), [2I1](#)). It also includes area of challenge for the College so that we may set priorities for the next three years particularly in terms of measuring the effectiveness of these objectives as well as tracking performance results ([2R1](#)). We feel the College is moving from the Reacting Approach stage to the Systematic Approach stage in terms of our processes for Accomplishing Other Distinctive Objectives.

3 – Understanding Students’ and Other Stakeholders’ Needs

Washington State identifies the groups below as primary stakeholders. Their short and long-term expectations of the College are included in Table O-2.

<i>Stakeholder</i>	<i>WSCC’s Short-Term Responsibility</i>	<i>WSCC’s Long-Term Responsibility</i>
All Students	Provide excellent classes and support services on a daily basis to enable students’ learning and success.	Provide relevant academic programs and a learning environment that help students succeed both personally and academically
Under-Prepared Students	Provide small class sizes, free tutoring, assistance with study skills, encouragement	Continually improve courses and services that support under-prepared students to support their success
Non-Traditional Students	Provide transition services that identify needs and provide support such as tutoring, mentoring, financial aid, and community-based services to support needs not addressed by the College	Continually improve services that support non-traditional students’ success.
Employees	Work together daily to fulfill the mission, vision, and values of the College, communicate effectively, and show daily respect for one another’s differences and opinions	Continually improve our approach to providing a safe, welcoming, and productive work environment that enables employees to reach their full potential
Ohio Board of Regents	Supply quarterly and annual data to document outcomes at the college level, the program level, and the student level	Work to support the goals of the University System of Ohio Strategic Plan for Higher Education.
Accrediting/Certifying Agencies	Supply required data to document, program, and student success	Continue to meet standards of good practice by staying current with accreditation/certification requirements and working to meet or exceed those requirements
Governmental & Service Agencies	Participate in planning activities, provide feedback and collaborate on projects to	Support area economic development; Respond to federal, state, and local laws

Table O-2: Stakeholders and WSCC's Responsibilities to Them		
Stakeholder	WSCC's Short-Term Responsibility	WSCC's Long-Term Responsibility
	support the community and the region.	and regulations
Donors to the WSCC Foundation	Communicate regularly with donors to provide feedback on how their dollars are being invested in the success of the College and our students	Use donated funds, equipment, and services in accordance with the mission and goals of the WSCC Foundation and good accounting processes.
Community	Provide personal and cultural enrichment opportunities and actively participate in our community through service on advisory boards and community projects	Continuously improve our approach to providing personal and cultural enrichment opportunities; support community development and economic growth
Business & Industry and other employers	Provide for workforce development training as need arises	Partner with business, industry, and other employers to develop the workforce and support economic growth
Baccalaureate completion institutions	Work annually to update articulation agreements, Transfer Assurance Guide courses and Transfer Model courses	Provide well-prepared transfer students to complete their baccalaureate degrees at the junior and senior levels
Local school districts	Provide support and transition assistance and special programming to assist students moving from the secondary to the college level.	Continuously improve our approach to collaborating with local school districts with the goal of transition an ever increasing number of high school students to college and the workforce.

Within our student body, we recognize two key populations with special needs: underprepared students and non-traditional students. Many of the students entering Washington State College are underprepared and test into developmental education. Annually, 41% of our students test into Developmental Mathematics and 23% test into Developmental English and Reading. Non-traditional students are often returning to school due to unemployment, retraining, or to improve their financial situation through education. These students have been out of the classroom for several years and often need developmental education, tutoring, and mentoring and other support services to enhance their success. (Section [1P8](#) outlines our processes for supporting at-risk students.)

WSCC's three primary competitors for students are West Virginia University at Parkersburg (WVU-P), Marietta College (a private four-year liberal arts college), and Washington County Career Center. WVU-P offers many associate degree programs and baccalaureate degree programs in a few key areas such as education, nursing, and business. WSCC and WVU-P maintain a tuition reciprocity program for non-duplicated programs, but compete for students in several programs the two schools have in common.

Marietta College attracts many of the typical college-age students in the area through its Gateway Scholarship Program (\$5000 per year for four years to all residents from a seven county area). However, with Marietta College's tuition, room, and board topping \$30,000 per year, many students still elect to attend WSCC and then transfer to Marietta College to complete their baccalaureate degree. Marietta College also competes with WSCC in many service areas such as business support training, early childhood development, field sites for practicum experiences and internships, community

enrichment programs, art shows/display locations, and financial support from the business community for programs and special needs.

The Washington County Career Center offers a few day and evening technology programs that compete for students directly with WSCC. The Career Center generally cannot offer college credit for its programs except when articulation agreements exist to enable the student to receive credit from the receiving institution through non-traditional credit approach. There is a collaborative effort between WSCC and WCCC to team teach some courses that will benefit both the career center and college. An example of this is in the CISCO computer networking area.

Washington State also competes for students with several other regional colleges and universities as noted in Table O-3.

<i>Competitor</i>	<i>Nature of Competition/Distance from Marietta</i>
Ohio University, Athens, Ohio	Large, residential, state-supported university. 50 miles.
Hocking College	Two-year technical college with some unique programs. Competes primarily for Morgan County students. 60 miles
Ohio Valley University, Parkersburg, West Virginia	Private, religion-based, aggressively recruiting Ohio students. 10 miles
Mountain State College	One and two-year technical studies. Not accredited. 10 miles
Zane State College	State Technical College co-located with a branch of Ohio University in Zanesville, Ohio. Competes primarily for Morgan County students. 60 miles.
Ohio State University	Largest university in Ohio. Attracts many students with large variety of programs and strong athletic programs. 100 miles.
Online classes and programs from a variety of institutions	The rapid growth of online learning is creating many competitors for WSCC students through in-state and out-of-state

Strengths and Challenges for Category 3: Our responses to Category 3 focus on responding to the changing needs of students ([3P3](#)) as well as results for stakeholder satisfaction ([3R1](#) and [3R2](#)). We are becoming more systematic in how we respond to the data we collect on stakeholder needs and satisfaction. Section [3I1](#) provides detail regarding those improvements. We feel the college is moving from the Reacting Approach stage to the Systematic Approach stage in terms of our processes for Category 3.

4 – Valuing People

As of fall term 2010, there are 301 employees of the College; 161 full-time and 140 part-time. The majority of part-time employees are faculty members. Table O-4 provides information about the College's full-time employees by job assignment and gender.

<i>Job Assignment</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>% of Total</i>
Administration	7	4	11	6.8%
Professional Staff	24	14	38	23.6%
Faculty	37	26	63	39.1%
Administrative Assistant/Clerical	33	0	33	20.5%
Maintenance/Service	4	8	12	7.5%
Technical	0	4	4	2.5%

Table O-4: Full-Time Employees by Job Category				
Job Assignment	Female	Male	Total	% of Total
Totals	105	56	161	100%

The demographic characteristics of the full-time faculty show that 12.7% have attained a doctorate; (60.3%) have a master's; and (27%) have a bachelor's degree. Seventy-seven percent of full-time faculty members teach technical courses. Thirteen full-time faculty members teach general education and baccalaureate transfer courses and 62% of that group hold a doctorate. The median age of the full-time faculty is 56; the mean age is 47 (52% of the faculty members have at least 10 years of experience and 70% of the faculty members have at least 5 years of experience). Of the 110 part-time faculty members, 56 are female and 54 are male. Records indicate that 5% of part-time faculty members have a doctorate, 49% have a master's degree, 22% have a bachelor's degree, and 19% have an associate degree and/or specialized credentials and experience in their teaching area. The College has little diversity in race and ethnicity, and reflects the local community: 96.8% of faculty members are white, 1.6% are black, and 1.6% are Hispanic.

College processes are largely defined by policies adopted by the Board of Trustees and published in the [Policies and Procedure Manual](#). The College is not a unionized environment although there is currently discussion among faculty and staff regarding formation of a collective bargaining unit.

Strengths and Challenges for Category 4: The College has identified many of the processes embodied in Category 4 as opportunities for improvement since joining AQIP in 2004. One of our first Action Projects focused on this Category, and we acknowledge that we still have much work to do, particularly in the areas of communication and building trust. The College has a dedicated workforce and many employees have been with the College for many years. We anticipate many retirements in the next few years due in part to changes in Ohio's public employee retirement systems. Financial pressures of declining state funding, including a major reduction in state funding for the 2012 fiscal year add to challenges with maintaining benefits and managing the budget. Our President's recent announcement of her retirement in December 2011 also adds to concern about the future and leadership changes.

We note strengths in the areas of refining hiring practices ([4P3](#)), using action projects for addressing issues related to Valuing People ([4P6](#)), and identifying and responding to training needs ([4P8](#)). We also address areas of challenge in retaining employees ([4P3](#)), improving orientation processes for new employees ([4P4](#)), employee satisfaction ([4P13](#)), and measuring the success of valuing people ([4R1](#), [4R2](#)). Finally, we address our improvements in terms of actions taken to respond to recent Organizational and Workplace Audit ([4I1](#)). We feel the college is often still in the Reacting Approach stage with regard to many processes associated with Valuing People. In some areas we have begun to move the Systematic Approach.

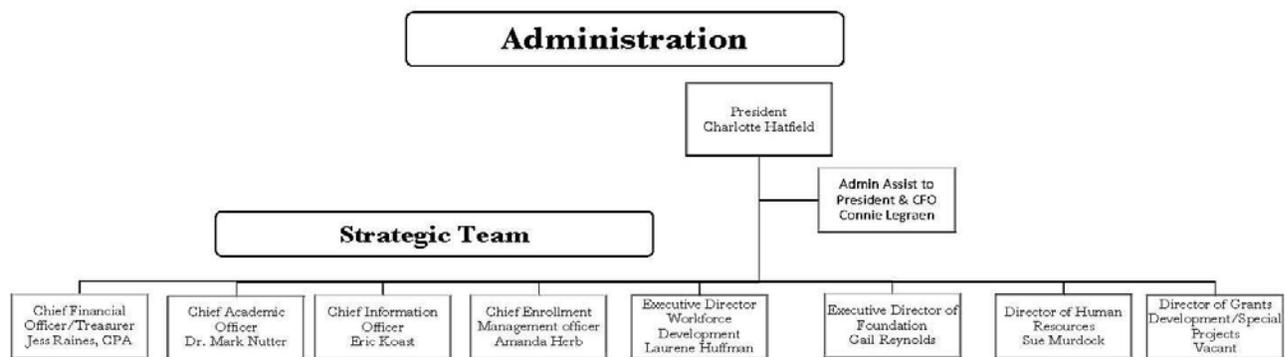
5 – Leading and Communicating

The College is governed by a 9-member Board of Trustees appointed by the Governor. The Chancellor, and to a lesser degree the Ohio Board of Regents, maintain overall control of higher education in the state; however, WSCC, like the other publicly assisted institutions in Ohio, is largely an autonomous entity, setting many of its own policies and planning for its own future. Since becoming a community college, WSCC has undergone several major administrative and governance changes.

The newly created President’s Strategic Team (PST) team collaborates on moving the College forward through the day-to-day challenges and management of the institution as well as implementing long-term goals of the Strategic Plan. The President’s Cabinet includes the three Academic Deans, Department Chairs and the managers of various other college departments. The President’s Cabinet members are often the key implementers of policy and procedures, as well as both short and long-term plans and strategies across campus, particularly in their respective areas. [Figure O-1](#) provides the organizational chart for the PST and other key college departments. Complete organizational charts for the college are provided through this [link](#).

Washington State Community College is in compliance with the Higher Learning Commission regarding accrediting issues, and with the Ohio Board of Regents and the University System of Ohio regarding development of new programs and assuring the transferability of courses within the Ohio system. The College complies with the requirements of numerous [professional accrediting agencies](#) and certifying bodies for such areas such as the health fields, public services technologies and automotive/diesel truck systems technologies.

Figure O-1



The College maintains multiple means of communication including e-newsletters for students and staff, regular information sharing meetings, a SharePoint internal communication intranet, an extensive [Website](#), and well developed systems for voicemail and email.

The College publishes a code of ethics as part of the Policy and Procedures Manual and provides ethics training, Family Right’s Protection Act (FERPA) training, and Civil Right’s training to employees on a regular basis. The College is represented legally through the Ohio Attorney General’s staff.

Strengths and Challenges for Category 5: Our responses to Category 5 focus on areas where we have shown significant improvements in our processes and procedures over the past three years: particularly in expanding channels of communication ([5P7](#)). It also includes major areas of challenge for the College in terms of improving the quality of communication (reducing the use of the rumor mill) and building trust at all levels, but particularly between President, Strategic Team, the Board of Trustees, and the faculty and staff ([511](#)). The College has implemented processes for rebuilding trust and improving communication, but we have much work to do. Additionally, the President recently announced her retirement at the end of her current contract in December 2011, and the College will also be working through the search process for a new chief executive officer over the next year. We feel the College is

often still in the Reacting Approach stage with regard to many processes associated with Leading and Communicating. In some areas, particularly communication processes, we have begun to move the Systematic Approach.

6 – Supporting Institutional Operations

The College uses a strategic planning process to align administrative support goals with mission, vision, and values. In 2009, the College used a new strategy of hiring a consulting firm, Kramer and Associates, to meet with focus groups of employees, board members, and community members in preparation for developing the 2010-2013 strategic plan. The President's Strategic Team also worked with the President's Cabinet to conduct a [SWOT analysis](#) for the college. After these meetings, the consultant worked with the President's Strategic Team to develop the plan titled [Growing Opportunity](#). Much of the focus of the plan is on institutional operations including strategic and operational priorities of financial sustainability, customer service, technology infrastructure, WSCC Team, and data-driven decision making.

WSCC offers a number of services for our students: academic advising, academic support services, career advising, disability services, financial aid, Help Desk and online support, student life activities, retention services, and technology services. In terms of administrative and organizational needs, the College maintains processes for financial operations, information management, employee development, childcare, and safety.

WSCC campus continues to maintain a beautiful and vibrant environment for the employees, students, and community. The campus consists of five buildings. The Main Building (102,833 square feet.), completed in 1991, houses the Administrative Offices of the College (the President and the Strategic Team, the Business Office, the Registrar's Office, and the Office of Student Services). Additionally, two of the College's three Academic Divisions (Business, Engineering and Industrial Technology as well as Health Sciences) operate from the Main Building. In the Engineering Wing of the Main Building are a stationary dynamometer used by the automotive technology program for engine diagnostics, as well as several up-to-date computer, computer-aided drafting (CAD) and electronics labs. An addition to the wing, completed in 2006, houses the College's expanded diesel truck systems program. In the Business Wing, there are numerous computer labs housing specialized equipment and software. And, in the Health Wing there is a cadaver lab, a biology lab, and facilities for training nurses as well as physical therapy assistants and respiratory therapists. The Arts & Sciences Center (46,010 square feet), completed in 1996, is the second major building on campus. It houses the third academic division (Arts & Sciences). The Arts and Science Center contains the 288 seat Graham Auditorium, a new open access computer lab, the Learning Center, (home to the Opportunity Scholars programs, a second open-access computer lab as well as English, math, and science tutoring labs), and an office for the Brain Injury Association of Ohio.

The third major building on campus is the Carson Miller Library (16,890 square feet). It was completed in 1998 and named in honor of the longest serving president of WSCC. In addition to its holdings, the Carson Miller Library is a part of OhioLINK a web-based system that allows access to the six million books, e-books, videos, and other library materials held at 84 college and university libraries in the state. OhioLINK also provides access to nearly 90 subject databases, many with full-text reproduction. The Center for Business and Technology (7,580 square feet), completed in 2003, houses

the College's workforce development and corporate training facilities. In addition to classrooms and computer labs, the Center is capable of live video conferencing. The fifth major building on campus is the Evergreen Child Development Center (7,616 square feet). Completed in 2003, the Center offers professional care for the children of students, faculty, staff, and members of the community at large. It also serves as a training facility for students majoring in Early Childhood Development.

The College recently constructed a 24' x 75' greenhouse to support our new Agribusiness program. The greenhouse will be a working agricultural lab to enhance the learning experience of our students in a variety of programs.

Strengths and Challenges for Category 6: Our responses to Category 6 focus on areas where we have shown significant improvements in our processes and procedures over the past three years. These improvements include enhanced data collection and data sharing, process mapping, and improved use of technology to gain efficiencies in supporting institutional operations ([6P1](#), [6P3](#), [6P5](#)). It also includes areas of challenge for the College so that we may set priorities for the next three years. Areas of challenges include budget restrictions, standardizing data definitions/collection and campus-wide adoption of new processes ([6R1](#), [6I1](#), [6I2](#)). We feel the College is moving from the Reacting Approach stage to the Systematic Approach stage in terms of our processes for Category 6.

7 – Measuring Effectiveness

Washington State Community College collects data at virtually every level of operation from the classroom to executive administration. The Office of Institutional Research of the College acts as a centralized clearing house for data collection. The data is then placed in a centralized location, usually our SharePoint intranet system, so that those needing the information can access it. Data is collected at many levels.

The data regarding student performance is collected at the classroom level. Each instructor at WSCC works from a standardized syllabus to ensure that students are receiving consistent instruction across the board. Instructors maintain grades and follow the College record retention policy regarding this issue.

Data is also collected at the departmental level with regard to teaching effectiveness and student performance. Assessment plans are also a part of the data collection for academic programs. This data is used to assess the department and to determine if the needs of the stakeholders are being met. This data is also shared with advisory committees to ensure that student needs are being met.

Departmental and school data are collected by MIS and Institutional Research Specialist. These reports are available upon request. Data such as faculty evaluations, retention data, student/faculty ratio, graduation rates, and other such data can be obtained upon request. Many departments use this data when making reports and updating Assessment plans. The data is used to make decisions regarding the effectiveness of certain operations or departments.

Washington State Community College assesses its effectiveness as teaching institution by measuring retention rates, graduation rates, program enrollment trends, headcount trends, FTE trends, and market penetration. The College uses this data to make short-term and long-term changes for improving our systems

Strengths and Challenges for Category 7: Our responses to Category 7 focus on areas where we have shown significant improvements in our processes and procedures over the past three years: these

include significant improvements in our data collection, management and distribution systems and identification of departmental data needs ([7P1](#), [7P2](#), [7P3](#)). It also includes areas of challenge for the College so that we may set priorities for the next three years: these include formalized performance and effectiveness metrics for our information management systems and a process for prioritization of comparative data and information ([7P5](#), [7P7](#), [7I1](#)). We feel the College is moving from the Reacting Approach stage to the Systematic Approach stage in terms of our processes for Category 7.

8 – Planning Continuous Improvement

Washington State Community College sets strategic and operational priorities through the strategic planning process. Since the College submitted its last Systems Portfolio in 2006, we have worked to increasingly integrate measurable objectives into our planning processes, review progress on those objectives regularly, and adjust our planning processes on the basis of outcomes and in response to new requirements and situations as those arise.

The College works within the constraints of policies and procedures created by the University System of Ohio and the Ohio Board of Regents both in terms of educational and funding policies. The recent economic downturn has created special challenges for funding higher education in Ohio, and the College is anticipating a significant decrease in state funding during the next biennium. This situation requires that the College employ our continuous improvement processes to become as efficient as possible in responding to the needs of our students and other stakeholders. Additionally, the University System of Ohio is requiring that all public colleges and universities use the semester system. WSCC is currently in the process of changing from quarters to semesters in response to this requirement.

Continuous Quality Improvement (CQI) at Washington State Community College has become business as usual. CQI tools are increasingly used across campus to refine processes and systems. Following our last Strategy Forum, the College set a goal of shifting focus away from continuous improvement as a means of accreditation to continuous improvement as a culture. As evidence of this shift, we have documented more than 130 continuous improvement projects during the past two years that were voluntarily implemented at the department level in an effort to improve service to our stakeholders. Additionally, we recently retired an Action Project aimed at responding to stakeholder feedback and we are currently engaged in an Action Project focused on mapping and improving key college processes.

The Continuous Improvement Team is a standing committee on campus. While this committee oversees the action projects for AQIP, it also is responsible for reviewing and supporting Non-AQIP continuous improvement projects as well.

Strengths and Challenges for Category 8: Our responses to Category 8 focus on areas where we have shown significant improvements in our processes and procedures over the past three years: strategic planning ([8P1](#), [8P2](#)), integrating continuous improvement processes as part of the College culture ([8P4](#), [8P5](#)), and mapping and improving our processes ([8R3](#)). It also includes areas of challenge for the College so that we may set priorities for the next three years by using our continuous improvement processes to manage change while sustaining our transition to a continuous improvement culture ([8R2](#), [8R3](#), [8I1](#)). We feel that the College is currently at the Systematic Approach stage for Category 8 and in some area we are moving into the Aligned Approach stage.

9 – Building Collaborative Arrangements

Washington State Community College collaborates with business and industry in many ways to expand and maintain its current role as a vital educational research for the community.

[Appendix B](#) provides a list of key partners and collaborations. Faculty maintain relationships with business and industry to solicit input into curriculum, maintain practicum sites, provide field trips for students, and to provide the opportunity for industry professionals to teach part-time to interact with our students. Faculty members rely on professionals from business and industry to serve on advisory committees and to help them keep a pulse on the trends in business and industry.

Washington State Community College also maintains relationships with many baccalaureate colleges and universities to meet the continuing educational needs of our graduates and other community members. Washington State Community College works diligently to maintain articulation agreements with colleges and universities so that are students with experience a seamless transition. Articulation agreements are also maintained with area high schools and technical centers to provide the students with a seamless pathway to college.

The Outreach department collaborates in several ways with the community. The Morgan County Center for Higher Education was recently approved as a site where students can take their entire coursework at this site and obtain a degree from WSCC. Since the area is rural and the main campus is at a distance, this will improve WSCC's service to this area.

The WSCC Student Services Department collaborates with governmental and grant agencies to provide financial support to our students. Several local and state agencies provide funding for tuition, fees, and books. Veterans Benefits funds direct and indirect educational costs, the US Department of Education funds direct educational costs, the Ohio Board of Regents fund tuition, the College's Foundation provides support for educational cost through scholarships, money for textbooks and required testing for programs and other support for students.

Washington State Community College has a long history of working with outside organizations to locate prospective students, to help them succeed in college, to provide local businesses and industry with a qualified workforce, and to provide opportunities for graduates to continue their education.

Relationships with area business and industry and local school districts provide our students with the best and most appropriate training/education that they will need to be a future employee or a future student at transfer institutions. Internships and practicum experiences provide students with the latest professional training and also provide community service.

Maintaining the relationship with business and industry and with area schools is essential for meeting the needs of our current students, future students, and the community. Washington State Community College provides the opportunity for many students to attend college and to attain goals for themselves.

Strengths and Challenges for Category 9: Our responses to Category 9 focus on areas where we have shown significant improvements in our processes and procedures over the past three years: creating and maintaining collaborative relationships to address the needs of our students and other stakeholders ([9P1](#), [9P2](#), [9P3](#)). It also includes area of challenge for the College so that we may set priorities for the next three years: creating more formalized measures of building collaborative relationships particularly in terms of comparisons with other institutions of higher education ([9R1](#), [9R2](#), [9R3](#)). We feel the college has reached the Systematic Approach stage for Category 9.

Category One

Helping Students Learn

Overview

Follow this [link](#) to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 1.

1P1. Determining Common Objectives for Learning

The common student learning objectives are based on a vision of what an educated person graduating from WSCC should know. Originally, Washington State Community College had seven General Education Goals. A committee with representatives from all areas of the college community developed these seven goals with feedback from all employees and final approval by the Executive Team. (For further information, follow this link to read section [1P1](#) of the 2006 Systems Portfolio.) Currently, the [Student Learning Committee](#) periodically reviews and revises the goals. This committee oversees and coordinates College activities related to monitoring and improving student academic achievement and support for at-risk students. It is made up of faculty members (three from each academic division of Arts and Sciences; Business, Engineering, and Industrial Technology; and Health Sciences), the Institutional Research Specialist, the Retention Coordinator, a representative of professional staff, a representative of the Learning Center, and at least one academic dean.

A few years ago, the seven goals were rewritten so they would be more measurable. Then in 2009, the Student Learning Committee evaluated the goals and the college-wide assessment of them, and as a result, made the decision to collapse the seven General Education goals into five goals. They felt that they could combine the goals that had similar learning objectives. So the concepts of Critical Thinking and of Problem Solving were combined into a single goal of Critical Thinking and the concepts of Understanding Values and Cultures and of World Awareness were combined into a single goal of Understanding Values and Cultures. This revision was presented for approval at a meeting for all full-time faculty and staff, and it was also presented at a Saturday Professional Development Day for part-time faculty.

General Education Goals:

- Communication (CO) – Use various forms of communication effectively as a communicator and as an observer.
- Critical Thinking (CT) – Select and use effective approaches to solving a wide variety of problems as demonstrated by the ability to think critically, draw reasonable conclusions, and defend those conclusions rationally.
- Independent Life-Long Learning (LL) – Continue as an independent learner engaged in a life-long process of discovery.
- Science and Technology (ST) – Use current technology and scientific principles to adapt to a changing world.
- Understanding Values and Cultures (VC) – Demonstrate an awareness of the similarities and differences which express the human experience globally.

The Chief Academic Officer (CAO), the academic deans, and members of the Student Learning Committee oversee the processes that ensure these goals are being met by students. The General Education Goals are embedded throughout the curriculum. WSCC has established general education course requirements in each program to ensure that graduates meet each of the five general education goals, and these are referenced on every course syllabus.

1P2. Determining Specific Program Learning Objectives

Specific program learning objectives are determined with input from several entities. The Associate of Applied Science degree programs, the Associate of Applied Business degree programs, and Education Transfer program have advisory committees that are comprised of program faculty, students, employers, practicing professionals, alumni, as well as other community and college representatives. The advisory committees' role is to provide real world perspectives on the field/discipline and this helps determine the specific program learning objectives. The [members of advisory committees](#) provide constructive suggestions for program learning objectives.

Some of the program-learning objectives are recommended by program specific accreditation/certification/approval agencies. For example, the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) requires that learning objectives be present for the following: collecting, processing and analyzing biological specimens; laboratory result use in diagnosis and treatment, communications sufficient to serve the needs of patients and the public; technical training sufficient to orient new employees; quality assessment in the laboratory; laboratory safety and regulatory compliance, information processing in the clinical laboratory; ethical and professional conduct; and significance of continued professional development.

In addition, the Ohio Board of Regents sets guidelines for graduation requirements for all associate degrees that include an integration of general education courses, courses in technical majors and major concentration areas.

Faculty members prioritize the information received by the varied constituents and create the learning objectives for each program. The program learning objectives are supported by the academic courses. Each course syllabus, with special attention to learning objectives, is reviewed and approved by program faculty, the appropriate department chair, the dean, the Curriculum Committee, and the Chief Academic Officer. Some courses are also reviewed and approved by the state Articulation and Transfer Council and/or state-level Transfer Assurance Guide faculty panels to assure that learning objectives reflect statewide practice.

1P3. Designing New Courses and Programs

This area was rated as a Strength (S) during the last systems appraisal, and we have made some minor improvements including the creation and implementation of a [New Program Selection Rubric](#) for use in determining new program development. For further information, follow this link to read section of [1P2](#) of the 2006 Systems Portfolio, the appraisal team's comments, and a brief update.

1P4. Designing Responsive Academic Programming

A variety of data sources is used in designing responsive academic programming. The sources include national/regional employment data and trends, employer surveys, student graduate surveys, advisory committee input, discussion with area content specialists, and feedback from other stakeholders (e.g. accrediting bodies).

National/regional employment data provides information that will augment the College's ability to meet community needs. Employers request skill sets and an expanded knowledge base for future employees. Student post-graduate surveys provide feedback on current employment status of graduates. Advisory committee members give advice regarding best practices in the field/discipline and provide critique and constructive suggestions; they provide real world perspective on the field/discipline and this helps determine the learning objectives. Accrediting bodies set standards to assure that our students meet field/discipline standards necessary for licensure and ultimately obtaining employment.

1P5. Determining the Preparation Required of Students

The preparation required of students is determined through a variety of methods.

- 1) Guidelines set by the Ohio Board of Regents (OBR)
 - a) COMPASS - Newly registered students take the COMPASS placement tests in reading, writing, and math to determine their preparedness in those subject areas. The OBR has established the COMPASS placement scores for college-level writing (69) and math (65) courses.
 - b) Transfer Assurance Guides (TAGs) and the Transfer Module (TM) - The OBR has established the requirements for courses to be approved as TAG courses and/or as TM courses. The requirements are set so that students who successfully complete TAG courses and TM courses are assured that they can transfer the courses to other Ohio state colleges and can perform at the same level as native students.
 - c) WSCC Curriculum Committee – The WSCC Curriculum Committee is a standing committee that is comprised of individuals across campus, including three representatives from each academic division, a representative for workforce development, a representative from Outreach programs, and the registrar. The committee follows guidelines established by the OBR and by the College to monitor and approve changes in academic program curricula.
- 2) [External Standards](#) – Various accrediting agencies, professional standards organizations, and Ohio state licensing boards establish the minimum standards for the curriculum within specific academic disciplines. These standards determine the learning objectives currently offered in a program and the prerequisites (e.g. agencies accrediting the various health science programs).
- 3) [Advisory Committees](#) – Advisory Committees aid in developing and monitoring the curriculum of various health, business, engineering, public service, and education programs. They are composed of practicing professionals in the specific area, employers, administrators, program faculty, students, alumni, as well as other community and college representatives. The professionals provide information that helps determine the skills that the students need to be successful in their chosen field.

- 4) ACT or Diagnostic Entrance Test (DET) scores - Students applying to some selective programs (e.g. health sciences) are required to submit ACT or DET scores. Program Directors and faculty have set predetermined minimum scores as an indicator of program preparedness.
- 5) Studies of Student Performance
 - a) Program Reviews – Each program completes a thorough review on a five-year cycle. A part of that program review is an analysis of student performance. The results of the analysis are used to make improvements in the program, such as changes to the curriculum and prerequisites. (Examples of program reviews are provided through this [link](#).)
 - b) [Surveys](#) – Students complete graduation surveys and post-graduation surveys (6 months, 1 year, and 3 years). In these surveys, students provide feedback as to how well they have been prepared for employment or transfer. Survey results are used to make changes in the curriculum and prerequisites.

1P6. Communicating Required Preparation to Students

This area was rated as a Strength (S) during the last systems appraisal, and we have made improvements including the redesign of our [website](#) to make it more user friendly for our students and the creation of a new, weekly, one-page newsletter called [Collage](#) that is posted in restrooms. For further information, follow this link to read section of [1P4](#) of the 2006 Systems Portfolio, the appraisal team's comments, and a brief update.

1P7. Helping Students Select Programs of Study

This area was rated as a Strength (S) during the last systems appraisal, and we have not made any significant changes since that time. For further information, follow this link to read section of [1P5](#) of the 2006 Systems Portfolio, the appraisal team's comments, and a brief update.

1P8. Support for Underprepared Students

Upon admission to the College, students are tested in math, English and reading using the COMPASS placement tests to see if they are ready for college-level academic work. Depending upon the scores from these tests, students may be advised to register for [developmental studies](#) courses to help them build the skills and knowledge necessary for success in college. These courses are computer-assisted and competency-based. Some are taught in the self-paced format. They are taken for credit and are calculated in the quarterly grade point average, but they do not apply toward graduation.

From 2002-2010, the Opportunity Scholars Program offered [Summer Bridge](#). In this free program, selected students who had tested into developmental studies classes were invited to campus for 5 days of orientation-to-college workshops and 4-8 hours of intensive review of basic skills in one of the subject areas of math, English, or reading. At the end of the week, they took the corresponding placement test as a post test to see if they could test out of the developmental studies class by meeting the competency score. The OSP staff continued to mentor the students throughout the year.

Washington State has developed a model of [Learning Communities](#) to support student success. Students who test into developmental classes are to take the co-requisite, PERS 100 *SUCCESS*. Students in this course learn a variety of beneficial study skills and practical goal-setting behaviors while becoming familiar with campus resources and programs. Learning Communities help students build skills

and relationships that last throughout college.

Two other Personal Development (PERS) courses are designed for underprepared students. PERS 125 Essential Computer/Keyboarding Skills and PERS 126 Basic Document Keyboarding cover basic computer and keyboarding skills.

The [Retention Coordinator](#) in the Learning Center provides academic and support services for students to ensure academic success and retention. He identifies and contacts students experiencing academic difficulties as documented on quarterly Interim reports and/or enrolled in developmental courses. He maintains a database to track students. He hires Peer Mentors for students in need of general support and refers students for tutoring assistance.

The Washington State Community College [Tutoring Program](#) offers individual and group tutoring to students in all subjects, including developmental studies courses. Students having difficulty with course work are encouraged to stop by the Learning Center as early in the quarter as possible for information about the free-tutoring services.

In addition to individual and group tutoring, the Tutoring Program coordinates the campus Math and Science and Writing Labs. The labs, located in the Learning Center, provide brief walk-in assistance and answers to students' questions at no charge to students needing assistance with any math, science, or composition course offered at the College.

Washington State Community College uses an online tutoring program called [eTutoring](#) for many of the times when our labs or tutors may be unavailable. For example, a student may submit a paper and get writing suggestions in 24 to 48 hours. A student may also check the schedule to find out the time a math tutor might be available online to answer math questions.

The Washington County [Adult Basic and Literacy Education \(ABLE\) classes and the English Speakers of Other Languages \(ESOL\) classes](#) are now meeting on the Washington State Community College campus. The goal is that students who meet competency in these classes will enroll in WSCC classes. In addition, students who score low on the COMPASS placement tests in math, English, and reading could take the tuition-free ABLE classes to bring up their skills before enrolling in WSCC classes.

Washington State Community College, in partnership with the Stevens Literacy Center and ABLE, are offering [Stackable Certificates Health Career Preparation](#) classes on the main campus and at the Morgan County Learning Center. *Stackable Certificates* are pre-college level certificates that are designed to help adult students improve their reading, writing, and math skills in preparation for enrolling in a health care related program of their choice. These classes are offered tuition-free on the Washington State campus.

The [Brain Injury Association of Ohio](#), a non-profit organization, has an office on the WSCC campus. The organization offers specialized support for students and individuals with brain injury, their caregivers and providers. It also offers prevention education for our community.

1P9. Addressing Students Learning Styles

PERS 100 *SUCCESS* students complete various Learning Styles Inventories to discover their preferred learning styles and the recommended corresponding study strategies. This knowledge can help them be more efficient, successful students. The Opportunity Scholars Program, a TRIO program to support students, had also conducted workshops on learning styles.

Since some courses are offered through multiple delivery methods including online, blended, and face-face, students may choose the type of class that best fits their learning styles. This choice would

also apply to lecture versus lab classes. A student may also select a major that is compatible with his/her learning styles. In both the technical and transfer programs, students may find majors that emphasize hands-on or visual or auditory learning.

Many instructors now complement their lectures with PowerPoint presentations, which benefit the students who have stronger visual skills than auditory skills. Additionally, faculty have opportunities to attend professional development activities, so they may keep up-to-date with learning theories and innovative teaching methods, which would help them teach to various learning styles.

1P10. Addressing Special Needs of Students

Students with a documented disability are provided free services through the [Office of Student Disability Services](#). Depending on the documented disability, services may include note-takers, extended test taking time, scribes, readers, sign language interpreters, alternative test-taking format and assistive technology. The Intervention Specialist actively advises these students and coordinates the staff required to accommodate each student in the classroom and/or the Learning Center. In addition, the campus is very handicapped-accessible.

Students with Other Special Needs – The College works to assist students with other special needs through [advising services](#) and through the support services provided through our Help Desk and [Learning Center](#) (e.g. free tutoring and walk-in labs for writing, math, and science). The College's full-time [Retention Coordinator](#) provides individualized services to assist those students who may be experiencing academic difficulties related to special needs. Many courses are offered through multiple delivery methods including online, blended, and face-face, so students are able to choose the type of class that best fit their learning styles. Courses are offered during the day, evening, and on Saturdays to offer a variety of options to the students and their life situations. To encourage and promote life-long learning experiences for older citizens, Washington State offers a [Senior Citizens scholarship](#) for Ohio residents 60 years of age or older. Students with young children have access to the [Evergreen Child Development Center](#) during daytime hours with discounted rates and some opportunities for financial assistance depending on the students' income level.

In 2009, the College redesigned the academic calendar to decrease required trips to and from campus for students and faculty. See sections [1P12](#) and [411](#) for details. This project was part of an AQIP Action Project on [Responding to Stakeholder Feedback](#).

1P11. Expectations for Effective Teaching and Learning

This area was rated as a Strength (S) during the last systems appraisal, and we have not made any significant changes since that time. For further information, follow this link to read section [1P6](#) of the 2006 Systems Portfolio, the appraisal team's comments, and a brief update.

1P12. Building and Effective and Efficient Course Delivery System

WSCC builds an effective and efficient course delivery system that addresses both students' needs, the training needs of the local community, and the organization's requirements by constantly monitoring the needs and then revising processes to better meet those needs. For example, when gasoline prices rose to over \$4 per gallon, the course schedule was revised so that students could take courses 4 days a week instead of 5. This change gave students some relief from the burden of the costs

of commuting. For similar cost savings to students, more and more courses are being offered as blended classes and online classes. These e-learning courses also meet the students' needs of completing coursework at times that are convenient for them. In response to the downturn in the economy, some certificate programs were restructured so that students may complete them in 12 weeks. This change was made to meet the need for displaced workers to seek training for new jobs. In addition to their day option, the LPN program offers a 2-year evening option for those students who need to work while earning a certificate.

While maintaining a reasonable instructor-to-student ratio and being cost effective, WSCC gives students many options both on and off campus. The College strives to offer courses in various instructional delivery methods and at times to fit diverse student needs. As a result, students have options to access instruction in a format that may better accommodate their learning styles: lecture, lab, face-to-face, [hybrid/ blended, or online](#). They also have the option to enroll in classes in a time frame that works best for their schedule: days, evenings, and Saturday.

The College Catalog provides the program requirements for each major and lists the courses required for a degree. In addition, each course description includes the instructional delivery method(s) and the term(s) offered so students can plan their schedules in order to graduate in a timely manner. Most basic general education courses are offered each quarter. Major area courses are offered on a planned schedule.

Courses are offered off campus at local high schools and outreach centers to help minimize travel distance for students in outlying areas. The [Workforce Development](#) staff specializes in customized training to meet the needs of local business and industry with classes offered either at the worksite or on campus. The College also offers non-credit courses for those individuals who are interested in focused, short-term learning experiences.

The [Post Secondary Enrollment Option](#) (PSEO) provides dual-credit options for high school students who meet the acceptance criteria. The college courses they complete earn college credits and also count toward high school graduation requirements. The [Tech Prep Program](#) has authorized advanced placement college credit for selected major courses completed at the respective high schools. From 2008-2010, the Seniors to Sophomores program with Morgan High School offered students the opportunity to complete 36-42 hours of college credit through a variety of course modalities both at the high school and on the college campus. Unfortunately, this grant funded program was discontinued due to state budget cuts.

WSCC also collaborates with a number of Ohio colleges and universities to offer [programs](#) that we do not have on our campus or to offer advanced-degree opportunities in a specific area.

1P13. Ensuring Up-to-Date Programs

The College has established several processes to ensure that our programs and courses are up-to-date and effective.

Advisory committees are composed of practicing professionals in the specific area, employers, administrators, program faculty, students, alumni, as well as other community and college representatives. They recommend changes and updates to curriculum to ensure students are prepared to enter the workforce or to transfer to a 4-year institution.

Our [program review process](#) is on a 5-year cycle and was revised in 2009-2010. Currently, it

incorporates a rubric that assesses the overall state of the program and the continuing need for the program. The sections of the document are (1) Introduction, (2) Curriculum and Enrollment, (3) Faculty, (4) Resources, (5) Student Learning and Assessment, and (5) Summary. The program review teams include internal and external stakeholders. Based on the review, the team makes recommendations for improvements and updates to the program.

Surveys are used to gather information from employers and from graduates about the preparedness of our graduates. Student surveys also assess life-long learning. These surveys are distributed at three points following graduation: 6 months, 1 year, and 3 years.

The [Transfer Assurance Guides](#) and the [Transfer Module](#) are statewide initiatives for guiding students to successful transfer of designated courses to all state campuses throughout the state of Ohio. This process requires review and approval of college courses to align common learning outcomes. Those outcomes are created by panels of 2-year and 4-year college faculty in an effort to improve the transferability of courses.

Faculty members are encouraged to participate in professional development opportunities, such as conferences, workshops, and coursework. By attending sessions and networking with colleagues, faculty can keep current in their fields. In addition, faculty members adopt new editions of textbooks as they become available to provide students with the current skills necessary to be successful in their field.

The College strives to provide current technology in many of the classrooms: personal computers, laptops and LCD projectors, interactive white boards, interactive digital video laboratories, student response systems, etc.

Gifts to the [Annual Fund](#) of the Washington State Community College Foundation provide direct assistance to students in a variety of ways (e.g. the Infinite Learning Space in the library, and instructional items to loan to students on an ongoing basis: graphing calculators, proto-boards, multi-meters, and laptops).

Various companies donate instructional materials so students have access to the latest technology (e.g. Hino Trucks donated a Model 185 commercial truck to the Auto–Diesel Department to provide students the opportunity to gain hands-on experience working with engine mechanics and functionality and allow them to learn the latest on-board diagnostic technology).

1P14. Changing or Discontinuing Programs and Courses

The College has established procedures through our Curriculum Committee, as published in our [curriculum committee handbook](#), for changing programs. Significant changes to programs must also be approved by the Ohio Board of Regents, and the [Operating Manual for Two-Year Colleges](#) provides the guidelines for making substantive changes to programs. The college's [Program Review process](#) provides a mechanism for determining when a program should be discontinued. While this happens infrequently, it is the College's practice to work with students to make sure they have an opportunity for degree completion before total elimination of a program. This may include offering small classes or independent studies to students to allow them to complete their degree requirements.

1P15. Addressing Learning Support Needs

The faculty and students at Washington State have a variety of avenues for making their learning

support needs known. The appropriate staff prioritizes the needs and fulfills those needs as funds are available.

1) Student Services

- The Director of Student Development administers the COMPASS Placement Tests in reading, writing, and math to determine students' skill levels in these areas.
- One-stop shopping advisors or program advisors share the test results with students and advise them on registering for the appropriate courses. For subsequent advising, students are assigned a program advisor that they should meet with each quarter to plan an appropriate course of study and to register for courses accordingly. Students may register online, but the program advisor receives a copy of the schedule and can follow-up with the student as needed.
- The Director of Advising and Transfer supervises the [advising process](#). She coordinates transfer agreements with local colleges, schedules campus visits so students can meet face-to-face with representatives of other colleges, meets with students to aid them in the transfer process, conducts annual advising training sessions, and provides an [Advising Handbook](#) to assist program advisors.

2) The [Learning Center](#) and the Retention Coordinator

- The Learning Center provides tutoring services; counseling; a computer lab; walk-in labs to assist students with writing, math, and science; and a make-up testing room. The Center also loans a limited number of laptops and graphing calculators to students each quarter.
- Students may request tutoring services, or faculty may refer students by submitting Interim Reports to the student, advisor, and the Retention Coordinator. At least one of these staff members contacts and counsels the student.
- The Retention Coordinator analyzes data to identify gatekeeper courses and develops programs to provide extra assistance to students in those courses (e.g. group tutoring, peer mentors).
- Faculty state the College's ADA provisions on course syllabi and as needed, students may make appointments with the Intervention Specialist to request legal accommodations for disabilities.

3) Director of [Library Services](#)

- The Director of Library Services and her staff conduct sessions on library/information literacy as faculty and students request them (e.g. English Composition II faculty and students). In addition, the staff is often praised for one-on-one assistance.
- The director evaluates students' needs and solicits faculty requests and then budgets funds so that she may acquire materials that are of the highest priority (e.g. The CQ Researcher is purchased because its coverage of today's most important issues and controversial subjects is a great asset to the research process).
- The library staff has created an excellent [Library site](#) on WSCC's web site with links to tutorials and instructional support to aid students and faculty with research, etc.

- WSCC is a member of [OhioLINK](#), so faculty and students have access (both on and off campus) to the materials in the consortium of the libraries of 88 Ohio colleges and universities.
- 4) Chief Financial Officer (CFO)
 - Each department has an opportunity to make annual budget requests for instructional supplies and equipment. During the year, faculty members complete a requisition process to acquire the budgeted items.
 - Faculty may request funds from the appropriate dean for professional development activities, which then must be approved by the CFO.
- 5) Chief Information Officer (CIO)
 - The Chief Information Officer supervises the technical needs of the college. He monitors needs and prioritizes funds to provide and update technical instructional equipment and supplies.
 - Faculty may make their technical support needs known to the CIO (e.g. LCD projectors and laptops in classrooms).
 - Students may make their technical support needs known to the CIO (e.g. additional wireless Internet locations on campus).
- 6) Director of Grants /Director of the Foundation
 - Faculty may work with the Director of Grants to try to secure funds for learning support needs by applying for various grants. (This position is currently vacant at the college, but provisions have been made for accessing freelance grant writing service until the position is filled.)
 - The Director of the [Foundation](#) asks faculty for requests for learning support needs and then prioritizes the expenditures from the annual fund.
- 7) Director of Bookstore Operations
 - The Director of Bookstore Operations requires book orders for each quarter, and additional supplies may be requested on those forms.
 - The bookstore sells a variety of learning support materials to students and faculty.
- 8) Faculty, department chairs, deans, and Chief Academic Officer
 - Students may discuss needs with faculty, department chairs, deans, and the Chief Academic Officer, and these staff will work to meet the needs.
 - Faculty, department chairs, and deans meet regularly in department and division meetings and share information about learning support needs.
- 9) Faculty and Course Evaluations
 - Students complete Faculty and Course Evaluations in a number of courses each quarter, and they may comment on various needs.
 - Faculty, department chairs, and deans review these evaluations the following quarter, so improvements may be made.
- 10) Faculty Senate / Student Senate
 - Faculty may discuss needs and submit requests through their Faculty Senate officers. The Chief Academic Officer meets monthly with Faculty Senate officers to discuss faculty concerns and possible improvements to the college's processes.

- Students may discuss needs and submit requests through their Student Senate officers and adviser.
- Faculty and students may also submit needs through an electronic [Suggestion Box](#) available on the college website.

1P16. Alignment of Co-Curricular Objectives

Many academic programs maintain student organizations related to the program curriculum. For example, the Respiratory Therapy Technology Club is comprised of Respiratory Therapy students. These students raise money to attend a professional state meeting where they are exposed to other respiratory therapy students and respiratory therapy professionals. Attending professional meetings supports specific program learning objectives and the general education goal of lifelong learning.

The Diversity and Social Justice committee was created 2008-2009 to improve response to WSCC's "Understanding Values and Cultures" general education goal. This committee was tasked with creating stronger linkages between academic programs and diversity activities. The Diversity and Social Justice Committee considers matters concerning, but not limited to, the integration of values which support a diverse campus and learning community. The committee leads projects and programs to advance a campus culture for an ever changing and global world through advocacy of fair treatment in every aspect of campus life and college function, while supporting all persons regardless of race, sex, age, religion, sexual orientation, color, national origin, veteran status and disability. The committee produced their first major event by bringing the "[Human Race Machine](#)" to campus and making a strong effort to involve faculty and students in this event. This committee was created in response to feedback from the 2006 Systems Appraisal that recommended a more systematic approach to diversity on campus.

The Cyber Club/Marietta Local Area Network (LAN) was created to build awareness of digital technologies. WSCC provides a motion capture studio so that students are able to learn more about creating animations.

A new [Agri-Lab](#) was recently constructed for the College's Agri-Business program. The Agri-Lab will give agricultural business students hands-on experience in running a greenhouse, running a business, crop production and soil science.

Through the [Evergreen Arts and Humanities Series](#), students, faculty, and the community may participate in a free series of insightful, cultural, and informative programs designed to address global issues, diversity, art, and civil rights.

A recent expansion of Fine Arts activities includes theatre productions, visual art shows, and a college chorale. Social and Behavioral Sciences co-curricular activities include founding a chapter of Psi Beta, an academic honorary for psychology; and Collegiate Model of United Nations, for political science.

1P17. Determining Outcomes for Learning and Development

WSCC determines that students have met their learning and development expectations through several methods.

- 1) [Practicum and Internship Experiences](#) - These provide students experiential learning experience in a real world situation. The students are expected to apply the principles and skills learned in their academic programs; external evaluators assess skills and knowledge of students.

- 2) State and National licensing/certification exams - These assess students' strengths and weaknesses through standardized testing. These exams are taken upon graduation. Programs using this type of assessment include nursing, medical laboratory, radiological technology, emergency medical-basic, emergency medical-intermediate, physical therapist assistant, massage therapy, respiratory therapy, and auto diesel.
- 3) Comprehensive program exams - These exams are given in a final capstone course and cover all the material learned throughout the program. Programs using this type of data include nursing, medical laboratory, radiological technology, and respiratory therapy.
- 4) E-portfolios/portfolios - Students are expected to collect artifacts that exemplify their work/skill. These artifacts are collected throughout their program and compiled into a portfolio. The portfolio is collected during a capstone course. Programs using this type of data include social services, education transfer, early childhood, and office administrative services technology. We note that one of the major challenges in requiring all students to complete an online portfolio for each program is buy-in from all program faculty.
- 5) Surveys – Graduate surveys, Six month, one-year, three-year surveys of former students, as well as employer surveys are used in gathering data about the preparedness of graduates. These surveys aid in curriculum decisions.
- 6) Transfer Assurance Guides (TAGs) - Common learning outcomes were identified in various courses/programs by state-wide faculty panels. The TAGs function as guarantees of course transfer and application to degree requirements among public colleges and universities.
- 7) Advisory Committees - The committees are composed of professionals from the community, program faculty, graduates, current students, faculty from universities, and the appropriate academic dean. The advisory committees review current program standards to ensure that graduating students are meeting expectations at graduation either for transfer to four-year institutions or employment.
- 8) General education assessment - Program faculty identify student artifacts that demonstrate the various general education goals. Using a rubric, the students' work is assessed by evaluators (internal and external).

1P18. Design Processes for Assessing Student Learning

This area was rated as a Strength (S) during the last systems appraisal, and we have not made any significant changes since that time. For further information, follow this link to read section [1P11](#) of the 2006 Systems Portfolio, the appraisal team's comments, and a brief update.

1R1 Measures of Students' Learning and Development

The College collects and analyzes various measures of students' learning and development.

- The College regularly collects college-wide data related to our student's performance on measures related to our five General Education Goals. The data is found in [1R2](#).
- The College participates in the Community College Survey of Student Engagement ([CCSSE](#)) and uses the results to analyze our students' engagement in the learning process. Two continuous improvement projects have resulted from that analysis.

- Each degree program maintains a [student academic assessment plan](#) that is specific to that program's goals and objectives. Assessment plans include information related to general education, major area communication, and analysis of the data for continuous improvement. Assessment plans and results are housed on the College's internal SharePoint network.
- Data on students' performance on a number of national and regional licensure and certification exams are also reviewed and analyzed with attention to continuous improvement.

1R2. Performance Results for Common Learning Objectives

The Student Learning Committee and faculty are currently engaged in a new approach to conducting [college-wide assessment](#) of the five General Education Goals of Communication, Critical Thinking, Life-long Learning, Science and Technology, and Understanding Values and Cultures.

The assessment of the goal of Life-Long Learning is to take place each year by having students complete a post-graduation survey. These surveys are distributed at three points following graduation: 6 months, 1 year, and 3 three years. The Institutional Research (IR) specialist will tabulate and report on the results of the surveys.

The assessment of the other four goals is on a [2-year cycle](#).

In 2008-09, rubrics were created for measuring Values and Cultures and Science and Technology, and in 2009-2010, rubrics were created for measuring Communication and Critical Thinking. Program faculty identified assignments/artifacts that meet the goals, and a sample of those assignments were graded based on the criteria of the rubrics. The IR specialist completed a statistical analysis of the grades and reported the results to the college community.

	Mean	Median	Mode	Standard Deviation
2008-2009 Values & Cultures	2.30	2.00	2.00	0.79
2008-2009 Science & Technology	3.24	3.33	4.00	0.68
2009-2010 Communication	2.46	2.50	2.50	0.51
2009-2010 Critical Thinking	2.73	3.00	3.00	0.51

The [2008-2009 results](#) of the college-wide assessment of the General Education Goals of Values and Cultures and of Science and Technology are as follows:

(1) The mean grade for **Values and Cultures** was **2.3** on a 4.0 scale. Comparing this result to the [rubric](#), it appears that the students are able to compare the similarities and differences of different human experiences; however, they lack the ability to explain the reasons. In addition, there was no evidence that students could analyze similarities and difference of human experiences.

(2) The mean grade for **Science and Technology** was **3.24** on a 4.0 scale. Comparing this result to the [rubric](#), it appears that 75% of the time scientific/technical terminology is used correctly and 75% of the time scientific/technical principles are used correctly.

The [2009-2010 results](#) of the college-wide assessment of the General Education Goals of Communication and Critical Thinking are as follows:

(1) The mean grade for **Communication** (written) was **2.43** on a 4.0 scale. Comparing this result to the [rubric](#), it appears that Washington State Community College students are able to communicate at the Satisfactory to Above Average level for the criteria of: contents, supporting details, audience, organization, and mechanics.

2) The mean grade for **Critical Thinking** was **2.73** on a 4.0 scale. Comparing this result to the [rubric](#), it appears that Washington State Community College students are able to think critically near the Above Average level for the criteria of: identifying and defining the problem or issue; gathering, assessing, and presenting information and concepts; and making appropriate interpretations and inferences.

However, for both Communication and Critical Thinking, a weakness was found in documenting sources, since fewer than half of the students included parenthetical citations in his/her paper. In addition, there was very little consistency in the formatting of papers from one assignment to the next, even though Washington State students have access to guidelines for formatting papers in either APA or MLA documentation styles.

1R3. Performance Results for Specific Program Learning Objectives

Each academic program develops an assessment plan each academic year. The [assessment plans](#) contain program learning objectives and the results for specific program learning objectives. Data for performance results for specific program learning objectives is not consistently collected and reported across programs; this remains an opportunity for improvement.

The health programs collect [licensure/certification pass rates](#); the performance results are consistently above the national pass rate or the established threshold.

1R4. Evidence of Acquired Knowledge and Skills

The evidence that the students completing programs, degrees, and certificates have acquired the knowledge and skills required by our stakeholders include the following: State and National licensing/certification exams; employer surveys, graduate surveys, transfer assurance guides, and advisory committees. To date, WSCC has not identified a reliable way to track students' progress following transfer. For further information, follow this link to read section [1P12](#) and [1R2](#) of the 2006 Systems Portfolio, the appraisal team's comments, and a brief update.

1R5. Performance Results for Learning Support Processes

Collecting performance data for learning support processes remains an opportunity for improvement. The data is sparse and not as longitudinal as it should be. However, the following results indicate students' perceptions of our current performance levels.

- 92.3% of graduates responding to a survey attached to their graduation petition responded that they agreed or strongly agreed with the statement, "I received excellent academic advising at WSCC." Only 2% of students responded with "Disagree" or "Strongly Disagree" to this statement, and 5.7% were neutral. (Click [here](#) to see results for the past 3 years as well as results for transfer assistance.)
- 99% of students responding to student faculty evaluation indicated that the availability of computer labs on campus was adequate.

- 93.9% of students responding to the [library survey](#) on the website rated that the library experience as “OK” to “awesome”.

1R6. Comparison of Results for Helping Students Learn

WSCC uses the Community College Survey on Student Engagement to compare students’ perceptions of their learning experiences with those of students across the nation. While this survey tool is not a direct measure of students’ learning, it does provide a benchmark and can alert the College to potential problem areas. The [2007 CCSSE results](#) indicated that the College was slightly below the national mean in three areas: Academic Challenge, Active and Collaborative Learning, and Support for Learners. Following a continuous improvement mini-project to improve these outcomes by working with faculty to target problem areas, the [2009 CCSSE results](#) were above the national mean in all five areas.

Many academic programs, specifically health programs, utilize [licensure/certification pass rates](#) as one of the measures of performance of student learning processes. To date, with one program exception, the licensure/certification pass rates have been above the threshold or above the national/state pass rate.

1I1. Recent Improvements for Helping Students Learn

Several recent improvements have been made in this category: a new process exists for assessing outcomes for the five General Education Goals, rubrics have been developed for assessing student academic achievement of the General Education Goals, a timeline was developed for assessing the General Education Goals, e-portfolios were piloted, and SharePoint was chosen to house the academic program assessments.

In 2008-2009, a new process for collecting and assessing student work artifacts related to the five General Education Goals was created and piloted. This [process](#) was improved upon for the 2009-2010 assessment of the goals. The student work artifacts were reviewed by teams of internal and external faculty using rubrics that were developed by the Student Learning Committee. [Rubrics](#) for assessing students’ levels of achievement in Communication, Critical Thinking, Science and Technology, and Understanding Values and Cultures have been developed. It is believed that the detailed description of the evaluation criteria on the Communication and Critical Thinking rubrics resulted in the very high inter-rater reliability (96% and 98%) of the assessment of these two General Education Goals.

A decision was made to assess the five General Education Goals on a 2-year cycle. The timeline for assessing the goals is as follows:

2008-2009	Life-long Learning, Science and Technology, Values and Cultures
2009-2010	Life-long Learning, Communication, Critical Thinking
2010-2011	Life-long Learning, Science and Technology, Values and Cultures
2011-2012	Life-long Learning, Communication, Critical Thinking

E-portfolios were piloted by four academic programs during the 2009-2010 academic year: Physical Therapist Assistant, Office Administrative Assistant, Social Services Technology, and Education Transfer. WSCC is moving towards having e-portfolios for all students in all programs as a location to collect work artifacts for assessing general education goals and program goals.

[Academic Program Assessments](#) are now posted on SharePoint. Faculty members are able to post

their assessment results and update the assessments as data becomes available. The academic program assessments are able to be viewed by the college community.

112. Culture and Infrastructure to Support Helping Students Learn

WSCC has a culture of Continuous Improvement. Evidence of this is seen in the following:

- An annual celebration of the documented continuous improvement projects
- In 2008-2009, over 60 [documented continuous improvement projects](#)
- In 2009-2010, over 70 [documented continuous improvement projects](#)
- Faculty and staff set goals to be above national or regional means for items in CCSE
- Academic programs set goals to be above national averages or benchmarks on licensure/certification exams
- Student Learning committee sets goals each academic year
- Within the Program Assessment process, academic programs set targets for improved performance results in student learning
- "[Mapping and Improving Ten Major College Processes](#)" is one of the current AQIP action projects.

Category Two

Accomplishing Other Distinctive Objectives

Overview

Follow this [link](#) to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 2.

2P1. Designing and Operating Key Non-Instructional Processes

The Board of Trustees reviews and approves the College's statements on mission, vision, and values. The Board directs the President to create and implement processes and programs that support the ideas expressed within these statements with regard to accomplishing other distinctive objectives.

New non-instructional initiatives may be proposed from within the President's Strategic Team or by individuals and groups outside the team. Once an initiative is reviewed and approved for action, a department or team is designated to lead that activity. Generally that team will set specific goals for the initiative. Through 2010-2013 strategic planning process, [Growing Opportunity](#), each department is expected to create strategies or tactics to support the measurable objectives designated for four strategic priorities and eight operational priorities. Many of those priorities –particularly customer service, technology infrastructure, data driven decision making, and WSCC Foundation– are directly related to key non-instructional processes.

Community outreach activities are often less formal in terms of setting specific objectives. They are generally created to meet a specific community need using college leadership and resources. These efforts generally require the approval of the President and/or the President's Strategic Team, who once again, work to insure that community outreach activities support the College's mission, vision and values.

Table 2-1 lists key non-instructional processes, how they are designed and operated, and who they serve. We also note that our strategic planning as well as our budgeting processes are closely tied to our selection and funding of key non-instructional processes. Those processes are described in Categories 5 and 6.

Table 2-1: Summary of Key Non-Instructional processes		
Non-Instructional Process	Process for design and operation	Process Serves
WSCC Foundation	A foundation Director and Foundation Board establish a mission statement, goals, and activities to set the direction of the Foundation in alignment with the College mission, vision, and values. Daily operations are carried out by the Foundation Director and staff, Board members, and volunteers.	The College and its students
Evergreen Arts & Humanities Series	The Evergreen Arts & Humanities Series continues to grow in number and quality of programs resulting in larger audiences consisting of external and internal attendees from throughout southeastern Ohio and western West Virginia. The program which is free and open to the public is supported by grants, patrons, and free-will gifts after	Students, employees, community members

Table 2-1: Summary of Key Non-Instructional processes		
	each program.	
Evergreen Child Development Center	The Evergreen Child Development Center (ECDC) staff works to design programming and operate the center in conjunction with the College's mission, vision, and values and the requirements of the Ohio Department of Jobs and Family Services Step Up To Quality Program and the federal National Accreditation for the Education of Young Children (NAEYC). The ECDC is an auxiliary enterprise of WSCC.	Children and families of students, employees, and community members
Workforce Development	The Workforce Development staff, in support of the College's mission, vision, values, and strategic planning, works to help clients improve work quality, productivity and competitive advantage. The staff designs and implements programming and services in support of these goals. Workforce Development is an auxiliary enterprise of the College.	Students, community business and industry providers
WSCC Bookstore	The Bookstore staff works to provide books, supplies, and College branded clothing and other items in support of student success.	Students, faculty, alumni, community members
Wellness	With the continual rise in insurance costs and growing awareness of health issues related to life style, the College has placed a special emphasis on wellness. The Committee on Employee success and an ad hoc Wellness committee have worked with our insurance company and local health providers to create a growing list of wellness activities and services for our employees and students.	Employee Success Committee, Wellness Committee, Employees, Students
Outreach Programming	WSCC provides three key grant-funded outreach programs to assist students in transitioning from high school to college: College Tech Prep , Educational Talent Search , and Upward Bound . Outreach program staff plan and provide programming and activities in support of the College's mission, vision, and values and strategic planning.	Middle school and high school students and their families
Economic Development Activities	WSCC faculty, staff, and administrators conduct and support a variety of economic development activities in our service area. Economic development was a primary focus for the College's 2007-2009 strategic plan . The activities were planned and executed at various levels.	The local community, our region, and the State of Ohio

2P2. Determining Non-Instructional Objectives for External Stakeholders

The President's Strategic Team (PST) coordinates planning of our institutional goals related to external stakeholders, assures focus and forward motion toward the institution's strategic priorities, and oversees progress toward specific outcomes established through our strategic planning process. The [2007-2009 Strategic Plan](#) and the [2010-2013 Strategic Plan](#) are discussed in depth in [Category 5](#).

The President's Cabinet, composed of the College's senior and middle-level managers, provides input on strategic and operational priorities, and they develop specific department level tactics to assist in accomplishing our measurable objectives.

Category Two – Accomplishing Other Distinctive Objectives

In the [2007-2009 Strategic Plan](#), we identified five institutional priorities. Of those, Economic Development, Workforce Development, and to a lesser extent, Responsible Stewardship, stated the College's priorities and initiatives for external stakeholders. The [2010-2013 strategic plan](#) is organized differently but has core initiatives in the areas of customer partnerships, customer service, and The University System of Ohio that address external stakeholders. Some of the specific tactics for those priorities are still under development. Table 2-2 provides an overview of key non-instructional objectives for external stakeholders by combining elements of both the 2007-2009 strategic plan and the 2010-2013 plan.

Initiative	Description	Participants
Economic Development: Provide office space and support for the Southeastern Ohio Port Authority (SEOPA)	The SEOPA mission is to establish and sustain a responsive, accountable, comprehensive and inclusive process which results in the most effective allocation of developmental resources for Washington County as well as facilitate innovation, coordinate institutional capacities and stimulate employment and investment as a means to enhance the quality of life, work and opportunity for all County residents.	College President, Workforce Development, various college departments
Economic Development: Provide the Mid-Ohio Valley Employment Resource (MOVER) to internal and external stakeholders	This employment resource is hosted on the College's website and provides as a clearing house for businesses to post jobs, students to post resumes, and employers to link with potential employees.	Student Services staff, students, citizens, and businesses
Economic Development: Participate in Ohio Skills Bank and other economic development partnerships	The College builds partnerships with business, industry, and other educational providers. Example: WSCC participated in two initiatives through the Ohio Skills Bank Project: a Chemical Manufacturing Project and a Healthcare Project. The initiatives were led by the Ohio Board of Regents, in partnership with the Ohio Department of Development, the Ohio Department of Job and Family Services, and career one-stop partners. The goal of the State is to seek input and engagement of businesses in the State's most critical industries.	Workforce Development Staff, Chief Academic Officer, Deans, project partners
Economic Development: Expand the Morgan Learning Center	The College is expanding offerings at the Morgan County Learning Center in partnership with other colleges and educational providers to strengthen economic development in Morgan County through the Morgan County Higher Education Consortium.	Administration, faculty, Workforce staff
Workforce Development: Provide specialized skills for the workforce	Through use of tools like Skills Max and programs like Career Pathways, the College continues to grow as a key player in the local economy by providing specialized training for business and industry.	Workforce development staff
Workforce Development: Participate in local organizations/governance boards to support the work of external stakeholders	The College is actively involved in the local area Chambers of Commerce. The purpose is to stay current with local business needs and client/business needs and community involvement. Workforce Development staff regularly interact with: Washington/Morgan County Community Action, Department of Job and Family Services, the Ohio Department of Development and the Washington and Morgan County One Stop, the Washington County Career Center and the Safety Council to determine priorities.	Workforce Development Staff

Table 2-2: Summary of Key Non-Instructional Objectives for External Stakeholders		
Initiative	Description	Participants
Workforce Development: Provide the <i>Network Alliance</i> program as a community service	The College created the <i>Network Alliance</i> project in 2009 following the downturn in the economy to give area residents help with networking, job search skills, and resume writing.	Unemployed, underemployed, Workforce Development Staff
Workforce Development: Provide Green Academy events and training	The Green Academy at Washington State Community College was created due to the increased use of “green technology” and as a way to keep our community current in recent developments. The Green Academy trains and offers certifications for individuals in the principles of sustainability, energy efficiency, photovoltaic (Solar) installation, green and sustainable design and construction (including LEED), ISO Environmental standards and more.	Workforce Development Staff, Engineering and Industrial Technology Faculty
Workforce Development: Meet employers’ needs	The technical programs at Washington State maintain advisory committees composed of local business members who often employ WSCC graduates. These groups meet at least twice annually to assess program strengths and identify opportunities for improvement in order to meet the needs of external stakeholders.	Employers, faculty, administrators, student representatives
Responsible Stewardship: Support businesses in our community through <i>Business After Hours</i>	Our first <i>Business After Hours</i> event involved many departments on campus who worked with Chamber of Commerce members to “Toast” our town. This event was valued by the community and was successful due to the positive attitudes of our employees and a strong collaboration among different departments.	Dean of Business, Engineering & Industrial Technology, faculty, staff
Responsible Stewardship: Provide public service communication through TV 22	TV22 is a collaborative effort among the City of Marietta, Washington State and Marietta High School. The station is run by the WSCC Media Department and runs Public Service Announcements for the community. The City of Marietta uses a portion of the screen to run important notices including emergency notifications.	Faculty, College administrators, Marketing and Communication staff, city and public school representatives
Responsible Stewardship: Provide community members with access to excellent early childhood education services	The Evergreen Child Development Center serves students, employees, and the community with quality child development services. Up to 69 children can be accommodated at the Center, which is licensed by the Ohio Department of Job and Family Services. The Center is a 3-Star rated center through Step Up to Quality and the Ohio Department of Job and Family Services.	Child Development Center Staff, Faculty, Parents
Responsible Stewardship: Provide quality events for our community	WSCC conducts many events for the community, i.e. Motor Madness, our Diversity Club, Donor Receptions, Evergreen Arts & Humanities Series and an annual Constitution Day program. We do not have a centralized over-sight committee or individual to plan and coordinate these events, and we recognize this need as an opportunity for our college.	Various committees and departments

2P3. Communicating Expectations

The College uses various methods for communicating regarding our objectives regarding non-instructional objectives.

- The annual faculty/staff meeting each fall includes an overview of strategic planning, budget, facilities, priorities and initiatives and other non-instructional objectives.
- The strategic planning process provides for input and communication regarding non-instructional objectives (See [5P3](#).)
- [On Campus](#), the College's weekly e-newsletter, provides updates on non-instructional priorities and initiatives.
- President's Cabinet (which includes all supervisors) serves as a conduit for communicating non-instructional objectives. Communication among this group is often top-down although the agenda is open to all. Improving the flow and dissemination of communication from President's Cabinet to the rest of the campus is an also opportunity for improvement, and this topic is discussed in more depth in [5P7](#).

2P4. Assessing the Value of Non-Instructional Objectives

With regard to strategic planning, the College performs formative and summative reviews of priorities and initiatives, including those for external stakeholders every 12 to 18 months. For example, college administration, faculty, and staff reviewed the 2007-2009 strategic plan in 2008, shared the results of that review in various on-campus meeting with internal stakeholders, and posted the [results](#) to the College website. A similar review and communication was conducted after the plan concluded in 2010 and the College posted a final updated version to the [website](#). As the College developed the 2010-2013 strategic plan, the President's Strategic Team assessed which initiatives from 2007-2009 should be brought forward for inclusion in the new plan. Many of the 2007-2009 priorities and initiatives were retired, but others were carried forward as on-going business of the College. The outwardly focused areas of Economic Development, Workforce Development, and Responsible Stewardship were largely subsumed into the 2010-2013 operational priorities of Customer Service, Partnerships, University System of Ohio, and Financial Sustainability.

2P5. Determining Faculty and Staff Needs

Individual departments are tasked with carrying out specific initiatives or, in some cases, specific aspects of a larger initiative. Those departments work through the administrative structure to assess and access resources necessary for carrying out their work. All departments participate in the annual budgeting process and have the opportunity to request funding to support specific projects whether those projects are part of daily operations, the strategic plan, or an AQIP Action Project. Departments also have the opportunity to request specialized training or attend conferences as funding allows. If the initiative is large, the President's Strategic Team generally helps coordinate the effort and identifies special resources that can be used for the effort. For example, one of the College's Priorities from the 2007-2009 strategic plan was to "Support and respond to the University System of Ohio 10-Year Strategic Plan." A major initiative within the USO Strategic Plan is to transition all of Ohio's public colleges and universities to the semester system. To respond to that external mandate, the President's Strategic Team identified a need for information gathering relative to the task of semester conversion, and staff from various college departments attended meetings held across the state regarding the semester transition. They gathered and reviewed information regarding how other colleges had accomplished the semester transition, worked through academic department meetings and the

Curriculum Committee to begin transforming our curriculum from quarters to semesters, and created an [AQIP Action Project](#) to create processes for quarters to semesters advising. The President's Strategic Team authorized course release time to the members of the Curriculum Committee during their peak work time and also set aside blocks of time during faculty non-teaching days to allow time for work to progress. Since this is a multi-year task, the initiatives were carried forward to the [2010-2013 Strategic Plan](#) and the [Academic Strategic Plan](#) for completion.

2P6. Faculty and Staff Needs Related to Readjusting Objectives

While the college has made good progress in defining and implementing measurable non-instructional objectives, our processes for incorporating faculty and staff needs remain primarily informal and therefore an opportunity for improvement. Our budgeting process provides opportunity for departments and groups to request and secure funds in support of non-instructional objectives, and we are using surveys more frequently to determine training needs and gaps in information technology. However, we lack a systematic approach to gathering this information as part of an overall planning strategy. We view this as an opportunity and plan to implement a more systematic approach within the next two years.

2R1. Measures of Accomplishing Non-Instructional Objectives

At this time, we do not have a clearly defined institution-wide process for measuring the results of all non-instructional objectives. However, objectives developed by action teams and individual departments to create improvements in their areas or in specific segments of the institution have had a significant positive impact upon the overall continuous improvement of the institution.

Measure	Description	Collection Method	Analysis Method/Results
Strategic Planning	Strategic Plans with 2-3 years of duration and specific priorities, measurable objectives, and initiatives/tactics.	President's Strategic Team, Divisions, and Departments collect information regarding outcomes for the Strategic Plan	Outcomes are reviewed by President's Strategic Team and the division or department most associated with the priority or initiative. Some items are retired others are carried forward to the next plan. Updates and results for strategic planning are posted to the College's website.
AQIP Action Projects and processes	As a subset of strategic planning, the College develops Action Projects related to non-instructional objectives.	Action Project Teams collect data regarding the outcomes of the Action plan. One of our retired projects focused on responding to stakeholder feedback and addressed feedback from both internal and external stakeholders.	Action Project Teams submit annual project updates to AQIP and receive feedback. Teams also share project updates internally for input and further action. Action project information is posted to the College website along with other feedback such as the Quality Program Summary and the Quality Checkup Report .
Financial Sustainability and Budgeting	Annual audits of financial processes and results	An outside auditing firm collects financial data and provides an audit report to the College, the Foundation, and the state of Ohio.	President's Strategic Team and the Board of Trustees review audit results and recommend actions if needed. Financial audit details are available at the website of the State Auditor's

Table 2-3: Measures of non-instructional objectives			
Measure	Description	Collection Method	Analysis Method/Results
			Office . Audit results show the College and Foundation to be financially sound.
Foundation	External development assessment	The Foundation's processes and donor/constituent relations activities were examined by an outside professional to determine and assess giving analytics, planning and case development, mission and vision statement, strategic plan, infrastructure, board leadership, staffing, and donor relations/giving.	The results indicated the Foundation was on firm footing to move into a major gifts initiative. A three-year strategic plan was developed to position the Foundation for growth and as a top philanthropic choice. The Foundation also collects information relating to campaign ROI, cost analyses, and goal/objective evaluations to identify success in attaining measurable results.
Evergreen Arts & Humanities Series	Feedback from patrons	The Series Committee measures the success of the program through audience attendance numbers, surveys distributed at each program, and the number of new and increased patrons and advertisers for each Series program year.	Surveys show a 99% program approval rating and provide many suggestions for future programming as well as a continually increasing audience for the Series events.
Evergreen Child Development Center	External accreditation process	The ECDC maintains accreditation through the National Association for the Education of Young Children (NAEYC) and also takes part in the Step Up to Quality program of the Ohio Department of Jobs and Family Services (ODJFS).	The ECDC responds to the requirements of the NAEYC to demonstrate expected outcomes for early childhood education providers. The center recently received a 3-star Step Up to Quality Award through the ODJFS.
Workforce Development	Feedback from clients	Workforce development regularly collects feedback from students and business clients regarding the effectiveness of Workforce Development Services	Average score of 4.7 out of possible high score of 5 for instructors. Average score of 4.47 out of 5 for course content and quality.
Wellness	Feedback from faculty/staff	Wellness efforts are relatively new and we do not have formalized processes for collecting data at this time.	Ultimately, our goal is for our Wellness Program and activities to have a significant positive impact on our employee's health and secondarily on our insurance costs. Such results will only be achieved over a period of years and we are in the first full year of this initiative.
Outreach Activities	Feedback from federal and state agencies that provide funding for grant activities	Educational Talent Search, Upward Bound, and College Tech Prep each set specific goals and objectives for their performance in conjunction with the requirements of their funding agencies.	Results indicate that these programs are meeting 90% or more of their specific objectives. For more details, follow these links: Educational Talent Search , College Tech Prep , Upward Bound

Table 2-3: Measures of non-instructional objectives			
Measure	Description	Collection Method	Analysis Method/Results
Economic Development Activities	Informal feedback from economic development partners	At this time we have no formal processes for gathering information regarding the effectiveness of our economic development efforts.	Systematically collecting and analyzing results regarding the College's economic development efforts remains an outstanding opportunity for the College.

2R2. Performance Results for Accomplishing Other Distinctive Objectives

We do not currently have a systematic process for measuring results across all of our non-instructional objectives. Results and links to specific data for several of those results are provided in the Analysis/Results column in [2R1](#). The College recognizes this as an opportunity for improvement and plans to have a more formalized system in place within the next two years.

2R3. Comparisons for Other Distinctive Objectives

We do not currently have a process for comparing our results for accomplishing other distinctive objectives with those of other organizations. This remains an outstanding opportunity for improvement and we hope to institution such processes within the next three years.

2R4. Strengthening the Organization through Non-Instructional Objectives

We do not currently have a formal process in place for effectively measuring how our performance results for Accomplishing Other Distinctive Objectives strengthen our overall organization and enhance our relationships with the communities and regions we serve. This remains an outstanding opportunity for improvement and we plan to have more formalized processes in place within the next three years.

2I1. Recent Improvements for Accomplishing Other Distinctive Objectives

Since the submission of our 2006 Systems Portfolio, we have implemented a number of improvements with regard to accomplishing other distinctive objectives and our processes are becoming more systematic and data-driven. However, we realize that the College still has many opportunities for improvement in this area of our continuous improvement journey.

- We have improved our tracking system for outcomes related to accomplishing other distinctive objectives. Our 2008 and 2010 [updates](#) to our 2007-2009 strategic plan provide specific detail and performance on measurable objectives with regard to initiatives related to Workforce Development, Economic Development, and Responsible Stewardship. We are working to refine this type of feedback with a new [accountability matrix](#) for our 2010-2013 strategic plan.
- We have begun using more outside evaluators for assessing our processes and planning improvements. For example, the Washington State Community College Foundation worked with a consulting firm to complete a [Foundation Assessment](#) and review processes for identifying needs, identifying achievements, and reporting to stakeholders. The process resulted in a three-year strategic plan. The Foundation also developed and executed new reporting matrixes in order to continue to improve evaluation and report information in a more user friendly format.

- In Workforce Development, a transition and reorganization of the department took place in order to better align with the College mission and strategic planning process and to improve department functionality. Workforce Development also evaluated programs and strategically looked at what and how they are doing based on community facts and needs. Through the use of evaluation in an impact measurement survey to our clients, the Workforce Development staff has been able to make changes and improvements in order to strengthen community involvement and the services available.
- The Evergreen Child Development Center completed the renovation of the center to include an internal kitchen to serve nutritious meals and snacks to the children. This reduced the cost for the center and created efficiency as well increasing the ability to monitor the freshness of the food. The center also revamped the fee schedule so that students would receive discounted pricing. Thus, students in need of financial assistance for daycare could possibly be eligible. The financial assistance is available through the social service agency and this will ensure students can go to school by using this subsidy.
- The College Bookstore made improvements by adding new technology for bookstore processes. The new system enables employees to complete faster transactions and improve inventory speed and accuracy. The reporting module of this system has clear and concise reporting features that enhance efficiency. Additionally, the College launched an online Bookstore in the fall of 2010 launched to allow students to access and purchase their books and materials without coming to campus.
- The College has initiated a new Action Project for [mapping and improving college processes](#). One of the processes mapped supports our Tech Prep outreach program and the [articulation process](#) with local high schools. Over the next two years, we plan to continue expand this process of mapping and improving processes.

212. Culture and Infrastructure Support for Accomplishing Other Distinctive Objectives

Our strategic planning process provides opportunities for input into the direction of the College and creation of specific priorities, measurable objectives, and initiative/tactics to complete those objectives. All departments and employees are encouraged to participate in this process, and each department has the opportunity to create specific department level tactics to accomplish our priorities and measurable objectives.

Outside of the strategic planning process, the College encourages individuals, departments, and teams to initiate continuous improvement projects. Many of those projects positively impact our non-instructional objectives. In the past two years, the College has documented more than [130 continuous improvement projects](#) that were created and implemented at the departmental level.

Category Three

Understanding Students and Other Stakeholders Needs

Overview

Follow this [link](#) to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 3.

3P1. Identifying and Responding to the Needs of Student Groups

This area was considered a Strength (S) in the last Systems Appraisal and has not changed significantly since that time. Follow this [link](#) to see section 3P1 of the 2006 Systems Appraisal along with the appraisal team's comments.

3P2. Building and Maintaining Relationships with Students

This area was considered a Strength (S) in the last Systems Appraisal and has not changed significantly since that time. Follow this [link](#) to see section 3P1 of the 2006 Systems Appraisal along with a brief update and the appraisal team's comments.

3P3. Responding to the Changing Needs of Students

In order to respond to the changing needs of our students, WSCC has gathered information from multiple sources: (1) the Community College Survey on Student Engagement (CCSSE), the Noel Levitz Student Satisfaction Inventory, (3) campus and community focus groups, (4) emerging requirements of external stakeholders such as the Higher Learning Commission and the University System of Ohio, (5) the AQIP examiner, and (6) graduating student focus groups. The information was utilized through one of our action projects, [Responding to Stakeholder Feedback](#). The College prioritized and then addressed stakeholder's needs through a series of Mini-Projects: (1) Improving College efficiency by 3% in response to a state-wide request by the Ohio Board of Regents; (2) Creating an emergency notification system for students and staff for campus closures; (3) Redesigning the College web-site to make it more user friendly and student-focused; (4) Improving CCSSE results to be above the national mean in all 5 benchmark areas; (5) Creating a more systematic approach to faculty and staff development through tuition reimbursement; (6) Redesigning the quarterly class schedule to result in less travel to and from campus for students; (7) Creating and implementing a new approach for updating the Systems Portfolio; (8) Creating a new advising and support system for "Pre-Health Program" students; (9) Increasing enrollment and retention for the digital technology majors; and (10) Developing an employee Wellness Program.

Cross -departmental teams annually review and analyze stakeholder feedback and provide the President's Strategic Team with a prioritized list of stakeholder needs to be addressed on a continuous basis. The College also reviews stakeholder's needs through the strategic planning process, using consultants for specific projects, reviewing WSCC data statistics, and using national benchmarking comparisons such as results of the Community College Student Survey of Engagement, the Noel Levitz Student Satisfaction Inventory. Feedback from AQIP processes provides outside feedback on how we can continually improve the ways the College responds to our stakeholders. Additionally, WSCC conducts an annual graduate satisfaction survey.

Various departments continually try to meet stakeholder's needs and improve upon performance with on-going surveys including financial aid surveys, evening class surveys, part-time student surveys, admissions surveys, student support surveys, and classroom surveys. Nearly every employee intersects with stakeholders at multiple levels.

The college maintains a variety of services to support at-risk students. Those services are constantly being reviewed and updated ([1P8](#)).

Diverse advisory committees are also in place to help analyze and prioritize stakeholder's needs. Employers who hire students and the educational institutions who receive them as transfer students are significant stakeholders. WSCC maintains partnerships with these and other stakeholder groups to make sure their needs are met.

Stakeholders are community members as well as faculty, staff and students who are attracted to the WSCC Evergreen Arts and Humanities series offering free cultural events and quality programming. The Arts and Humanities series highlight locally, nationally and internationally acclaimed lecturers and performers. Program evaluations and interest surveys are routinely given out to participants and attendees to analyze the variety and diversity of interests. Those interests reflect the changing needs of these stakeholders, and are then addressed when events are scheduled.

3P4. Building and Maintaining Relationships with Stakeholders

The last Systems Appraisal listed our processes for maintaining relationships with key stakeholders as a Strength (S) and those processes have not changed significantly since 2006. Follow this [link](#) to see section 3P4 of the 2006 Systems Appraisal along with a brief update and the appraisal team's comments.

3P5. Responding to New Student and Other Stakeholder Groups

Since 2006, the College has developed a new approach to educational program development. Once we have identified a new educational offering that we believe has potential for the College, we apply a [New Program Decision Rubric](#) to that offering. The rubric allows us to assess the "goodness of fit" for the program on 24 factors. Each factor is scored and the total combined score on all 24 factors is used to help determine whether the program is likely to be successful for the College and meet the needs of our students. This process was used most recently when we selected [Agribusiness Management](#) as our newest associate degree program.

We have not yet developed an equivalent process for other stakeholder groups, and we view this as an opportunity for improvement. We hope to have such a process in place within the next two years.

3P6. Collecting and Responding to Complaints

Washington State has several formal systems in place for collecting and analyzing student's complaints and feedback. The [WSCC Student Handbook](#) communicates the policies and procedures regarding filing a complaint or grievance for each of the following areas:

- Student Academic Appeals Process
- Student Sexual Harassment /Discrimination Complaint Process

- Judicial and Other Non-Academic Complaints Process
- The WSCC Office of Student Disabilities Handbook

The handbook also provides a [process map](#) of the complaint process to help students and employees track the procedures and steps for resolution.

The College website offers a link to specific information regarding the College's [Student Disability Services Grievance Procedure](#) for students receiving academic adjustments and accommodations.

The complaint and resolution are logged into an online database that is examined annually by deans and department chairs to analyze trends in student complaints that may require action. Students are also able to voice complaints in student surveys such as the Noel Levitz Student Satisfaction Inventory, the Community College Survey on Student Engagement, the graduation petition survey, and the instructor/class evaluation surveys conducted in approximately one third of all classes each quarter. Results of these surveys are reviewed by the President's Strategic Team, the Academic Deans, and appropriate departments for trends and possible action items and institutional priorities. Washington State has several formal systems in place for collecting and analyzing employee's complaints and feedback.

The WSCC intranet, [Sharepoint](#) clarifies the following procedures:

- Employee Grievance Policy
- Employee Sexual Harassment/Discrimination Complaint Policy

Employees are also encouraged to submit comments or complaints through their supervisor or through the Human Resources department. The Board of Trustees has recently responded to several complaints by faculty and staff about the working environment at WSCC by hiring an objective off-campus consulting firm, Performance Consulting Services. The consultants have performed a cultural and organizational assessment and provided the College with recommendations. See Categories 4 and 5 for more information on this process.

Additionally, an electronic [suggestion box](#) for all stakeholders wishing to complain about an issue or suggest a possible improvement can be found on WSCC's website. Suggestions are reviewed by the President's Strategic Team and then forwarded to the department to which they pertain. If action is deemed necessary, the [On Campus](#) e-newsletter is used to provide feedback to the college community about changes being implemented.

3R1. Determining Stakeholder Satisfaction

WSCC collects students' and other stakeholders' satisfaction information through a variety of surveys and evaluation methods. These measures of satisfaction also provide WSCC information for analyzing the strengths and challenge areas within the College.

Table: 3-1 Measures of Student and Other Stakeholder Satisfaction	
Method	Description
Graduate Petition surveys	Satisfaction survey attached to the graduation petition.
Graduate follow-up surveys	Satisfaction survey conducted approximately 6 months following graduation
Specialized Satisfaction Surveys: Example: Part time student survey – Spring 2010	Survey conducted in for further clarification of CCSSE results indicating lower than desired outcomes for part-time students
Student evaluations of courses and	Evaluations are conducted in approximately one third of all courses

Table: 3-1 Measures of Student and Other Stakeholder Satisfaction	
Method	Description
instructors	each quarter. Results are shared with instructors through one-on-one meetings between Dean or Department Chair and instructors
Noel-Levitz Student Satisfaction Inventory	Nationally recognized survey of student satisfaction focused largely on student services functions
CCSSE (Community College Survey of Student Engagement)	Nationally recognized survey of students' engagement in the learning process
Library Services/Experience Survey	On-going survey instrument that provides an opportunity for library patrons to comment on their experiences.
Evergreen Arts & Humanities events surveys	Attendees evaluate the program and events and are asked for suggestions for improvement
Evergreen Childcare Center parental survey	Parental evaluation of childcare center areas and programs
Workforce Development evaluations	Client evaluations of instructor, course content and experience
WSCC Foundation Board reviews	Evaluations of board performance , and donor campaigns & events
AQIP Examiner	Evaluation of college processes and systems in terms of AQIP Categories
Organization and Workplace Audit Survey	Employee surveys to assess work culture and environment

Additionally, internal evaluations are routinely conducted in order to examine satisfaction of a particular group of stakeholders. Other satisfaction information comes from a variety of focus groups and advisory committees comprised of a cross section of faculty, departmental staff and community members. These committees and groups assist in making decisions regarding the effectiveness of majors, certificates and courses offered by the College.

3R2. Results for Student Satisfaction

The results of these surveys, evaluations, and comments/suggestions are important in determining the level of students' satisfaction with their educational experience, and have also helped in identifying opportunities for improvement. Two of the survey instruments, the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Survey provide measures students' satisfaction of their educational experience in comparison with a large sample of community college students nationwide.

Table 3-2: Performance Results for Student Satisfaction	
Method	Results
Graduate Petition surveys	Surveys indicate strong student satisfaction with the College experience. For 2009-2010, 93.9% of graduates indicated that they were satisfied with their experience at WSCC. These results are typical for the College. Links to data for 2007-2008 , 2008-2009 , and 2009-2010 provide in-depth responses. The College also sorts this data by academic program and uses it as a part of the program review process.
Graduate follow-up surveys	Surveys indicate that strong student satisfaction with the College experience persists at 6 months or more following graduation. For 2007-2008 (last year for which results are currently available), 98% of the 147 students responding to the survey

Table 3-2: Performance Results for Student Satisfaction	
Method	Results
	indicated that they would recommend WSCC to a friend.
Students Evaluations of Courses and Instructors	In general, student satisfaction with instructors and courses averages 90-95% positive. Deans and Department Chairs monitor results that fall below these averages and discuss possible corrective approaches and solutions with faculty as needed.
Part time student survey – Spring 2010	Survey results indicate that the College has opportunities for improving several areas of service for part-time students: advising, online class readiness, consistency of online class instruction and faculty involvement, recognition of part-time students' achievements, and increasing the number of activities available to part-time students.
Noel-Levitz Student Satisfaction Inventory	2009 results show strong satisfaction with the College experience. WSCC results are above the national mean in all benchmark areas.
CCSSE (Community College Survey of Student Engagement)	2007 results indicated the College was slightly below the national mean in 3 out of 5 benchmark areas. 2009 results indicate that WSCC was above the national mean in all 5 benchmark areas.

3R3. Performance Results for Building Relationships with Students

WSCC does not currently have a formal way to measure results of building relationships with our students; however, results of Noel Levitz Student Satisfaction Inventory and the other survey data shows strong evidence for success. In particular, one of our strongest areas of success continues to be student advising as evidenced in graduation petition surveys. Also, as a key function of relationship building, results in the area of student support showed a significant positive difference at or above the national average in the CCSSE data. WSCC also builds relationships with students through student involvement. Currently there are twenty-eight active clubs and organizations on campus with membership numbers in the hundreds. Educational and cultural events, entertainment activities, and the annual campus picnic bring hundreds of students to campus to participate throughout the school year. Over the next two to three years, the college will work to build a more formalized system for analyzing results for building relationships with students.

3R4. Performance Results for Stakeholder Satisfaction

The College provides services not only to students but also to faculty, staff, employees, community members, and local business and industry. The performance satisfaction of these services has been measured using various surveys and evaluation instruments. Most results of stakeholder satisfaction evaluations indicate positive outcomes. The College has constructively identified areas of improvement and is diligently working towards increasing employee stakeholder's satisfaction by addressing the results of a recent Organization and Workplace audit (See Categories 4 and 5 for additional information). Table 3-3 provides an overview of stakeholder satisfaction results.

Table 3-3: Stakeholder Satisfaction Results Summary	
Method	Results
Library services/experience survey	98% approval rate for library services/usage and 86% "high average" rating for the library experience
Evergreen Humanities Series attendee surveys	99% program approval rating and many suggestions for future programming
Evergreen Childcare Center parental survey	Looked at strengths and weaknesses and developed plan for improvement.
Workforce Development evaluations	Average score of 4.7 out of possible high score of five for instructors. Average score of 4.47 for course content and quality.*
WSCC Foundation Board reviews	Continual review of successes and challenges. Necessary changes for improvement are rapidly instituted.
AQIP Examiner	Both the 2004 and the 2007 Examiner Surveys indicated opportunities for improvement in issues related to Category 4 - Valuing People
Organization and Workplace audit survey	Management issues, communication, trust, and low morale need to be addressed. Students' needs are still considered the highest priority.

*Workforce Development had clients (business and industry with customized contracts or individuals taking open enrollment classes) complete an additional review titled the Impact Measurement Survey. Due to low response, the survey was discontinued in late 2008. Recently an updated version has been created in Survey Monkey and will be put into effect by January 2011.

3R5. Performance Results for Building Relationships with Key Stakeholders

Washington State has not yet developed a consistent way of measuring results of building relationships with key stakeholders. We recognize this as an opportunity for improvement and will work to create a robust system for measuring the performance of these types of relationships over the next three years.

3R6. Comparison of Results for Understanding Students' and Other Stakeholders Needs

WSCC participates in both the Community College Survey on Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory. Our most recent results show us to be above the national mean in each of the key benchmark areas on both of these surveys. However, we note that our results on CCSSE are not above the mean in all areas for the small college cohort, and we are not satisfied with our results for the subset of part-time students. Both of these areas are targets for improvement and we hope to compare favorably when our students complete CCSSE again in the spring of 2011.

WSCC currently lacks other consistent ways of comparing process performance results with other institutions. Efforts are being made by the Ohio governor's University System of Ohio to collect comparative analyses data of the target expectations and performance results of all state community and four year colleges. Performance level data collected from other colleges and universities will assist us in analyzing our own performance levels and setting realistic goals.

Compiling additional comparative data provides an outstanding opportunity for the College. We plan to become part of the Community College Benchmarking Project within the next two with years to assist us in better understanding and comparing the success of our processes for measuring stakeholder satisfaction.

3I1. Improvements for Understanding and Responding to Students and Other Stakeholders Needs

WSCC has worked to use continuous quality improvement processes to measure and improve performance results for Understanding Students' and Other Stakeholders Needs. Our processes are gradually becoming more systematic in terms of identifying problems, implementing solutions, mapping and improving processes.

The use of AQIP Action Projects such as our project on responding to stakeholder feedback (see [3P3](#)), our current Action Project on advising students through the [quarters to semesters transition](#), and our non-AQIP [continuous improvement projects](#) provide a means for reviewing feedback and implementing solutions for existing or anticipated problems. Additionally, our current project for [mapping and improving ten key college processes](#) is resulting in better understanding of complex processes that affect our students and other stakeholders as well as cross-departmental collaboration to improve those processes. To date, we have mapped and improved several processes for our stakeholders: (1) [class cancellations](#), (2) [credit transfer](#), (3) [online course development](#), (4) [student enrollment](#), (4) [part-time faculty hiring](#), (5) [staff evaluations](#), (6) [staff travel processes](#); and (7) [process mapping training and implementation](#).

Additionally, the College is working to create a culture that supports comprehensive understanding of how student and stakeholder engagement supports effective learning.

For example:

- The WSCC Foundation helps supports student's immediate needs (laptops, calculators, tuition scholarships and books)
- The College supports faculty and staff by providing professional development opportunities and training; employees develop the understanding and skills needed to work with the changing student body.
- Staff positions have been created to identify students' needs; one position engages non-traditional students, and serves adult-specific populations; one position is a retention specialist, who tracks and helps struggling students; one position helps to expand distance learning and on-line degrees.

312. Culture and infrastructure for Understanding Students' and Other Stakeholders' Needs?

Section [311](#) addresses some of the ways WSCC has been changing our culture and infrastructure to create better results in Understanding Students and Other Stakeholders' Needs.

Additionally, the Board of Trustees, the President's Strategic Team, the WSCC Foundation Board, faculty, and staff have combined efforts to evolve a culture that embraces continuous quality improvement. By creating a college strategic plan and identifying Core Initiatives as well as Operational Initiatives that incorporate continuous quality improvement concepts, WSCC is working toward developing and growing educational programs and opportunities, and promoting student academic success.

The Strategic Plan provides structure for decision making and will direct WSCC to attract and serve students (traditional and non-traditional), to better meet their needs, to prioritize continued partnerships as a means to reach more students, and to elevate e-learning to bring opportunity to students beyond our locale.

Category Four Valuing People

Overview

Follow this [link](#) to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 4.

Category 4 continues to be one of the areas of greatest challenge for the College. While we have attempted to implement new processes since the submission of the last Systems Portfolio, the College administration, faculty, and staff recognize that greater effort is necessary.

The past nine months have been particularly critical. While this has been a difficult time in terms of communication and relationships among employees, administration and the Board of Trustees, **all groups within the college community** agree that students and their success remain our primary focus. Graduate exit surveys of student satisfaction (see section [3R2](#)) continue to provide strong evidence that educational imperatives supersede all workplace-culture issues. WSCC students are overwhelmingly positive regarding their educational experience here.

But we must face uncomfortable facts. Widespread discontent prompted Faculty Senate to conduct their own surveys related to the campus environment, the results of which (subsequently reinforced by outside consultants) indicated serious trust and communication issues. And although no official steps have been taken yet, faculty and staff have begun to explore unionization.

The Board of Trustees hired an outside consultant to perform a study of the campus work environment. The Board, administration, faculty and staff are currently reviewing and implementing recommendations from that study. Details can be found in several sections below and in Category 5.

Thus a number of Category 4 responses reflect our current discussions and campus tensions. While we recognize that we have an outstanding opportunity for improvement in many areas related to Valuing People, we are also united in our commitment to find solutions, continually improve processes, and move forward. And in spite of everything, *everybody* at WSCC works every day to make certain that students and other stakeholders always come first.

4P1. Identification of Specific Credentials, Skills, and Values Required of Employees

In the last four years, the College has begun using the [SkillsMAX](#) process in collaboration with the University of Ohio Talent Development Network to review and update job descriptions and match applicants to jobs in a more systematic way. The SkillsMAX process requires that the hiring administrator, or a subset of the hiring committee, go through a job analysis to identify the key credentials, skills, and work attitudes that will result in a good fit with the position opening. SkillsMAX then creates an assessment to measure those attributes. The College uses that assessment to assist with decision making for the top 3-5 candidates for most positions, particularly those at the professional staff and administrative staff levels.

4P2. Assuring Proper Credential, Skills, and Values through the Hiring Process

Assuring a “good fit” for new employees in terms of appropriate skills, credentials, and values is accomplished through the steps in the recruiting process (see [4P3](#)) and through the use of the SkillsMAX

process (see [4P1](#)). In addition, the Human Resource department vets the candidate's credentials in relationship to the job description and the position advertisement.

4P3. Recruiting, Hiring, and Retaining Employees

While this area was identified as a best practice (SS) in section [4P2](#) of the last Systems Appraisal, we have identified some gaps in the process and continue to improve recruiting, hiring and retention. [Appendix E](#) of the College's Policy and Procedures Manual states the College's processes related to our Equal Opportunity Hiring procedures, grievance procedures related to hiring, hiring processes for internal and external candidates, questioning of applicants, and hiring paperwork and workflow. A [process summary](#) provides the key steps in the hiring process.

NOTES RELATED TO THE HIRING PROCESS OUTLINE

- Part-time positions are staffed using a similar process as that used for full-time hires; however the parties generally have more autonomy. The [process for hiring adjunct faculty](#) is being mapped and improved as part of one of our current [Action Projects](#).
- The College maintains an [inventory of job descriptions](#) and publishes those documents internally on our SharePoint network. Descriptions are typically created, revisited and revised as needed.
- Search committees are typically composed of cross-campus personnel so as to avoid narrowly-focused criteria and decision-making.
- New positions are proposed as a part of the yearly budgeting process. The Budget Committee determines how many new positions (if any) can be funded during the next budget cycle. The President's Strategic Team makes the final decision.
- The President's Strategic Team reviews backfill positions and approves or disapproves according to the College's requirements (see Retention, below).
- Final hiring decisions are subject to the approval of the President, and in some cases the Board of Trustees.

RETENTION

As a result of employee and/or position termination, retirements, departure for other opportunities, and a growing level of job dissatisfaction, the College's turnover rate reached 7% in 2009. We consider improving the employee retention rate to be an area of outstanding opportunity.

The College offers many benefits to enhance retention:

- Health insurance and leave benefits are provided to full-time and some categories of regularly scheduled part-time employees.
- The College supports professional development for faculty and staff in the form of continuing education, seminars, conferences, trade shows, etc. In FYE2010 the College invested more than \$95,000 in these opportunities. Some of the highlights included attendance at the annual Rube Goldberg event for our engineering faculty; continuing education for our Management Information Systems (MIS) staff; and educational conferences for student services and financial aid employees. In addition, many of our staff members serve on various state-level committees, for which the costs are paid by the College. (Follow these links for Fiscal 2010 statistics categorized by month for [2009](#) and [2010](#)).

- Faculty and staff receive raises for earning additional degrees, as defined by the College's compensation plan. Full-time faculty receive a raise of \$1,000 each time they advance through the faculty rank system and part-time faculty receive raises based on course contact hours each time they advance through a 6-tiered adjunct rank system.
- The College has a tuition reimbursement plan whereby employees are partially reimbursed for tuition expenses related to progress toward advanced degrees. This benefit has been reduced in recent years due to budgetary constraints. However, in 2010, 8 employees are taking advantage of this College benefit.

In the past five years, faculty salaries have been gradually aligned with national averages as determined by an outside consulting firm. However, in 2006 the Board, upon the advice from the Ohio Attorney General's office, reduced the length of contracts from two years to one year, regardless of length of service with the College. Some perceive this as the Board not sufficiently valuing people. It represents a major issue of trust that the institution is currently working to resolve.

Due to financial constraints, no raises were granted at in 2010.

4P4. Orientation of Employees to Organizational Mission and History

Human Resource staff meets with each new employee to share key information from the policies and procedure manual. The new employee's department also provides training, and often a mentor.

The College lacks a formalized process for orienting all employees to its history, mission, and values. The information is shared, but not consistently. The "on-boarding" process is being mapped and improved as a part of one of our current [action projects](#).

4P5. Planning for Changes in Personnel

WSCC considers succession planning an opportunity for improvement. While processes are in place through our established hiring procedures, we face some daunting challenges, particularly in the next few years:

- Changes in policies with the Ohio's State Teachers Retirement System and Public Employees' Retirement system may encourage eligible employees to retire within the next three to four years in order to avoid reductions in retirement benefits scheduled to take place after that time.
- The school cannot always rely on receiving advance warning of an individual's intent to leave or retire.
- The change from quarters to semesters in 2012 may impact some employees' decision to take advantage retirement if they are eligible.
- Like most community colleges, WSCC anticipates major reductions in state funding during the next biennium. It is not impossible to calculate the direct impact on employment until the state finalizes the budget for 2012 and 2013.

The Action Project for "[Mapping and Improving Ten Major College Processes](#)" is expected to help the College manage changes in personnel. Carefully mapped key processes cannot help but shorten learning curves. Mapping and improving the "On Boarding Process" will be a key element in success.

Promotion from within continues to be a matter of discussion at the school. At present it is generally approached on a case-by-case basis.

4P6. Design of Work Processes for Productivity and Employee Satisfaction

Three of our [retired action projects](#) created dozens of continuous improvement projects involving a large number of employees, and enabled the college to adopt a “mini-project” approach to continuous improvement as a part of our regular work processes. Since adopting the AQIP model, continuous improvement has become an increasingly foundational element of WSCC’s workplace culture resulting in more than 130 [continuous improvement projects](#) undertaken by employees on their own initiative in the past two years. If employees are dissatisfied with a work process, they are encouraged to suggest, design and implement changes through these continuous improvement projects which are now accomplished independently of AQIP action project processes. Groups who complete such projects are asked to submit a short form outlining their project so they can be documented and celebrated at an annual campus-wide breakfast meeting.

Employees also contribute to continuous improvement and productivity through service on the Continuous Improvement Team, AQIP Action Project Teams, Systems Portfolio writing teams, and through our strategic planning processes. These processes are discussed in more detail in Categories 5 and 8. One of our current action projects focuses on [mapping and improving key college processes](#). This project provides opportunities for cross-departmental discussions about how to document, improve and simplify work processes.

4P7. Ensuring Ethical Practices

[Chapter 4](#) of the Policy and Procedure Manual details the College’s [code of ethics](#). The Human Resources Department conducts ethics training every other year and expects all employees to attend one of several sessions or to [review the material online](#). Training was offered most recently during fall term 2010. Training on the Family Education Right’s Protection Act (FERPA) is provided annually at a full-time and part-time faculty meeting prior to the start of the fall term. FERPA updates and reminders are provided periodically to all staff. Human Resources staff maintain records of employee’s participation in this training in an effort to make sure that all employees participate. In response to the growing use of social networking sites, the Marketing and Communications department has also developed and presented [guidelines](#) for use of social networking sites such as FaceBook and Twitter in the workplace.

4P8. Determining Training Needs

The processes described in section [4P4 of the 2006 Systems Portfolio](#) were appraised as a Strength (S) for the institution and those processes continue as before. Since that time, we have identified additional strengths and opportunities for improvement with regard to alignment of employee training.

Strengths:

- The Chief Academic Officer and Academic Deans and Department Chairs confer regularly on training needs, and Professional Development Days are conducted during the first two weeks of every school year, three days after the close of fall quarter, and again for two days at the end of the academic year. The schedules for these days vary but always include sessions related to

college policies and procedures, strategic planning, changes in technology services, instructional technology, curriculum, and teaching.

- Professional Development days for part-time Faculty were held on three Saturday mornings in 2008-2009 and again 2009-2010. Attendees were compensated for their time and celebrated for their commitment. Topics ranged from college policies and procedures to strategies for teaching critical thinking skills. These professional development sessions are now a regular part of our employee training program.
- Individual department supervisors hold regular meetings to keep faculty and staff informed of developments in their respective fields and of institutional strategic and tactical developments.
- The President and Board of Trustees have begun training programs as a result of the [Organizational and Workplace Audit](#). Because the study coincided with the release of a new strategic plan for institutional growth, we have an outstanding opportunity for refining the alignment of other training with short- and long-term strategic needs.
- An [academic strategic plan](#) was developed through a joint effort of faculty, staff and the Chief Academic Officer in response to faculty desire for additional strategic focus on helping students learn. Professional development needs, especially those concerning use of technology and teaching online and blended courses, are addressed in that plan and professional development is already underway in accordance with the plan. For example, WSCC has a number of online faculty members certified as Quality Matters Peer Reviewers in the QM system and is working toward involving all online faculty in that training.

Opportunities for Improvement:

- There is some disagreement about whether the College trains for promotions from within as well as we could. Internal development for promotion, leadership, managerial, and “soft skills” are opportunities for improvement in our training efforts.
- Unfortunately, requests for seminar, conference and tuition reimbursements are sometimes denied due to budget constraints. Given the financial climate, this is likely to continue for some time.
- Alignment of institutional needs with Strategic Planning begins in bi-monthly President’s Cabinet meetings. This group includes members of the President’s Strategic Team and the College’s middle level supervisors. In the past, those present were asked to cascade information from these meetings down the hierarchical chain to all other employees. In practice, this turned out to be undependable. Section [5P8](#) addresses this opportunity for improvement in more detail.

4P9. Training Development throughout Employees’ Careers

See above, [4P3](#), regarding professional development.

A significant component of employee training and development comes from service on standing committees and ad hoc committees. See section [5P5](#) for related information.

- Personnel are encouraged to take on increasing levels of responsibility by chairing committees or teams.

- The College makes an effort to rotate committee membership to give employees a better understanding of how the College functions and how teamwork can improve processes and solve problems. (The [Organizational and Workplace Audit](#) indicated that that committee service is frequently perceived as ineffective, and committee members perceive that decisions and proposed actions are often overridden by the President's Strategic Team. This concern represents an opportunity for improvement, and we will be working to improve our communication processes related to committee decisions within the next year.)
- Faculty and staff are encouraged to participate on regional and state-wide committees so that they may interact with their peers and gain a broader perspective on the higher education system.

The College supports professional development and, as the budget allows, encourages faculty and staff to attend conferences and other events that support their professional growth. Additionally, the College waives tuition for faculty and staff (and their family members) who wish to take classes at WSCC. Finally, the annual budget includes funds for tuition reimbursement, and employees may apply to use a portion of those funds to take courses at other higher education institutions.

A system of "Mini-Projects" (developed through three of the College's retired Action Projects) continues, though without the formality of required continuous improvement training and committee review of each project's development and completion. See Section [4P6](#) for more detail.

4P10. Designing and Using the Personnel Evaluation System

This area was noted as a Strength (S) in section [4P6 of the 2006 Systems Appraisal](#) and the system described at that time remains in place. However the school's strategic objectives have since been revised, so the evaluation systems processes are under analysis. We are also working to address consistency in the evaluation cycle. Not all departments conduct performance reviews on a consistent schedule, and we are working to improve timeliness of evaluation processes across the College.

4P11. Designing Employee Recognition, Reward, Compensation, and Benefit Systems

This area was identified as a best practice (SS) in section [4P7](#) of the last Systems Appraisal primarily due to the College's commitment to make faculty salaries more consistent with comparable institutions (as measured by Mercer, a consulting firm specializing in this area).

As described in the preface to this section, trust and communication are areas for improvement. Internal and externally conducted studies indicate that a significant number of employees feel undervalued. As a result, representative members of the Board, Administration and employee groups are working together in a cross-functional team to find solutions which will align with institutional objectives. The team has just begun its work, so it is too early to report on results (see [4P12](#) below).

4P12. Determining Key Issues Related to Motivation of Employees

The Administration and Board are actively working toward positive resolution of employee dissatisfaction. The Board hired an outside firm, [Performance Consulting Services](#) (PCS), to determine where problems lie and recommend solutions. According to the [Organizational and Workplace Audit](#), many WSCC employees do not feel valued or heard, and believe that the College does not encourage

upward mobility, development, and training. The Faculty Senate is considering forming a collective bargaining unit, and has begun to establish contact with several state and national unions.

One initiative already undertaken to increase productive communication (and relieve some of the tension) is an informal meeting which now takes place each month between the Chief Academic Officer and representatives of the Faculty Senate. Several important changes have resulted, including

- An [Academic Strategic Plan](#) focused on “Helping Students Learn” (see [4P8](#) above) was developed by the faculty and academic administration as a companion document to the 2010-2013 Strategic Plan.
- An on-campus advertising campaign which gives brief but important tips to students on how to succeed in school. We must add: due to the changing nature of community college student demographics, this is more significant than it may seem at first glance. Clear, direct study tips, reinforced campus wide and in classrooms, may well directly and positively impact many “nontraditional” students.

WSCC faces an outstanding opportunity to rebuild eroding trust between employee groups and the Administration and Board. While there is still measurable tension, the issue is openly recognized and rebuilding steps are being taken to create a healthy environment for the pursuit of our mission and vision, and to uphold our stated values. Section [5I1](#) details the steps currently being taken to respond to the recommendations of the Organizational and Workplace Audit.

4P13. Employee Satisfaction, Health and Safety, and Well Being

The College established a Wellness Committee and is engaged in a major Wellness project. See sections [2P1](#) and [2R1](#) for additional details.

The Safety and Security Committee monitor issues related to these areas. The committee has created an [Emergency Response Plan](#) and provides regular updates and training related to that plan as well as other safety and security issues. An Emergency Response Team stands ready to respond to situations as they arise. See Section [5P5](#) for additional detail

As referenced in [4P12](#) above, the Organizational and Workplace Audits indicated an urgent need to address changes related to employee satisfaction. WSCC has responded accordingly and begun to reevaluate systems and processes related to this question.

4R1. Measures of Valuing People

WSCC used the AQIP Examiner in 2004 and again in 2007, but that tool is not currently available. At this time, the best indicator we have is the Organizational and Workplace audit, though the informal survey conducted by Faculty Senate (whose findings regarding trust and communication were supported by the consultants) should be taken into account. We understand that AQIP Examiner will soon be available once again and plan to explore using that tool to provide us with longitudinal data.

4R2. Performance Results for Valuing People

During the last Systems Portfolio period, we established a goal of a 10% improvement in communication and valuing people as measured by the AQIP Examiner, which was administered in year one of our [Valuing People Action Project](#), and again in year three. That goal not met; the score actually declined (from 2.49 in 2004 to 2.43 in 2007).

As discussed above ([4P12](#) and elsewhere), there is measurable tension between the Faculty and Staff, and the higher level Administration and the Board of Trustees. From the faculty and staff perspective, a number of actions taken by the highest level of the Administration and by the Board of Trustees have eroded trust. This perception has been measured in the consultant's study.

The Board of Trustees has responded to the results of the survey by re-hiring Performance Consulting Services for assistance in resolving the issues. That process has begun. The Board has also held three special meetings to address the results and recommendations of the report, and they are working to arrange for training for themselves on the roles and responsibilities of Board members in order to ensure best practices.

4R3. Evidence of Productivity and Effectiveness in Achieving Goals

Our comprehensive [2007-2009 Strategic Plan](#) and its implementation was carefully documented. Our follow through in updating the results of this plan in 2008 and again in 2010 have been helpful in monitoring progress on our goals. A similar process is being finalized for the 2010-2013 strategic plan with a more detailed [accountability matrix](#).

Currently, faculty, staff and administration are working to prepare for the change from quarters to semesters (Q2S) in 2012. The planning and change processes are going smoothly and are evidence of strong teamwork across departments of the College. An extensive Q2S information site has been established on our internal SharePoint network to help us track and document the change process. We are using the Q2S process as an opportunity for reviewing and improving our entire curriculum as well as our student service processes.

4R4. Comparison of Results for Valuing People

At this time we have no way of measuring and comparing these results to those of other institutions. When we develop a systematic method of fairly and reliably comparing our data, we will be in a better position to provide a meaningful answer. We plan to formalize processes in this area in the next two to three years.

4I1. Recent Improvements for Valuing People

Since our entry into AQIP in 2004, we have adopted a systematic approach to Valuing People. It was the focus of one our first [Action Projects](#), we have formed active committees for Employee Success, Wellness, Safety and Security, and Emergency Response (See [5P5](#)). We have used the AQIP Examiner twice to help us review issues related to Valuing People and we recently contracted with an outside consultant to perform an Organizational and Workplace Audit and make recommendations for improvement. We are now working on implementing those improvements (See [5I1](#)).

We note several other improvements:

- The new Strategic Plans clarify the organization's vision and goals for the next three years. The Strategic Planning effort was led by the President, the Board, and the President's Strategic Planning Team; the Academic Plan was developed by the Chief Academic Officer in conjunction with Deans, Department Chairs and Faculty. All faculty and staff are encouraged to develop and implement tactics in support of our measurable goals for these plans.

- As a step toward demonstrating a real commitment to valuing people, the President and members of the Strategic Planning Team led series of scheduled but informal meetings as soon as the first draft of the plan was completed. All employees were actively encouraged to take advantage of those opportunities to meet with the President and members of the team, discuss the Plan and provide feedback.
- The Wellness Committee has established a comprehensive, campus-wide and leadership-supported program whose primary purpose is to enhance employee health through specific activities and organizations. Programs like this are beneficial in ways beyond health and wellness; they lead to increased productivity, and may lead to better control over insurance premiums. The President, the President's Strategic Planning Team, and a number of employees are engaged with the Wellness Committee to build the Wellness Program.
- Improvements in Technology also enhance the culture of valuing people by increasing the efficiency of certain administrative functions for both employees and students. Under the leadership of the Chief Information Officer, the Information Technologies staff and the Student Services staff, the following improvements have been or are being implemented:
 - The College's catalog and student handbook are now fully online with interactive version
 - A major academic schedule overhaul undertaken by our Department Chairs in spring 2008, when gasoline prices spiked to \$4-5, revised the entire college schedule so that most classes could meet Monday through Thursday, thus reducing commutes (a large percentage of WSCC's population travels an hour or more each way just to attend classes). This schedule design continues as a convenience to students and faculty.
 - A single-sign-on system allows students and staff to enter all online college services through a single portal (registration, scheduling, catalogs, and even the Distance Learning platform)
 - Students can now register online if they choose
 - The campus Bookstore can be accessed online
 - Various Business Office functions can be accessed and addressed online
 - SharePoint provides a means for communication and information storage available to all employees. This site has grown exponentially since it was established in 2009.

These efforts all demonstrate a commitment to valuing people through continuous improvement of fundamental school processes. Such efforts are currently bringing the school closer to offering complete degree programs entirely online, which demonstrates the value we place on serving the student population.

4I2. Culture and Infrastructure Support for Valuing People

The data and recommendations provided by the [Organizational and Workplace Audit](#) are helping us learn new processes and procedures to value people in meaningful and measurable ways. Much work remains to be done, but the first step has been taken in the thousand-mile journey; and we are all taking it together.

Category Five

Leading and Communicating

Overview

Follow this [link](#) to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 5.

5P1. Defining and Reviewing Mission, Vision, and Values

The College reviews its mission, vision, and values every 3-5 years by assembling a cross-departmental team for that purpose. Most recently, the President's Cabinet performed a formative review to determine if these statements were appropriately aligned with the strategic direction of the College as the 2010-2013 strategic plan was under development and in light of the results of an organization and workplace audit conducted by an outside consulting firm in the spring of 2010. President's Cabinet then recommended that a broader cross-departmental team be formed to conduct a more in-depth review and make recommendations for revised mission, vision, and values statements to be shared across the College for comment and ultimately proposed to the Board of Trustees for adoption. The College is currently working through that process and has developed a draft revision that will soon be posted to our SharePoint for college-wide comment.

We note an opportunity for improvement in creating more visibility of these statements both physically on campus and procedurally as committees and teams meet to discuss projects and processes. We plan to implement improvements in the next year to raise overall awareness of the College's mission, vision, and values with our students, staff and other stakeholders.

5P2. Setting Directions to Align with Mission, Vision, and Values

The College's strategic planning process aligns the College's direction with its mission, vision, and values and our commitment to high performance through our commitment to AQIP and continuous quality improvement practices. This area was rated as a Strength (S) during the last systems appraisal, and we have made only slight changes since that time. For further information, follow this link to read sections [5P1](#) and [5P2](#) of the 2006 Systems Portfolio along with the appraisal team's comments, and a brief progress update. The strategic planning process is also outlined in more detail in sections [5P3](#) and [5P8](#) below.

5P3. Accounting for Needs of Students and Key Stakeholders

The strategic planning process incorporates the views of students and other stakeholders through the use of focus groups. The plan was developed by the President's Strategic Team with input from faculty, staff, Trustees, Foundation Board members, students, and community constituents. These groups along with employers, and local business and industry representatives participated in a series of focus groups held on campus. A consulting firm, Cramer and Associates of Dublin, Ohio, conducted the [focus groups](#), assembled the input, and assisted in creating the concept, central focus, strategic priorities, and operational priorities of the 2010-2013 plan. College departments develop tactics in support of the [measurable objectives](#) in the strategic plan.

5P4. Seeking Future Opportunities with a Strong Focus on Students and Learning

This area was rated as a Strength (S) during the last systems appraisal, and we have not made any significant changes since that time. For further information, follow this link to read section of [5P2](#) of the 2006 Systems Portfolio, the appraisal team's comments, and a brief progress update.

5P5. Decision Making Processes

The College's Board of Trustees make decisions related to mission, policy and procedure, finances, hiring of executive level personnel, and terms of employment. The Board of Trustees acts on recommendations made by the College's President and Strategic Team.

In 2008, the College's Executive Committee was re-organized as the President's Strategic Team and is composed of the President, the Chief Financial Officer, the Chief Academic Officer, the Chief Information Officer, the Chief Enrollment Management Officer and the Executive Director of Workforce Development. The President and the Strategic Team have authority for making major operational decisions for the College.

The President's Cabinet is composed of middle-level managers who have responsibility for making daily operational decisions within their particular departments. Representatives of Faculty Senate, Professional Staff Senate, and Support Staff Senate also attend President's Cabinet and have authority for making decision within their respective organizations as defined by those organization's bylaws.

Additionally, the College maintains 9 standing committees that make recommendations related to their areas of concern. Table 5-1 lists the College's standing committees and their basic responsibilities.

Table 5-1: Standing Committees	
Committee/Team	Responsibility
Budget Committee	Develops the annual budget and budget related policies for review and approval by the Board of Trustees and President's Strategic Team
Campus Safety and Security Committee	Develops policies and plans for the development of emergency procedures , campus security, lab safety, and the use, storage, and disposal of toxic substances
Committee on Employee Success	Oversees and coordinates College activities related to employee success and valuing people including professional development and employee recognition
Committee on Student Learning	Reviews and monitors the effectiveness of existing academic assessment practices and measures; evaluates the assessment needs of the College for both general education and program-specific learning; makes recommendations for planning, policy development and review regarding academic assessment and student retention; and ensures that assessment results are used to improve student learning
Committee on Student Success	Oversees and coordinates College activities related to campus life, honors, ceremonies, and graduation.
Continuous Improvement Team	Oversees and guides the continuous improvement processes at the College including those associated with AQIP
Curriculum Committee	Reviews and approves academic changes including those for general education, creation of new courses and academic programs, and changes to existing academic programs and courses
Diversity and Social Justice Committee	Considers matters concerning, but not limited to, the integration of values which support a diverse campus and learning community. Leads projects and

Committee/Team	Responsibility
	programs to advance a campus culture for an ever changing and global world through advocacy of fair treatment in every aspect of campus life and College function, while supporting all persons regardless of race, sex, age, religion, sexual orientation, color, national origin, veteran status and disability.
Emergency Response Team	Responds to and manages emergency situations as they arise
Student Appeals Committee	Considers judicial appeals as well as matters of academic concern, including but not limited to, student probation, student dismissal, and academic requirements.

Additionally, the College creates ad hoc committees on an as needed basis to manage projects, create solutions, and respond to stakeholders needs. Current examples of ad hoc committees include: the Wellness Committee (subcommittee of the Committee on Employee Success), the Evergreen Arts & Humanities Committee, hiring committees, and various AQIP Action Project Teams and the AQIP Systems Portfolio team.

The Organization and Workplace Audit conducted in the spring of 2010 found that the committee process is sometimes viewed by employees as ineffective because of a perception that committee recommendations are frequently overruled by the College's Strategic Team. The College considers this an opportunity for improvement and is committed to improving process and communication related to committee work and decision making as quickly as possible.

5P6. Use of data, information, and performance results in decision-making processes

Through our [Measuring Effectiveness Action Project](#) the College is working to improve our data collection and utilization. In 2009, the College's senior administration team was restructured to include a Chief Information Officer. That individual works with his staff and departments across campus to streamline our data information systems and processes while refining the types and quality of the data we collect. Since 2006, the College has begun comparing our performance to other institutions in Ohio through the University System of [Ohio Strategic Plan Key Indicators](#), and to institutions nationally through the Community College Survey on Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Survey. Additionally, one of the eight operational initiatives for the 2010-2013 Strategic Plan is Data-Driven Decision Making. See Category 7 for additional detail on measuring effectiveness.

5P7. Communication Between and Among the Levels and Units of the College

Table 5-2 lists the methods used to promote and enable communication between and among the levels and units of the College.

Process	Description	Purpose	Owner
Student On Campus	A monthly Web-based news and information source for students. Faculty and staff can contribute items of interest. Students can make contributions. Marketing and Communication provides news gathering, creative design, and deployment. This is an internal communication piece.	Internal online newsletter for students created through Students Services and Marketing & Communications	Marketing & Communication staff, Students Services Staff, Faculty

Table 5-2: Communication Processes			
Process	Description	Purpose	Owner
Collage (Implemented in 2008)	A weekly single-page newsletter posted in the restrooms on campus providing information regarding campus activities, cultural events, student services, and resource information.	Internal printed news and information source for students, employees, and visitors to the campus.	Marketing and Communication staff, Students Services Staff, Faculty
On Campus	A weekly web-based news and information source for faculty and staff who can contribute items of interest.	Internal news source for college employees and board members.	Marketing and Communication department provides news gathering, creative presentation, and deployment.
College Website (Updated Fall 2008)	Continually updating reference tool for current, prospective, community, and alumni. Faculty and Staff have access to their pages for ongoing updates. A plethora of community information is available. This site contributes to the students, families and community by providing education, training, community service and cultural activity information.	Online communication tool for students, employees, and the public.	Marketing & Communication staff, Employees, Community
Online Calendar (Updated Fall 2008)	An organized Web-based system for listing community and college events and activities as well as class cancellation information. Internal and external stakeholders may contribute calendar items.	Provides information about college events and activities and cancellations.	Marketing & Communication staff, Students, Community
The Scoop (Implemented Spring 2009)	A quarterly communication piece, formerly known as the quarterly schedule, initiated to inform students about payment, registration and refund dates. Each division has their own piece of real estate in the document to highlight the upcoming quarter's hot news item.	New college publications that has evolved from the quarterly schedule booklet.	Marketing & Communications Staff, Chief Enrollment Management Officer, Deans
MyWSSC and email (MyWSSC implemented Fall 2009)	The Information Technology (IT) staff manages the College email system in collaboration with Google. The login page provides space for important announcements to students. The IT staff maintains a number of email distribution lists that may be used by employees to contact various groups. Some of those lists include full-time employees, full-time faculty, part-time faculty, students, etc.	Provides ability to communicate with one or many at a time and nearly instantaneously.	IT Staff, Administration, Division Heads, Employees, Students
SharePoint (Implemented Fall 2009) Note: We are not able to provide a "live" link to SharePoint	SharePoint replaced the College's "Intranet" in 2009 as the primary repository of documents and information of general and specific internal interest. SharePoint includes websites created by departments and committees across campus with calendars, meeting agendas and minutes, college policies, guidelines and forms. SharePoint also provides a place for online collaboration across departments and committees.	Serves as an internal website for the dissemination and collection of college-specific information.	All departments, committees, and employees

Table 5-2: Communication Processes			
Process	Description	Purpose	Owner
President's Cabinet	An internal, bi-weekly, meeting of the President, the Strategic Team and midlevel managers. Anyone in this group can contribute to the agenda and bring items of interest and concern to the meeting for sharing and/or discussion. Each attendee is encouraged to share the information gained through the meeting with his/her direct reports. Standing agenda topics include (1) information sharing, (2) continuous improvement, (3) employee-to-employee recognition of special customer service efforts (called "Pickles"), and (4) special reports.	The President's Cabinet functions provides a forum to discuss and resolve issues of concern to the entire college community.	President, Strategic Team, Middle Managers, All employees
President's Strategic Team	The President's Strategic Team functions as the chief planning, decision-making, and executing body of the College. The President's Strategic Team meets upon the call of the President. At the request of the President, any employee of the College may be asked to participate in the functions of the President's Strategic Team.	Senior Leadership Team	President, Chief Financial Officer, Chief Academic Officer, Chief Enrollment Management Officer, Chief Information Officer, Executive Director of Workforce Development
The Senates	Each employment group on campus has a senate that meets on a monthly basis.	Communicate information and/or share concerns regarding college policies and decisions	All employees other than senior administrators and deans

In addition to the conduits for communication listed above, the college is currently working to digitize many documents and publications to make them more widely available through the website and the SharePoint site. Our information management system, Colleague, also provides a communications module that allows for dissemination of information to specific audiences. The MIS staff and others constantly review and enhance Colleague capabilities.

Additionally, the college acknowledges that we have an active "rumor mill." We are working to address this challenge through encouraging open communications. A work team consisting of representatives of the Board of Trustees, President's Strategic Team, President's Cabinet, faculty and staff are meeting regularly to improve communication and trust. Section [5I1](#) provides additional detail on these efforts.

5P8. Communicating Shared Mission, Vision, and Values toward High Performance

The college leadership uses various means for communicating our shared mission, vision, and values with emphasis on improving institutional performance.

- Strategic Planning – The [2007-2009 strategic plan](#) and current 2010-2013 strategic plan, [Growing Opportunities](#), brought together the ideas of administration, faculty, staff, students, and community members to create key strategic and operational priorities along with

measurable objectives and initiatives or tactics. This continual process of organizational review, analysis, and planning is a key characteristic of higher performance organizations.

- Participation in AQIP – The leadership, at all levels, participates actively in the AQIP. All members of the President’s Strategic Team and most members of the President’s Cabinet, are engaged in AQIP through the Continuous Improvement Team, Action Project Teams, Systems Portfolio development teams, or non-AQIP continuous improvement projects. This leadership commitment to continuous quality improvement deepens and reinforces the characteristics of high performance at WSCC.
- Communication – The College uses several means to communicate the importance of continuous improvement and high performance as an integral part of shared mission, vision, and values.
 - Continuous improvement is listed as one of the primary values of the College
 - The College maintains a Continuous Improvement Team as one of its standing committees.
 - President’ Cabinet – This group helps keep employees informed and provides a forum for discussion of ideas, issues and possible solutions to problems. Continuous Improvement is a standing agenda item, and President’s Cabinet provides a conduit for communication among the various departments and groups on campus. The College recognizes that communication is often perceived as top down in President’s Cabinet meetings, and there have been problems with effective dissemination of the information shared. The group is working to address these concerns and recently created a new process for taking and sharing notes that are now available to all employees. The group is also working to improve trust so that all members may feel comfortable sharing their opinions.
 - *On Campus* – The College’s e-newsletter keeps all employees informed of campus policies, activities, projects, and successes.
 - College website – The website states and reinforces the College’s offerings, abilities, and strengths in support of the College’s mission, vision, and values.
 - SharePoint – The internal SharePoint website supports communication and makes information readily available to all employees.
 - Social Media – Increasingly Facebook and UTube are becoming a means for communicating values, ideas, and accomplishments. The College is working to finalize [guidelines](#) for the expanding use of social media to tell the story of WSCC.

5P9. Development of Leadership Abilities

This area was considered a Strength (S) by the team that reviewed the College’s 2006 Portfolio. However, based on the results of the recent [Organizational and Workplace Audit](#), it is obvious that it is also an area of opportunity. That audit found widespread perceptions of top-down management.

Despite this perception, it is also true that the College encourages employees, particularly middle-level managers, to participate in on-campus seminars such as Techsolve’s Management Leadership series, off-campus seminars such as the Chair Academy, and Telesis, a local community-based leadership development organization.

Faculty members have the opportunity to apply for the role of department chair as those positions become available every three to five years. Currently, the College has six department chairs who maintain 50% teaching duties and 50% administrative duties. The department chair role allows these individuals to experience and practice a variety of leadership skills. One of the current academic deans served in the role of department chair prior to her appointment as a dean. Likewise, the current Chief Academic Officer developed leadership skills at the level of academic dean before moving into the role of CAO.

Additionally, leadership roles on the College's Standing Committees rotate, as does committee membership, on a two-year cycle which allows for leadership experience at the committee level. Nearly any employee who desires leadership experience at the committee level will have that opportunity at one point or another.

5P10. Leadership Succession

The College does not have a formal succession planning process. However, we have a specific hiring process when vacancies occur. The Director of Human Resources and the supervisor review and update the job description. A search committee is formed and internal and external candidates are interviewed and evaluated for goodness of fit with the position. During the vacancy, the area supervisor typically reassigns the duties of the position to other staff members until the vacancy is filled. This process is discussed in more depth in section [4P3](#).

Our President recently announced her intention to retire at the end of her current contract in December 2011. This early announcement provides the College with more than a year for leadership transition. The Board of Trustees is currently working through the process of identifying an outside consulting firm to assist with the search process.

Our participation in AQIP along with our Systems Portfolios and Action Project reports capture institutional history as well as present priorities, strengths and areas of challenge for the institution. Our periodic review of our Mission, Vision, and Values provides for a college-wide discussion and evaluation of the currency of mission. Likewise, our strategic planning process provides direction for the future of the organization. Each of these processes and documents, along with orientation sessions for Board of Trustees members and Foundation Board members, provide context for new leaders as they join the institution.

5R1. Performance Measures for Leading and Communicating

As reported in the 2006 Systems Portfolio ([5P9](#)), the annual performance evaluations provide our most consistent performance measures for Leading and Communicating. However, in the last three years, the College has also used focus groups to gather information in this area. Our recent strategic planning process asked representatives of faculty, staff, and other stakeholders to respond to focus group questions related to leading and communicating. The College has also instituted an [online anonymous suggestion box](#) that sometimes provides insight about concerns with processes related to leading and communicating. Most recently, the College employed the PCS consulting firm to conduct an Organizational and Workplace Audit. We hope that the results of that study and the related work we are doing as an institution will lead to a more systematic approach for collecting performance measures of Leading and Communicating.

5R2. What are your results for leading and communicating processes and systems? [5R1]

The [Organizational and Workplace Audit](#) performed by Performance Consulting Services indicated significant opportunities for improvement in the areas of trust, communication, and consistency application of in policies, procedures, and practices. On the basis of this report, it is clear that the College has considerable work to do in the areas of Leading and Communicating. In particular, the audit found that trust at all levels was very fragile, and that the College is not always working together as a cohesive team. However, the College is moving aggressively to address these concerns. See section [5I1](#) for details of those actions.

5R3. Comparison of Results for Leading and Communicating

At this time, we are not able to compare our results for performance of our processes for Leading and Communicating with those from other higher education organizations. This area remains an outstanding opportunity for improvement for the College.

5I1. Recent Improvements for Leading and Communicating

Since the submission of our last Systems Portfolio in 2006, the College has added or updated several communication processes. Those additions and updates are noted in section [5P7](#).

The College is committed to addressing the issues identified through the Organizational and Workplace Audit conducted by PCS consulting. We have acted on the recommendation to form a cross-functional team of employees to review the assessment results and recommendations, and we are developing strategies for solving identified issues. The work team team includes a member of the Board of Trustees, two members from the College's Strategic Team, and representatives from faculty and staff, totaling 18 members. The team's mission is to unite the College by discovering a clear direction. They will accomplish this by seeking Board and Leadership commitment to the team's recommendations; establishing priorities; acting as representatives of employee concerns regarding recommendations; encouraging open and honest conversation; and merging innovation with institutional experience.

The College has already moved toward addressing some issues in the area of communication, identified as a top priority.

- The College recently developed guidelines for employees to use the various listserves on our email system for mass communication.
- Special editions of the *On Campus* newsletter are developed for immediate communication of critical issues.
- President's Cabinet, a committee of first line supervisors and managers, meets bi-weekly. One improvement recently made is the assignment of a note taker for each meeting. Notes and handouts from the meetings are posted to our internal SharePoint network for access by any employee.
- The three Academic Deans and Director of Human Resources now meet regularly with the President's Strategic Team to discuss issues of importance, provide input and to be kept in the loop of important leadership decisions.
- A cross-departmental team is reviewing the mission, vision, and values statements and will soon be making a recommendation to the Board of Trustees on revised language.

- The Chief Academic Officer holds monthly meetings with the officers of Faculty Senate to improve communication and work on items of mutual concern.
- The Deans and Chief Academic Officer are now providing monthly academic updates to full-time and part-time faculty in an effort to keep all faculty members in the loop as programs evolve and changes occur.
- The Board of Trustees is planning to participate in training related to best practices for governing boards within the next calendar year.

As the cross-functional team moves through the next several months, we anticipate that many additional strategies will be developed to address other identified issues.

512. Culture and Infrastructure Support for Leading and Communicating

The College has worked to create a culture of continuous improvement. While we still have much work to do, we have created processes such as our continuous improvement projects that allow and encourage departments and individuals to propose and implement solutions when processes break down or don't function well. Additionally, our current action project that focuses on [mapping and improving ten major college processes](#) is helping to break down silos and improve cross-departmental communication while providing 60 employees with new skills. Departments are now beginning to use process mapping outside of the original Action Project parameters and we appear to be transforming our culture in a positive way.

Category Six

Supporting Institutional Operations

Overview

Follow this [link](#) to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 6.

It is important to note the SSS grant which supported the College's Opportunity Scholars Program (OSP), was not refunded. As a result, the Opportunity Scholars Program ended on August 31, 2010. WSCC is committed to providing students with core, essential services which include tutoring and disabilities services. The OSP program is referenced throughout Category 6 in acknowledgement of the support services it provided to WSCC students in 2007-2010.

6P1. Identifying Support Service Needs of Students and Other Key Stakeholders

WSCC uses a variety of methods to identify student support service needs. As the institution becomes more data-driven, WSCC can better anticipate those student support service needs and take a proactive versus reactive approach.

Table 6-1: Student Support Needs	
Need	Needs Identified Through
Academic Advising	COMPASS Placement testing by first quarter advisors, Adult Basic Literacy and Education (ABLE) entrance test by ABLE instructors
Academic Support	Academic advisors, COMPASS Placement testing, OSP, Learning Center (tutoring, walk-in labs)
Career/Transfer Advising	OSP intake process using Noel-Levitz College Student Inventory, FOCUS career assessment by career services/transfer advisor
Course Offerings	Advisory Committees with business/industry, program reviews by department
Disabilities Services	Student contact and documentation provided to Disabilities Services Coordinator
Financial Aid	Free Application for Federal Student Aid (FAFSA) by Student Services Staff, supplemental grant aid through OSP, additional scholarships through the College's Foundation
Satisfaction/Engagement	Noel-Levitz Student Satisfaction Survey, Community College Survey on Student Engagement (CCSSE), market research projects such as part-time student engagement study, course evaluations of faculty each quarter by students, admissions/financial aid surveys, online suggestion box
Online Support	Center for Transforming Student Services (CENTSS)
Student Life/Activities	Student Senate Meetings represented by student groups on campus, field trips to four-year campuses by OSP
Retention	Interim reports generated by faculty for OSP and retention coordinator, Noel Levitz College Student Inventory by OSP staff during intake process, work, study skills workshops led by OSP/Learning Center),
Technology Assistance	Help Desk on campus

Washington State Community College identifies the support service needs of its students and other key stakeholder groups using a variety of methods. Student needs are often identified through the use of surveys. These surveys include the Noel-Levitz Student Satisfaction Survey as well as the Community College Survey of Student Engagement (CCSSE) and Center for Transforming Student Services (CENTSS) audit. CCSSE and CENTSS provide key information on the support service needs of

students while offering an opportunity for the College to benchmark its results with the results of other colleges nationwide. The Noel-Levitz College Student Inventory is given as part of the student intake process in the SSS Trio Retention Program (Opportunity Scholars) and the Student Satisfaction survey is also given campus wide to all students on a bi-annual basis.

In addition, Washington State has identified support service needs through collaboration with Markinetics, a local market research company. In the winter and spring of 2010, Washington State worked with Markinetics to collect data for a part-time student engagement research project. The project included focus groups as well as a campus-wide online survey. Information from the research helped to identify the needs of part-time students, which are somewhat different from the needs of the full-time student population. This distinction is important because it represents the College's acknowledgement that the needs of students differ based on their enrollment status. The [results](#) of the project have been shared with various groups on campus and will form the basis for new continuous improvement projects.

There are regular assessments done in both student services and the Opportunity Scholars Trio program which help determine students' needs. Students' academic needs are identified through the COMPASS placement test which is given to new students and assesses their skills in English, Math and Reading. This also determines the student's need for developmental education. These students with developmental needs may also be encouraged to consider the free support services offered through ABLE in conjunction with WSCC. Once enrolled at Washington State, interim reports issued by faculty are utilized by the Retention Coordinator and Trio program to indicate additional support that students may need to be successful in the classroom.

With 74% of students receiving financial aid, the vast majority of students at Washington State are completing a FAFSA form. This form gives the College valuable information about the type of financial support that is necessary. This information is also used to qualify the student for special programs, such as the Opportunity Scholars Trio Program.

Data is also collected from student course evaluations as well as student evaluations of admissions and financial aid. Students are now invited to complete an online suggestion box if they have comments/concerns about the College. Student Senate and program advisory committees also collect data that identifies needs of students.

6P2. Identifying Administrative Support Needs of Employees

Table 6-2: Administrative and Organizational Needs	
Need	Needs Identified Through
Financial operations	Requisitions, travel application, payroll, fund disbursement
Management Information Systems and Information Technology	Task Request System, consulting work with Datatel, SharePoint internal network
Facilities/Equipment	Online room request system, technology request form
Employee Development	Wellness assessment, training/professional development, performance evaluations, standing committees
Childcare Services	Requests by students/faculty/staff for care during work/school hours

Identifying administrative support service needs was an area that was identified as a Strength (S) in the last Systems Appraisal. Follow this link to read sections [6P1](#) and [6P2](#) of the 2006 Systems Portfolio, the appraisal team's comments, and a brief update for identifying the administrative support needs of our faculty, staff, and administrators.

6P3. Designing, Maintaining and Communicating Safety and Security Support Processes

The College uses several methods to design, maintain, and communicate its key support processes. One of the standing committees, the Campus Safety and Security Committee, reviews and makes recommendations regarding policies and plans for emergency procedures, campus security, lab safety, and the use, storage, and disposal of toxic substances. This group developed and updates the College's [Emergency Response Plan](#) and provides regular updates and training for faculty and staff on safety and security procedures.

As a compliment to the College's Emergency Response Plan, a [Disaster Recovery Plan](#) was created in 2010. This plan outlines the procedures to recover critical data elements in addition to re-establishing essential technology services in the event of a disaster or other severe disruption to normal operations. This plan is critical to maintaining the College's technology infrastructure which supports key processes.

6P4. Managing Key Student, Administrative, and Organizational Support Services

While the management of key support services is ultimately the responsibility of the WSCC Strategic Team, which includes the Chief Enrollment Management Officer, Chief Academic Officer, Chief Information Officer, Chief Financial Officer, and the Executive Director of Workforce Development, the responsibility of day-to-day operations related to key student services rests with the front-line staff and mid-level managers who are directly providing these services to the students. Bi-weekly meetings with the Strategic Team and all mid-level managers, known as President's Cabinet, provide a way for managers to bring process concerns to the group. In addition, faculty and staff (which include support staff as well as professional staff) also meet once a month to provide an opportunity for information sharing and problem solving.

6P5. Documenting Support Processes to Encourage Sharing, Innovation, and Empowerment

To facilitate knowledge sharing, innovation and empowerment among the entire campus, Washington State encourages its staff and faculty to document processes through Sharepoint, its intranet system. This system enables departments to view and post documents regarding support processes as well as collaborate on new ideas. Since its adoption in the spring of 2009, use of Sharepoint has grown tremendously and it now houses sites and information ranging from Academic Assessment to Continuous Improvement to Technical Services. While SharePoint continues to grow with addition of new sites and information nearly every week, it has not yet been universally adopted across campus, and some departments utilize the system more than others. (Note: Because SharePoint is an internal site, we are unable to provide a link to this resource. However, [click here](#) if you would like to see screen shots of each of the main sites on our internal SharePoint network.)

The College is also working to review and document its support processes through a process mapping initiative that has been chosen as a current AQIP [action project](#). Process mapping enables faculty and staff to see the way our processes currently exist and gain insight into how we can improve those processes. This documentation will also encourage employee empowerment as employees begin to share ideas about process improvements.

The [College catalog](#), [student handbook](#), [Policy and Procedure Manual](#), as well as the department chair handbook, are continually updated and revised. The College catalog and student handbook have now been updated for 2010-2012. The on-going process for updates to the Policy and Procedure Manual include cross departmental input through the College's Strategic team and the specific area(s) directly involved with the process. Once the initial edits are completed, the policy is posted on Sharepoint for campus-wide review and comment. Finally, the policy is reviewed by the Ohio Attorney General's office and presented to the Board of Trustees for formal approval. This process ensures that the current support processes are properly documented to facilitate knowledge sharing. Furthermore, regularly held staff development workshops help communicate these documented support processes and encourage dialogue and empowerment among the faculty/staff.

6R1. Measures of Student, Administrative, and Organizational Support Service Processes

Washington State collects and analyzes a variety of measures related to student, administrative, and organizational support service processes. Tables 6-3 and 6-4 provide a summary.

Measurement Tool	Description of Data Collected	Results
Enrollment Data	Headcount, FTE, reciprocity, enrollment by course format and academic division, retention, and HEI/IPED collected data; collected quarterly	As of Fall 2010, WSCC had its eighth straight quarter of increase in FTE; Complete IPED data are also available
Community College Survey of Student Engagement (CCSSE)	Student engagement and learning; collected biannually	WSCC's CCSSE results were above the national mean in all 5 CCSSE benchmark areas, including Active & Collaborative Learning, Student Effort, Academic Challenge, Student Faculty Interaction, and Support for Learners. Overall, results were less positive for part-time than for full-time students
Noel-Levitz Student Satisfaction Survey	Student satisfaction and student priorities; collected biannually	WSCC's Noel-Levitz Survey results indicated that the College was above the national mean in <u>all</u> areas on the Institutional Summary including Student Centeredness, Instructional Effectiveness, Safety and Security, Academic Advising Effectiveness, Admissions and Financial Aid Effectiveness, Campus Services, Registration Effectiveness, and Campus Climate
Center for Transforming Student Services (CENTSS)	Benchmarking the delivery/availability of online student services; addressed personal and academic services in the	CENTSS results indicated that within academic services (ie. Advising, library, tutoring, developmental education) and

	2009 survey; collected biannually	personal services (ie. Career services, orientation and placement testing), WSCC was above the average for two-year colleges in 13 of 17 areas within academic and personal services.
Academic Libraries Survey (ALS) from the Institute of Education Sciences (IES) at the National Center for Education Statistics (NCES)	Federal and association surveys that compare academic libraries nationwide	Survey results indicated that despite static physical space and no growth budget, the library is able to maintain a high quality collection and service with careful expenditures and a dedicated staff of four.
Part-time Student Survey	Research regarding the satisfaction and engagement of part-time students	Survey results indicated opportunities for improvement related to academic recognition and evening access instructors/other resources.

Table 6-4: Administrative/Organizational Support Services		
Measurement Tool	Description of Data Collected	Results
Financial Audit Reports	Outside accounting firm reviews financial reports each year; Department of Education also conducted a program review of the Financial Aid Office in 2009; conducted annually	Both the 2010 Annual Financial Audit and the 2009 Department of Education Audit revealed no findings. Audit reports for the last several years are available through this link .
Childcare Rating	A national rating/certification system of the College's Evergreen Child Development Center	The Evergreen Child Development Center is now accredited through the National Association for the Education of Young Children (NAEYC). Nationally, approximately 7 percent of early childhood programs have achieved this distinction.
Insurance Survey	Understand the level of benefits that are important to employees	Among the survey results , it was revealed that 60% of employees felt that benefits were very important in their decision to work at WSCC.

The College is working to standardize data across campus and processes. This will ensure that data definitions and reported results are accurate and consistent. The College has also invested in Data Orchestrator which enables employees to create reports on demand to fulfill their information needs. In addition to Data Orchestrator, Washington State is also working to address deferred maintenance issues on Datatel's Colleague software that manages all student records. A Datatel consultant has spent time on campus to help us reconstruct our processes in Colleague.

6R2. Performance Results for Student Support Services

Detailed performance results for student support services processes are available via hyperlinks in [Table 6-3](#) above. To summarize, Washington State has strengths in a variety of areas including above-average ratings in both national surveys (Noel-Levitz and CCSSE).

The part-time student engagement survey highlighted opportunities for continuous improvement particularly with advising for part-time students (especially students in online classes),

recognizing part-time students for their academic accomplishments, and providing more evening activities and services to help ensure that all students feel that they are a part of the institution.

Another notable challenge is revealed through enrollment data. Online retention is consistently lower than retention for on-campus courses. This challenge was also revealed on the part-time student engagement survey.

6R3. Performance Results for Administrative and Organizational Support Services

Detailed performance results for administrative and organizational support service processes are available via hyperlinks in [Figure 6-4](#) above. To summarize, Washington State has strengths in a variety of areas including its audit results which denote an adherence to financial reporting standards. In addition, the College's Evergreen Child Development Center received accreditation through the National Association for the Education of Young Children (NAEYC).

The AQIP Quality Checkup Visit in 2009 noted good progress and [Quality Checkup Report](#) found Washington State to be in full compliance with all federal requirements for accreditation. The Quality Checkup Team also provided three recommendations as a result of their visit to WSCC in 2009. The recommendations included continued work towards measuring effectiveness, assessing student academic achievement to support students' learning, and continuing the Colleges work to improve processes that address communication and valuing people.

6R4. Use of Information and Results to Improve Services

Many departments on campus, which include faculty, support staff, and professional staff, use measurement results to improve overall service to the students and to provide better internal customer relations as well by improving efficiencies. Many of these improvements are documented annually as continuous improvement projects. Between 2008 and 2010, there were more than 130 documented [continuous improvement projects](#). This is clearly evidence of Washington State's desire to improve services.

6R5. Comparison of Results for Supporting Organizational Operations

While WSCC does not have comparative results in all categories for its performance, there are several key results which do have comparison to both national and regional data. These surveys include the Noel-Levitz Student Satisfaction Survey, the Community College Survey on Student Engagement (CSSE), and Center for Transforming Student Services (CENTSS). The results can be referenced on [Figure 6-3](#).

To help establish more comparative data, the College is preparing to engage in the National Community College Benchmark Project (NCCBP). The project measures both effectiveness and outcomes. It will allow the College to establish a list of benchmarks and compare those to schools most similar to Washington State. With this initiative, the College faces the challenge of establishing data definitions so the information can be appropriately benchmarked against other higher education organizations.

6I1. Recent Improvements for Supporting Organizational Operations

One of the most significant improvements to this category involves the acknowledgement of the importance of creating a data-driven culture to help identify and improve our student, administrative, and organizational support services. This culture involves standardizing data and using that data to compare Washington State with historical data as well as with data from other comparable schools. The commitment to this initiative is evident in the College's Strategic Plan for 2010-2013 which highlights data-driven decision making as an operational initiative.

Most recently, the College began using Sharepoint to share ideas, research results and other information throughout the college. Anonymous suggestions can also be made through the Washington State online suggestion box. The Information Technology staff also introduced the new Data Orchestrator system which enables offices throughout the College to create reports and retrieve data much more easily than before. Other research is done through campus-wide surveys including the Community College Survey of Student Engagement (CSSE) and the Center for Transforming Student Services (CENTSS). Market research has also been conducted using Markinetics, a local market research company.

While Washington State has made improvements to this category, the institution has an opportunity to create a more systematic and comprehensive structure for both processes and performance results. The College has established a framework for its 2010-2013 Strategic Plan that will help formalize a timeline for process changes. The College is also revising its policies and procedures manual as it prepares for the transition from quarters to semesters. This presents a unique opportunity to integrate changes across multiple departments that will help achieve a more systematic and comprehensive structure for processes and performance results, including those related to Supporting Organizational Operations.

6I2. Culture and Infrastructure Support for Organizational Operations

As noted in Washington States August 2010 Quality Highlights document, "we have continued to emphasize continuous quality improvement as a way of doing business rather than solely as a means to re-accreditation." With more than [60 continuous improvement projects from 2008-2009](#) and more than [70 projects for 2009-2010](#), employees are empowered to look for opportunities and work within the College to implement process improvements. Of the 73 total documented continuous improvement projects in 2009-2010, many supported organizational operations including a campus-wide initiative to replace and upgrade copiers, monthly professional development sessions for Arts & Sciences faculty, and the development of a three-year strategic wellness program.

Process selection is also facilitated by the College's [Process Mapping Action Project](#). In 2010, six facilitators were recruited and trained in mapping tools and techniques. The project involves review of six major processes which include class cancellations and campus closings, incoming transfer/transcript review process, the online enrollment and registration process, new employee processing and orientation, the part-time faculty hiring process, and the travel application process.

Category Seven

Measuring Effectiveness

Overview

Follow this [link](#) to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 7.

7P1: Selecting, Managing, and Distributing Data to Support Objectives

WSCC selects, manages, and distributes data and performance information in many ways relevant to individual departments and as an institution. An overview of ways that WSCC selects information is listed in Table 7-1.

The College has implemented a solid foundation for data collection, management, and distribution. At all levels, data is requested through various channels. These requests prompt the selection of specific data elements and subsequent presentation in many forms, such as reports and graphs.

Performance information is selected based on specific goals and their related metrics. As part of several processes, such as the strategic planning process, specific goals are set. Data is collected over time, related to the goals. Performance information regarding the analysis of this data is distributed to stakeholders and used in continuous improvement initiatives.

Table 7-1: Data and Performance Information Selection		
Name	Description	Purpose
Internal surveys	A request to respond to specific questions using an internet based survey tool (Survey Monkey).	To gather responses to questions and identify trends, patterns and topics requiring further investigation. To validate a decision or clarify a position.
Local, State, Federal, group, organization, and agency surveys	Many outside parties, such as the Ohio Association of Community Colleges, request information from WSCC in the form of a survey. Also, WSCC voluntarily chooses to participate in external surveys, including the Community College Survey of Student Engagement.	WSCC utilizes these surveys and their results to compare itself with other like institutions - providing information regarding areas in need of improvement.
Strategic Planning	The process to produce a multi-year plan of action, specifically goals and measurable outcomes, relating to the direction of the institution, its mission, vision, and values.	The strategic planning process examines data and analysis for the purpose of determining the proper course of action for the College.
Continuous Improvement Projects	Projects with the specific goal of improving a process and its related outcome(s).	As part of the project, data is selected for collection and analysis.
Service Request System	A web based tool to request service related to a technical issue or data need.	To provide a central, easily accessible tool for requesting data or technical assistance.

An overview of ways that WSCC manages information is listed in Table 7-2.

Table 7-2: Data and Performance Information Management		
Name	Description	Purpose
Sharepoint	A web based information management system designed to provide access to organizational information.	To organize and make available institutional data, documents, and other resources.
Data Orchestrator	A collection of tools and processes related to data extraction, transformation, and reporting.	To make data available to decision makers through a structured query and reporting system.
Datatel Colleague	An integrated student and institutional information management system.	To organize and make available data and processes necessary to operate the College.

An overview of ways that WSCC distributes information is listed in Table 7-3.

Table 7-3: Data and Performance Information Distribution		
Name	Description	Purpose
College Website	A public website containing information relevant to all college stakeholders.	To make available to all stakeholders information related to activities, processes, groups, events, policies, and general college data.
Institutional Research Document Repository	A public website containing information related to Institutional Research.	To make available data related to Institutional Research, such as survey results, fact books, statistics, and dashboards.
OnCampus	A web-based newsletter published weekly, and in special editions, containing timely information on disparate topics.	To disseminate information to college stakeholders on diverse topics in a timely manner.
Sharepoint	A web based information management system designed to provide access to organizational information.	To organize and make available institutional data, documents, and other resources.
MyWSCC	A web based application allowing access to multiple resources with only one user name and password; a single sign-on portal.	To provide easy, seamless access to multiple resources for students, faculty, and staff. These resources include email, distance learning, and the College information management system.
President's Cabinet Meeting	A biweekly meeting of senior leadership and college managers.	To discuss and distribute information relevant to individual and collective departments.
Board of Trustees Meeting	Monthly meeting of the Board of Trustees. This meeting is open to the public. Members of the President's Strategic Team and other institutional leaders attend.	To update the Board of Trustees and meeting attendees on information pertinent to the direction and performance of the institution. To seek input and approval of college decisions and policies.

7P2: Selecting, Managing, and Distributing Data to Support Planning and Improvement

Relevant data is collected for each area and is made available to appropriate personnel. Selection and management of data depends on departmental, division, or institutional needs.

As part of the strategic planning process, WSCC identifies areas that require additional data and analysis. This information is prepared by the Institutional Research and Management of Information Systems departments and included in the overall planning process. To identify areas that require improvement, WSCC utilizes multiple data collection methods, including surveys and process mapping. The survey results and process maps provide insight into additional data collection and analysis needs and guidance on what to prioritize within the strategic planning process.

The College manages this information via its intranet, built on [Microsoft Sharepoint](#). Sharepoint allows the College to easily organize information and provide distribution channels for stakeholders.

The College has significantly improved its capabilities and processes regarding data collection and distribution. Collecting, managing, and distributing performance information remains an opportunity for improvement.

7P3: Determining Needs of Departments Related to Data Collection, Storage and

WSCC utilizes a service request management system that allows all stakeholders to identify needs related to the collection, storage, and accessibility of data. The CIO utilizes these requests, along with an overall technology infrastructure assessment (performed annually), to determine college-wide needs. This information is incorporated into the strategic planning process and continuous improvement projects.

The College also receives direction regarding data collection, storage, and accessibility as part of our annual financial audit. This audit specifically looks at technical systems that manage data – collection, storage, and accessibility that relate to financial processes and information.

The Management of Information Systems department holds periodic user’s group meetings to identify areas for improvement related to data collection, storage, and accessibility. These meetings provide insight into specific improvement opportunities. This data is incorporated into the strategic planning process and continuous improvement projects.

The College has significantly improved its capabilities and processes regarding departmental and unit related needs involving data collection, storage, and accessibility. Collecting, managing, and distributing performance information remains an opportunity for improvement.

7P4: Analyzing Organizational Performance Data

The President’s Strategic Team (“PST”) is the primary user of institutional level performance information at the College. This group uses data and analysis from multiple resources to guide the institution’s direction including the strategic plan and continuous improvement projects as well as to keep the Board of Trustees informed of the College’s progress. A major source of performance analysis is from the College’s participation in national surveys. A few of these surveys are outlined in Table 7-4.

Table 7-4: National Survey Participation (subset)	
Name	Description
Noel-Levitz Student Satisfaction Inventory	This survey measures student satisfaction and priorities, showing WSCC how satisfied students are as well as what issues are

Name	Description
	important to them
Community College Survey of Student Engagement	This survey's results help WSCC focus on good educational practice — defined as practice that promotes high levels of student learning and retention — and identify areas in which it can improve its' programs and services for students.
Integrated Postsecondary Education Data System	IPEDS provides basic data needed to describe — and analyze trends in — postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended, and degrees earned.

The PST uses the results of these surveys, in conjunction with other data sources, both internal and external, to measure the College's overall performance. A major source of internal performance data comes from Data Orchestrator (see [Table 7-2](#)). The Institutional Research department provides the PST with trend analysis of key metrics, such as enrollment by program and retention by age group. By comparing WSCC with other, similar institutions, the PST is able to properly set priorities and plan continuous improvement initiatives by examining institutional weaknesses.

The PST uses many channels to distribute performance information and related analysis. See [Figure 7-3](#) for examples of these channels.

Washington State, as part of its strategic planning process, has identified data-driven decision making as one of its operational initiatives for the next three years. This ensures a continued focus on data analysis, goal setting, metrics, and performance measurement.

7P5: Determining Needs and Priorities for Comparative Data and Information

WSCC does not have a formal process for selecting or prioritizing comparative data. The College participates in various state and national comparisons, including [CCSSE](#) – Community College Survey on Student Engagement, and those initiated by the [OACC](#) – Ohio Association of Community Colleges, and the [OBR](#) – Ohio Board of Regents. The College utilizes the results of those processes to provide guidance to the strategic planning process and continuous improvement projects.

The College has not established formal criteria or methods for selecting sources of comparative data and information.

The College recognizes this as an opportunity for improvement.

7P6: Ensuring Alignment of Department Analysis of Data with Organizational Goals

The President's Strategic Team collaborates with departmental and unit leaders to ensure proper alignment of data analysis and information with overall college goals. As part of the strategic planning process, departmental and unit data analysis and information is incorporated into the overall college plan. Periodic assessment of departmental and unit performance is performed and measured against the College's strategic plan. Re-alignment of departmental and unit processes and goals occurs based on the outcomes of these assessments.

The assessments are shared with each department or unit, respectively. An update is made to the strategic plan indicating the progress the institution is making towards its goals. This update is made

available to all Stakeholders via various distribution channels, including [Sharepoint](#), and the [College Website](#).

7P7: Insuring Timeliness, Accuracy, Reliability and Security of Information Systems

In 2008, WSCC participated in a formal, 3rd party audit and analysis of our information systems. This audit focused heavily on system security and reliability. Results from that audit have been used as part of the strategic planning process and continuous improvement projects. The College plans to participate in another, similar audit within the next 3 years.

The College also receives direction regarding information system timeliness, accuracy, reliability, and security as part of our annual financial audit. This audit specifically looks at technical systems that manage financial data and related processes and systems.

WSCC undergoes a technology infrastructure assessment annually by the Chief Information Officer. This assessment focuses on security, efficiency, availability, disaster recovery, and business continuity planning. The results of this assessment are used as part of the strategic planning process and continuous improvement projects.

The College utilizes an integrated information system developed by Datatel called [Colleague](#). This system provides a cohesive, integrated, and standardized system that helps ensure timeliness, accuracy, reliability, and security of data and processes. It enforces data integrity at multiple levels and provides robust reporting and auditing capabilities.

7R1: Measures of Performance and Effectiveness for Information Management

Currently, the College does not formally collect any measures regarding the performance or effectiveness of its systems for information and knowledge management. The general effectiveness of the College's information systems is determined by the systems and related technical departments ability to provide data and analysis when queried.

WSCC recognizes this as an outstanding opportunity for improvement. The College has not made significant improvement since we last reported. Follow this [link](#) to 7P7 from the 2006 Systems Portfolio to view our response to that category, the appraisers comments, and a brief update.

7R2: Evidence for Effectiveness of Measurement Systems

As part of the University System of Ohio, Washington State Community College shares many accountability measures with other public institutions of higher education. These measures, along with our internal measurable outcomes form the metrics for our measuring effectiveness system. To measure our organization's effectiveness, we must identify our strengths and weakness, and systematically report on those areas, over time, to determine whether or not we are improving.

[7P1](#) highlights the selection, management, and distribution systems that compose the infrastructure for measuring our effectiveness. This infrastructure (improvements outlined in [711](#)), to date, has successfully met the data analysis needs of the institution. This infrastructure also has the ability to provide higher level functionality as WSCC's data analysis needs become more sophisticated.

7R3: Comparison of Results for Measuring Effectiveness

The College is not currently comparing its results for measuring effectiveness with any other institution. WSCC recognizes this as an outstanding opportunity for improvement. The College has not made significant improvement since we last reported. Follow this [link](#) to [7R2](#) from the 2006 Systems Portfolio to view our response to that category, the appraisers' comments, and a brief update.

7I1: Recent Improvements for Measuring Effectiveness

Our efforts have become more systematic as a result of responding to the feedback from the 2006 Systems Appraisal. The reviewers noted several Strategic Issues related to Measuring Effectiveness, and the College designed an [Action Project](#) to respond to those recommendations. As a result, WSCC has made significant improvements in its measuring effectiveness processes, procedures, and tools. A subset of these improvements can be found in Table 7-5.

Name	Description
Data Orchestrator	In 2009, the College implemented Data Orchestrator to extract and report on data from its campus information management system. The number of people with reporting capabilities (relating to this data) has increased from 4 to 20.
Sharepoint	In 2009, the College implemented Microsoft Sharepoint to focus on communicating data and performance information to stakeholders. The College now has 53 websites, all searchable, and managed by relevant departments and/or individuals. The previous intranet had 7 sites and required management by one of the Information Technology staff.
Network Security	In 2009, the College completed installation of an advanced network firewall. In 2010, WSCC completed its PC Standardization Initiative, ensuring all computing devices are protected by the new firewall. In 2010, WSCC added additional security and protection capabilities to its network firewall.
President's Strategic Team	In late 2008, the President formed a Strategic Team which focuses on performance analysis and strategic planning.
Strategic Plan	The 2010-13 strategic plan focuses on measurable outcomes.

Next year, the College will participate in the [National Community College Benchmark Project](#). It provides community colleges with opportunities to report outcome and effectiveness data in critical performance areas, receive reports of benchmarks, and compare results with those of other colleges. This participation will ensure a continued emphasis on measuring effectiveness.

7I2: Culture and Infrastructure Support for Measuring Effectiveness

WSCC has developed a strong culture of continuous improvement. A Continuous Improvement Team ("CI-Team"), representing a broad spectrum of stakeholders, meets approximately monthly to discuss, plan, and report on continuous improvement initiatives. The CI-Team uses various tools, including our college newsletter, [OnCampus](#), and [Sharepoint](#) to disseminate and collect information on continuous improvement projects. A specific site on Sharepoint, called 'Collaboration', allows the team to solicit ideas about new projects and feedback on current projects.

Recently, an AQIP Action Project was declared to select and map 10 key processes on campus. The process calls for a campus-wide solicitation for processes needing improvement. From that list, the President's Strategic Team ("PST") selected 10 based on their importance to and alignment with the College's strategic plan.

The College also recently launched an [anonymous suggestion form](#) on our main website. This form allows the PST to gather information regarding process improvement from all stakeholders. These suggestions are then passed on to the appropriate department for further investigation.

As a formal recognition of the importance of continuous improvement to the College's culture, 1 of our 8 operational initiatives within our strategic plan was allotted to 'Data Driven Decision Making'. This emphasis will ensure the College continues to focus on measuring effectiveness.

Currently, the College does not have a process for setting targets related to improving measuring effectiveness performance. The College recognizes this as an opportunity for improvement.

Category Eight

Planning Continuous Improvement

Overview

Follow this [link](#) to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 8.

8P1. Key Planning Processes

The College reviews its [mission, vision, and values statements](#) every 3-5 years to verify that those statements are in line with any changes in the College's direction in response to the environment and the expectations of our stakeholders. The current mission, vision, and values are once again being reviewed by the President's Cabinet and a cross-departmental team established for that purpose. Ultimately, the Board of Trustees will also review, provide input, and adopt the revised statements.

The College participates in college-wide strategic planning every 2-3 years. This process involves conducting focus groups with key stakeholders from inside and outside of the College to help determine strategic direction and create a document that reflects overall strategic initiatives, measurable objectives, and specific action items. Departments across the College develop specific tactics to support measurable outcomes. Most recently, the College worked with an outside consulting firm to assist in gathering focus group information and develop the basic framework of the 2010-2013 plan [Growing Opportunity](#). The strategic planning process links the AQIP categories to college priorities and initiatives with a coding system. The plans are [updated](#) and revised on a regular basis. Updates are posted to the college website. The strategic planning process is described in more depth in sections [5P3](#) and [5P8](#).

Divisions and departments of the College engage in their own planning processes to identify and plan for short and long-term initiatives related to the division or department. For example, in 2010 the academic divisions developed an [Academic Strategic Plan](#) to compliment the college-wide strategic plan.

8P2. Selecting Short-Term and Long-Term Strategies

The [2007-2009 Strategic Plan](#) was developed around five strategic priorities, each with a number of measurable outcomes supported by specific short-term and long-term initiatives. The 2010-2013 Strategic Plan, [Growing Opportunity](#), includes four strategic and eight operational priorities. Campus-wide input was gathered via the President's Cabinet to expand the plan and create and track short-term and long-term tactics to achieve the measurable objectives. An [Accountability Matrix](#) records baseline performance data, linkages to AQIP Categories, timelines, and responsibilities.

The College also uses [AQIP Action Projects](#) to support strategic initiatives, create strategies, and implement new processes. Three retired Action projects focused on using a series of "mini-projects" to train employees on continuous quality improvement processes while making numerous improvements to systems and processes that support our students and other stakeholders. The mini-project process is now business as usual for the College, particularly in terms of short-term strategies.

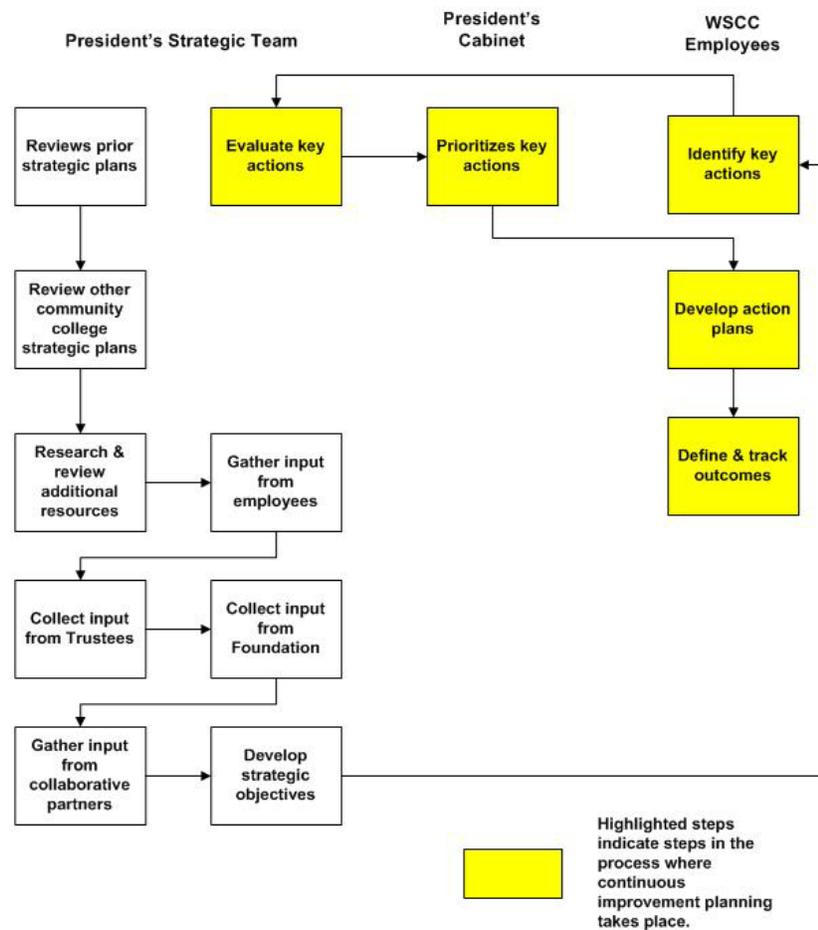
8P3. Developing Key Action Plans to Support Organizational Strategies

Developing key action plans was evaluated as strength (S) in the last Systems Appraisal. While our strategic plan, action projects, budget priorities, and academic program development vary from year to year, our planning process has remained essentially the same, and is represented by a process map in section 8P3 of the 2006 Systems Portfolio. Follow this [link](#) to see that process map.

8P4. Coordinating and Aligning Planning Processes Across the Organization’s Levels

The College has a Continuous Improvement Team (CIT) with representatives from across the College. It includes participation from the President’s Strategic Team, Academic Deans, Budget Committee, and Faculty and Staff. The work of the CIT is aligned with the overall continuous improvement planning process (See Figure 8-1) that relates the College’s Strategic planning, Budgeting planning, and Academic planning.

Figure 8-1 Planning Continuous Improvement



8P5. Defining Objectives, Selecting Measures and Setting Performance Targets

WSCC defines clear continuous improvement objectives, measures and targets as part of our strategic planning process. The result of that planning process, *Growing Opportunity*, provides a framework for decision making, including continuous improvement planning and initiatives. WSCC staff and faculty identify key actions and President's Strategic Team, President's Cabinet, and Continuous Improvement Team prioritize those actions, driving strategies and continuous improvement action plans across the campus. The plan, coupled with our [Measuring Effectiveness](#) and [Process Mapping](#) AQIP action projects, facilitates our ability to effectively quantify outcomes by creating the infrastructure needed to improve data analysis and the processes that drive decision making.

Additionally, key projects are presented to the Continuous Improvement Team which then evaluates and recommends projects to be declared as AQIP action projects. Objectives, measurements and targets for these projects are defined in the project charter as spelled out in the AQIP project declaration requirements.

As continuous improvement becomes characteristic of our institution's culture, strategies and action plans manifest themselves naturally in day-to-day process changes and improvements in many divisions and departments. Evidence of this activity is noted in data from simple, one-page reports stored in our [Continuous Improvement Project Database](#). Information given in the report reveals project goals, measurements and outcomes. More than 60 projects were reported during 2008-2009 and more than 70 were reported for 2009-2010. Some example projects include the creation of blended courses, development of hybrid physical therapy courses, and the transition from manual to automated processes for a number of business office applications.

8P6. Linking Strategy Selection and Action Plans with Respect to Resources and Future Needs

As mentioned earlier, the Continuous Improvement Team (CIT) is made up of representation of all areas around the College (Strategic Team, Deans, Budget Committee, and faculty and staff). In addition to that, several key members in the CIT are also members in the President's Cabinet. The Cabinet is made up of mid-level and senior managers who represent all the College's standing committees and operational departments. Members of both the CIT and President Cabinet represent all the aspects of the Planning Process Map and they collaboratively work to identify on-going areas of improvement and efficiencies.

8P7. Assessing and Addressing Risk in Planning Processes

Although addressing risk is an outstanding opportunity for improvement in many areas of the College's functions, there are several mechanisms in place to assess and address risk in areas such as assessing at-risk students (See Section [1P8](#).) and helping them to succeed. The Chief Information officer is working on developing risk assessment in Information Technology in order to implement a comprehensive disaster recovery and backup/redundancy plan. The College also maintains an Emergency Response Plan and an Emergency Management Team. Finally, the Budget Committee always addresses risk by setting aside contingency funds and doing mid-course budget revisions as necessary.

8P8. Ensuring Employee Capabilities to Address Changing Requirements

There are different approaches in place to nurture faculty, staff, and administrators' capabilities to address changing organizational requirements. First, the membership of faculty and staff on the various standing committees is rotated every year; most committee members serve a two-year term. Faculty and staff are given the opportunity and encouraged to participate in Action Project teams and continuous improvement projects. The College archives all continuous improvement projects (those developed within departments or campus-wide) in a database and the campus community recognizes these efforts during an annual continuous improvement celebration.

8R1. Measures of Effectiveness for Planning Processes and Systems

The College regularly reviews its strategic plans and analyzes progress in all areas. The Priorities and Initiatives strategic plan was reviewed in 2008 and then again in 2010 and the results were used as part of the process for developing the 2010-2013 *Growing Opportunity* Strategic Plan. Feedback from the AQIP Systems Appraisal and the AQIP Quality Checkup Visit were used to identify areas for improvement in terms of College processes and systems. The College designed Action Projects and department level continuous improvement projects to address those issues, and those improvements were documented in the College's [Quality Program Summary](#) in 2009. Moreover, annual progress reports on all active Action Projects are submitted and reviewers' comments are discussed and acted-upon.

8R2. Performance Results for Accomplishing Organizational Strategies and Action Plans

WSCC sees performance results in a number of areas and we use those results to monitor our progress in relationship to other institutions and to set goals for improvement.

- In response to the 2006 System Appraisal, we revised the [2007-2009 strategic plan](#) to include measurable goals and conducted updates in 2008 and 2010 to review the progress for that plan. The results and evaluations of these reviews helped us craft the new *Growing Opportunity* strategic plan.
- We included "Data-Driven Decision Making" and "Continuous Improvement" as two of the operational priorities in the 2010-2013 *Growing Opportunities* Strategic Plan.
- We participate in the Community College Survey on Student Assessment (CCSSE) and in the Noel Levitz Student Satisfaction Inventory, and used the resulting comparative data to set goals and engage in projects to reach those goals. One of those projects helped us to be above the national mean in all five CCSSE benchmark areas for 2009.
- We aligned our strategic initiatives with the strategic plan for higher education in Ohio.
- We use comparative data to set goals for our performance among University System of Ohio institutions.
- We successfully completed and [retired five actions projects](#).
- We are about to complete an Action Project on [Measuring Effectiveness](#) in response to recommendations made in the 2006 Systems Appraisal.
- We have transitioned to a uniform Sakai platform for all online and blended courses.
- A single sign on portal, My WSCC, has been deployed to improve access and provide smoother integration of key online resources for students, faculty and staff.

- Our campus bookstore is automated and offers new student services such as the ability to order their books online.
- An administrative reorganization has realigned key administrative positions to better serve our mission and includes the position of Chief Information Officer to better help us track and use data for improvement.
- We address changing economic conditions by coordinating a carpool system for students. A full-time retention coordinator, an increased number of distance learning and blended classes, and an increased number of off-campus classes are other cost containment efforts for students.
- We participate in several initiatives of the Ohio Board of Regents in order to provide students with a well defined path to education. This includes programs such as Seniors to Sophomores, Connect Ohio, outreach (TRIO) programs, and a Regents Chinese Academy.
- Online newsletters for students and employees are in place to enhance campus communications.
- A safe environment for students and employees is made possible through new safety measures such as heart defibrillators at key campus locations and a new phone alert system.

8R3. Targets for Performance for the Next 1-3 Years

As noted in [8R1](#) and [8R2](#), we now have results in a number of areas that we use to monitor progress in relationship to other institutions and to project and set goals for continuous improvement. Our [2010-2013 Strategic Plan](#) sets specific measurable objectives, and we are using an [Accountability Matrix](#) to track progress and to link our measureable objectives to the AQIP categories. Continuous improvement has evolved from a means to maintain institutional accreditation to the way we conduct academic and business activities every day, and it is one of the eight operational priorities of the 2010-2013 Strategic Plan. In an effort to improve service to students and other stakeholders, our continuous improvement performance will move to the next level as we:

- Complete the [Measuring Effectiveness](#) action project and use resulting tools and data to make data-driven decisions.
- Complete the [Process Mapping](#) action project to map and improve ten key college processes while training 60 faculty and staff in process mapping skills and tools.
- Complete the [Q2S Advising](#) action project to support students' learning and success throughout the College's transition from quarters to semesters.
- Use the Quarters to Semesters transition to examine and improve courses, programs and service to students.
- Review and respond to the System Appraisal of our 2010 Systems Portfolio.
- Continue to encourage, implement and document 50+ employee-led continuous improvement projects each year.
- Work with an outside consulting firm to implement recommendations from an organizational and work place audit through a cross-functional work team. (See [5I1](#) for details.)

8R4. Comparison of Processes for Planning Continuous Improvement

Except in a few areas, the College does not yet have in place processes for comparing the effectiveness of our continuous improvement processes with those of other colleges. We see this as an opportunity for improvement and plan to implement such processes prior to the submission of our next Systems Portfolio.

We now have comparative results for the Community College Survey of Student Engagement (CCSSE) for [2007](#) and [2009](#), the Noel Levitz Student Satisfaction Survey ([2009](#)) and the University System of Ohio ([Ohio](#) and [WSCC](#)).

The 2009 group statistics for CCSSE reveal that our performance in academic challenge and student-faculty interaction is slightly higher than other small colleges. Compared to other small colleges, we perform slightly lower in categories for active and collaborative learning, student effort and support for learners. For each of the five categories, our performance is higher among all schools that are part of the total 2009 CCSSE cohort.

Additional information to compare our continuous improvement results with those at other institutions is noted in links provided in [6R1](#).

8R5 Evidence of Effectiveness for Planning Continuous Improvement

Effectiveness of our initial AQIP Mini Projects action project is seen in our [Continuous Improvement databases](#), where more than 130 projects to improve processes and services on campus are documented. Survey results mentioned in [8R4](#) show that continuous improvement projects, both formal and informal, are driving improved scores from students and other stakeholders. Our [updates](#) to the 2007-2009 strategic plan indicate that we were largely successful in our efforts to improve the College through attention to five priorities and numerous initiatives. The framework for our strategic plan, [Growing Opportunity](#) demonstrates dedication to continuous improvement efforts at WSCC by including operational priorities for data-driven decision making and continuous improvement as two of the College's eight operational priorities.

Our [Quality Checkup Report](#) indicated that the reviewers found good progress in the College's on continuous improvement planning. That report stated, "Nearly all of the Opportunities for Improvement noted by the Systems Portfolio Review Team have been addressed or are being addressed in a timely and meaningful manner. In fact, Washington State is to be commended for its prompt attention to each Opportunity for Improvement listed in the Systems Appraisal. The team also found evidence that Washington State Community College exhibits each principle of a high performance organization. In the team's judgment, the institutions presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations" (p.3).

Efforts to improve our students' distance learning experience through two Action Projects resulted in the successful implementation of Sakai as the uniform platform for all WSCC online courses. Our new single sign-on portal, My WSCC, effectively improves online processes for students, staff, faculty and other stakeholders. Sweeping changes to our college website guide all stakeholders efficiently through necessary information. SharePoint, the major communication tool for WSCC documentation and activities, effectively relays planning details and activities.

8I1. Recent Improvements for Planning Continuous

The College's responses in sections [8R2](#), [8R3](#), [8R4](#), and [8R5](#) detail the improvements the College has made to our continuous improvement processes since the submission of our last Systems Portfolio in 2006.

8I2. Culture and Infrastructure Support for Planning Continuous Improvement

The College has instilled a culture of continuous improvement in day-to-day activities of faculty and staff. We are no longer working on improvement projects solely to meet AQIP/HLC requirements. Rather, continuous improvement is now increasingly a part of our institutional culture. Faculty and staff regularly review processes or tasks they work on and ask: Is there a better way? How can I improve this process and make it more efficient and/or more reliable? We have succeeded in making continuous improvement part of the fabric of our organization.

While we can point to many successes, we also realize that there is much room for improvement. The areas of [Valuing People](#) and [Leading and Communicating](#) will require serious attention as we work to improve trust and communication at all levels. At the same time, major cuts in state funding will erode institutional resources. The Organizational and Workplace audit conducted in the spring of 2010 revealed additional systemic problems that we must address in terms of consistent application of policies and procedures as well as keeping policies up-to-date.

In the next two years, the College must complete the transition from the quarter system to the semester system while it simultaneously searches for a new president. Both tasks will require us to continue to build on our continuous quality improvement foundation.

These challenges are quite daunting, but the past seven years of working through the Academic Quality Improvement Program's training, process development, Action Projects, and institutional reviews have positioned us to meet those challenges.

Category Nine

Building Collaborative Relationships

Overview

Follow this link to the Organizational Overview where we provide rationale for our choice of in-depth answers for Category 9.

9P1. Creating, Prioritizing, and Building Relationships with Other Educational Organizations

Building relationships with educational organizations from which we receive our students is accomplished through a culture that acknowledges the need for the College to provide outreach to our neighboring schools and communities. This outreach is accomplished by supporting grant efforts of college access organizations such as Upward Bound, Educational Talent Search and College Tech Prep (See [2P1](#), [2R1](#)), National Science Foundation, and the Ohio College Access Network AmeriCorps (see the [Organizational Overview](#)). Additional collaborations with schools result in opportunities for schools including Fantastic Fridays, We are iT day, Y.E.S. (Young Engineers and Scientists) days, Tech Prep Showcase and visitation days, ACT Preparation Workshops. Collaborative efforts with other educational organizations are listed in [Appendix B](#).

[Process mapping](#) allowed us to identify barriers to students seeking to take advantage of articulation agreement in place with partner schools, resulting in a dramatic increase of students earning college for work accomplished at the high school level.

9P2. Creating, Prioritizing, and Building Relationships with Organizations that Receive Our Students

The Chief Academic Officer, Academic Deans, faculty members and Director of Advising and Transfer work together to identify potential articulation and degree completion opportunities with other colleges and universities. The College then works to create specific agreements to assist our students in smoothly and successfully transitioning to those institutions to complete their degree pathways. (This [link](#) provides some samples of those agreements.)

The College actively participates in and supports the processes and policies set forth the [Ohio Articulation and Transfer Policy](#). The [Ohio Transfer Module](#) and [Transfer Assurance Guide](#) processes assure that students completing general education as well as the first courses toward a major have assurances that their courses will smoothly transfer to other public colleges and universities in Ohio. WSCC has well over 100 courses approved statewide in each of these transfer databases.

[Advisory committees](#) provide the opportunity for members of the educational community to participate in the development of new curriculum, such as our new Agri-Business program, and oversee the continual improvement of existing programs. Advisory committees includes members from other educational organizations help assure curriculum oversight and the inclusion real life experiences for students through practicum, field experience, and internships.

9P3. Creating, Prioritizing, and Building Relationships with Organizations that Provide Services to Students

Washington State values collaborative relationships and has a long history of fostering innovative approaches to building and sustaining these important partnerships. In fact, the institutional culture has encouraged partnerships in every element of our college.

Our relationships with community business members have permitted us to gain insight as to what we should offer our students in terms of education and experience. By including these business leaders in the communication process at the College through [advisory committees](#), we are assuring that our students are abreast of the most recent changes and new developments within their desired fields. Faculty and administration regularly reach out to the business and industry community and, working together, shape curricula to support the learning of the students while assuring that business and industry are receiving the best prepared students to meet the career-ready occupational demand. At times, these collaborative relationships are informal and occur through dialog between college faculty and administration and business and industry representatives. Such dialogue may result in exploration of a new program or a new major. At other times, the communication process is more formalized and may result in the organization of structured advisory committees that move ahead with plans for new educational programming in a systematic way.

When new programs are formed, faculty, administration, academic deans, department chairs, and program coordinators aggressively recruit community, business, and industry representation for membership on the program advisory committee. Doing so ensures that students are afforded opportunities within the program which are current, multi-dimensional, and have depth through real world applications. The input received from the advisory committees assist the program coordinators in developing not only the curricula but also educational materials and appropriate student experiences. Often the members of the advisory committees also support the program through donations and internship opportunities and are possible employers.

The advisory committees meet at least two times per academic year and more often when necessary. Each spring, Washington State hosts a Combined Advisory Committee Meeting when all of the program advisory committees are invited to the College at the same time. This is a time for the College to show appreciation to our advisory committee members by sharing in refreshments and socialization and providing updates on new programs and projects in which the College is engaged. This combined meeting also serves as a convenient time for advisory committees to break away from the larger event and hold a late spring meeting.

Washington State's collaborative relationships have led to a number of valuable internships and practicum experiences for our students. We often utilize internship providers and other professional contacts on our advisory committees. By offering our students internships and practicum experiences, they are not only equipped with classroom knowledge, but also the ability to apply the knowledge to real life experiences while supporting the needs of local business and industry.

Meeting the financial and workforce needs of our students, Washington State fosters collaborative relationships community organizations such the Ohio Department of Jobs and Family Services. Working with these agencies, our students who may be displaced or laid off workers realize the benefits of financial assistance with tuition and fees. These relationships have a growing importance as economic conditions of the Mid Ohio Valley have changed. State and local agencies have become

valuable partners for, not only providing financial support, but as important referrals which allow us to connect to the displaced worker population and better serve the unemployed population by improving their future with a certificate or degree program. In response to the downturn in the economy, the College brought many of these agencies together every Thursday morning for several months in 2009 and 2010 in a program called Network Alliance to assist unemployed and under-employed members of our community.

Another important collaborative relationship fostered at Washington State is with Veterans' Affairs organizations. Through these partnerships we have been better able to serve our military students through financial aid, funding, and support services. As this population is expected to grow, Washington State is positioned to support the students returning after military service as a result of strong collaborations with veterans services.

Serving many of the students with special needs is aided by the collaborative relationships we have with agencies such as the Ohio Department of Developmental Disabilities. We strive to maintain productive relationships in an effort to offer opportunities and services to community members and current students who may need assistance in their efforts to attain higher education. Washington State's Disabilities Coordinator works one-on-one with students and their professors to assure that the College is providing every service possible within the scope of disability law.

The Washington-Morgan Community Action Program and Washington State have a number of important collaborations. Many of those relationships surround helping students attend college by making available funding streams beyond the ordinary scope offered at Washington State. These programs provide services to the designated service area of WSCC (Washington and Morgan counties) and empower students who may not have otherwise considered college as a viable opportunity.

Another vital collaborative relationship which has enable Washington State students to achieve the dream of a college education is the partnership with the Evergreen Child Development Center. This center provides not only childcare for our students by allowing them to attend classes knowing that their children are safe and near, but it also serves an important site for students to intern who may be seeking a degree in our Early Child Development Technology Program.

9P4. Creating, Prioritizing and Building Relationships with Organizations that Supply Materials and Services to the College

The economic times demands strict attention to insuring that the materials and services supplied to WSCC by vendors meets the processes and procedures as outlined by federal, state and local guidelines. All WSCC employees are made aware of budget pressures and encouraged to be fiscally responsible in the use of consumable materials and the impact of our environmental footprint. The College is also working through a growing state network of colleges and universities to find ways to combine and share services as well as make purchases through a consortium approach in order to keep costs as low as possible.

9P5. Creating, Prioritizing and Building Relationships with Education Associations, External Agencies, Consortia Partners and the General Community

Education Associations, external agencies, consortia partners and community members are identified as those who can benefit from services offered by the College and can also offer value to the

College as a result of the relationship. Examples of these relationships include the Washington-Morgan-Meigs College Tech Prep Consortium which is supported by WSCC through fiscal and in-kind support. In return, the College receives allocations for student support in the technical area of instruction offered by the College. The most recent example of this is the large contribution made to the College by the Consortium for completion of the AgriLab Greenhouse and Project Lead the Way Computer Lab. Collaborations with Education Associations including Ohio TRiO, Ohio College Access Network, Ohio Diversity Officers Collaboration, Council for Opportunity in Education, National College Access Network, Mid-American Association for Educational Opportunity Program Personnel, and National Career Pathways Network have opened additional grant opportunities and expanded collaborations leading to enhanced student services.

9P6. Ensuring that Partnership Relations are Meeting the Needs of Those Involved

Washington State engages in a number of strategic agreements to ensure that partner needs are known and Washington State is meeting those needs. They include the execution of memoranda of understanding with our partners indicating what the partner desires from the collaboration and how Washington State will persevere to deliver. On a regular basis, these memoranda are reviewed with our partners and revised as appropriate to continue to assure that expectations are bilaterally being met. Examples of collaborative arrangements which have active memoranda of understanding include Washington State's partnership with Adult Basic Literacy Education (ABLE), articulation agreements with other institutions of higher education, and our dual enrollment secondary education partners. In the case of Tech Prep articulations, data is being developed to compare yearly progress on increasing the number of college credits available through existing articulation agreements. Data comparing 2009 and 2010 classes show a 42% increase in the amount of college credits that may be granted to Tech Prep students upon enrollment at WSCC.

9P7. Building Relationships Between and Among the Departments and Units of the College

President's Cabinet provides bi-weekly direct face-to-face communication between mid and upper level managers. These managers then provide follow-up information to direct reports. (See section 511 regarding how we are working to improve this communication process.) Additionally, the College provides weekly updated information through on campus publications including the [College website](#), [On Campus](#) e-newsletter, a weekly information summary, [Collage](#), posted in restrooms across campus, and our internal SharePoint network. The recent acquisition of video monitors for the admissions and Arts and Sciences areas also allow for the dissemination of new information.

9R1. Measures of Building Collaborative Relationships, External and Internal,

Because Washington State places a premium on our collaborative relationships, both internal and external, we have created a number of communication structures to share, collect, and analyze the efforts of this work. In 2009, Washington State introduced *SharePoint* to the campus community which enabled all elements of the College to not only view reports and data but contribute, share, and analyze the information. Within the various designated areas of *SharePoint*, the campus community posts minutes, reports, and a variety of other data collected including the actions resulting from our collaborative relationships. The sharing of this information among the campus community is a critical

piece of this information warehouse. To do so, encourages analysis from multiple perspectives and provides a more thorough understanding of these relationships. Additionally, *SharePoint* serves as a valuable tool for internal collaborative relationships by enabling partners to post information to a common area and permit these postings to be living, working documents. (We are not able to provide a live link to SharePoint, but this [link](#) provides screen shots of various pages.)

The types of measures collected vary widely but the expectation of documentation remains constant. Among the information collected regarding our external collaborative relationships are the recommendations and minutes of the many academic and program advisory committees, student success tracking of PSEO students at partnering high schools, and reports and records associated with internships and practicum placements with our business and industry partners. Additionally, measures are collected on other external relationships including business and industry partnerships supported through the Center for Business and Technology, student services functions which are supported by collaboration including state and federal agency programs for displaced and unemployed workers, and student transfer rates associated with our partnerships and articulations with four-year colleges and universities.

While collecting data regarding our external relationships has been good, collecting the data on our internal collaborations has been excellent. As an important component of our campus's continuous improvement culture, we have developed a process to collect and analyze information about our relationships and projects through a single page reporting system. More information about the process of reporting continuous improvement can be found in [8R5](#).

A partial list of measures collected for external collaborative relationships include:

- Collaborations with the Colleges of Education at Ohio University and Muskingum University to develop WSCC audit sheets that reflect the exact courses students need to take in order to transfer smoothly to these 4-year institutions.
- Collaborations with Ohio State University and area high schools to bring students campus to participate in Fantastic Friday Labs presented by WSCC Faculty. Students from Morgan High School participated in a STEM Career Day and were introduced to career options in the STEM areas. STEM Camps are being offered during the summer to introduce students to different career options. These activities are offered through a National Science Foundation grant.
- Installation of reliable broadband and interactive TV capability at Morgan Learning Center to expand class offerings and increase student accessibility to WSCC classes
- [Process mapping](#) of the Tech Prep articulation process. Team meetings and high school and college faculty meetings were held to make recommendations and improve the Tech Prep process.
- Establishment of e-tutoring opportunities for WSCC students in collaboration with the Ohio Learning Network.
- Participation in the Ohio Quality Matters Consortium starting in July 2009. Quality Matters (QM) is a faculty-centered, peer review process designed to certify the quality of online courses and online components. Sponsored by MarylandOnline, Inc, Quality Matters has generated widespread interest and received national recognition for its peer-based

approach to quality assurance and continuous improvement in online education. Through the Ohio QM Consortium, we participate in the rubric training free of charge and receive many other discounts on other types of trainings and certifications.

A partial list of measures collected for internal collaborative relationships include:

- The Diversity and Social Justice Committee (standing committee) was formed with cross departmental representation. The committee was responsible for several successful campus diversity awareness projects.
- The 2009 CCSSE results showed a significant difference between full-time student engagement and part-time student engagement. The Part Time Student Engagement Research Project was implemented to research this gap in order to better understand the part-time student experience and to design tactics to improve that experience. The project was conducted in a cross-departmental approach.
- The process of conversion from quarters to semesters has been an ongoing successful major internal collaboration. To date, well over 270 academic courses have been converted to the semester system and approved by an interdepartmental curriculum committee.
- The process of developing and implementing the 2010-2013 campus-wide strategic plan involved broad cross-departmental input.
- A campus-wide Wellness Committee was formed and developed a cross-departmental wellness plan. (See [2P1](#) and [2R1](#).)

We recognize that collecting information regarding the measures of our collaborative relationships is only one piece of the continuous improvement process. Therefore, Washington State is committed to thorough review and analysis of these partnerships and the data which is generated by these arrangements. In addition to posting information to *SharePoint*, we have a number of other important information-sharing and data analysis processes in place. At each, information is shared, compared to baselines and benchmarks, and analyzed regularly for ways in which it can be improved. These analyzing bodies include:

- President's Strategic Team – composed of the President, Chief Academic Officer, Chief Financial Officer, Chief Enrollment Management Officer, Chief Information Officer, and the Executive Director of the Center for Business and Technology. The group meets weekly to develop and lead strategic issues impacting the College.
- President's Cabinet – composed of the President, the President's Strategic Team, the academic deans, and the other department managers of the College. This group meets bi-weekly to collaborate, discuss, and direct issues before the College.
- Academic Deans Committee – composed of the Chief Academic Officer, Dean of Health Sciences, Dean of Arts & Sciences, and Dean of Business, Engineering and Industrial Technology. This committee meets bi-weekly to review academic programs and the internal and external collaborations impacting the academic programs of the College.

- Program advisory committees (See [9P2](#) and [9P3](#)).
- Academic division meetings – composed of the appropriate academic dean and the faculty and staff of the division. These meetings occur at least twice per year but frequently more often and vary according to need. The meetings serve as valuable forums to analyze the results of the external and internal collaborations among the faculty and staff of the division and other constituents. Additionally, between division meetings the Chief Academic Officer and each academic dean provides regular information updates by email.
- Academic department meetings – composed of the appropriate academic department chair and the faculty of that department. Each department has a schedule of department meetings; however, a minimum of two meetings must be held per year. Like the division meetings, these serve as important times of analysis of information that relates directly to the faculty in that department and within the specific program. Additionally, between department meetings each department chair provides regular information updates by email.
- Various staff and team meetings – composed of the various workgroups around the College. These meetings vary in frequency depending upon the area and need and serve as important information sharing and times of analysis.
- Ohio Board of Regents – Senior and mid-level managers attend the meetings of the OBR to receive information on current and new programming opportunities and to stay abreast of requirements and changes.

9R2. Performance Measures for Building Collaborative Arrangements

As we reflect upon our key collaborations, it comes to light that we have an opportunity to improve on how we measure and evaluate the performance results of these important partnerships. As we move forward in the next two to three years we will explore and implement strategies to improve in this area.

9R3. Comparison of Performance Results for Building Collaborative Arrangements outside of higher education

As stated in 9R2, building upon the review of our performance results presents as an opportunity for improvement at Washington State. We will explore and implement processes for comparison of results within the next two to three years.

9I1. Recent Improvements for Building Collaborative Relationships

Over recent years, Washington State has made a deliberate effort to instill a culture of continuous improvement across the campus. At every turn, the mindset has been to ask ourselves about the processes we are using and how we can improve them. This is also evident in how we build, foster, and maintain our collaborative relationships and is supported by the structures and functions of our institution. We recognize that this is an on-going process and we continue strive to improve in these important structures including our campus communication system, our committees, and our outward focus on continuous improvement.

The campus communication system includes the online, weekly faculty and staff newsletter, [On Campus](#) and the student version, called [Student On Campus](#). Frequently our collaborations are highlighted in the *On Campus* and we share the processes of those relationships. Beyond information sharing, the newsletters seek input from the campus community and seek suggestions on how to improve our performance.

SharePoint also is a vital method of communication and serves as a secure area which the campus community is routinely solicited to provide input and suggestions on how to improve our process and contribute recommendations on new and enhanced collaborative relationships.

Finally, the overarching philosophy of continuous improvement is increasingly more embedded in institutional processes and systems. We take time to celebrate this each year at the annual continuous improvement breakfast. Underscoring the value of continuous improvement instills the belief in our campus community that we must always be looking at every relationship we undertake and embrace how we can improve upon the processes to aspire to reach even higher goals.

912. Culture and Infrastructure for Support of Building Collaborative Arrangements

While we are not always successful, it is our goal that the campus committee structure is designed to foster a positive environment for improving our processes by bringing members of our campus community together. It is our hope that bringing a variety of people from across the campus and beyond introduces diversity of opinions on how to improve our processes and frequently introduces new ways to solve problems. A wide array of talent often introduces the College to new and innovative ideas and often is the means for forming new collaborative relationships, both internally and externally.

The College culture and infrastructure has undergone significant change over the past 24 months with the change of key college administrators. This change has resulted in the review and ultimate change of certain college processes including the development of a new Strategic Plan. These changes have arrived with the involvement of the President's Cabinet and Presidents Strategic Team, along with many opportunities for input by faculty and staff through Sharepoint and direct contact with supervisors. While this culture and infrastructure has provided many opportunities for input and change, it has also resulted in tensions across the campus community related to trust and communication. Resolving those tensions will provide an outstanding opportunity for the College to focus on improving internal collaboration over the next few years.

Appendix A – Programs of Study

Associate of Arts and Associate of Science Programs prepare students for transfer to baccalaureate granting institutions.

Associate of Arts Program

Business Administration

Education

Early Years

Middle Years

Young Adult

Fine Arts

Graphic Design

Studio Art

Liberal Arts

Social Services Baccalaureate Preparation

Associate of Science Programs

Biological Sciences

Engineering Transfer

Electrical Option

General Science

Mathematics

Physical Science

Associate of Applied Business and Associate of Applied Science degrees prepare students to go directly into the workforce. An increasing number of options for transfer and baccalaureate completion are also available for these students.

Associate of Applied Business

Accounting Technology

Business Computing

Business Management Technology

Digital Technology

Computer Graphics

Computer Support Technician

Digital Media

Interactive/Simulation

Web Programming

Office Administrative Services Technology

Executive Administrative Assistant

Legal Administrative Assistant

Medical Administrative Assistant

Associate of Applied Science

Agribusiness Management

Automotive Technology

Automotive Services

Automotive & Diesel Truck Systems

Diesel Truck Systems

Electrical Engineering Technology

Electronics

Industrial Technology

Design Drafting

Heating, Air Conditioning & Refrigeration

Power Plant Technology

Process Technician

Emergency Medical Technician-Intermediate

Health and Wellness Technology

Medical Laboratory Technology

Nursing (ADN)

Physical Therapist Assistant Technology

Radiologic Technology

Respiratory Therapy Technology

American Sign Language Interpretation

Criminal Justice

Corrections

Law Enforcement

OPOTA

Early Childhood Development Technology

Social Services Technology

One-Year Certificate Programs

Accounting

Air Conditioning and Refrigeration

Automotive Technician

Chemical Operator

Computer Systems

Deaf Studies

Drafting

Executive Office Support

Massage Therapy

Medical Coding

Medical Transcription

Practical Nursing

Appendix B: Collaborations

Educational Collaborations	
Partner	Collaboration
Higher Learning Commission and other AQIP institutions	WSCC collaborates with the Higher Learning Commission's Academic Quality Improvement Program and other AQIP institutions to identify and implement quality improvement at Academic Quality WSCC.
BSSI (Business Systems retail)	WSCC faculty provide tech support and training. BSSI provides practicum sites for our students.
Belmont Technical College	Provide practicum site for WSCC students; various cooperative training activities
Belpre City Schools	Middle school serves as a host site for WSCC courses in the community; provides practicum site for students; various cooperative training activities
Caldwell Exempted Village Schools	Provides practicum site for WSCC students
Chesterhill Wireless Broadband project – Ohio State University, Morgan County Commissioners, Morgan County Library, OhioNet	Provides wireless broadband services and computer training to the rural village of Chesterhill, Ohio
Chief Academic Officers Organization	Chief Academic Officers at two-year campuses in Ohio work to coordinate educational offerings and opportunities at the associate degree level
Eastern Local Schools	Provide practicum site for WSCC students
Federal Hocking Schools	Center for Business and Technology provides a customized Associate of Individualized Studies degree program for classroom aides on site
Fort Frye Local Schools	Provide practicum site for WSCC students; various cooperative training activities
Franklin University	Provide instruction for faculty teaching online courses.
Frontier Local Schools	College courses taught at the high school
Guernsey/Monroe/Noble (GMN) Community Action	Serves as off-campus site for WSCC classes, particularly in Early Childhood Development; Head Start is a practicum site for WSCC students
Marietta City Schools	Project Lead the Way; Channel 22; Academy Courses; Major provider of Practicum sites for WSCC Education Transfer students; WSCC provides tutoring for students preparing for proficiency exams; WSCC Computer Systems Technology programs have provided repair services for computers in the schools; various cooperative training activities;
Marietta College	Credit articulation agreement; provides Gateway scholarship to WSCC Phi Theta Kappa members; faculty from both institutions speak in classes at the other institution on various topics; WSCC provides developmental assistance in math and writing to some MC students; WSCC Computer Systems Technology program will provide repair and network cabling to a MC sorority house.
Meigs Local Schools	WSCC offered American Sign Language Courses at the high school through a grant from the Ohio Department of Education; Tech Prep partner; WSCC Computer Systems Technology program provided repair services for computers
Miami University	Credit articulation agreement; Interactive video baccalaureate completion program in engineering technology offered on WSCC campus
Morgan County Higher Education Consortium	Collaboration on higher education offerings in Morgan County among several institutions led by WSCC
Morgan County Schools	High school is an off campus site for WSCC courses; Tech Prep Partner; provides practicum site for WSCC students; various cooperative training activities
Muskingum College	Credit articulation agreement

Noble County Schools	Provides practicum site for WSCC students
Ohio College Access Network (OCAN) grant partners – local public schools, TRIO programs, Job and Family Services, Community Action Agencies, College Tech Prep	Provides college access information to students not currently serve by other college access programs.
Ohio College Access Network (OCAN)	Provides partial funding for Retention Coordinator and assisted in securing the services of four AmeriCorps College Guides.
Ohio Learning Network (OLN)	Consortium that provides e-tutoring for WSCC students
Ohio Transfer Assurance Guides (TAGs)	State colleges and universities in Ohio collaborate to provide smooth transfer of core classes in various major areas of study
Ohio Transfer Module	State colleges and universities collaborate to provide smooth transfer of general education core classes in Ohio
Ohio University	Credit articulation agreement
Ohio Valley University	Credit articulation agreement
Otterbein College	Credit articulation agreement; Interactive video MS in Nursing degree program offered at WSCC
Rio Grande University	Baccalaureate degree completion programs on WSCC campus; Credit articulation agreement
Shawnee State University	Credit articulation agreement
Tech Prep Consortium	Tech Prep pathway to higher education in collaboration with Washington County Career Center, Meigs Local High School, and Morgan County High School
TRIO Programs – numerous community and school partners in Washington and Morgan counties	Provide educational support services, high school to college transition support, and cultural activities for program participants.
US Department of Education	Pays direct educational costs for eligible students
Veterans benefits	Pays direct and indirect educational costs for eligible veterans
Warren Local Schools	Provides practicum site; various cooperative training activities
Washington County Career Center	Tech Prep Articulation and activities; Adult Education Program articulations in Power Plant Technology, Chemical Operator, and Health Support; Education Transfer practicum site
Washington County Educational Resource Center	Provides practicum sites; WSCC faculty and staff participate in various in-service trainings and opportunities for teachers' professional growth
Washington-Morgan-Meigs College Tech Prep Consortium	Supports and advances technical education and transition to college. WSCC serves as lead institution and fiscal agent.
West Virginia University at Parkersburg (WVU-P)	Tuition reciprocity agreement; Credit articulation agreement
WIA/WIB/TAA/BVR	Pays tuition, fees, and books for eligible students
Wolf Creek Local Schools	Provides practicum site; various cooperative training activities
Wood County Schools (WV)	Provides practicum site
Zane State University	Baccalaureate degree completion programs on WSCC campus; Credit articulation agreement
Youngstown State University	Credit articulation agreement
Business, Government, and Industry Collaborations	
Partner	Collaboration
ABLE	WSCC provides space for ABLE classes
Bureau of Public Debt	Computer technologies program provides technical support/training

Camden Clark Hospital	Health program support; preceptor sites; advisory committee members
Dana Corporation	Financial support for auto/diesel program; advisory committee member
Eramet	CBT assists with a work profiling project for human resources departments; Eramet supports Auto/Diesel program financially
Fyda Freightliner	Recruiting, training, and equipment agreement; advisory committee member
Genesis Health Care System	Health program support; preceptor site
International Brotherhood of Electrical Workers (IBEW)	On-campus union-sponsored training program for electrical workers leading to associate degree
ISP Fine Chemicals	Industrial partner for Chemical Operator online project
Jackson General Hospital	Health program support; preceptor site.
Local law enforcement agencies: Washington County and Wood County Sheriff Offices, Belpre, Marietta Police Departments	Provide internships for Criminal Justice students; Provide speakers for class presentations
Matheny Buick GMC Volvo Trucks	Financial support for auto/diesel program; advisory committee member
Marietta Chamber of Commerce	Advisory Board
Marietta Community Foundation	Financial support for scholarship programs
Marietta Mack	Financial support for Auto/Diesel program; advisory committee member
Marietta Memorial Hospital	Financial support; preceptor site
Marietta Times	Publicity support
Marietta AM/Parkersburg Sentinel	Publicity support
Morgan Education Foundation	Financial support for residents of Morgan County
Noble County Correctional Complex	Provides tours and information on corrections to students in the Criminal Justice Program; Provide internships for students
Ohio Department of Transportation (ODOT)	Center for Business and Technology (CBT) provides customized training for mechanics in 8-county area
Ohio Diversity Officers Collaboration	Consortium assisting with development of diversity programs
St. Joseph Hospital	Health program support; preceptor sites; advisory committee members
St. Mary's Correctional Center	Provides tours for Criminal Justice students; Allows students to sit in on parole hearings; Provide internships for students
Solvay	CBT assists with a work profiling project for human resources department
WMOA Radio	Publicity support
Washington-Morgan Community Action	Advisory Board
RSVP of Washington County -	Business program support; practicum site
The Toy and Doll Museum	Business program support; practicum site
Green Valley Coop -	Business program support; practicum site
Debby Tanner, Realtor	Business program support; practicum site
Woodcraft	Business program support; practicum site
Digital Media	Business program support; practicum site
Hino Motors, Inc.	Business program support; practicum site
<i>Partner</i>	Collaboration
Pioneer Home Care, Selby Hospital, South Eastern Regional Medical Center, The Arbors of Marietta, University Hospitals/Rainbow Babies	Health program support; preceptor sites

<p>Hospital, Appalachian Behavioral Healthcare, Arthur C. Gustke Shelter, Athena Health Center, Caldwell Elementary School, Cambridge Behavioral Hospital, Children’s Home Society of WV, Community Action Family Health Services, Dr. Peter Filozof, Dr. Prakash Patel, Dr. Stephen Stanley, Dr. Stevan Milhoan, Eagle Pointe, Ewing School, Family Crisis Center, Harmer Place Rehabilitation and Extended Care, HealthSouth Western Hills, Horizon Health, Lorrie Yeager Jr., Marietta City Health Department, Marietta City Schools , Marietta GYN Associates, O’Neill Center, Parkersburg Treatment Center, Peer Support, Pressley Ridge, Washington County Free Clinic, Washington County Health Department, Westbrook Health Services, Wolf Creek Schools, Wood County Day Report, Wood County Schools, Wood County Youth Reporting</p>	
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Service Organizations	
Partner	Collaboration
Eve Shelter for Battered Women	Computer systems support project completed by students and staff; Phi Theta Kappa assists with annual fundraising; serves as practicum site
Marietta Community Foundation	Offers scholarships and financial support for early childhood development program students and others
Sisters of St. Joseph Charitable Trust	Financial support for Evergreen Child Development Center
<i>Washington County OSU Extension</i>	Collaborative information sharing regarding social services available to residents of Washington County; lobbying
<i>Washington State Community College Foundation</i>	Financial support for scholarships, projects, and community outreach efforts (Evergreen Humanities Series, River Cities Film Series)
Zonta Club	Scholarships for students; Collaborations on enrichment programs

**Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in Washington State Community College's
Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The college's Vision and Mission statements, which articulate WSCC's commitment to students, families and the community, are published in all major institutional publication, including the college's catalog. [[Institutional Overview, catalog and handbook](#)]
- The Vision and Mission statements are on the college's [website](#).
- The General Education Goals are in alignment with the Mission and Vision and are embedded in the curriculum of degree programs. [[1P1](#), [1P17](#), [1R1](#), [1R2](#)]
- The college is in the process of reviewing and revising the mission documents. [[5P1](#)]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Mission documents contain value statements about enabling faculty, staff and students to reach their potential; acknowledging, exploring and embracing world cultures and diversity; and empowering students to participate in a global society. [[Overview](#)]
- The college uses various measures to determine if behavior is congruent with its mission. [[8P1](#)]
- Several non-credit cultural events are offered to our students through the Evergreen Arts and Humanities Series. [[1P16](#), [3P3](#)]
- The college established a Diversity and Social Justice Committee as a standing committee to consider matters concerning, but not limited to, the integration of values which support a diverse campus and learning community. [[5P1](#), [9R1](#)]
- One of the General Education Goals addresses diversity. [[1P1](#), [1R2](#)]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The general education goals that are common to all students seeking a degree support the mission of enriching students' lives in a variety of areas, such as, communication, critical thinking, values and cultures, and science and technology. [[1P1](#)]
- The strategic planning process, program review process, and personal evaluations process are directly related to the College Mission, Vision and Values. [[1P13](#), [2P1](#), [4P10](#), [5P2](#)]
- When hiring new employees, the college utilizes the SkillsMAX process for a good fit with the values outlined in the mission statement. [[4P1](#)]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- WSCC's administrative structure promotes effective leadership. [[Overview](#), [Organizational Charts](#)]
- Campus wide standing committees make recommendations and decisions for specific college concerns. Faculty Senate, Professional Staff Senate, and Support Staff Senate make decisions regarding their prospective groups. [[5P5](#)]

- WSCC's administrative structure encourages input from several stakeholders. [[5P5](#), [3P3](#)]

Core component 1e. The organization upholds and protects its integrity.

- Washington State Community College has a formal system for collecting and analyzing student complaints. [[3P6](#)]
- The college understands and abides by regulatory bodies. [[Overview](#), [1P2](#), [6R1](#), [Quality Checkup Report](#)]
- Washington State Community College has a formal process for completing faculty and course evaluations of instruction. [[1P16](#)]
- The college conducts ethics training. [[4P7](#)]
- All employees are required to complete FERPA (Family Education Rights and Privacy Act) training and the key support services protect personal information of students and employees. [[4P7](#)]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The college utilizes focus groups consisting of students, faculty, staff, board members, community leaders, and business representatives to identify possible strategic initiatives. [[Overview](#); [2P1](#), [5P2](#), [5P3](#)]
- In designing new programs and courses, a variety of data sources are used – national/regional employment data and trends, advisory committee input, local employer questionnaires, and market research consultants. [[1P3](#), [1P13](#)]
- A rubric quantifying the various data points (employment trends, equipment needs, additional accreditation requirement, additional human resources, additional physical resources, etc.) in regard to starting a new program has been developed. [[1P3](#)]
- The planning process is tied to the mission, value, and goals document. [[Overview](#); [2P1](#); [5P2](#); [5P3](#); [5P10](#)]
- A variety of current and historical data is used when making decisions. [[1P3](#), [1P13](#)]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Resource needs are identified and prioritized through the annual budget process which begins at the department level; moves through the deans, budget committee, executive committee and the board of trustees. [[1P15](#); [2P1](#); [2P5](#); [2P6](#); [5P5](#), [6P2](#), [6R1](#)]
- The Program Review Process is the primary means for maintaining and strengthening educational programs and it is linked to the budgeting process so that informed decisions may be made. [[1P5](#); [1P13](#)]
- The budget process allows input from all areas of the college. [[1P15](#); [2P5](#); [2P6](#), [5P5](#)]
- Student Services offers support for educational programs through testing, advising, recruiting, etc. [[1P15](#); [6P1](#)]
- *Responsible Stewardship* is one of the priorities identified in the 2007-2009 Strategic Plan and there are eight initiatives related to this priority. [[2007-2009 Strategic Plan](#), RS1-RS8]
- *Financial Sustainability* is one of the operational initiatives in the 2010-2013 Strategic Plan. [[Growing Opportunity](#)]
- Full-time faculty members teach approximately 62% of the courses each year and qualified part-time faculty members teach the remainder of the courses to allow for effective use of human resources. [[Overview \(Mission, Vision, Values\)](#); [Overview – Category4](#)]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Centralized and decentralized data are collected and used by the college for preparation of reports and decision making. [[Overview](#); [Category 6](#), [Category 7](#)]
- Assessment processes are in place for student learning [[Overview](#); [1P17](#); [1R1](#); [1R2](#)]; support services [[6P1](#)]; technology infrastructure [[7P3](#); [7P7](#)]; and other key areas of the college. [[2P1](#); [2R1](#); [2I1](#); [7P6](#)]
- The Strategic planning process solicits input from all stakeholders to promote the college's mission. [[Overview](#); [2P1](#); [5P2](#); [5P3](#)]
- Several academic programs have outside accrediting agencies that provide feedback to the programs that promotes continuous improvement and many programs have licensing or certification exams that provide data for continuous improvement. [[1P5](#)]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The academic program review process requires program faculty members to describe link between program goals and the college's mission, vision and values. [[program review rubric](#)]
- The strategic planning process involves representatives from all areas of the college. [[Overview](#); [2P1](#); [5P2](#); [5P3](#)]
- The [college catalog](#) and [website](#) list academic goals for each degree program.

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The general education goals are embedded in each degree program and assessment occurs at the classroom level, the program level and the institution level. [[Overview](#); [1R1](#); [1R2](#); [1R3](#)]
- Assessment of technical skills is documented via assessment plans, surveys, certification/licensing exams [[1P17](#); [1R3](#); [1I1](#); [1I2](#)]
- Expectations regarding student preparation and student learning objectives are communicated through many methods including college catalog, syllabi and outlines, and web site. [[Website - Admissions](#), the [College Catalog and Handbook](#); [1P6](#); [1P8](#)]
- Program are goals are aligned with the mission, vision, and value statements of the college for each program that is offered and undergoes periodic review to make sure that the goals are meeting the needs of all stakeholders. [[Overview](#); [1P2](#)]
- The syllabus for each course includes the objectives for the course and faculty members indicate which course objectives support the various general education goals. [[Example Syllabus](#), [Overview](#); [1P1](#)]
- A program review process provides evidence of student learning and teaching effectiveness. [[1P5](#), [1P13](#), [1P14](#)]
- The Curriculum Committee has representation from all areas of the college and reviews and approves any changes to the curriculum. [[Overview](#); [1P2](#); [1P5](#); [1P14](#); [2P5](#), [5P5](#); [9R1](#)]

Core component 3b. The organization values and supports effective teaching.

- Evaluation of faculty performance, students' evaluations of instructors, and classroom observations are used to document effective teaching and learning. [[Overview](#), [3R2](#); [4P10](#); [6P1](#)]
- Professional Development is encouraged and supported by WSCC. [[1P1](#); [1P2](#); [1P9](#); [1P13](#); [1P15](#); [3I2](#); [4P3](#); [4P8](#); [6P2](#)]
- Student feedback is collected as one form of measuring the effectiveness of the course and the instructor. [[3R2](#); [6P1](#)]
- Results of effective teaching are measured through employee surveys, graduation surveys, retention rates, transfer, licensure, and certification results. [[3R2](#)]
- Expanding the distance learning program at WSCC has been a successful action project to help students access a quality education. [[Action Project](#); [1P12](#); [8R5](#),]

- Washington State Community College demonstrates an openness to innovative practices that enhance learning. [[Overview](#), [3I2](#), [2I1](#)]

Core component 3c. The organization creates effective learning environments.

- Through the budgeting process, new technology is purchased that enhances the effectiveness of the learning environment. [[2P6](#),[2I1](#)]
- An effective learning environment is created by having policy on student conduct. [[Student Handbook](#)]
- Student services, the Evergreen Humanities Series, and the Diversity and Social Justice Committee provide services to help students achieve their goals and increase their awareness of the world in which they live. [[1P16](#); [2P1](#); [5P5](#); [9R1](#)]
- Students can now register online, review charges to their account, review transcript, and receive their grades online through Web Advisor and purchase textbooks online. [[4I1](#)]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- Washington State Community College ensures access to resources for faculty and students to support an environment for learning and teaching. [[1P13](#); [1P15](#); [7P1](#); [8R2](#)]
- Support services for tutoring and special needs students are available through the Office of Student Disability Services. [[1P10](#); [1P15](#); [3P6](#); [6P1](#)]
- Results of surveys are used to assess the overall student experience at Washington State Community College and to make improvements. [[1P4](#); [1P5](#); [1P13](#); [1R4](#); [1R5](#); [3R2](#); [6R1](#)]
- The Learning Center provides tutoring, study skills workshops, disability services, etc. to support student learning and to help faculty reinforce learning process. [[1P8](#); [1P10](#); [1P15](#); [6P1](#)]
- The Library staff regularly provides instruction and updates for faculty and students. [[1P13](#); [1P15](#); [1R5](#)]
- Students are offered a variety of options concerning delivery and location when determining their individual class schedule. [[Overview](#); [1P9](#); [1P12](#); [6R1](#); [6R2](#)]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Lifelong learning of faculty and staff is encouraged and supported financially. [[1P9](#); [1P13](#); [4P8](#)]
- The values statements of WSCC promote life-long learning. [[Overview](#); [1P1](#)]
- Life-long learning is promoted throughout the organization by Business and Industry training, cultural events, service organizations (Phi Theta Kappa, Student Senate), Professional Development Days and Saturday Professional Development for Part-time faculty. [[1P9](#); [1P13](#); [1P16](#); [4P8](#)]
- To meet the lifelong learning needs of graduates and community members, WSCC maintains relationships with four-year colleges and universities. [[9R1](#)]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Extra-curricular opportunities are provided to students to increase awareness of diversity. [[1P16](#)]
- The General Education Goals are embedded in each program and the courses offered at WSCC. [[1P1](#)]
- The college supports continuing education and professional development of faculty and staff. [[1P9](#); [1P13](#); [1P15](#); [3I2](#); [4P8](#)]
- The college regularly reviews and updates its mission and values. [[Overview](#); [5I1](#); [8P1](#)]
- The college demonstrates the linkages between curricular and co-curricular activities. [[1P16](#)]

- Assessment of learning outcomes demonstrates that graduates have the knowledge and skills necessary in their chosen field. [[1R1](#); [1R2](#); [1R4](#)]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The curricula of technical and transfer programs are assessed in a variety of means. [[1P17](#); [1R4](#)]
- The usefulness of the curricula is assessed through surveys, advisory committees, college access programs, articulation agreements and program review process. [[1P17](#); [1R4](#); [3R2](#); [6R1](#); [7P1](#); [7P4](#)]
- In designing new programs and courses to facilitate student learning, a variety of data sources are used. [[1P3](#); [1P13](#)]
- The General Education Goals are embedded in every academic program [[1P1](#)] and are assessed at the course level, academic program level, and at the college-wide level [[Overview](#)]. Each course objective is linked to a specific general education goal. [Sample Syllabus]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- FERPA (Family Education Rights and Privacy Act) training is mandated annually for employees of the college. [[4P7](#)]
- Ethics Training is conducted every other year. [[4P7](#)]
- Employee conduct code is stated in the [Policy and Procedure Manual](#).
- A [part-time faculty handbook](#) is available on Sharepoint. Crucial items are discussed at the full- and part-time faculty meeting.
- An [Intellectual Property](#) policy is found in the Policy and Procedure manual.
- WSCC has a [student conduct policy](#) that includes references to non-ethical behavior such as plagiarism and cheating.
- The college expects scholarly and creative activity and supports these aims by budgeting for continuing education and professional development for all employees. [[4P3](#); [4P8](#)]
- Each faculty member is required to prepare a course information sheet for their individual class which outlines instructor's expectations of students. Students are provided with a syllabi, outline, and information sheet for each class at the beginning of the quarter. [[Example Course Information Sheet](#)]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The college maintains a database of student complaints and analyzes them to discern patterns that may require policy and/or procedure changes. [[3P6](#)]
- The college interacts with several stakeholders and has identified responsibilities to each of them. [[Overview](#); [1R4](#); [2P2](#)]
- The college considers several factors when analyzing the needs of students and selecting courses of action regarding those needs. [[Overview](#); [1P3](#); [1P4](#); [3P3](#); [9P3](#)]
- Program Advisory Committees provide input into curriculum and goals and they provide feedback if the needs of the constituencies are being met. [[1P2](#), [1P5](#), [1P13](#), [1P17](#), [1R4](#), [3P3](#), [3R1](#), [9P2](#), [9R1](#)]
- WSCC ensures that the needs of the constituencies are being served by gathering and analyzing several forms of data. [[Overview](#); [2R1](#); [3R2](#); [3I2](#), [5P6](#), [6R1](#); [7P1](#); [7P4](#); [8R5](#); [9R1](#)]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The college identifies the needs of its constituents and develops processes to address them. [[Overview](#); [1P4](#); [1P15](#); [2P5](#); [2I1](#); [3P3](#); [3P5](#); [5P5](#); [6P1](#); [7P2](#)]

- A commitment to engage with identified constituencies and communities is demonstrated through communication. [[Overview](#); [1P2](#); [5P3](#); [5P7](#); [5P8](#)]
- A commitment to engage with high schools is demonstrated through the levels of dual enrollment. [[Overview](#); [1P12311](#)]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Performance satisfaction of college services have been measured with surveys and other instruments. [[Overview](#); [2R1](#); [3R2](#); [3I2](#), [5P6](#), [6R1](#); [7P1](#); [7P4](#); [8R5](#); [9R1](#)]
- Relationships are maintained with key stakeholders through regular communication. [[3P3](#), [4P6](#); [9R1](#)]
- New academic programs, such as agribusiness, occur in response to local needs and demands. [[Overview](#), [1P3](#); [9P3](#)]
- Workforce development develops customized training programs for business and industry. [[Overview](#) Category 1; [Overview](#) - Category 2; [1P12](#), [2P1](#); [2P2](#); [2R1](#), [3R4](#)]
- Courses are offered through multiple delivery methods, various locations, various times/days, and through distance learning. [[Overview](#); [1P9](#); [1P10](#); [1P12](#)]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- College enrollment is at an all time high. [Table [6R1](#)]
- Stakeholder satisfaction is tracked by surveys and verbal feedback. [[2R1](#); [3R2](#); [3I2](#), [5P6](#), [6R1](#); [7P1](#); [7P4](#); [8R5](#); [9R1](#)]
- Collaborations have been developed throughout the service area. [[Category 9](#); [Appendix B](#)]