

AQIP Systems Portfolio

Washington State Community College
710 Colegate Drive
Marietta, OH 45750
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Institutional Overview

(Note: The Institutional Overview was updated prior to the 2007 Strategy Forum. Click [here](#) to see that version.)

Distinctive Features

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 the establishment of a satellite center 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 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.

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 exists 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 are listed in Figure 0-1.

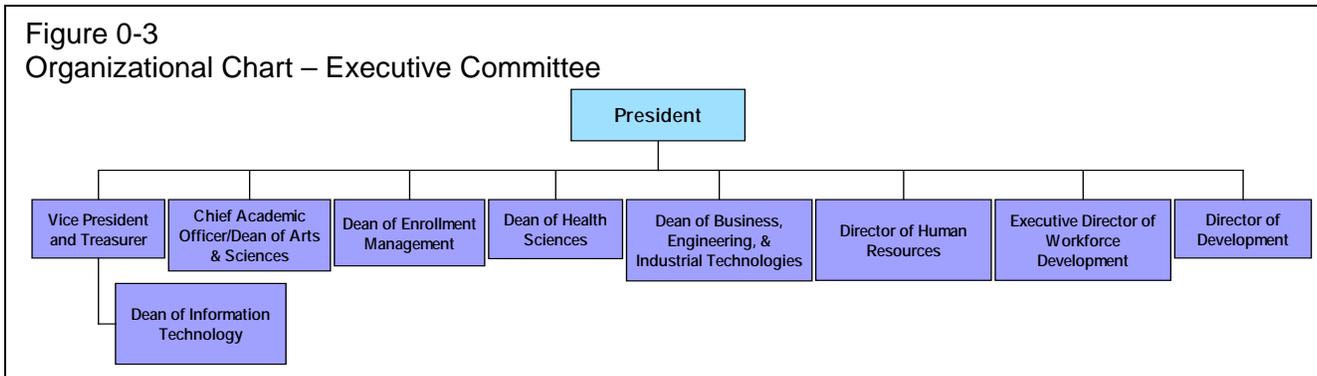
The key *Institutional Stakeholders* of the college are the students, business and industry, college employees, donors to the WSCC foundation, the community, governmental and service agencies, and the Ohio Board of Regents. Table 0-2 lists the primary responsibility of the college to each of these stakeholders. A more extensive list of stakeholders is provided in [Figure 3-3](#) and [Appendix 2](#), which lists Institutional Collaborations.

Figure 0-1 Mission, Vision, and Values	
Mission Statement	Washington State Community College will enrich the lives of students, families, and the community through education, training, community service, and cultural activities.
Vision Statement	Washington State Community College will cultivate a learning environment that inspires people to reach their potential.
We Value	<ul style="list-style-type: none"> • 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 world cultures and diversity. • Empowering students to participate in a global society.

Figure 0-2 Key Stakeholders and WSCC's Responsibilities to Them	
<i>Stakeholder</i>	<i>WSCC Responsibility</i>
Students	Provide a supportive learning environment and relevant, quality educational programs to help students succeed both personally and academically
Ohio Board of Regents	Supply data to document program and student success
Accrediting/Certifying Agencies	Supply data to document college, program, and student success
Governmental & Service Agencies	Support area economic development; Respond to federal, state, and local laws and regulations
Donors to the WSCC Foundation	Use donated funds, equipment, and services in accordance with the mission and goals of the WSCC Foundation
Community	Provide personal and cultural enrichment opportunities; support economic growth
Business & Industry and other employers	Provide for workforce development and training needs
Baccalaureate completion institutions	Provide well-prepared transfer students to complete their baccalaureate degrees at the junior and senior levels
Local school districts	Provide support and transition assistance for students moving from the secondary to the college level.
College employees	Provide a safe, productive work environment

The college is governed by a 9-member Board of Trustees appointed by the Governor. The Ohio Board of Regents maintains overall control of all higher education in the state; however, WSCC, like the other publicly assisted institutions in the state, 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 current Executive Committee consists of the President (Dr. Charlotte Hatfield), the Vice-President and Treasurer, the Chief Academic Officer/Dean of Arts and Sciences, the Dean of Enrollment Management, the Dean of Health Sciences, the Dean of

Business, Engineering and Industrial Technologies, the Dean of Instructional Technology, the Director of Human Resources, the Executive Director of Workforce Development, and the Director of Development. Figure 0-3 provides the basic organizational chart for the administration of the college.



A more extensive organizational chart can be found in [Appendix 1](#).

Update: Click [here](#) to see the 2009 organizational chart.

Scope of Educational Offerings

WSCC provides access to developmental education, technical associate degrees, baccalaureate preparation degrees, personal enrichment, community service experiences, and customized training for business and industry. The college offers three types of academic degrees: (1) technical education programs lead to the Associate of Applied Science (AAS) and Associate of Applied Business (AAB); (2) programs in the arts and sciences lead to the Associate of Arts (AA) and Associate of Science (AS); and, (3) the Associate of Individualized Studies (AIS) provides customized degrees for adult learners who can combine corporate training or life experience credit with classroom learning. Thirty Associate degree programs with 28 areas of specialization are offered in the categories of Business; Engineering and Industrial Technologies; Health; Public Service; and baccalaureate preparation. The college also offers 9 one-year certificate programs, numerous short-term certificate programs, and through the Center for Business and Technology, a variety of credit and non-credit training opportunities. In addition, the college strives to provide students and community members with numerous opportunities for personal enrichment and community service. [Appendix 3](#) provides a complete list of degree programs and one-year certificates.

These degree, certificate, and training programs are offered through an extensive list of day, evening, and alternative delivery formats to meet the needs of both full- and part-time students. Many of the courses required for these programs are also available at WSCC's McConnellsville and Belpre satellite locations, as well as through the college's growing list of distance learning courses serving approximately 300 students each quarter.

The college's degree programs are accredited by: the Higher Learning Commission of the North Central Association of Colleges and Schools; the National Accrediting Agency for Clinical Laboratory Sciences; the Joint Review Committee on Education in Radiologic Technology; the Committee on Accreditation for Respiratory Care; and, the Commission on Accreditation in Physical Therapy Education. Both the Associate Degree Nursing Program and the Practical Nursing Program have been granted full approval by the Ohio Board of Nursing.

Students

WSCC's service area draws students from six Ohio counties and, through a tuition reciprocity agreement, four West Virginia counties. Based upon the enrollment data for Fall Quarter 2005, the majority of the students are from Washington County in Ohio (1563 of 2313 or 67%). The next largest population of students is from Wood County, West Virginia (259 or 11%). The remainder of the student population is divided among the other counties in WSCC's service area.

While the average age of a WSCC student is 26 years, the college has students in age ranges from under eighteen (264 mostly current high school students who are taking college courses for dual credit under Ohio's Post-Secondary Education Option program) to students over the age of sixty-five (14). Demographic information shows that 2183 (94.4%) of the student population is White, Non-Hispanic with the next largest population being Black, Non-Hispanic at 29 (1.25%). Hispanic, Asian or Pacific Island, Alaska Native/Native American represent the remainder of the total student population with percentages under one percent (64 or 2.76% of the students listed their ethnicity as unknown). Sixty-four percent of the student population is female; thirty-six percent is male.

Figure 0-4 shows students' enrollment status by full-time and part-time enrollments

Figure 0-4 Enrollment by Course Load and Time of Day for Fall 2005		
<i>Enrollment Status</i>	<i>Number</i>	<i>Percentage</i>
Full-Time Day	1083	46.8
Part-Time Day	483	20.9
Full-Time Evening	281	12.1
Part-Time Evening	466	20.2
Total	2313	100%

The student population is also characterized by the following facts:

- 70% of students receive some type of financial aid.
- 68 % of full-time students are first-generation college students
- 42% of women students are single heads of households

Collaborations

WSCC maintains more than 50 collaborative arrangements with organizations in its service area and beyond. Figure 0-5 lists twelve of the college's key collaborations.

Figure 0-5 Key Institutional Collaborations*	
<i>Partner</i>	<i>Description</i>
Higher Learning Commission and other AQIP institutions	WSCC participates in the Higher Learning Commission's Academic Quality Improvement Program and collaborates with other AQIP institutions to identify and implement quality improvement at WSCC.
Frontier Local Schools	College courses taught at the high school
Fyda Freightliner	Recruiting, training, and equipment agreement
International Brotherhood of Electrical Workers (IBEW)	On-campus union-sponsored training program for electrical workers leading to associate degree
Marietta City Schools	Project Lead the Way; TV Channel 22 collaboration
Marietta College	Credit articulation agreement; River Cities Film Series
Marietta Memorial Hospital	Financial support; preceptor site

Figure 0-5 Key Institutional Collaborations*	
<i>Partner</i>	<i>Description</i>
Morgan County Higher Education Consortium	Collaboration among several institutions on higher education offerings in Morgan County led by WSCC
Rio Grande University	Baccalaureate degree completion programs on WSCC campus; Credit articulation agreement
College 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
Washington County Career Center	Tech Prep Articulation and activities; Adult Education Program articulation
West Virginia University-Parkersburg	Tuition reciprocity agreement; Credit articulation agreement

*[Appendix 2](#) provides a more complete list of institutional collaborations

Faculty and Staff

There are 284 employees of the college; 153 full-time and 131 part-time. The majority of part-time employees are faculty members. Figure 0-6 provides information about the college's full-time employees by job assignment and gender.

Figure 0-6 College 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>
Executive Committee	6	4	10	6.5%
Professional Staff	25	9	34	22.2%
Faculty	38	22	60	39.2%
Administrative Assistant/Clerical	28	0	28	18.3%
Maintenance/Service	7	9	16	10.5%
Technical	1	4	5	3.3%
Totals	105(68.6%)	48(31.4%)	153	100%

The demographic characteristics of the full-time faculty show that 12% have attained a doctorate; 63% have a master's; 22% have a bachelor's; and 3% have an associate'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 52; the mean age is 50. Ninety-three percent of full-time faculty members have been with the college for at least 5 years. Twenty-six percent have been with the college 10 or more years.

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.

Ninety-eight percent of the faculty members, both full- and part-time, are White, Non-Hispanic.

Critical and Distinctive Facilities, Equipment, and Technologies

The WSCC 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

most of the Executive 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. A new 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 newly remodeled biology lab, and facilities for training nurses as well as physical and respiratory therapist assistants.

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) as well as the Office of the Chief Academic Officer (who is also the Dean of Arts & Sciences). The Arts and Science Center contains the 270 seat Graham Auditorium, a new open access computer lab, the Learning Center, (home to the Opportunity Scholars and Trio programs, a second open-access computer lab as well as English, math, and science tutoring labs), and an office for the Pioneer Independent Learning Center (a community-based, disabilities training facility).

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 up-linking for satellite 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.

Competition

WSCC's three primary competitors for students are **West Virginia University at Parkersburg**, (WVU-P), **Marietta College** (a private four-year liberal arts institution), and the **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 (\$5,000 per year for four years to all residents from a seven county area). However, with Marietta College's tuition, room, and board now topping \$25,000 per year, many local students still elect to complete two years at WSCC and then finish their studies at Marietta College. Marietta College also competes with WSCC in many service areas such as business support training, early childhood development programming, field sites for practica 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 receive credit from the receiving institution through a non-traditional credit approach.

Washington State also competes for students with several other regional colleges and universities. Those competitors are listed in Figure 0-7.

Figure 0-7 Washington State's Secondary Competitors	
<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 institutions.

Opportunities and Vulnerabilities

Opportunity 1: Reorganization of student services and enrollment management. A recently created position, Dean of Enrollment Management, is designed to place a new focus on the recruiting and retention of students and lead to a restructuring of WSCC's entire student services area.

Opportunity 2: Partnerships and shared resources across the region. WSCC believes that one way to maintain and improve the quality of its educational offerings is by strengthening its partnerships with the business community with the goal of having it share resources with the educational community. Among the plans for the next few years are a new health sciences building in order to expand those program offerings and also create space for new non-health science programs; a conference center to bring regional business and civic leaders together; and, the expansion of WSCC's cooperation with local and regional educational entities to create a more seamless K-16 transition.

Opportunity 3: Sharing the college's physical resources with the general community. WSCC maintains a beautiful campus with great potential for expansion across its 188 acres. We are presently investigating the possibility of improving access by creating a second entrance to the college campus as well as developing a Southeastern Ohio Appalachian Arts Center.

Vulnerability 1: Limited human, fiscal, and physical resources. Declining state funding has resulted in limitations on hiring, expanding facilities, and supporting faculty and staff through professional development. Between 2000 and the current academic year, state support has

declined by 10.5% while enrollment has increased by 16.7%. Because of our relatively high tuition in comparison with other Ohio two-year colleges, we have worked to keep tuition increases as low as possible during this period. Maintaining a balance between low tuition and meeting the changing needs of our stakeholders is consistently challenging.

Vulnerability 2: Economic decline and lack of jobs. Between 1999 and 2003, Ohio lost an estimated 191,000 manufacturing jobs. This trend is evident in the Mid-Ohio Valley where newspaper stories often report lay offs and plant closings. The unemployment rate in Morgan County, part of the WSCC service area, is the fourth highest in the state at 7.6%. The rate is somewhat better in Washington County at 5.3%. While the college can continue to expand its educational programs, we must continue to ask if there be jobs for our graduates.

Vulnerability 3: The community has limited understanding of the opportunities provided by community colleges. Recognition of the benefits of a community college education has been growing in recent years, due in part to the college's marketing efforts and the state transfer agreements brokered by the Ohio Board of Regents. However, there is still a tremendous need to better communicate what the college has to offer and to encourage students who come from all economic levels to realize that cost effective higher education can have an impact on their lives for decades after graduation.

Continuous Improvement at Washington State Community College

Washington State Community College is in the beginning stages of organizational quality improvement. We no longer view our operating practices as disconnected activities (although some still function that way). We know that everything we do to complete our mission, vision, values, priorities, and initiatives occurs through a series of interconnected processes and systems. The college is working to become more consistent in creating systematic, measurable processes that we can evaluate and improve. We have much room for growth and improvement in these areas, and we are looking forward to the opportunities those challenges present.

Category 1: Helping Students Learn

1C1 Common student learning objectives

Washington State Community College seeks to ensure a breadth of knowledge and promote intellectual inquiry of all students. The college has established seven General Education Goals that are common to all students seeking a degree, regardless of major (Figure 1-1). These goals are embedded in each degree program through identified course objectives that support them. On each [course syllabus](#), faculty members indicate which course objectives support the various general education goals. Additionally, we have general education course requirements for all degree seeking students in the areas of communication skills, social/behavioral science, humanities, and math and science. Specific courses that help address particular General Education Goals are also identified.

Figure 1-1 General Education Goals

<p>Washington State Community College graduates will be able to:</p> <ol style="list-style-type: none"> 1. Use various forms of communication more effectively as a communicator and an observer. 2. Select and use appropriate and effective approaches and tools in solving a wide variety of problems (scientific, mathematical, social, personal). 3. Think critically as demonstrated by evaluating information from multiple perspectives, drawing reasonable conclusions, and defending them rationally. 4. Continue as an independent learner engaged in a lifelong process of discovery. 5. Use knowledge of technology and scientific principles to adapt to a technologically changing society. 6. Demonstrate an awareness of the importance of international understanding in an increasingly interdependent global community 7. Demonstrate an increased awareness of the similarities and differences which express the human experience.

Update: Through discussion with full-time and part-time faculty as well as the college's senior administration and President's cabinet, the general education goals were condensed into five areas from these original seven. Goals 2 and 3 (critical thinking and problem solving) were combined into a single critical thinking goal. Likewise goals 6 and 7 were combined into a single goal for understanding values and cultures. Click [here](#) to see the revised general education goals. Additionally, we have begun measuring outcomes for our general education goals on a rotating two-year [schedule](#) using student work artifacts, rubrics, and scoring teams. During 2008-2009, the teams assessed the areas of Science & Technology and Understanding Values & Cultures.

1C2 Alignment with mission, vision, and philosophy

The college's 2004-2006 Vision document lists the college's strategic planning targets in the form of [priorities and initiatives](#). The first priority is "STUDENT SUCCESS: *Enabling students to be successful both academically and personally.*" That priority includes ten initiatives created to help students be successful. The vision document links the college's Mission, Vision, and Values to current projects to enhance and support student learning and student success.

To insure that there is alignment with Mission, Vision and Values, faculty members review curriculum and learning objectives continuously on an informal basis. Formal processes to assure alignment include curriculum committee review and approval, a 5-year cycle of program reviews, and completion of annual program-level learning assessment plans and outcomes. The Curriculum Committee reviews all changes to curriculum to assure quality of the

programs and to ensure that student learning objectives are measurable and are in alignment with the mission, vision and philosophy of the college. Curriculum changes are proposed by program faculty and approved by the department chair, dean, curriculum committee, and chief academic officer before implementation to assure good communication and alignment with college mission and vision.

Through the program review process, the college requires that each program link its specific outcomes to the college's mission, vision and values. Part of the program review includes an assessment plan that details the student learning expectations and practices. Data collection supports the alignment of the program curriculum with the college's mission, vision and values and includes advisory committee feedback, surveys, and exit interviews.

Update: Click [here](#) to see the 2007-2009 Priorities and Initiatives document and updates to the status of the initiatives listed. Priority One remains Student Success. Additionally, we are working to further streamline the Program Review process to make it simpler to complete and focus on measuring what matters most.

1C3 Key instructional programs

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. The [college catalog](#) provides detailed information regarding programs of study, program goals, and course descriptions. [Course Syllabi](#) that provide the specific topics, objectives, and assessment methods for each course are posted on the college Intranet. More information is provided in the section titled [Scope of Educational Offerings](#) in the Institutional Overview portion of this portfolio. A list of degree programs is provided in [Appendix 3](#).

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, Washington County Career Center, Meigs High School, and the Guernsey Monroe Noble (GMN) Center in Caldwell. Additionally, through the Business and Technology center, courses are offered on-site at local business and industrial sites.

The delivery methods used for these programs include lecture, discussion, clinical/practicum/internships, lab experiences, web-based activities, hands-on activities, and experiential learning. 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. One of our current AQIP mini-projects is exploring the use of iPods and podcasting for supplementing more traditional methods of instruction. Technology is integrated into nearly every style of delivery in some way including use of projectors/computer setups, computer labs, and technology labs.

Currently, one of our [Action Projects](#) is to expand distance learning opportunities. The project goals are as follows: (1) develop 30 online/alternative delivery courses within a three-year period that support one certificate and/or degree program; (2) establish clear criteria for evaluating online/alternative delivery courses including student academic achievement; (3) provide training and technical support for faculty to develop and teach these courses; and (4) identify and establish support services required for online students.

In addition to traditional classroom instruction, WSCC offers alternate delivery courses and online courses. Figure 1-2 defines Alternate Delivery (reduced seat time).

Update: (1) Program goals have been updated so that they are more measurable and better integrated with assessment plans. (2) Classes have been offered at Marietta High School and the Morgan County schools partnership has broadened through a “Seniors to Sophomores” program to provide 40 credit hours of courses to a cohort of Morgan High seniors. (3) We have completed the [original Distance Learning Action Project](#) and initiated a [new Action Project](#) to further enhance distance learning. Through that project we have transitioned to Sakai as our course management system. (4) Faculty created a variety of blended (online & face-to-face) course offerings to provide students more flexibility in course formats and time management. (5) The [Help Desk](#) has expanded its hours and services and is now more accessible to walk-in students. (6) The college is implementing a “single sign-on” system so that students will use a single login and password for email, [Web Advisor](#), and online classes.

1C4 Design and delivery of student learning options

Two of our [General Education Goals](#) address diversity: Goal 6 — “Demonstrate an awareness of the importance of international understanding in an increasingly independent global community;” and 7— “Demonstrate an increased awareness of the similarities and differences which express the human experience.” These goals are embedded in the curriculum of each academic program and achieved through course level objectives.

Several non-credit cultural events are offered to our students through the [Evergreen Humanities Series](#), [Opportunity Scholars](#), Student Services, and the [River Cities Film Series](#). For example, the 2005-2006 Evergreen Arts and Humanities Series included: (1) A satirical performance entitled Ben Franklin Meets the Press; (2) Of Lies and Sweats: The History of Physiological Methods to Detect Deception which spanned the areas of criminology,

Figure 1-2 Alternate Delivery (Reduced Seat Time)			
<i>In-class</i>	<i>Web-Enhanced</i>	<i>Hybrid</i>	<i>Online</i>
An in-class alternate delivery course meets at least 50% of the total contact hours on campus, except with the permission of the Dean. Students must have a Web Advisor and Web Mail account set up.	A web-enhanced alternate delivery course meets at least 30% of the total contact hours on campus, except with the permission of the Dean. Students must have a Web Advisor and Web Mail account set up. This course must have a syllabus, outline, instructor information, lecture notes, and technical requirements posted on a college-approved course management system.	A hybrid alternate delivery course meets at least 20% of the total contact hours on campus, except with the permission of the Dean. Students must have a Web Advisor and Web Mail account set up. This course must include interactive online instruction on a college-approved course management system.	All course requirements for online courses will be completed online. Some courses may require proctored exams.

forensics, sociology, psychology, anthropology, and cultural studies; (3) Tripsichore: Magical Movement to Enchanting Music which incorporated intricate Yoga poses in the performance; (4) The Current State of Civil Rights in the United States which looked at issues related to civil rights in the United States; and (5) A Celebration in Honor of Black History with emphasis on the African American culture in the Mid-Ohio Valley. To expand their cultural awareness, throughout the academic year, students have the opportunity to participate in trips to various

locations such as Ireland, Greece, New York City, Washington D.C., Cleveland, and other locations. These opportunities are essential, since our students tend to be homogenous in their backgrounds and outlook.

Students with special needs are provided free services through the [Office of Learning Disabilities](#). Depending on the documented learning disability, services may include note-takers, extended test taking time, scribes, readers, sign language interpreters, alternative test taking format and assistive technology.

Many courses are offered through multiple delivery methods including online, face-face, and alternate delivery. Students are able to choose the type of class that best fits their learning styles. Courses are offered during the day, evening, and on Saturdays to offer a variety of options to the students.

***Update:** (1) To create a stronger linkage between campus cultural events and course-based learning experiences, we created a [Diversity Committee](#) and gave it the task of establishing those linkages. In 2008-2009, the Diversity Committee brought the Human Race Machine to campus and worked with faculty to make that program a part of class activities. The committee plans to expand these linkages with new projects during the 2009-2010 academic year. (2) We focused on improving success of students taking developmental education by requiring a co-requisite of our study skills course SUCCESS. The [retention coordinator](#) is tracking the outcome of that effort and using a number of other techniques to improve the learning outcomes of under-prepared students. (3) One of our AQIP mini-projects focused on redesigning the course schedule to offer the majority of our courses Monday through Thursday in order to cut down on travel to and from campus at a time when gasoline prices have risen considerably. Along with this change, we are offering blended course options, expanded online options, Friday only classes and more Saturday classes. (4) To meet the needs of the unemployed and underemployed, the college is offering several of our certificate programs on fast-track schedules so that students can complete the programs and return to the work with new skills in as few as 24 weeks.*

1C5 Learning climate

The college's [Mission, Vision, and Values](#) are the driving forces that establish our learning climate. Washington State Community College expects scholarly and creative activity and is committed to providing an environment where such activities may occur. The college supports these aims by budgeting for continuing education and professional development of its faculty and staff.

An [intellectual property policy](#) is published in the policy and procedures manual. The college promotes respect for intellectual property by educating students on plagiarism issues and requiring them in many classes to use [TurnItIn.com](#) to check for authenticity of their writing. The student conduct code is published in the [Student Handbook](#). Student, faculty and staff gain respect for differing and diverse options through many available activities including the Evergreen Humanities Series, Film Series, annual art show, Opportunity Scholars workshops and trips. Each degree program must embed the [General Education Goals](#) in its curriculum through course level objectives and assessment methods. One of those goals is "demonstrate an increased awareness of the similarities and differences which express the human experience." Designated courses, which meet this goal, are incorporated into the program curriculum. The curriculum committee review process and the program review process serve as a checks and balances to ensure that this goal is met.

Administrators, faculty, staff serve the educational and public purposes to which the College is dedicated and employees of the college work cooperatively to create an environment that is conducive to student learning and success. This includes being accessible to students to help them reach their potential and obtain their goals. Full-time faculty members are available to

meet with students during published office hours at minimum. Support services such as tutoring, study skills seminars, cultural events, and personal advising are available to students to aid in their success.

Update: (1) WSCC now employs a full-time [retention coordinator](#). He works to improve students' success through a variety of methods such as learning communities, incentives to promote studying, classroom visits, one-to-one assistance, and other techniques and projects. Click here to see a detailed retention project report. (2) We expanded our tutoring services to include Smart Thinking, an online tutoring system that supports both online and face-to-face students with expanded tutoring options.

1P1 Determining student learning objectives

The common student learning objectives ([General Education goals](#)) were originally developed by a committee with representatives from all areas of the college community. A writing committee was formed to draft the general education goals; the draft was circulated among all employees for comment. The committee met and discussed comments and then finalized the General Education Goals. The document was sent to Executive Committee for final approval. The goals are periodically reviewed using this same procedure. During the last review, the goals were restated in more measurable terms (although they are meant to be realized through course-level objectives). These common goals demonstrate the college's vision of an educated person. The General Education Goals are embedded throughout the curriculum and referenced on every [course syllabus](#). Washington State Community College has also established general education course requirements for all graduates, and the Ohio Board of Regents sets guidelines for graduation requirements for all associate degrees. These guidelines include an integration of general education courses, courses in technical majors and major concentration areas. Through program approval and review processes, each program area must demonstrate that its curriculum meets these internal and external standards.

Specific program learning objectives are reviewed and revised by advisory committees, which include program faculty, students, employers, practicing professionals, alumni, as well as other community and college representatives. Some program learning objectives are recommended by program specific accreditation and certification agencies.

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, the Registrar, 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.

Appraisal Team Comments: S

WSCC developed common student learning objectives in general education that are based on a vision of what an education person graduating from WSCC should know. A consistent process is in place for the review and revision of program learning objectives that includes input by faculty, students, employers, practicing professionals, alumni, and community representatives.

Update: Faculty and administration completed a program review of the general education goals and curriculum. The number of [goals](#) was reduced from seven to five through combining the concepts of critical thinking and problem solving into a single critical thinking goal and through combining the concepts of Understanding Values and Cultures and World Awareness into a single goal. Rubrics have been developed to assess students' levels of achieving the [World Awareness](#) and [Science and Technology](#) goals. Outcomes in these areas were clarified and matched to student learning outcomes and work artifacts. An assessment rubric was designed for each of these general

education goals, student work was collected, and assessment teams reviewed and assessed the work during the summer of 2009.

1P2 Designing new programs and courses

In designing new programs and courses to facilitate student learning, a variety of data sources are used. These include national/regional employment data and trends; local employer questionnaires; student/potential student surveys; advisory committee input; discussion with area content specialists; and feedback from clinical/practicum internship sites as well as information from other stakeholders. In some cases, outside consultants are contracted to conduct market research on both potential students and potential employers. Other items reviewed include curriculum at other colleges and the availability of similar programs within our service area.

Faculty members are expected to continue their professional development as well as monitor their respective fields and course offerings in order to discover potential opportunities for developing up-to-date curriculum.

Through the Strategic Planning (Visioning) Process, stakeholders have the opportunity to suggest new programming as well as comment on the relevance and viability of existing programs.

When starting new programs, WSCC reviews data related to need for the program, student interest, equipment and staffing needs, internal finances, enrollment projections, and opportunities for grant funding to determine the anticipated viability of the program. The Executive Committee and, ultimately the President, examine all available data and make a final determination as to whether a new program initiative will move forward.

Following the internal review and decision process, the college must also provide the Ohio Board of Regents with documentation on the need for the program and its financial feasibility. New degree programs must be approved by the Ohio Board of Regents.

Appraisal Team's Comments: S

New program and course design follows a process that involves broad stakeholder input, review of pertinent national and regional data, external consultation as needed, and analysis of financial viability. The executive committee and president determine whether or not an initiative moves forward. WSCC provides documentation to the Ohio Board of Regents regarding the need and financial feasibility of a program.

Update: (1) WSCC has enhanced the program development process by creating a [new program selection rubric](#). The rubric works as a type of "plus/delta" tool to assist the college in identifying a best fit for new program development. (2) Using the new program selection rubric, WSCC reviewed a number of possible new program ideas during 2008-2009 and selected an Associate of Applied Business in Agribusiness for development. That program was submitted to the Ohio Board of Regents for approval and will be offered starting in the 2009-2010 academic year. (3) Several new courses were developed during 2007-2009 including courses in women's literature and African American literature. Those courses were specifically developed to enhance the college's approach to world awareness and cultural diversity. (4) The college is now participating in the Ohio Skills Bank initiative through a partnership with regional colleges, adult career education centers, Adult Basic Literacy Education (ABLE) and educational support services such as Workforce Investment Act (WIA) and local One Stop Centers. The partnership works with business and industry to provide targeted workforce training. WSCC is leading regional development of career pathways in health care and chemical processing.

1P3 Determining required preparation of students

Academic program faculty members determine the required preparation of students through a variety of methods. Often programs are associated with professional organizations which set standards, best practice recommendations, and training/education criteria. Many textbooks delineate a certain knowledge base required for students to be successful.

Advisory committees are used to aid in developing and monitoring the curriculum of the business, engineering, health, public service, and education programs. Advisory committees are composed of professionals in the specific area, educators, students and graduates. The professionals are able to provide information that helps determine the skills that the students need to be successful in their chosen field.

Faculty members review student academic performance as an indicator for proper required preparation. Feedback from student evaluations is also used in determining the required preparation of students. For example, student feedback in the Chemistry 110 class indicated that some students lacked the proper math skills to be successful. Thus the required math prerequisite was increased. The process was initiated by faculty in the math and science area and approved by the Curriculum Committee, which has college wide representation.

Appraisal Team's Comments: S

WSCC uses a three-tiered process to determine student readiness for successful academic performance. It includes: academic program faculty members' expectations, advisory committees monitoring the correlation between curricular objectives and industry and agency standards, and retrospective student performance.

Update: (1) Through the work of the [Retention Coordinator](#), the college is identifying gatekeeper courses and looking for ways to improve student success in those courses. For example, MATH 109 Elementary Algebra was identified as a gatekeeper course and two separate steps were taken to improve student outcomes (a) Because success was particularly low for the online version of this course, the we replaced the online version with a blended version to allow for more face-to-face faculty/student interaction. (b) Developmental education faculty worked with the Retention Coordinator to create a special supplemental instruction program for Elementary Algebra. This program was piloted in the spring of 2009 and it is too early to see if the effort had the desired outcome. (2) SUCCESS, a study skills course, is now a co-requisite for any student testing into developmental education courses. (3) Course cut off scores were revised during 2008-2009 to align with other colleges across Ohio. (4) More programs are using portfolio assessment as a means of determining overall student performance and possible areas for additional enhancement of the teaching/learning process.

1P4 Communicating expectations regarding student preparation and learning

Expectations regarding student preparation and student learning objectives are communicated through many methods and media.

- [College catalog](#) – a biannual publication of official academic information including programs offered, admissions, registration and fees, academic regulations, academic degree information, certificates and course descriptions. Also included are the General Education student learning objectives and program specific learning objectives.
- [Course syllabi/outlines](#) – documents given to students on the first day of class to communicate expectations regarding student performance and student learning objectives. Other relevant information in these course documents are the prerequisites, weekly hours required, required textbook, supplementary/resource

material, course delivery methods, course objectives, general education objectives and methods of evaluating student achievement. Each faculty member must also provide students with a course information sheet stating specific information about attendance policies, make-up exams, grading practices, and classroom procedures.

- [School Website](#) – an online communication channel that allows students to access information regarding college policies including general admission standards, specific program admission standards, current program offerings, degree requirements, and general information for students.
- [Student on Campus](#) - an online student newsletter that informs students of college policies, deadlines and events.
- Program Fact Sheets – recruitment tools highlighting program learning objectives, admission requirements, and curriculum required for graduation.
- [Academic Advising](#) – Advisors are a combination of faculty and student service staff. Advisors communicate preparation and student learning objectives for their perspective programs orally and in writing to students.
- TRIO programs – The college has three TRIO programs. One program, [Talent Search](#), serves students in grades 6 through 12. Talent Search provides these students information about college admissions requirements, scholarships, and various student financial aid programs. The Talent Search staff provides pre-college academic advising. [Upward Bound](#) helps high school students prepare for higher education by offering instruction in literature, composition, mathematics and science. This program stresses the importance of academic preparation for success in college. [Opportunity Scholars](#) provides tutoring, academic career and personal advising to low-income, first generation, and students with disabilities.
- Young Engineering and Science Day – The purpose of this day is to expose area youth to careers in math and science. Part of the presentation deals with the math and science requirements for these careers.

Entering students are tested using placement tests. The test (COMPASS or ASSET) places the student at appropriate levels in reading, writing, and mathematics. Once tested, the student meets with an entrance advisor to schedule courses for the upcoming quarter. At that time, the students are assigned an academic advisor. Once advised, the student proceeds to registration. If students do not have the required prerequisites for a course, the deficiency is flagged and registration is denied. At this point, the student has two options: 1) take a proficiency exam or 2) sign a prerequisite waiver form. The form explains that the student is knowingly registering for a course without the proper prerequisite.

Appraisal Team's Comments: **S**

WSCC uses a variety of methods to communicate learning and preparation expectations to students, including the course catalog, use of standard syllabi, academic advising, and the college website.

***Update:** As one of the mini-projects accomplished through the [Responding to Stakeholder Input Action Project](#), the college [website](#) was completely updated. Links to the college calendar, catalog, course schedule, WebAdvisor, Online classes, and email are now readily available through the college's home webpage. A new weekly one-page newsletter [Collage](#) is posted around campus to keep students aware of events, new classes, important dates, and other information.*

1P5 Assisting students with program selection

Each student is initially assigned an adviser in the Student Services division. That individual helps the student explore the academic programs offered by the college and then declare a major. The student is then assigned to a faculty adviser who specializes in that major. Additional discussion and advising takes place to help ensure that the student understands the career path and the educational requirements to enter his or her chosen career.

Most students entering WSCC select their program of studies based on their interests and without significant college intervention. For students who do not have a chosen career path, WSCC uses the FOCUS computerized career planning system and individual advising to assist in matching a student's interests with a career. Discrepancies between preparation required in a chosen career and student skill level may be detected by the COMPASS placement test. If students' abilities (academic preparedness) don't match their chosen careers, advisers encourage them to take appropriate developmental classes in reading, writing, and mathematics to increase their skill levels. At the current time, there is not a college-wide process for detecting learning styles; however, the Opportunity Scholars Program offers a workshop to help students assess and understand their learning styles.

The Opportunity Scholars Program staff offers programs/workshops in areas of test-taking, note-taking, and tips on being successful in college. Also, through Opportunity Scholars, the "Bridge" program is offered for selected first year students who need a refresher course in writing, reading, or mathematics before starting their program of study. The students are given a special adviser and are mentored throughout the academic year. Students who do not qualify for Opportunity Scholars are given the opportunity to participate in many of the workshops and in the tutoring program.

Appraisal Team's Comments: S

Students at WSCC are assigned advisors to help them with program selection; COMPASS assists with placement; the bridge program is offered for selected first year students who are in need of a refresher in writing, reading, or math; and the Opportunity Scholars Program offers workshops and programs in the areas of test-taking, note-taking, and tips for college success.

Update: No significant changes.

1P6 Effective Teaching and Learning

Evaluation of faculty performance, students' evaluations of instructors, and classroom observations are used to document effective teaching and learning. An important component of the annual [evaluation of full-time faculty performance](#) is a conference with the dean or department chair for goal setting and identifying strengths and weaknesses in delivering instruction. A similar comprehensive evaluation system is used for part-time faculty with frequency of evaluation related to the number of quarters the instructor has taught.

As part of the evaluation process, students complete a questionnaire regarding the course, the instructor, and the facilities. The data collected from this process is used to provide constructive feedback to the instructor for improvement and to clarify any discrepancies that may exist between the students' expectations and the instructor's methods. The deans or department chairs discuss the results of the student evaluations with the instructor. If a trend is seen in the student evaluations, professional development is encouraged or required, depending on the situation. The faculty is expected to stay current with the technological

advances in their teaching area, to better prepare students for the workforce or transfer to a baccalaureate granting institution.

The evaluation process for faculty was developed by a committee of faculty and administration representatives. The evaluation tool specifies expectations for delivery of instruction.

Effective teaching and learning are also documented in annual academic assessment plans for each program. The criteria used to measure effective learning outcomes and teaching methodologies are documented in these annual assessment plans. The assessment plans and outcomes are available through the college's computer network for faculty and deans to review. A "best practice" assessment plan is chosen yearly and the program faculty members present that assessment plan to faculty. An example of an assessment plan is provided in [Appendix 5](#).

All faculty use standardized [departmental syllabi](#). The syllabi set the specific learning objectives and assessment methods to be used in all sections of that course.

Category 4 provides more information on hiring, evaluating, and providing professional development for faculty in order to support teaching and learning. See sections [4C4](#), [4P1](#), [4P2](#), [4P4](#) and [4P6](#).

Appraisal Team's Comments: S

WSCC employs an annual evaluation system for full-time and part-time faculty to determine effectiveness of teaching and learning. Effective teaching is also documented in the annual academic assessment plans for programs. A "best practice" assessment plan is shared with all faculty members. In addition, standardized syllabi are employed, presumably to communicate and encourage consistency of teaching and learning priorities.

Update: No significant change.

1P7 Effective and efficient course delivery system

In building an effective and efficient course delivery system, WSCC has responded to the needs of the students, the training needs of the local community and the needs of the institution. As a result, students have many options both on and off campus. WSCC strives to offer courses at times to fit diverse student needs while maintaining a reasonable teacher to student ratio and being cost effective. At the request of some of the local high schools, courses are offered on the high school campuses using the high schools' calendar. Other classes are offered at outreach centers to help minimize travel distance for students in outlying areas. The Center for Business and Technology 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.

Courses are offered day, evening, Saturdays, and online. By making classes available at different times, students can access instruction in a time frame that works best for their schedule. Various instructional delivery methods (See [1C3](#)) accommodate different learning styles.

The majority of general education classes are offered each quarter. Major area classes are offered on a planned schedule. The terms offered and type of delivery are listed in the college catalog so that students can plan their schedules in order to graduate in a timely manner.

Appraisal Team's Comments: None
Category 1 – Helping Students Learn

Update: (1) WSCC transitioned all online courses to the open-source Sakai course management system. This was accomplished at little cost to the college through a grant from the Ohio Learning Network. Sakai has proven to be a stable course management system that is constantly improving. (2) WSCC now offers a variety of hybrid courses, and the number is growing in response to students' interest. (3) Online and hybrid course offerings have grown to the point that about 20-25% of all course enrollments are now in online or blended courses. (4) The course schedule has been revised so that most programs may be completed through on-campus courses offered Monday through Thursday. This change was made to reduce travel to and from campus in response to high gasoline prices. (5) Some certificate programs have been restructured so that students may complete them in an accelerated time frame. This change was made in response to the downturn in the economy and the need for displaced workers to seek training for new jobs.

1P8 Monitoring the currency and effectiveness of the curriculum

The college has established several processes to monitor the currency and effectiveness of the curriculum:

- Advisory committees are composed of working professionals, college faculty, graduates and current students. They recommend curriculum changes and updates to curriculum to prepare students to enter the workforce or transfer to a 4-year institution.
- A program review process on a rolling five-year schedule examines (1) congruency of mission and goals of program with mission and goals of college, (2) student enrollment and retention trends, (3) adequacy of facilities and equipment, (4) student academic assessment practices, (5) cost-effectiveness, (6) curriculum, and (7) faculty. If the review fails to demonstrate program viability, the review team is asked to create a program elimination plan and timetable. Recently, the program review process was streamlined through an AQIP mini-project. The review teams include internal and external stakeholders.
- Surveys are used to gather information about the preparedness of our graduates
- The [Transfer Module](#) and [Transfer Assurance Guides](#) 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 were created by panels of 2 and 4-year college faculty in an effort to improve the transferability of courses.

Appraisal Team's Comments: S

Monitoring the currency and effectiveness of the curriculum is conducted through input from advisory committees, a five-year program review process, surveys targeted at gathering information on the preparedness of graduates, the transfer module, and transfer assurance guides that are used statewide.

Update: (1) Graduate surveys have been expanded to include questions regarding life-long learning. These questions will assist WSCC in monitoring the outcomes for one of our general education goals. (2) Graduate surveys will now be distributed at three points following graduation: six months, one year, and three years. (3) The program review process is being streamlined to measure what matters most. Five programs will pilot the new format during the 2009-2010 academic year.

1P9 Determining student and faculty needs relative to learning support

The college invites faculty to share their learning support needs in a variety of ways.

- Regular division and department meetings provide an opportunity for faculty to share information about learning support needs. Requests for additional personnel resources are submitted to the Executive Committee. Financial requests are referred to the Budget Committee. This type of input resulted in the installation of new instructional technology (televisions, DVD players, ceiling mounted video projectors, etc.) in many of the college's classrooms.
- Student evaluations of instruction provide an opportunity for students to inform the college of deficiencies in learning support equipment or services. Department chairs and deans review this information each quarter and share it with the appropriate offices on campus. Students' comments on classrooms and facilities are shared with the Director of Plant Maintenance. This type of feedback resulted in the college replacing most of its blackboards in the main building due to lack of clear visibility.
- Each department is invited to submit requests for equipment and other learning support needs as part of the annual budget process. Each instructional area has a budget for instructional supplies. Professional development funds are available by request through the academic deans.
- A grants office helps identify specific funding sources for faculty learning support needs.
- The library provides support for purchasing or gaining access (often through [OhioLink](#)) to print materials and other forms of instructional support materials. Regular training on use of library resources is available to both faculty and students. A materials request process allows faculty to submit ideas for library acquisitions.
- The department chairs, deans, Executive Committee, and Budget Committee work together to prioritize learning support needs requiring significant funding.
- All departments may apply for annual enhancement grants. All employees have the opportunity to write a proposal that outlines how a project will enhance the college, including learning support needs of students and faculty. Those departments submitting project ideas then vote to determine which projects will be funded.

Student Services administers the COMPASS test to determine student placement in the areas of math, writing, and reading. This testing helps to determine the skill level of incoming students and determines any skill deficits that may prevent the student from succeeding in basic courses. Each student is also assigned an academic advisor to aid in registration for the correct courses.

The Learning Center, which also houses the Opportunity Scholars Program, provides academic support for all students so that they may be successful in their academic programs. Students are provided support through both individual and group tutoring in the academic areas. Students also have access to a computer lab as well as math, writing, and science labs. Laptop computers and graphing calculators are available for student use on loan.

The Director of Advising and Transfer, housed in the Student Services division, provides annual advising training and maintains an [advising handbook](#) to assist faculty advisers in providing accurate information for their advisees. The Director of Advising and Transfer serves as a point of contact for questions and needs related to the advising process.

Appraisal Team's Comments: None

Update: (1) The [Learning Center](#) provides academic support for all students so that they may be successful in their academic programs. Students are provided support through both individual and group tutoring in the academic areas.

Students also have access to a computer lab as well as math, writing, and science labs. The Learning Center houses the Opportunity Scholars Program which provides laptop computers and graphing calculators to the program participants. Graphing calculators are also available for students through the Retention Coordinator. The Learning Center also houses the Office of Disability Services and the American Sign Language lab. Makeup testing is provided for students missing an exam. (2) Curriculum materials are being developed on critical thinking and the philosophy of science. These materials will be used in science psychology, and sociology classes. (3) Computers, overhead media projectors, DVD players and other technology are now installed in nearly every classroom. (4) Free wireless internet is now available throughout the campus. No special login or password is required to access this system. (5) The college enhancement program is on hold until the budget situation improves. (6) The college now has a full-time Retention Coordinator who works to improve students' success in a number of ways.

1P10 Alignment of co-curricular development goals with curricular objectives

The college works to create co-curricular activities that serve two primary purposes: (1) to provide learning opportunities that broaden students' general education and cultural awareness, and (2) to enhance learning in a particular area of the curriculum through experiences not possible in the classroom.

The college's [General Education Goals](#) include the areas of world awareness and understanding values and cultures. Through the [Evergreen Arts and Humanities Series](#) and the [River Cities Film Series](#), students, faculty, and the community may participate in a series of insightful, cultural, and informative programs designed to address global issues of diversity, art, and civil rights. The college created these programs in response to the lack of cultural diversity in our service area and the need to expand the cultural horizons of our students. Additional information about these programs is provided in [1C4](#).

Many academic programs maintain student organizations related to the program curriculum. These organizations often raise money so that students may attend a professional conference. Several student organizations, including Phi Theta Kappa and Student Senate, perform community service. Relay for Life is a campus-wide activity in which all organizations participate, including employees.

"Motor Madness" is an event that highlights the past, present, and future technology in the automotive and diesel fields. This activity provides an arena for individuals to showcase their unique cars and trucks to students and the community.

These and other co-curricular efforts support the college's [values](#) of (1) acknowledging, exploring, and embracing world cultures and diversity, and (2) empowering students to participate in a global society.

Appraisal Team's Comments: ○

Although WSCC's portfolio reports that co-curricular activities are aligned with curricular objectives, no evidence of process exists that the co-curricular opportunities for cultural events are aligned to measure students' achievement of general education and cultural awareness goals.

Update: *It is clear that the greatest area for improvement is related to the WSCC's "Understanding Values and Cultures" general education goal. To respond to this need in a systematic way, WSCC created a [Diversity Committee](#) and tasked it with creating stronger linkages between academic programs and diversity activities. The committee began meeting during 2008-2009 and produced their first major event using "The Human Race Machine." The committee made a strong effort to involve faculty and students in this event. Specific information regarding the format, participation, and students responses can be found in the committee's summary report. The committee will*

become a standing committee of the college in 2009-2010 and our new Dean of Arts and Sciences, an individual with a strong background in cultural diversity, will chair the group.

1P11 Student Assessment Processes

The processes for student assessment are determined by faculty, advisory committees, the Committee on Student Learning, and through the program review process. At the course level, faculty members choose the assessment method: exam, projects, case studies, portfolios, etc. The student assessment processes of program level goals are developed by program faculty members with input from advisory committees. The assessment of the General Education goals at the college level is determined by the Committee on Student Learning, which has representation from all divisions.

Appraisal Team's Comments: S

WSCC determines appropriate methods for student assessment through faculty advisory committees, the Committee on Student Learning, and through program review.

Update: The Committee on Students' Learning has worked diligently with faculty and staff to create a [new process](#) for assessing outcomes for our general education goals. In 2008-2009 we created process for collecting and analyzing student work artifacts related to the general education goals for science and technology and understanding values and culture. Work artifacts were reviewed by teams of internal and external faculty during the summer of 2008-2009 and the results of those reviews will be shared with faculty during fall 2009.

1P12 Student preparation for further study or employment

Washington State discovers how well prepared students are for further education or employment by the following methods:

- [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 method include nursing, medical laboratory, radiological technology, emergency medical technician—intermediate, physical therapist assistant, massage therapy, respiratory therapy, and auto diesel.
- [Surveys](#) – Six month, one-year, five-year surveys of former students, as well as employer surveys are used in gathering data about the preparedness of graduates. The data collected aids in the decision making process as it relates to curriculum changes. An exit survey is given to all students applying for graduation. One question on the survey asks about their continuing education plans.
- [Transfer Assurance Guides \(TAGS\)](#) – These were developed by state-wide panels and will function as guarantees of course transfer and application to degree requirements among public college and universities. To date, Washington State has had a substantial number of courses approved in the TAGS and is actively seeking approval of more courses. Many faculty have been actively involved at the state level in this statewide initiative.
- **Advisory Committees** – The committees are composed of professionals from the community, program faculty, graduates, current students, 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.

The current process for tracking students transferring to a four-year institution is limited because of FERPA regulations. This is an area of opportunity for the college.

Appraisal Team's Comments: **O**

WSCC has only a limited process for tracking the progress and success of students who transfer to four-year institutions.

Update: No significant change. Unfortunately, we still have not identified a reliable way to track students' progress following transfer.

1P13 Measures of student performance

- A college-wide writing assessment provides one measure of student progress in communication and problem solving. The objective of this process is the improvement of instruction and the quality of education at WSCC. A writing prompt is administered in ENGL 111 (Introduction to Composition). This is typically a student's first writing course. The same writing assessment tool is administered again in ENGL 152 (English Composition II, the final composition course for most students). A random sample of writing responses is collected from the English courses. A team of internal and external evaluators score the writing samples using a grading rubric. A comparison is made between entry level and exit level writing skills. The writing assessment committee is composed of faculty, staff, and community members. (See [1R2](#).)
- Certification exams (see [Appendix 5](#)) –Many programs have licensing or certification exams that graduates may take. These highly recommended exams are not mandatory for program completion; however, they may be mandatory for employment. The certification exams assess student achievement and make comparisons with other students nationally. Examples of exams include the following:
 - BOR (Board of Registry) –Medical Laboratory Technician
 - NCLEX – licensing exam for nurses
 - PRAXIS –Administered to all education majors for teaching certification
 - Automotive Service Excellence (ASE)
 - CRT (Certified Respiratory Therapy exam) –Respiratory Therapy
 - RT (Written Registry) –Respiratory Therapy
 - Clinical Simulation Registry –Respiratory Therapy
 - ARRT (American Registry of Radiologic Technology) --Radiologic Technology
 - Emergency Medical Technician Intermediate
 - NPTE (National Physical Therapy Examination)—Physical Therapist Assistant
- Program assessment plans—These plans set specific indicators of success and are used to document student achievement in technical and transfer programs. The plans are analyzed and revised on a yearly basis by program faculty, department chairs and deans. (An example is provided in [Appendix 5](#).)
- Nationally normed tests -- Some individual courses use a nationally normed test to assess student achievement in specific subject matter. Examples include the NABT (National Association of Biology Teachers) and HAPS (Human Anatomy and Physiology Society). In biology, the NABT test is given as a pre and post test. The HAPS test is given as a pre-test at the beginning of the first anatomy and physiology course and given as a post-test at the end of the second anatomy and physiology course.

- [Graduation surveys](#) – This survey is attached to the graduation petition. The purpose is to provide feedback to programs from the students' perspective about satisfaction with their program of study
- [6-month follow-up surveys](#) – This survey is sent to all graduates approximately six months following graduation.
- [Employer surveys](#) – A tool for gathering information about the preparedness of our students for the job market.

Appraisal Team Comments: **S**

WSCC uses multiple methods to assess student performance. The primary methods include a college-wide writing assessment, certification exams, program assessment plans, nationally normed tests, graduation surveys, six-month follow-up surveys, and employer surveys.

Update: WSCC is transitioning to a [new system for assessing general education](#) outcomes based on using rubrics and a scoring team to assess student work artifacts representative of the five general education goals.

1R1 Results for student learning objectives

Currently, WSCC is assessing two areas of general education, communication and problem solving, through a writing prompt. The prompt asks students to examine data (energy consumption, cost, and safety) related to two automobiles. Students then write about which car they would buy using the data to support their opinion. The results of this assessment have varied little since 2002 when the assessment was first piloted. While the students have no difficulty interpreting and evaluating the prompt, they have difficulty responding to the prompt itself in the allotted time. Raters determined that in the area of communication, students have minor difficulties with grammar, sentence structure, punctuation, spelling, use of transitional words, and key word repetition. However, students need improvement in supporting a position by providing reasons, examples, and details, and utilizing information provided in the form of graphs, tables, or written form and properly citing these sources. In the area of problem solving, students need improvement in offering feasible solutions to problems. These results have been shared with faculty in an effort to increase the frequency and effectiveness of course-level writing assignments. Tables representing outcomes for this assessment are found in [Appendix 5](#).

Appraisal Team Comments: **O**

While WSCC's portfolio describes the results for two general education goals (communication and problem-solving) as well as data regarding certain program assessments, the data collection and analysis of student learning is in the early stages. Comprehensive and extensive results are necessary in order for WSCC to make improvements.

Update: WSCC sent a team to an HLC workshop on academic assessment in 2007. That team returned and worked with the college's Committee on Student Success to make changes in our approach to assessing general education. We held a full-day workshop on assessment and asked each faculty to review and align program-level assessments with their program goals. Several programs have moved to portfolio-based assessment approaches, and the use of rubrics and assessment of student work artifacts is becoming more common. [Assessment data](#) is now housed on our [SharePoint](#) system. Overall, the quality of our assessment techniques and data is uneven across programs with some programs doing outstanding work and others seemingly stuck in the early stages of implementation. Improving consistency of assessment data and analysis across academic programs is a college-wide goal for 2009-2010.

1R2 Evidence that students have acquired required knowledge

Evidence that students have acquired the knowledge and skill base required by the institution and its stakeholders is through completion of a curriculum that is established according to the guidelines set by the Ohio Board of Regents. The content of each degree program is defined through consultation with advisory committees, statewide guidelines (TAGS), and review of curriculum at other colleges and universities. A student is awarded a specific degree or certificate when they meet the appropriate criteria. Before a degree is granted, the student's graduation petition transcript is audited by an advisor and the Registrar, and reviewed by the appropriate academic dean.

[Survey of Employers](#) is a tool that gathers information about student preparedness as they enter the workforce. This tool can aid program faculty in determining program strengths and weaknesses. Unfortunately, the low response rate to these surveys often makes it difficult to draw conclusions about graduates' preparation in their majors. The aggregate data does provide reasonable evidence that students' general education and program specific education is preparing them adequately for workforce needs. For example, the employer survey of 2004 graduates showed that of the 30 respondents, 67% rated their employee's technical preparation as "Above Average" and 27% rated that preparation as average. No respondent rated the graduates' preparation as below average although 6% did not respond to this item. Responses to items related to general education (writing skills, speaking skills, math skills, problem solving skills, and computer skills) clustered in the "agree" and "strongly" agree categories for positively phrased statements about graduates' abilities in those skills.

[Placement surveys](#) assist the college in knowing that graduates have been employed and whether their jobs are in or related to their college program. These surveys also ask graduates to rate the preparation they received at Washington State Community College. The aggregate data for 2001-2004 graduates from after-graduation surveys showed that 82% of 234 respondents indicated that the education they received at Washington State Community College met their expectations.

Advisory committees include external stakeholders who often employ the college's graduates. Advisory committee meetings provide program faculty an opportunity to receive anecdotal information about their graduates' preparation and success in the workplace.

Certification/licensing exams provide evidence that students have achieved knowledge in their particular area of expertise. Students in nursing, medical laboratory, radiologic technology, respiratory therapy, physical therapist assistant, emergency medical technician-intermediate, massage therapy, and automotive and diesel truck systems take either a certification exam or licensing exam once the program is completed. Tables comparing our students with students nationally appear in [Appendix 5](#) for those programs for which such data is available. Typically, our students score at or above the national average. Program faculty members use these results to update the curriculum.

Appraisal Team Comments: ○

Certification and licensing exam results are provided in Appendix 5 with the exception of the nursing program. No evidence is provided on how these results inform faculty and advisory committees as to the achievement of specific program goals and learning objectives.

Update: Advisory Committee minutes include (though not always consistently) information about how assessment data is shared with advisory committee members. Also, each program's annual academic assessment report

includes a section about how the assessment data was used to improve student learning. Related information is available by program in the [Academic](#) section of SharePoint.

1R3 Results for processes for helping students learn

Our retention rate and graduation rate (See Figure 1-3) are evidence that our students are reaching their educational goals at a rate significantly above the state and national averages for two-year colleges. However, broader tracking of the results for our processes in this area provides an outstanding opportunity for the college.

Figure 1-3 Retention Rates for 2002 (last year for which national data is available)			
	WSCC	Ohio Average	National Average
Percentage	63%	55.1%	54.8%
Graduation Rates for 2005			
Percentage	36.4%	28.6%	29.3%

Appraisal Team Comments: ○

Although WSCC's graduation and retention rates surpass state and national averages, the portfolio does not show evidence of broader tracking of results indicative of helping students learn.

Update: The data for helping students learn is evidenced in the academic assessment program reports for each academic program. That information is housed on SharePoint and can be viewed by clicking [here](#). An overview with examples of the college's approach to assessment at both the general education level and the major level is available on the college website under Academics by clicking on the [Student Success](#) link.

1R4 Comparison of results with other institutions and organizations

WSCC has not yet developed a systematic process to compare our results for helping students learn with the results of other institutions. Some key indicators are tracked which provide comparisons with other Ohio two-year colleges in terms of program completions and graduation rates; however, these are indirect measures of student learning. We recognize this as a *major opportunity for improvement*, and within three years intend to develop research processes that will allow us to effectively compare our results for helping students learn.

Appraisal Team Comments: ○○

WSCC recognizes that there is no systematic process in place that compares or benchmarks the results of WSCC helping students learn with other two-year institutions across the nation. Results are not available in the areas of improvement of processes for helping students learn and setting targets for student learning and development.

Update: WSCC now 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 program areas. The [2007](#) CSSE 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](#) results were above the national mean in all five benchmark areas.

111 Improvement of processes for helping students learn

At present, WSCC has not developed a systematic process to deal with improvement of processes for helping students learn. We recognize this as a *major opportunity for improvement*, and intend to develop such processes within 3 years.

112 Setting targets for student learning and development

WSCC has not yet developed a systematic process to deal with setting improvement targets and priorities for processes related to helping student learn. We recognize this as a *major opportunity for improvement*, and intend to develop robust processes that will allow us to effectively set such targets within 3 years.

Category 2: Accomplishing Other Distinctive Objectives

2C1 Explicit institutional objectives in addition to helping students learn

The 2004-2006 Mission, Vision, and Values document identified four specific institutional priorities and related initiatives (or objectives) in addition to helping students learn: (1) VALUING PEOPLE: *Supporting the people who provide services to our customers*, (2) RESPONSIBLE STEWARDSHIP: *Being responsible stewards of all college resources including human, natural, and fiscal*, (3) WORKFORCE DEVELOPMENT: *Working with local businesses and industries to provide a workforce with both basic and specialized skills*; and (4) ECONOMIC DEVELOPMENT: *Being a leader in area economic development*. Under each of these four global objectives, the college has identified several specific priorities and initiatives. The complete list of priorities, initiatives, and progress for 2004-2006 can be found in [Appendix 4](#).

[Valuing People](#)

For 2004-2006, The college created 7 specific initiatives related to this priority.

1. Improve two-way communication with an emphasis on valuing people. Note: This objective is embodied in a current AQIP Action Project and is covered in depth in the section on [Valuing People](#) in Appendix 4.
2. Refine the college committee system and provide for web-based sharing of college committee proceedings.
3. Explore programs to support adjunct faculty in the classroom.
4. Create an improved compensation system using external expertise.
5. Improve campus awareness and participation in the wellness program.
6. Continue to identify and offer opportunities for professional development
7. Give public recognition to employees for their day-to-day and extra efforts

[Responsible Stewardship](#)

For 2004-2006, the college created 8 specific objectives or initiatives related to this priority.

1. Strengthen continuous improvement processes and awareness through mini-projects. Specific details of this AQIP Action Project are presented in [8P3](#) and in the [Responsible Stewardship](#) section of Appendix 5.
2. Keep students' costs down through effective resource management as far as possible.
3. Identify resources to commission site studies for the construction of additional campus facilities, including health sciences building.
4. Develop and build a technology infrastructure that will enable our growth in strategic areas.
5. Establish a Foundation to significantly enhance the assets of Washington State Community College. Name a foundation board and develop goals.
6. Develop, in conjunction with the Foundation, an Alumni Association and through donations an Alumni Fund, which will support academic programming and scholarships.
7. Implement a model for determining cost effectiveness of programs.
8. Mobilize campus resources for effective enrollment management utilizing the organizational structure and the Action Team.

[Workforce Development](#)

For 2004-2006, the college created 6 specific objectives or initiatives related to this priority.

1. Strengthen the economy of Southeast Ohio/Mid-Ohio Valley through education and training of current and future workforce.

2. Offer appropriate workforce training and education services for business and industry.
3. Develop technical degree and certificate programs designed to support specific learning needs of local enterprises.
4. Expand the engineering wing via state-funded non-credit job training grant for HVAC and Auto/Diesel training.
5. Partner with local businesses to expand students' opportunities for internships, practica, and service learning.
6. Strengthen the workforce by developing cooperative partnerships with local businesses and industries through the Center for Business and Technology.

Economic Development

For 2004-2006, the college created 4 specific objectives or initiatives related to this priority.

1. Use the physical resources of the campus to enhance economic development; pursue development of a regional conference center, cultural arts center, and amphitheater.
2. Work with regional groups and individuals to identify and leverage natural assets and local heritage to revitalize the economy.
3. Work with other colleges to offer associate and higher degrees, including the Morgan County Higher Education Center.
4. Provide public access to Washington State's student/alumni web-based job listing site.

2C2 Alignment of other distinctive objectives with mission, vision, and philosophy.

Every two years, the college completes a strategic planning process that links institutional priorities and initiatives to the mission, vision, and values of the college. This procedure began in 2004 as WSCC was preparing to enter AQIP. The initial round of strategic planning involved a broad range of stakeholders who came together in numerous "compression planning" sessions. The sessions asked participants to consider (1) the mission, vision, and values of the college, (2) the history and accomplishments of the college, (3) the economic and competitive environment, and then use that information as a basis to propose ideas for moving the college ahead. The process produced a large number of possible ideas that were gradually refined into a "Vision" document. That document served as the roadmap for college priorities and initiatives for 2004 through 2006. A new round of planning began in fall of 2006 and will conclude in December with a new list of priorities and initiatives to be published in January 2007. The progress on 2004-2006 initiatives can be found in [Appendix 4](#).

2C3 Support for *Helping Students Learn*

Each of the four objectives, identified in the 2004-2006 Mission, Vision and Values document, contain specific initiatives and priorities that support helping students learn.

[Valuing People](#) – This priority strengthens our faculty and staff through supporting them in their work, strengthening professional development and providing recognition for accomplishments. A stronger faculty and staff should result in better support of students' learning.

[Responsible Stewardship](#) – The primary initiative related to helping student learn is number 2, the college's commitment to keep student costs down through effective resource management. By keeping tuition and fees low, the college supports student learning by making education more affordable. Initiative 5 is closely related to Category 1 in that one of the primary purposes of the Foundation is to provide scholarships for students. Initiatives 3 and 4 are aimed at improving the college facilities and infrastructure in order to support student learning.

[Workforce Development](#) – Workforce Development provides support for adult workers to enhance their careers. The learning experiences are often short term and focused on a narrow topic. College credit is not always awarded, but students acquire a specific set of skills to help them progress in their jobs and lives. Workforce development also supports the efficiency and growth of the local business community by providing the workplace with better prepared employees. Initiative 5, Experiential Learning, provides practical, real life learning experiences for students.

[Economic Development](#) – By supporting the economic development of the Mid-Ohio Valley, the college helps create an environment that is conducive to learning. Initiatives 3 and 4 relate specifically to providing extended learning opportunities and pathways to employment for students.

2P1 Determining other distinctive objectives

The college's visioning (or strategic planning) process provides an opportunity for a wide range of stakeholders to engage in setting priorities and initiatives related to the college Mission, Vision, and Values. That process is described in section, [2C2](#) and [8P1](#). In conjunction with the visioning process, other specific college projects and activities are also tied to the college mission, vision, and values as they are developed and implemented.

The Board of Trustees reviews and approves the college's statements on mission, vision, and values. The Board directs the President and the Executive Committee to create and implement processes and programs that support the ideas expressed within these statements.

The Executive Committee provides the oversight for all programs and is charged with making sure that college initiatives align with the mission, vision, and values of the college. New initiatives may be proposed from within the Executive Committee or by individuals and groups outside of the Committee. Once an initiative is reviewed and approved for action, a team is designated to lead that activity. Generally, that team will set specific goals for the initiative linked to the college's mission, vision, and values.

As an example of this, in 2003 President Carson Miller with the advice and support of the Board of Trustees determined a need to start a foundation to provide financial support for the college in response to declining state funding. The initial aspects of this initiative were accomplished during Dr. Miller's final year with the college and then continued by the current president, Dr. Charlotte Hatfield. Initiative 5 under [Responsible Stewardship](#) identified the specific action to be accomplished during 2004-2006. Dr. Hatfield hired a Foundation Director, who in turn formed a Foundation Board. That group worked together to create mission and goals for the Foundation along with the policies necessary to insure proper procedures and oversight. Throughout this development phase, the Executive Committee stayed informed and provided advice and assistance. Now that the Foundation has been established, its activities are developed through grass roots stakeholder input as well as input from the Foundation Board.

In other areas, specific departments of the college set goals and implement activities to support the college's mission, vision, and values. This is a formal process within the academic divisions, and the academic programs (through the program review process), Student Services, Workforce Development, College Tech Prep, Talent Search, Upward Bound, the Evergreen Humanities Series, and the River Cities Film Series. In the case of grant funded programs, the Grants Office works with the department that will manage the grant activity to develop objectives that are directly linked to the mission, vision, and values of the college.

Community outreach activities (such as a seminar for middle school parents and their children on safe use of the internet, or a celebration of the US Constitution through a lecture and

distribution of free copies of the constitution) are often less formal in terms of setting specific objectives that are tied to the mission, vision, and values of the college. These activities 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 Executive Committee who, once again, work to insure that community outreach activities support the college's mission, vision, and values.

Appraisal Team Comments: S

WSCC determined its four distinctive other objectives through visioning and strategic planning processes that involve many stakeholders, including the Board of Trustees and the Executive Committee. The four distinctive objectives are: Valuing People, Responsible Stewardship, Workforce Development, and Economic Development.

Update: The [2007-2009 Strategic Plan](#) (Priorities and Initiatives Document) will be concluded by December 2009. The college is currently working on developing the next strategic plan and has contracted with a consultant to facilitate the process. That plan will also identify other distinctive objectives for 2009-2011, and we are beginning the stakeholder engagement phase of development.

2P2 Communicating expectations

Each area of the college has a method for communicating expectations and distinct objectives. However, all use both written and oral means to communicate.

Valuing People – The college has formed a Valuing People Team as part of an AQIP Action Project. This team communicates through reports at college meetings, written communications by signage, email, and in the [On Campus](#) e-newsletter. This group has developed its own logo to brand its communications and now places a frequent column in [On Campus](#) e-newsletter to recognize the accomplishments of faculty, staff, and administration.

Responsible Stewardship –The Budget Committee, Executive Committee, Grants Office, and Foundation assume much of the responsibility for communicating information regarding responsible stewardship. All of these groups make oral reports at college staff meetings, the President's Cabinet, and Board of Trustees meetings. Information about initiatives in these areas is published in [On Campus](#). Additionally, the Foundation publishes policies through donor agreements, scholarship applications, and written policies. Objectives and expectations are reported at the annual scholarship awards ceremony and through reports to Executive Committee, the President's Cabinet and Faculty/Staff meetings. Communication from the Grants department is currently under review. An AQIP mini-project has been established to address this need. Through this project the Grants Office is developing a set of institutional policies and procedures related to the grants process, creating a handbook and intranet site to communicate these policies and procedures, distributing the handbook to college employees, and designing a series of faculty and staff training sessions.

Workforce Development and Economic Development – Expectations for these areas are communicated primarily through the Vision document, news releases, [On Campus](#), and reports at staff meetings, the President's Cabinet, and the Board of Trustees meetings. Additionally, the Workforce Development Division has developed and published a 5-year strategic plan with specific objectives. The Center for Business and Technology publishes the *Workforce Quarterly*, a publication distributed to internal and external stakeholders explaining specific programs that have been developed to assist with workforce and economic development. Much of that information is also available through the college's [Workforce Development](#) web page.

Appraisal Team Comments: S

Although WSCC has identified methods for communicating and disseminating information to stakeholders, the institution does not have a clear process for communicating and making decisions about other distinctive objectives.

Update: *In Fall 2008, we held a number of discussions regarding the status of the college's strategic plan including other distinctive objectives. The Executive Committee, the Board of Trustees, the President's Cabinet, faculty and staff participated in a review of progress on institutional goals. The result was an [update of the strategic plan](#). In the Fall 2009, the college community will once again engage in this communication process in an effort to close out the 2007-2009 strategic plan and transition to the 2009-2011 plan.*

2P3 Determine faculty and staff needs relative to these objectives

WSCC determines faculty and staff needs relative to these objectives in a variety of ways.

- The AQIP [Mini-Project Process](#) (an AQIP Action Project) provides departments an avenue to propose and accomplish specific short-term projects to support the college's mission, vision, goals, priorities, and initiatives. This process asks those proposing the mini-project and those approving that project to consider resources needed for the project. Projects requiring significant funding are brought before the Executive committee for consideration and decision.
- The President's Cabinet provides a forum for discussions of faculty and staff needs relative to accomplishing the college's other distinctive objectives.
- Surveys such as the AQIP Examiner provide faculty and staff the opportunity to collectively indicate whether their needs are being met.
- The budgeting process provides an opportunity for faculty and staff to submit funding requests to support the various initiatives listed above. Projects related to and supporting the college's established priorities and initiatives receive special consideration from the Budget Committee and the Executive Committee.
- The Grants Office works with departments and staff to find funding sources to support college priorities and initiatives. For example, Initiative 4, Technology Infrastructure, under [Responsible Stewardship](#) was accomplished in part through grant funds.
- The employee evaluation process provides an opportunity for employees and supervisors to discuss specific needs. The supervisor then has the opportunity to bring a perceived need to the attention a department head or the Executive Committee as appropriate.

Appraisal Team Comments: O

Although WSCC provides opportunities for stakeholders to propose projects associated with other distinctive objectives, the institution does not indicate that a well-defined process exists for aligning faculty and staff needs with those objectives.

Update: *No significant change. This remains an opportunity for improvement.*

2P4 Review and assessment of objectives

The college's visioning process (strategic planning) is conducted on a two-year cycle. Throughout the cycle, those responsible for various priorities and initiatives track progress and report back to supervisors, President's Cabinet, and/or Executive Committee. As the cycle draws to a close, the Executive Committee reviews the status of each priority and initiative and

produces a document to summarize that progress ([Appendix 4](#) contains the summary document for 2004-2006). The President's Cabinet reviews this document in draft form and along with the Executive Committee makes recommendations about which priorities and initiatives should be retired and which should be carried forward to the next vision cycle. This information is used as a basis for the next cycle of strategic planning. Compression planning with several groups of internal and external stakeholders produces a new set of possible initiatives that is then refined, circulated for comment, and finalized by the Executive Committee.

Appraisal Team Comments: S

The Executive Committee assesses and reviews the four distinctive objectives during the two-year visioning and strategic planning processes. The two-year visioning process utilizes a compression planning framework that produces new initiatives.

Update: No significant change. The process continues as described.

2P5 Measures of accomplishing other distinctive

Through the strategic plan review process estimates are made of completion status of each of the initiatives. Additionally, specific measures are collected and reported. Some examples of these include: completion of specific projects supporting a particular initiative (examples: holding a leadership conference or creating an e-newsletter for faculty and staff), specific numerical outcomes (examples: holding tuition increase for 2006-2007 to 1.3%, developing 30 new online classes, or creating 9 new scholarships through the Foundation).

The college is working to improve the visioning process, and we recognize significant flaws in our first attempt to use this system. For example, many of initiatives selected for 2004-2006 were not stated in measurable terms. The college is working to do a better job of phrasing the 2007-2009 initiatives so that each item can be better quantified in terms of its completion and its impact on those stakeholders it was meant to serve.

Appraisal Team Comments: O

There seems to be no clearly defined measures of accomplishing other distinctive objectives other than tracking completion of projects ([Appendix 4](#)). As an example, in the Workforce Development initiative, there is no indication of a measure that might be used to determine the success of training and education services offered to industry.

Update: Based on the this feedback, we redesigned the [Priorities and Initiatives](#) document to measure progress in two ways: (1) objectives were stated in measurable terms, and (2) the completion status for each initiative is shown as a check box.

2R1 Results for accomplishing other distinctive objectives

Specific progress on accomplishing other distinctive objectives for 2004-2006 can be viewed in [Appendix 4](#) beginning with the section on [Valuing People](#).

Appraisal Team Comments: O

Although WSCC has deployed some methods for measuring other distinctive objectives, the results of those measurements have not assisted with developing results within the objectives.

Update: Results for 2007-2008 other distinctive objectives are now indicated on the updated Priorities and Initiative document. During fall 2009, final results will be assessed and a final outcomes version of this document will be posted to the college's website.

2R2 Comparison of results with peer institutions

WSCC has not yet developed a systematic process to deal with comparison of results with peer institutions for accomplishing other distinctive objectives. We recognize this as a *major opportunity for improvement*, and intend to develop new processes that will allow us to effectively address this objective within 5 years.

Appraisal Team Comments: **OO**

WSCC identifies peer comparisons as a major opportunity for improvement.

Update: WSCC is now participating in an Ohio AQIP Consortium. We hope that as this group matures, comparison of data for other distinctive objectives may become more feasible.

2R3: Effects of accomplishing other distinctive objectives

The college's efforts to accomplish other distinctive objectives directly support the [mission, vision, and values](#) of the college. However, the college has not yet established a systematic process for measuring the impact of our efforts. We know that our efforts to value people should result in a more effective college workforce and a supportive learning environment for students, but at present we are seldom able to quantify this effect. Within the next three years, the college will work to create initiatives that are more measurable and that can be quantified in terms of both completion and impact.

Appraisal Team Comments: **S**

WSCC has stated that it will work to create initiatives (re: valuing people) that are more measurable and that can be quantified in terms of both completion and impact within an established time frame (three years). WSCC recognizes the need for processes by which to systematically measure the impact of efforts to accomplish other distinctive objectives.

Update: We believe that we have made good progress toward this goal and that progress is evidenced in our [2007-2009 Priorities and Initiative](#) document.

2I1 Improving systems and processes for accomplishing other distinctive objectives

At present, WSCC has not yet developed a systematic process to deal with improving systems and processes for accomplishing other distinctive objectives. Our current processes are relatively new and are still being implemented. We recognize this as a *major opportunity for improvement*, and intend to develop strengthen our methods for improving these processes within 3 years.

2I2 Setting targets for accomplishing other distinctive objectives

As described in [2P4](#), WSCC has completed one cycle of setting specific targets for accomplishing other distinctive objectives, and through that experience we have created a process that invites input from a wide range of stakeholders. We plan to use this initial experience to improve the process for 2007-2009, particularly in the area of better defining our initiatives in measurable terms so that we can better assess their completion and impact. We have begun to communicate priorities and results to our students and other stakeholders, but

we must make progress in better targeting our audience for this information and in making our reports succinct and understandable. We will continue to develop and refine our processes in this area and recognize it as a *major opportunity for improvement* as we move to the 2007-2009 planning cycle and beyond.

Update: The communication cycle we now use for updating our Priorities and Initiatives document serves the purpose of setting targets and communicating progress with faculty, staff, and trustees. However, we still need to communicate this information in a relevant way with students and external stakeholders.

Category 3: Understanding Students' and Other Stakeholders Needs

Washington State Community College has always been aware that its continued success depends on its ability to meet the needs of a varied group of stakeholders — many of whom have interests unique to Appalachian Ohio. On the other hand, the college has also been aware from its beginning that simply meeting current local needs would be insufficient for its continued existence, so it has worked to assure that stakeholders beyond the local area are also considered.

3C1 Key groups

The college has identified a number of different ways to categorize our students. Perhaps the broadest view of students would be as those who are in either technical (two-year terminal degrees) or transfer (two-year degrees intending to transfer to four-year schools). Since the college is literally within two miles of a state border, there is also the division of in-state and out-of-state including reciprocal programs with West Virginia University at Parkersburg to permit students to cross state lines in some programs, and do so at in-state tuition rates.

Figure 3-1 lists the primary categories for identifying key groups of students who are completing coursework for college credit. Selecting one descriptor from each category results in a particular group of students. For example, one typical student group is “Traditional, In-State, Degree-seeking, Technical Program.”

Figure 3-1 Primary Student Characteristics	
<i>Category</i>	<i>Descriptors</i>
Student Type	Post Secondary Enrollment Option (PSEO), Early Enrollment Program (EEP), Traditional, Non-Traditional
Residence	In-State, Out-of-State
Objective of Study	Degree, Certificate, Transient, Personal Enrichment
Type of Program	Technical (including College Tech Prep), Transfer (Baccalaureate preparation), Certificate
Credit Type	Credit, Non-Credit

Ohio instituted a program in the latter part of the 1990s through which high school students can, at no cost, take college classes while still enrolled in high school and receive credit at both the high school and college level. These credits are applicable toward the first year or two of a four-year college degree. Even before the state created this program (PSEO—Post Secondary Enrollment Option), Washington State had, and continues to offer, its own program for high school students. This Early Enrollment Program (EEP) enables high school students to take one class per term on a seat available basis with no tuition charge.

Related to the PSEO program, the college has been active in the nationally established College Tech Prep program. The goal of the College Tech Prep program is to create a nearly seamless series of courses in both high school and college to prepare students for more technically oriented fields, as opposed to the traditional academically oriented fields most often associated with traditional four-year degrees.

Students who enroll for personal enrichment reasons are another stakeholder group. However, we have not yet established formal ways to assess this group's successful accomplishment of their educational goals. These students typically enroll to improve job skills, complete required continuing education, or pursue a personal interest.

The college serves an economically depressed area which, for over a century, has been outside the mainstream of Ohio’s academic and political sphere. Therefore, the college has also incorporated a number of programs to assist stakeholders who are considered high risk, first-generation college students, displaced workers, or who have a variety of disabilities. The college has continued to work with both private groups and public agencies from Ohio, West Virginia, and the federal government in programs to help students who face some sort of barriers to higher education. Table 3-2 lists secondary characteristics by which students are categorized.

Figure 3-2 Secondary Characteristics of Students	
<i>Category</i>	<i>Descriptor</i>
Family Situation	First generation college student, Second (or more) generation
Risk Factor	Low risk, Moderate Risk, High Risk
Disability	No disability, Moderate disability, High disability
Work History	Employed, Unemployed, Under Employed, Displaced Worker

The college interacts with stakeholders other than students, in order to maintain quality levels of service to meet their needs. Figure 3-3 lists the college’s other key stakeholders and WSCC’s responsibility to them.

Figure 3-3 Stakeholders and the College’s Short-Term and Long-Term Commitments to Them		
<i>Stakeholder</i>	<i>Short-Term Responsibilities/Requirements</i>	<i>Long-Term Responsibilities/Requirements</i>
Students	Provide quality advising, learning experiences and learning environment; Provide relevant classes and programs; Provide assistance with job placement and/or transfer	Keep college costs affordable; Provide opportunities for retraining and educational advancement; Maintain a stable but dynamic learning environment; Maintain reputation of the institution; Provide alumni contact and support; Provide records maintenance
Ohio Board of Regents	Maintain effective communication; Participate on statewide committees and initiatives; Follow established mandates, policies and procedures.	Supply data on program and student success as well as effective use of state subsidy of instruction funds; Participate in long-term efforts to improve higher education
Accrediting & Certifying Agencies	Supply data on college, program, and student success; Submit required reports; Comply with accrediting/certifying requirements	Comply with requirements for seeking and maintaining accreditation/certification; Participate in formal and informal processes for reviewing and improving accreditation/certification requirements
Governmental & Service Agencies	Respond appropriately to federal, state, and local laws and regulations; Submit reports as required; Participate as needed on committees and advisory groups to support governmental and service agency effectiveness; Provide graduates who are prepared to succeed in the workplace.	Support area economic development; Participate in development of policies and procedures to support governmental and service agency effectiveness. To enable qualifying students to seek and obtain entitled services from appropriate agencies.

Figure 3-3 Stakeholders and the College's Short-Term and Long-Term Commitments to Them		
<i>Stakeholder</i>	<i>Short-Term Responsibilities/Requirements</i>	<i>Long-Term Responsibilities/Requirements</i>
Community	Provide personal and cultural enrichment opportunities; Participate and in community committee and advisory groups to foster productive and supportive living environment	Support economic growth; Strengthen the community through long-term growth of relevant educational programs and cultural enrichment opportunities; Form partnerships to support these goals. Demonstrate the value that the college brings to the community
Business & Industry and other employers	Provide relevant courses and programs to assist in training employees; Provide graduates who are prepared to succeed in the workplace.	Provide for long-term workforce development and training needs; Monitor educational programs and keep them up-to-date; Keep up-to-date on software and hardware to mirror business/industry applications and standards; enable business to maintain it competitive advantage through a well trained workforce
Baccalaureate completion institutions	Participate on state-wide Transfer Assurance Committees to enhance transferability of courses	Provide well-prepared transfer students to complete their baccalaureate degrees at the junior and senior levels; Maintain transfer agreements
Local school districts	Maintain good communication; Work together on current projects to support education and smooth transition of students from high school to college.	Partner to provide support and transition assistance to enable students to move from the secondary to the college level; Work together to identify and apply for grant funds to support student success
College employees	Consistently apply college policies and procedures that govern the work environment; Keep the work environment safe and productive. Provide necessary requisite skills and opportunities for employees to improve processes to meet educational and operational goals	Provide a safe, productive work environment; Maintain policies and procedures that value employees and their work.

At the state level, the Ohio Board of Regents sets state-wide goals, policies, and inter-college relationships. The Higher Learning Commission and AQIP provide regional and national standards and guidance. Many individual programs are also governed by state/regional/national standards for curricula and instruction; in some cases these also provide testing for graduating students to qualify for certification.

The college must adhere to city, county, and state laws, rules, regulations for the maintenance of buildings and grounds, health and safety needs, physical access requirements, traffic control, and the like. The college supports the local economy and models responsible citizenship such as conservation, recycling, treatment of hazardous wastes, and local involvement.

The college pays close attention to local and more distant employers as a stakeholder group and relies heavily on their input to constantly adjust program outcomes to ensure relevancy to the workplace. Much of this interaction is accomplished through advisory

committees and the college's Business and Technology division, which is in constant contact with area employers to monitor their needs. The college also stays attuned to changes at those four-year colleges and universities to which many of Washington State's students transfer. Sections [1P1](#), [1P2](#), [1P3](#) and [1P8](#) provide more detail about how stakeholders assist the college in reviewing and improving its curriculum.

Washington State reaches out to the area high schools and even junior high schools in an effort to start students and their parents thinking as early as possible about the educational alternatives available to them. To that end, several grant programs (College Tech Prep, Talent Search, Upward Bound, Ohio Appalachian Center for Higher Education (OACHE) help students successfully transition to college. The college also works with individual high schools and individual high school teachers to guide high school class curricula to provide a smooth, seamless transition to Washington State or other colleges.

Additionally, our employees are an important stakeholder group. [Category 4 – Valuing People](#) addresses the college's interactions with employees at all levels.

3C2 Short-term and long-term requirements for students and stakeholders

Figure 3-3 lists the short-term and long-term requirements for students and stakeholders.

3P1 Analysis of changing needs of student groups

The college considers several factors when analyzing the changing needs of students and selecting courses of action regarding those needs.

The college considers national and regional factors in business, industry, government, and academia. The college's faculty and program advisors stay aware of impending changes that will affect students after graduation from Washington State. They do this through participation in professional organizations, review of professional literature, discussions with faculty at other schools, as well as through advisory committee and community input.

The college also considers local factors which may or may not vary with national factors. The faculty and program advisors within the college work to stay abreast of changes within the general geographical area served by the college. Advisory Committees are helpful in this regard. Since they directly represent regional businesses and industries, any predictions they make about local changes in employment trends and employer needs are generally more accurate for our students and programs than national data. The college also closely monitors other factors such as the present and future student pool in the area through high school graduation trends, the types of industry and other employers that move into or out of the area, and the rise and fall of demand for local resources and products.

The Office of Institutional Research collects data on students and maintains [profiles](#) of the student body to assist in decision making. That office also maintains a number of other reports and survey results on the [Institutional Research Website](#) that are available to help identify the changing needs of students.

The college's 5-year program review cycle is one way this data is formally analyzed. Each program is required to examine students in terms of enrollment and graduation patterns, level of interest in the program, as well as community need for and support of the program. That analysis is forwarded to the Executive Committee for consideration. Similar data is collected and analyzed before any new programs or majors are initiated as part of the Ohio Board of Regents' approval process. Additionally, the Executive Committee and the President's Cabinet regularly review data (enrollment trends, graduation trends, survey results, placement and transfer

results) in an effort to keep college programs and services relevant to students. If a problem is discovered, a plan is created to address that problem. Sometimes problems are addressed informally and at other times a more formal process is used. For example, health program faculty and student services faculty found a problem with the advising of pre-health students (students who desire admission to one of the health services programs but who have not yet been admitted). These students were often leaving the college without completing any program of study. A mini-project was created to provide these students with improved advising support including help with identifying other career opportunities if their chosen health services program did not work out.

Another example of meeting students needs resulted in the construction of the [Evergreen Child Development Center](#). For years, students had informally requested that the college establish some sort of day care center in order to make class attendance easier for those students with young children. In the mid-1990s, the college began looking for funds to make this goal a reality. By making this project a priority and leveraging money from several sources, the college was able to open the Center in 2003. It now serves students, faculty, and staff needs for daycare while also providing a location for students in our Early Childhood Development program to observe good practices and complete practicum experiences.

Appraisal Team Comments: S

Washington State Community College uses multiple means to determine the changing needs of its students, including surveys, monitoring local, state and national indices, and monitoring enrollment trends. The five-year program evaluation and review cycle that includes an analysis of local, state, and national data provides a framework for benchmarking programs, measuring change, and planning for improvements.

Update: No significant change.

3P2 Building and maintaining relationships with students

The college builds and maintains relationships with students through customer service that puts the student and his or her needs first. Advising is an important aspect of this process, and section [1P5](#) provides an explanation of the college's advising processes. Other student support services (see sections [6C1](#), [6C2](#), and [6P1](#)) provide students with financial aid support, tutoring, and special support programs such as the Career Pathways program and the Opportunity Scholars Program. Student organizations such as Phi Theta Kappa help students get involved with college life and the community beyond the classroom. An [online student newsletter](#) provides students with information about college services, programs, and deadlines. With an average class size of 14, faculty members know their students by name, and a process of regular student evaluations of instruction delivery (see section [1P6](#)) provides faculty members feedback on how students perceive their teaching practices and their support for student academic success. Personnel within all offices of the college strive to be friendly and supportive.

Appraisal Team Comments: S

Washington State Community College has placed a priority on customer service to build and maintain linkages with students. The low teacher/student ratio allows staff to develop close interactions with students. The college employs a variety of strategies to demonstrate this commitment including advising, student service support programs, and an online student newsletter.

Update: WSCC is implementing a single sign-on system that includes a change to Google email and a login portal that will allow better communication with students. Since students will need to login to their email, Web Advisor, and their online classes through this common portal, important announcements can be posted at that site to improve communication regarding important deadlines, events, and services. Additionally, WSCC is now making use of social networking sites such as Face Book and Twitter to keep students informed and connected. Links to those sites are part of the [WSCC homepage](#). Additionally, [Student OnCampus](#), an online newsletter is distributed to students several times per quarter via email and [Collage](#) is posted in bathrooms around campus to keep students and employees aware of important dates and happenings on campus.

3P3 Identifying changing needs of stakeholders

The college solicits stakeholder opinions through the strategic planning process, through advisory committees, through a variety of meetings, and through one-on-one conversations. The various departments and nearly every employee interact with stakeholders at multiple levels. Our primary process for collecting and disseminating stakeholder opinions and recommendations is through the strategic planning or visioning process (see sections [2C2](#), [8P1](#), and [8P2](#)) and the resulting Vision document.

Appraisal Team Comments: ○

Although Washington State Community College utilizes numerous methods to gain stakeholder opinions including advisory committees, focus groups, and one-on-one conversations, it is unclear how the college ascertains methods for integrating that information and other data collected from national, regional and local factors into the strategic planning process.

Update: WSCC addressed this opportunity through one of our action projects, [Responding to Stakeholder Feedback](#) through Mini-Projects. We engaged stakeholders from across campus in reviewing and analyzing feedback from the CSSE Survey, Focus groups with graduating students, the AQIP Examiner and other sources to assess and prioritize stakeholder needs. We then addressed ten of those needs through mini-projects over a two-year period. In fall 2009, we will again review and analyze stakeholder feedback with a cross-departmental team and provide the college's Strategic Team with a prioritized list of stakeholder needs to be addressed.

3P4 Building and maintaining relationships

The college builds and maintains relationships with key stakeholders through regular communication. These stakeholders provide input during the visioning process, and Figure 3-4 lists other primary methods by which relationships are built and maintained.

Figure 3-4 Key Stakeholders and Means of Building and Maintaining Relationships	
Stakeholder	WSCC Responsibility
Students	See section 3P2
Ohio Board of Regents (OBR)	College faculty and staff serve on state-wide OBR committees and participate in OBR planning initiatives; College submits reports as required.
Accrediting/Certifying Agencies	College faculty and staff members attend and present at conferences organized by accrediting/certifying bodies; College submits reports as required and responds to any concerns related to those reports.
Governmental & Service Agencies	College faculty and staff members participate on many advisory committees and boards of local and regional governmental and service agencies; representatives of these bodies also serve on college advisory boards; the College stays current with the rules and

Figure 3-4 Key Stakeholders and Means of Building and Maintaining Relationships	
Stakeholder	WSCC Responsibility
	policies of these bodies, submits reports as required, and responds to any concerns that arise; The college President is chair of the local port authority and the college maintains good communication with other state and local economic development organizations.
Community	College faculty and staff participate on many advisory committees and boards of community groups; Representatives of these groups serve on college advisory boards; College provides enrichment programs such as the Evergreen Humanities Series and workshops on topics of community interest.
Business, Industry and other employers	Business, industry, and other employers serve on college advisory boards; Faculty works with many employers to arrange internships and preceptor cites for students; Center for Business and Technology department collaborates with employers to identify and supply customized training.
Baccalaureate completion institutions	Administrators and faculty serve on the state-wide Transfer Module Council and on Transfer Assurance Guide teams; The College participates in the Course Applicability System (CAS); Director of Advising and Transfer creates and updates transfer agreements with out of state and private institutions.
Local school districts	College faculty, staff, and administrators work directly with their counterparts at local school districts to improve student transition to college; Superintendents are invited to meet on WSCC campus annually; High school guidance counselors are invited for tours and information sessions; Faculty members visit school district classrooms and provide demonstrations and lessons to students; Student services office arranges for school district student visits to campus; Staff members from College Tech Prep, Upward Bound, and Talent Search Programs regularly visit schools and students.
College employees	See Category 4 for specific details

Appraisal Team Comments: **S**

Washington State Community College has identified key external stakeholders and its responsibility in building and strengthening these relationships. The college maintains ongoing communication with key stakeholders and invites their participation through the visioning, strategic planning, and advisory committee processes. In addition, faculty and staff are involved in local school districts, business and industry, governmental and service agencies, and within the broader community.

Update: No significant change

3P5 Addressing new student and stakeholder groups

The college uses both formal and informal means for determining if new student and stakeholder groups' needs should be addressed within our offerings and services. When a new potentially valid student or stakeholder group surfaces, the college applies more formal means to investigate the merit of addressing the group within the educational offerings and services.

Innovations and changes in business, industry, government, four-year colleges, high schools, and imposed regulations and standards are considered. Changes in these areas almost inevitably create situations in which the college must consider offering new (or modified)

courses and services— at times to groups not traditionally included as students or stakeholders. Since these sorts of changes can come from anywhere and at any time, through their particular networks, all college employees, graduates (and at times even current students) as well as other stakeholders may make the college aware of opportunities to serve new student or stakeholder groups. Additionally, they are often involved in creating whatever new programs, courses or responses that might be needed. As an example of this, a college official learned informally that the Ohio Department of Education was interested in the creation of an American Sign Language Interpretation program in Southeastern Ohio. Following this lead, he discovered that there was grant money available for a feasibility study, and he informed the Executive Committee. That group decided that the addition of this program area would support the mission, vision, and values of the college, and they approved moving ahead. The feasibility study revealed both strong student interest and a need in the Deaf community for interpreters in both Ohio and West Virginia. An advisory committee was formed and a consultant was employed to help create the curriculum which was then approved by the Ohio Board of Regents. Thus, the needs of two new groups were realized: the hearing impaired and students desiring to have training as interpreters.

Appraisal Team Comments: ○

While the college reports both formal and informal means are used to determine stakeholder needs, it is unclear what formal processes have been developed. It appears that an informal assessment led to the establishment of the Sign Language Interpreter program. The Washington State Community College portfolio does not address a formal systematic process for assessing or determining new student and stakeholder needs or methods for aligning mission and vision with those needs. This absence may lead to a misalignment of resources.

Update: WSCC has formalized the process for determining new program development by creating and using a [New Program Decision Rubric](#). The rubric is applied to new program ideas to determine a good fit with the institutional mission, community need, and institutional funding and support structures. In 2008-2009, the rubric was used to provide the Strategic Team information regarding several new program ideas. A new program in Agribusiness Management was created based on the outcome.

3P6 Collecting and analyzing complaints and other feedback

Washington State has a formal system for collecting and analyzing students' complaints and feedback. Students having complaints are encouraged to see a department chair or dean to discuss that complaint. They are given a complaint form and asked to submit the complaint in writing. The department chair or dean then investigates the complaint and follows up with the student to let him or her know what action has been taken. The complaint and resolution is logged into an online database that is examined annually by deans and department chairs who analyze trends in student complaints that may require action. Additionally, students are surveyed regularly to identify their concerns and respond to them. Three primary surveys are used: ACT Faces of the Future (every other year), a quarterly internal survey that is completed as part of the graduation petition, and a 6-month follow up survey after graduation. Results of these surveys are reviewed by the Executive Committee for trends and possible action items. Survey reports are also available to all college employees through the [Institutional Research](#) page on the college's Intranet; however, that information is not available to students at this time. Recently, the college has joined those schools administering the Community College Survey of Student Engagement (CCSSE) and will be conducting the survey for the first time in 2007. We

anticipate that those survey results will provide more information more about our students' needs as well as benchmarking data with other community colleges.

Employees are encouraged to submit comments or complaints through their supervisor or through the Human Resources department. Additionally, suggestion boxes are placed around campus, and employees' suggestions are reviewed by the department to which they pertain as well as by the Executive Committee. If action is deemed necessary, the On Campus newsletter is used to provide feedback to the college community about changes being implemented.

Employees may also submit complaints collectively through the Employee Relations (ER) team. This group consists of representatives from each of the senates, faculty, professional staff, and support staff. The ER team meets at least quarterly with the Executive Committee to discuss complaints, possible avenues of resolution, and issues related to employee satisfaction.

No formal method exists for collecting data and responding to complaints and feedback from other stakeholders. Currently, this type of communication is handled by the department to which it pertains, and communication among departments with regard to complaints and other feedback is minimal. This situation presents a *major opportunity for improvement* for the college. We hope to strengthen these processes within the next three years.

Appraisal Team Comments: S

Washington State Community College describes a formal multi-step student complaint process that involves tracking, analyzing, and addressing complaints.

Update: No significant change.

Appraisal Team Comments: O

Washington State Community College acknowledges the need to collect systematic information from external stakeholders. A more formal process for tracking and addressing stakeholder complaints is also needed.

Update: This area remains an opportunity for improvement.

3P7 Determining student and stakeholder satisfaction

Several formal measures of student and employer satisfaction are regularly used. Figure 3-5 lists those measures. Results of these surveys are available to all employees on the [survey](#) section of Institutional Research page on the college's Intranet.

Figure 3-5 Measures of Stakeholder Satisfaction			
Measure	Frequency	Internal/External	Reviewed By
Transfer Graduate Surveys	Annual	Internal	Deans, Department Chairs, Director of Transfer & Advising
Graduate Exit Surveys	Annual	Internal	Deans, Department Chairs, Student Services, Executive Committee
ACT Faces of the Future Survey	2-year cycle	External	Executive Committee, President's Cabinet
Placement Statistics	Annual	Internal	Executive Committee; President's Cabinet
Employer Survey	Annual	Internal	Executive Committee; President's Cabinet, Program Faculty
AQIP Examiner	3-year cycle	External	Executive Committee; AQIP Planning

Figure 3-5 Measures of Stakeholder Satisfaction			
Measure	Frequency	Internal/External	Reviewed By
			Team; Results shared with all faculty/staff

Additional internal surveys and reports are sometimes conducted in order to examine satisfaction of a particular group of stakeholders or to examine a particular aspect of satisfaction. Examples of these surveys are listed in Figure 3-6. Results for these most of these surveys can be found in the [survey](#) section of the Institutional Research website.

Figure 3-6 Examples of Internal Satisfaction Surveys for Special Purposes		
Survey	Year	Reviewed By
Outreach to Off-Site Students Survey	2005	Deans, Department Chairs, Outreach Staff, Mini-Project Team
Scheduling of Students	2005	Deans, Department Chairs, Registrar's Office, Student Services, Mini-Project Team
Employee Satisfaction	2003	Executive Committee, AQIP Planning Team, Results shared with all faculty/staff
Issues Faced by Developmental Students	2002-2003	Deans, Developmental Program Faculty

Student information about satisfaction also comes from a wide variety of sources administered by various offices and departments. These approaches range from individual instructor/course evaluations done every term by the deans, to focus groups and voluntary student comments to various employees. While the Institutional Research Department analyzes some of these data, the distribution of results is not always widespread. For other data, analysis may be non-existent and there may be no distribution beyond one or two people who are directly involved.

Other stakeholder satisfaction information follows much the same pattern. While various offices or departments gather information, the information is rarely disseminated beyond those who might be directly connected with the stakeholder or the collection method. Information from these sorts of stakeholders comes from advisory committees, focus groups, practicum/clinical supervisors, and anecdotal input. Even when information is fairly widely distributed (as with transfer placement and job placement), meaningful analysis of the data is not always conducted.

The compartmentalization of satisfaction data provides the college with an opportunity for improvement. Whenever an employee, office, or department feels it needs data, it collects the data on its own, uses the data for its own purposes, and files the information. As a result, there is sometimes duplicated—or nearly duplicated—information. While much data is available to all employees on the Institutional Research web page, better aggregation of data, and better advertisement of the existence of this resource would give employees a better overall idea of the state of the college. Perhaps, more importantly this would serve as a means to engage a wider participation of colleagues in improving the processes associated with understanding student's and stakeholders' needs. [Category 7](#) also addresses the college's collection and sometimes sporadic use of data.

Appraisal Team Comments: ○

Washington State Community College has identified multiple measures for collecting student and stakeholder satisfaction using surveys. (Fig. 3-5, 3-6.) However, the College has also

identified the need to develop a consistent process for distributing aggregated student and stakeholder information to promote evidenced-based decision-making to address concerns.

Update: During the past two years, WSCC has administered the Community College Survey on Student Engagement twice and implemented a successful AQIP Mini-Project to improve CSSE outcomes. This mini-project was part of the action project for [Responding to Stakeholder Feedback](#). That project addressed this concern by aggregating stakeholder feedback, asking a cross departmental group to review that data, and prioritizing response to negative feedback through 10 mini-projects.

3R1 Results for student satisfaction with performance

The Institutional Research Department experienced personnel changes during the spring and summer of 2006, so not all institutional reports for 2005 and 2006 have been updated as of this writing. The results below are from the most recent reports available on the Institutional Research website

- [2003 Graduate Exit Surveys](#) – Participants rated every area well above the midpoint or “neutral” score of 3.0 on a 5-point Likert scale with 5 being the highest level of satisfaction. Areas of greatest satisfaction among technical program graduates were academic advising (4.49); overall satisfaction with WSCC (4.40), preparation for job (4.38), problem solving skills (4.14), oral communication skills (4.10). Areas of greatest satisfaction among transfer program graduates were overall satisfaction with WSCC (4.48); academic advising (4.39), written skills (4.34), oral communication skills (4.32), and preparation for transfer (4.32). World awareness and computer skills were the two categories rated lowest by both groups. Transfer graduates rated them 4.05 and 3.86, respectively. Technical graduates rated these areas at 3.7 and 3.99, respectively.
- [2004 Transfer Graduate Surveys](#) (six-month follow up) – 90% of respondents were enrolled at a college or university; 67% had all credit hours from WSCC transfer without problem; 90% indicated that the education they received at WSCC met their expectations.
- [2005 ACT Faces of the Future Survey](#) – The survey showed the 78.3% of respondents were satisfied with the college. This was down somewhat from the [2002 survey](#) which showed that 83.6% were satisfied. The 2005 result was also below the national average of 83.6%. The college is currently investigating possible reasons for this change.
- [Placement Statistics](#) (Six-month follow up of 2004 graduates) – 93% of respondents were employed (76% full-time, 17% part-time); 88% reported being employed in a job related to their college major; 92% indicated satisfaction with the education they received at WSCC; 91% indicated that their education at WSCC prepared them for the workforce; 97% indicated they would recommend WSCC to a friend.

Appraisal Team Comments: S

Although Washington State Community College presented results from four research instruments (graduate exit surveys, transfer graduate surveys, ACT Faces of the Future survey, and placement statistics), data presented did not evidence trend reporting. ACT Faces of the Future survey results fell below the national average. Lower satisfaction results in world awareness and computer skills are areas to target for improvement in future graduates. Areas of strength included academic advising and placement statistics.

Update: WSCC now administers the Community College Survey of Student Engagement as an additional measure of student satisfaction with their educational experience in comparison with a large sample of community college students from over 600 other campuses nationwide. [Results for 2009](#) indicated that WSCC is above the national mean for all five benchmark areas for CSSE. Work remains to bring the college above the national mean in all five areas with the "small college" cohort. CSSE results improved from 2007 to 2009. World Awareness continues to be a challenge area and the college is addressing that challenge through the work of a new standing committee on Diversity.

3R2 Results for building relationships with students

At present, WSCC has not developed a systematic process to track results for building relationships with students. Most of our data in this area fall into the category of anecdotal information. Nearly every employee of Washington State can relate that students on numerous occasions have voluntarily commented about their pleasure and satisfaction with the services and environment we offer contrasted with high schools, other two-year colleges, and four-year colleges or universities. However, the lack of a systematic data collection and analysis process for this area is a *major opportunity for improvement*, and we intend to develop processes that will allow us to effectively track results for building relationships with students within 5 years.

Appraisal Team Comments: ○

Washington State Community College has identified the need to develop a systematic process to track results from initiatives for building relationships with students.

Update: This area remains an opportunity for improvement, and the college is working to address it through our [Measuring Effectiveness](#) action project.

3R3 Results for stakeholder satisfaction

At present, the college is tracking two measures of stakeholder satisfaction: employer satisfaction with WSCC graduates and employee satisfaction with the college and with processes related to the nine AQIP Categories.

Employer Survey – (2004) Employers were asked to use a Likert scale (1 = strongly disagree, 3 = neutral, 5 = strongly agree) to indicate their level of agreement that the graduate demonstrates each skill listed below. They also indicated the relative importance of each skill to the graduate's current job. Performance gaps were noted (a low or negative performance gap is desirable). The largest gap was in the area of Problem Solving (.53 points). The second largest performance gaps (.47) were in the areas of technical skill and quality of work. Employer survey results are listed in Figure 3-7.

Figure 3-7 Employer Survey Results			
Area	Performance Rating Mean	Importance Mean	Performance Gap
Writing Skills	4.33	4.30	-0.03
Speaking Skills	4.25	4.50	0.25
Math Skills	4.00	3.83	-0.17
Problem Solving Skills	4.27	4.80	0.53
Computer Skills	4.21	4.13	-0.03
Technical Skills (job related)	4.20	4.67	0.47
Quantity of Work	4.47	4.70	0.23
Quality of Work	4.53	5.00	0.47
Attendance	4.52	4.87	0.35

Figure 3-7 Employer Survey Results			
Area	Performance Rating Mean	Importance Mean	Performance Gap
Cooperation	4.73	4.93	0.20

Employee Satisfaction – Several aspects of WSCC employee satisfaction were measured through the AQIP Examiner survey administered in December 2003 prior to the college's membership in AQIP. Figure 3-8 lists results for all employees in terms of how effective they felt the college was in relationship to the 9 AQIP categories. The college plans to administer the AQIP Examiner again in the fall of 2007 in order to assess the impact of our participation in AQIP on perceptions of our performance.

Figure 3-8 The AQIP Categories Broken Down by Employee Category 5 = Very effective process 1 = Very ineffective Process							
Category	All Employees	Full-Time	Part-Time	Administrators	Faculty	Professional Staff	Support Staff
Helping Students Learn	3.1	3.08	3.25	3.29	3.04	2.82	3.37
Accomplishing Other Distinctive Objectives	2.88	2.83	3.27	2.67	2.9	2.62	3.36
Understanding Students' and Other Stakeholders Needs	3.05	3.01	3.41	3.29	2.98	2.94	3.14
Valuing People	2.49	2.45	2.92	2.43	2.63	1.99	2.75
Leading and Communicating	2.5	2.44	3	2.1	2.63	2.19	2.79
Supporting Institutional Operations	2.91	2.89	3.08	2.84	3.07	2.5	3.09
Measuring Effectiveness	3.17	3.16	3.28	3.03	3.11	2.91	3.65
Planning Continuous Improvement	2.77	2.72	3.26	2.78	2.83	2.38	3.09
Building Collaborative Relationships	3.12	3.06	3.77	3.08	3.11	3.01	3.28

The college recognizes that broader and more systematic data collection and analysis is needed in the area of stakeholder satisfaction. We intend to improve our efforts in this area over the next three years.

Appraisal Team Comments: ○

Although Washington State Community College is relatively new at tracking employer satisfaction with WSCC graduates and employee satisfaction with the college, the college recognizes the need to collect data regarding stakeholder satisfaction more systematically. The lack of data about actual placement results in a low response rate and makes conclusions about student skills difficult. It is important to note that the college has developed a "gap analysis" measure comparing employer satisfaction of graduates that identifies areas for potential improvement in student performance.

Update: WSCC is working to address data collection and tracking challenges through our [Measuring Effectiveness Action](#) project. This area remains an opportunity for improvement.

3R4 Results for building relationships with key stakeholders

WSCC has not yet developed systematic processes for collection and analysis of data related to building relationships with key stakeholders. We recognize this as a *major opportunity*

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for *improvement*, and intend to invent robust processes that will allow us to effectively analyze and strengthen relationships with stakeholders within 5 years.

Appraisal Team Comments: **O**

Washington State Community College has not yet developed systematic processes for collection and analysis of data related to building relationships with key stakeholders and recognizes this as an opportunity for improvement.

Update: *No significant change.*

3R5 Comparison of results with other institutions and organizations

WSCC has not yet developed systematic processes for comparing our results for those areas encompassed by sections 3R1 through 3R4. We recognize this as a *major opportunity for improvement* and intend to develop robust processes that will allow us to effectively accomplish this objective within 5 years.

Appraisal Team Comments: **O**

Washington State Community College has not yet developed systematic processes for comparing results, setting targets, and improving processes as it relates to stakeholder data with other institutions or organizations.

Update: *WSCC is beginning to address this opportunity through our Measuring Effectiveness Action Project.*

3I1 Improvement of current processes for understanding needs of students and stakeholders

WSCC has not developed a systematic way of improving processes related to understanding students' and other stakeholders' needs. We recognize this as a *major opportunity for improvement*, and intend to develop processes that will allow us to effectively plan improvement in these areas within 5 years.

3I2 Setting targets for improvement

WSCC has not developed a systematic means for setting targets related to improving our understanding students' and other stakeholders needs. We recognize this as a *major opportunity for improvement*, and intend to develop processes that will allow us to effectively plan improvement in these areas within 5 years.

Category 4: Valuing People

4C1 Organizing the work environment

Washington State Community College organizes its employees using descriptors for full-time and part-time employment status as well as general description of work duties: administrator, faculty, professional staff, support staff, and maintenance. A summary of employees by these categories is provided in [Figure 0-6](#) in the Institutional Overview. The college uses a relatively flat organizational structure with only one Vice President and the heads of the major college functions reporting directly to the President. [Appendix 1](#) provides the basic organizational chart for the college. Below that level, directors and department chairs interact with faculty and staff to make department-level and cross-department decisions. A President's Cabinet meets biweekly to share information and discuss ways that the college's processes can be improved. This flat structure allows the Executive Committee and departments to effectively communicate and make relatively quick decisions.

The work environment is also organized by program type: general education, technical education, baccalaureate preparation education, and business and industry training as well as type of educational delivery. More detail about these program and delivery types is presented in sections [1C3](#) and [1C4](#) as well as [Appendix 3](#).

A system of standing and ad hoc committees enables the shared governance of the college through the collaborative efforts of employees from departments throughout the college. Section [5P3](#) outlines the college's committee structure.

For the convenience of students who use a one-stop shopping process to register, Student Services, the Registrar, Business Office, Financial Aid Office and bookstore are all located in the same building within close proximity to each other. Also for students' convenience, faculty offices for the various academic program areas are located in clusters and within a short distance from the classrooms and laboratories where the subjects are taught.

Work activities include regular cycles of evaluation —program reviews, students' evaluation of instruction, personnel evaluations, assessment of academic achievement, and surveys— which are used to evaluate the college's systems, strengthen student learning and improve the curriculum.

***Update:** In 2008 the senior administrative structure was reorganized. The Executive Committee was renamed the President's Strategic Team. Members of that team now include the President, the Chief Academic Officer, the Chief Financial Officer, the Chief Information Officer, the Chief Enrollment Management Officer and the Executive Director of Workforce Development. Click [here](#) to see the updated organizational chart.*

4C2 Institutional and geographic factors

Washington State Community College is located on 180 acres of rolling hillsides in the town of Marietta in Southeastern Ohio. Our service area is primarily rural and includes Washington and Morgan counties in Ohio. Although West Virginia is not an official part of the college's service district, 11% of the college's students come from that state. The college provides classes at several off-site locations to accommodate students by saving them some travel time to the main campus. This means that some faculty and support personnel must travel to the off-site locations. The college pays mileage to these individuals to reimburse their travel expenses.

Part-time faculty members teach about 34% of the course sections each quarter. The rural location of the college and the relatively low pay rate makes staffing difficult for some

teaching specialties. For example, we are constantly searching for qualified part-time English composition and psychology faculty. These staffing difficulties directly influence hiring for full-time faculty positions and result in the college employing multiple full-time faculty in some subject areas while relying totally upon part-time faculty in other areas where the supply of qualified individuals is more plentiful.

Washington State strives to have at least one full-time faculty member for each degree program. In many program areas, particularly in the health programs such as nursing, there are several full-time faculty members. The college also employs a number of part-time support staff including 22 designated as “permanent part-time.” Those individuals receive some employee benefits including accrual of vacation time.

Pay for part-time faculty and staff is relatively low and most part-time employees receive no benefits. Student workers and casual labor employees are paid the minimum wage \$5.55 per hour. Other pay rates for part-time, non-teaching employees range from \$5.80 for Student Ambassadors to \$15.00 for part-time faculty performing non-teaching work assignments. Figure 4-1 shows the six-level pay schedule for part-time faculty. Faculty members work their way through the pay schedule on the basis of educational level and years of experience at the college. In addition to salary, the college pays into the State Teachers Retirement System (STRS) for part-time faculty and pays the employee contribution as well as the college’s contribution. Full-time faculty members, teaching an overload course, are paid at the Adjunct VI rate.

Figure 4-1 QUARTERLY PAYMENT SCHEDULE FOR PART-TIME INSTRUCTORS & OVERLOADS

(Payment is based on credit hours or contact hours, whichever is greater)

Effective - January 1, 2005

Classification:	Lecturer	Lecturer	Lecturer	Adjunct	Adjunct	Adjunct
Pay Level:	I	II	III	IV	V	VI
Hourly Rate						
for Level*	\$ 19.00	\$ 20.50	\$ 22.00	\$ 23.50	\$ 25.00	\$ 26.50
* Salary for contact/credit hours = 11 weeks x contact/credit hrs. x hourly rate for level						
Contact/Credit Hours (Examples)						
4.0 (1 course)	836.00	902.00	968.00	1,034.00	1,100.00	1,166.00
8.0 (2 courses)	1,672.00	1,804.00	1,936.00	2,068.00	2,200.00	2,332.00
12.0 (3 courses)	2,508.00	2,706.00	2,904.00	3,102.00	3,300.00	3,498.00

4C3 Analysis of workforce trends

Within the next five to ten years, many current employees will be eligible to retire: 35% of professional and support staff, 70% of administration, and 40% of faculty are above the age of 50. The college realizes that this will require re-staffing positions. Re-staffing also provides the opportunity to examine organizational structure to determine if change in that structure will result in a more efficient operation. This analysis is a regular part of our process. In general, our workforce needs are addressed as programs grow, as replacement needs arise, or as grant program requirements mandate.

We are facing a declining and aging population in the college’s service area. This fact along with our rural location means we often have to look outside the immediate area to meet our staffing needs. This trend is likely to continue during the next decade. Because of our

location in the Southeastern Ohio, there are few minorities and our employees reflect that trend (See the section on [Faculty and Staff](#) in the Institutional Overview). As a result of these factors, the hiring of minority employees is a constant challenge.

4C4 Key faculty, staff, and administrative training initiatives

Washington State Community College provides variety of training opportunities for faculty and staff. In the past year, the Human Resources Department contracted with an outside consultant to offer a series of three management skills training sessions for Executive Committee and middle level management. Regular sessions on sexual harassment prevention, safety training, FERPA regulations, DATATEL, and Web Adviser are offered annually. Other training initiatives have included online course development through Franklin University and Podcasting training. Through one of the college's AQIP Action Projects, 64% of full-time faculty and staff have received training in continuous improvement practices during the past two years.

Each year the college dedicates one day to leadership and professional development. Speakers, activities, and break-out sessions are used to provide the faculty and staff with information on various topics related to their jobs and developing leadership skills.

Faculty and staff may attend workshops and conferences as a means of staying current in their field as long as travel monies are available. Faculty and staff may also take WSCC classes without charge through a tuition waiver benefit.

In the near future, the college plans to provide training to help faculty and staff move to a standardized email and calendar system that will improve our ability to schedule meetings effectively. Training of this type is scheduled as the need arises or in response to employees' requests.

4P1 Identifying specific credentials, skills, and values required for employees

Job descriptions are developed, updated and maintained through collaboration between the Human Resources Department, supervisors, and administrators. These descriptions outline the educational credentials and skills that are required for each position. The college's values are outlined in the college's [mission statement](#) which is shared with new employees. The interview committee looks for a good fit with these values during the interview and through reference checks of potential employees. The Human Resources Department verifies a potential employee's credentials by contacting references and requiring copies of educational transcripts. In some cases, interviews include a work simulation component for the committee to evaluate the candidate's skills.

Appraisal Team Comments: **S**

WSCC reports having a well defined process for assuring credibility.

Appraisal Team Comments: **O**

The college does not appear to have a process for identifying critical skills needed for individual positions.

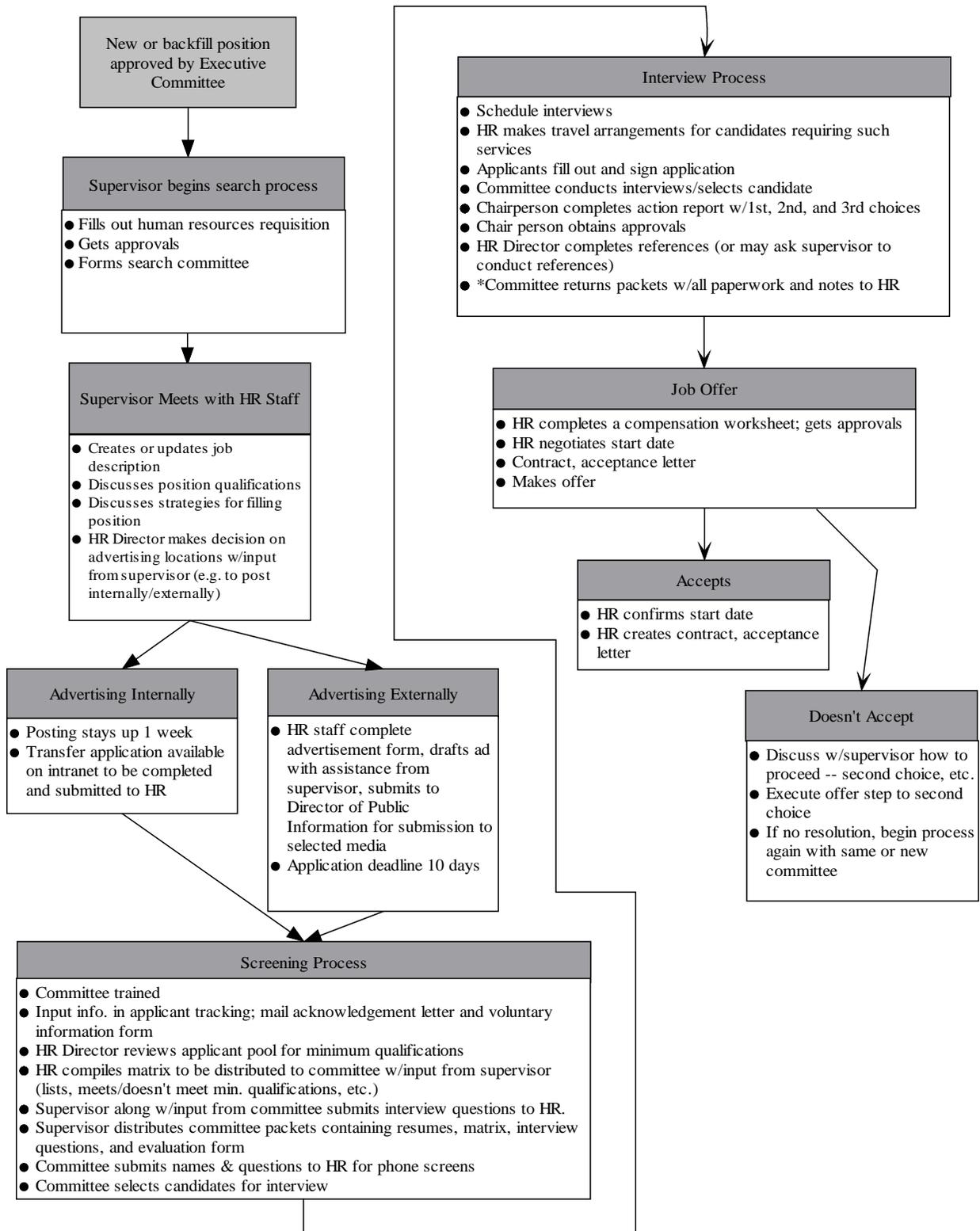
Update: WSCC now includes Skills Max testing as a part of the full-time hiring process. Skills Max requires a detailed skills analysis and uses that analysis as the basis for a customized, computerized test to determine a best fit for a particular job. Skills Max results are used as one aspect of the hiring process along with the interview, references, work simulation, etc.

4P2 Recruiting, hiring, and retaining employees

The college advertises open positions through an internal posting board and e-mail announcements to the entire campus. Simultaneously, the college advertises job openings on the college's website, and through local newspapers. In some searches, the college advertises nationally through publications and websites. The hiring process includes a search committee composed of professional staff, support staff, and faculty in most cases. (Figure 4-4 shows the college's hiring process for full-time employees.) Part-time positions are staffed in a similar way although departments generally have more autonomy in hiring and search committees may be limited to only the immediate supervisor and one or two other members of the department.

The college offers contracts annually to those full-time employees (whose performance warrants retention) in the employment categories of administration, professional staff, and faculty. Support staff and maintenance staff do not receive contracts. To enhance retention of employees, the college developed a number of employee benefits such as vision, dental, and several levels of health insurance, life insurance, discounted child care at the college's Evergreen Child Development Center, personal leave, vacation leave (for 12-month and permanent part-time employees), half-day Fridays during summer term, employee recognition programs, and professional development opportunities. Tuition reimbursement for graduate

Figure 4-4 Full-Time Employee Hiring Process



study is available if the employee can demonstrate that the completion of the courses or the attainment of the degree will directly support the college's mission. The number of employees approved for tuition reimbursement has been limited in recent years. When the college first made the transition from technical college to community college a broad program of reimbursement for degree completion was implemented. Now after 15 years, employees have generally attained the educational level required for their position and our hiring practices also bring us individuals with the required degree level. Faculty and staff receive raises for attainment of additional degrees as defined by the college's compensation guidelines.

For orientation, the 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 is assigned to assist the individual in transitioning to the college.

New positions are proposed as a part of the budgeting process each year. Each department requesting a new position completes a position request and supplies justification for the position. The Budget Committee determines how many new positions (if any) can be funded during the next budget cycle, and the Executive Committee makes the final decision on which positions will be approved. Backfill positions are reviewed to determine if there is a need for the position as it exists or if the position may need to be redefined to better support the college's operations. Once again, the Executive Committee generally makes this decision and approves backfilling a position.

Appraisal Team Comments: **SS**

The full-time hiring employee process flow-chart depicts a systematic approach to filling open positions. Figure 4.4 is an example of "best practices."

Update: The Skills Max testing system has now been incorporated into the hiring process for all full-time employees.

4P3 Contribution of work processes and activities

The college's communication structure enables and encourages employee input on processes and decision making. While the Executive Committee and the President often make final decisions on major issues, decision making is kept at the department level whenever possible. The President's Cabinet, with representatives from all areas of the college, serves as a forum for discussion and problem resolution. Short-duration cross-departmental action teams are often formed through the President's Cabinet to provide quick solutions to problems affecting multiple areas of the college. Each department has regular staff meetings to ensure smooth work flow and to correct problems that arise. For more complex problems, the college has successfully developed and implemented the AQIP mini-project process (see [8P3](#)). All employees are encouraged to submit mini-project ideas; this empowers them to cooperate, innovate, and share skills.

To insure good communication, employees are provided with computers, standard Microsoft software packages as well as campus email (through WebMail, Outlook Express, and Microsoft Outlook) and database management systems (WebAdvisor and Datatel). Internet services are available in all areas of campus with much of the campus having access to wireless Internet. The [On Campus](#) e-newsletter serves to keep employees informed of campus news.

Ethical practices are the cornerstone of college operations. The college has simply created a work environment in which ethical practices are expected of all employees. Deviation

from this norm is not tolerated and results in warnings, disciplinary action, or termination. Section [5C3](#) outlines the college's approach to ethical work practices.

Appraisal Team Comments: S

Besides the expected processes for communication throughout the college, an AQIP mini-project process has been developed to address complex problems (see [8P3](#)) as a means of empowering all stakeholders of the college. Section [5C3](#) outlines the college's approach to ethical work practices.

Update: No significant change.

4P4 Training and development of employees

Training and development of employees is accomplished through several avenues.

- Section [4C4](#) summarizes some of the professional development opportunities provided for employees.
- The college uses 8 standing committees (see section [5P3](#)), two leadership committees (Executive Committee and President's Cabinet) and numerous ad hoc teams and committees to accomplish the primary functions related to shared governance. A significant component of employee training and development comes from service on committees, and over time, through an increasing level 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.
- Departments cross-train their employees in multiple tasks so that work can easily be absorbed and accomplished in the event that an employee is ill or leaves the institution. This cross-training also results in better communication and improved understanding among employees for the value of each others' jobs.
- The college's AQIP mini-projects provide a means for employees to identify problems or broken processes that they wish to address, design and implement a strategy, and then measure the results of their efforts. This process provides hands-on training in teamwork and leadership. Efforts are acknowledged through recognition at meetings and in the On Campus newsletter as well as tangible rewards such as polo shirts and gift certificates to the college bookstore.
- The college encourages its employees to visit their counterparts at other colleges in order to share ideas and learn from different approaches to similar tasks. Travel expenses to other Ohio colleges are reimbursed.
- Whenever possible, the college promotes from within its own employee ranks. This provides a path of increasing responsibility for employees who desire advancement and helps reinforce the importance of hard work and leadership skills.

Appraisal Team Comments: S

The college has established multiple processes for addressing these questions.

Appraisal Team Comments 4P4-4P5: O

Although WSCC identifies multiple avenues for training and development, the college notes that it has not yet developed a systematic process to determine training needs.

Update: WSCC now focuses the two weeks prior to the start of fall quarter on professional development and offers a variety of required trainings (FERPA, Sexual Harassment Prevention, Adviser Training, Microsoft Office 2007, etc.) and a variety of optional training sessions. The Chief Academic Officer and the Director of Human Resources use Survey Monkey to determine specific training needs and sessions are created to meet those needs. This process has evolved considerably in the past two years as the college had begun to offer two or three Saturday morning professional development sessions specifically for part-time faculty. The topics for those sessions were chosen through surveys to determine faculty interest and need. There is work yet to be done to further develop out processes, but we are making good progress in this area.

4P5 Determining training needs

WSCC has not yet developed a systematic process to deal with determining training needs. In general, training is provided once a need is perceived by the Executive Committee or other managers on campus or when an employee or group of employees requests specific training. We recognize this as an *opportunity for improvement*, and intend to develop strengthen our processes for determining training needs within 3 years.

Appraisal Team Comments: **O**

The college has identified these questions as an opportunity for improvement within three years.

Update: See 4P4.

4P6 Designing and using the personnel evaluation system

The college has designed a personnel evaluation system that provides employees with information about their strengths and areas for improvement. The system helps develop performance goals that, in turn, support the college's mission, vision, and values. The Human Resources Department designed the personnel evaluations used for administrators, professional staff, and support staff. Those evaluations directly reflect job descriptions and ask the employee and the supervisor to rate the performance level of each aspect of the job. A team of faculty and administrators designed the performance evaluation system used for faculty. In addition components related to the faculty job description, that system requires classroom observations by deans or department chairs as well as students' evaluation of instruction. Performance evaluations vary somewhat in format, but all include the following elements.

- Regular schedule for evaluations
- Self-assessment
- Manager assessment
- Evaluation conference
- Goal setting

The focus of evaluations is to provide feedback to our employees so they may effectively serve our stakeholders, particularly our students. [Faculty evaluations](#) are focused primarily on teaching and helping students learn and secondarily upon completion of other duties such as committee service, reporting tasks, and professional development.

Appraisal Team Comments: **S**

The college has designed a multi-level personnel evaluation system that provides employees the information about their strengths and areas for improvement.

Update: No significant change.

4P7 Recognition and reward system alignment

Working with a consulting firm, the college recently revised its compensation system to be more consistent across positions and departments. The revised system recognizes skills, job responsibilities, and educational attainment. The system established 14 pay grades for non-teaching employees and 4 pay grade levels for full-time faculty. Salary adjustments are presently being implemented to bring employees up to the correct pay level if they were below the newly established level for the particular grade in which their jobs were classified. At the same time, no employee's pay was reduced, although some employees are not eligible to receive annual pay increases if they are above the maximum pay level for their job. This very large project accomplished one of the initiatives in the college's 2004-2006 vision plan and was directly related to one of the college priorities, [Valuing People](#).

The college does not use a merit pay system. However, non-teaching employees may advance in job level and pay by applying for positions in higher job grade categories when vacancies occur. Faculty members move through a faculty rank system from (Instructor, Assistant Professor, Associate Professor, and Professor) and receive a \$1,000 raise on their annual base salary for each level of advancement. Rank advancement is tied to the evaluation system and favorable evaluations result in a more rapid advance through the system. All employees are eligible for annual across-the-board pay increases (when the budget allows).

The college also rewards employees through non-monetary recognition. Employees' accomplishments are noted and publicized internally and externally. Each spring, the college holds an employee recognition dinner and awards are given for longevity of service and accomplishments of individuals and groups are recognized through a PowerPoint presentation with their photos.

Faculty and staff receive raises for attainment of additional degrees as defined by the college's compensation guidelines. Employee benefits are summarized in [4P2](#).

Appraisal Team Comments: SS

A recently-revised compensation system has been established with 14 pay grades for non-teaching employees and 4 pay grade levels for fulltime faculty. WSCC has utilized an external consultant to revise and align the compensation system. A non-monetary reward and recognition program complements compensation.

Update: WSCC continues to use the outside consulting firm to "grade" new positions and to re-evaluate the grade of positions that change significantly.

4P8 Key motivational issues

The Employee Relations Team meets regularly with the Executive Committee to discuss issues related to employee satisfaction and concerns. Beyond that, WSCC has not developed a systematic process to determine key issues related to motivation of faculty, staff, and administration. We recognize this as a *major opportunity for improvement*, and intend to research processes that will allow us to effectively address key issues related to employee motivation within 5 years.

Appraisal Team Comments: O

Thus far, the college is not in a position to answer the "hows" of these questions. These are identified as major opportunities for improvement.

Update: *This remains an opportunity for improvement.*

4P9 Employee satisfaction, health and safety, and well-being

Washington State Community College has two committees, the Safety Committee and the Plant Operations/Safety Committee, which oversee employee satisfaction, health, safety, and well-being. These committees accomplish this by

- Reviewing incident and accident reports during monthly meetings to identify/assess safety issues which ensure a safe workplace.
- Providing up-to-date information regarding sex offenders on campus on the campus website.
- Establishing a policy for dissemination of information regarding registered sex-offenders on the Washington State Community College campus to ensure the safety of both students and staff.
- Appointing a “Chemical Hygiene” officer to ensure the proper use and disposal of bio-hazard materials on campus.
- Providing a suggestion box in the faculty lounge and the student commons area to solicit input from students and employees regarding safety issues.
- Installing emergency “Red phones” in various locations across campus that allows students/employees to access emergency assistance.
- Hiring Criminal Justice students as adjunct security officers to ensure everyone’s safety during campus operating hours.
- Creating and maintaining a [Safety Manual](#) for the use of faculty and staff.

There is an AQIP mini-project being developed by the health and wellness committee designed to improve the health and well-being of employees/students. A second AQIP mini-project is examining college security procedures and making recommendations for improvement.

Additionally, the college administered an internally developed climate survey in 2002. Although the survey was somewhat flawed in language and in process, it pointed to valuing people and communication as areas of dissatisfaction. This finding was supported by the results of compression planning sessions in the spring of 2003 and the AQIP Examiner Survey in December 2003. This information led to the college to create an AQIP action project to improve processes related to valuing people and communication.

Appraisal Team Comments: S

Two college committees provide the processes for addressing these questions. Details are provided in the portfolio.

Update: *WSCC recently created and implemented a detailed Emergency Management Plan which includes processes to be followed in the event of a pandemic flu or other health emergency. The plan had broad input from across campus and the information has been shared through several faculty/staff forums. One other change in this area has been the elimination of the suggestion boxes. They were not effective in gathering feedback.*

4P10 Valuing people measures

As part of the compensation review process, the college has committed to regularly reviewing employee pay levels with the assistance of the Mercer consulting firm. This company

will recommend adjustments to our pay scales based of market data for colleges and businesses in a cohort we have established for benchmarking purposes.

Additionally, the college has established valuing people as one of the key priorities our vision process (or [strategic plan](#)). We are tracking the results of initiative related to this priority. In December 2003, 107 employees completed the AQIP Examiner survey. The areas with a mean of less than 3 on a 5-level scale were Valuing People (2.49), Leading and Communicating (2.5), and Planning Continuous Improvement (2.77). [Figure 3-8](#) provides results for all categories and employee types. The Examiner will be administered again at the end of year three of the Communicating and Valuing People Action Project to measure change in these categories. The project's goal is a 10% increase in positive responses to items associated with these categories.

Appraisal Team Comments: S

The college has developed processes, with assistance from the Mercer consulting firm, which provide data regularly for addressing how best to value people. The college has identified a 10% increase in positive responses to survey items associated with this category.

Update: Perhaps the Appraisal Team misread this section. Our goal was a 10% increase in positive items associated with this category. As reported in our [Action Project update](#), we did not see any significant increase in those items when the AQIP Examiner was re-administered in 2007.

4R1 Valuing people results

Progress on the college's valuing people priority is detailed in Appendix 4 under the section on [Valuing People](#). As stated in 4P10, we have not yet re-administered the AQIP Examiner to determine the impact these initiatives may have had.

We valued our evening employees by holding get-togethers with pizza in fall quarter 2005, winter 2006, and spring 2006. In February, 20 employees completed surveys, including 15 part-time employees. We asked if they attended the fall event and if it had a positive impact on their perception of being valued. For part-time faculty, 7 responded "definitely," 3 responded "somewhat," 1 "Not Applicable (N/A)," and 3 did not respond. For full-time faculty, 1 responded "definitely," 3 responded "somewhat" and 1 responded N/A. In April 2006, 17 employees completed the survey, including 10 part-time employees. This survey asked specifically if attending the event led adjunct faculty to feel more valued. Six responded "definitely," 2 responded "somewhat," 1 responded "neutral," and 1 didn't respond to this question. Full-time faculty were asked a similar question and 1 responded "definitely," 3 responded "somewhat," 2 responded "neutral," and 1 respondent didn't attend the event. There were no "not at all" or "seldom" responses to either survey. These results seem to indicate that this initiative is having some positive impact on evening employee's perceptions of feeling valued.

Appraisal Team Comments: O

WSCC uses the AQIP Examiner Survey to track results of Valuing People, and admits it is in the early stages of gathering data on measuring satisfaction on its methods of evaluation.

Update: Final results for the Valuing People action project are available through this [link](#).

4R2 Results in processes associated with valuing people

Through its participation in AQIP, the college has been working to improve processes related to valuing people. Some examples are listed below.

- The Leadership Team worked with the Professional Development Committee to meet employees' needs through a professional development day designed for leadership development. Survey results indicated that our employees felt it was one of the best and most rewarding Professional Development Day in several years.
- Our Public Relations Director created a campus newsletter to recognize employees' accomplishments and to facilitate communication. The [On-Campus](#) newsletter has become a vehicle for campus communication.
- The Valuing People Team worked with our Executive Committee to give a holiday bonus of "Marietta Bucks" (\$20 each) to all full-time and regularly scheduled part-time employees. This was a welcome surprise to our employees.
- We plan to complete AQIP Examiner again in the fall of 2007 and hope for a 10% positive increase in our employees' perceptions of the college's approaches to valuing people in comparison with our first results from 2003.
- Thirty-seven percent of full-time faculty and staff participated in an AQIP mini project in 2004-2005. The total participation in this action project rose to 64% by the end of the 2005-2006 academic year. These percentages indicate that employees are valuing the college's continuous improvement initiatives and participating in them.

Appraisal Team Comments: S

The college has used the AQIP formats to improve processes related to valuing people. Of note is the substantial increase in employee participation with AQIP Examiner which surveys employee perceptions of the work environment.

Update: *The Professional Development Committee has been refocused as the Committee on Employee Success and they worked with the President's Strategic Team to create a new format for tuition reimbursement for faculty and staff wishing to take courses related to their jobs. WSCC has also initiated the "Give Them the Pickle" process for recognizing faculty, staff, and administrators who go the extra mile to provide service to stakeholders. Employees use this program to recognize the achievements of co-workers and the recognition is part of the bi-weekly President's Cabinet meeting and reported in the [On Campus](#) newsletter.*

4R3 Evidence for productivity and effectiveness of employees

WSCC has not developed a systematic process for measuring the productivity and effectiveness of our employees in helping us achieve our goals. One measure that we can point to is progress on accomplishing the numerous initiatives in the college's [2004-2006 vision document](#). The college's steady growth in enrollment along with its ability to balance the budget while expanding programs adds additional evidence. We recognize the lack of a formal process for measuring this area as a *major opportunity for improvement*, and intend to develop processes that will allow us to effectively measure productivity and effectiveness within 5 years.

Appraisal Team Comments: O

The college has identified development of a systematic process for measuring productivity and effectiveness as a major opportunity for improvement. It should be noted, however, that the college appears already to have in place a variety of means for collecting such evidence.

Update: The [2007-2009 Priorities and Initiatives](#) document states objectives in measurable terms wherever possible. The [annual update](#) of this document provides a means for measuring the effectiveness of our processes, priorities, and initiatives.

4R4 Comparison of results with other institutions

WSCC has not yet developed a systematic process to compare our results for valuing people with the results of other institutions. We recognize this as a *major opportunity for improvement*, and intend to establish processes that will allow us to effectively compare our results within 5 years.

Appraisal Team Comments: **O**

Institutional peer review has been identified by the college as an opportunity for major improvement.

Update: No significant change

4I1 Improving processes and systems for valuing people

A Valuing People Team meets bi-weekly to improve processes related to communication, morale, and employees' perceptions of being valued. The team includes employees from each department of the college. The team conducts activities such as pizza nights to value evening faculty and staff and also organizes the yearly AQIP appreciation breakfast and the AQIP Celebration held following the breakfast.

The team's theme is The Fish Philosophy, and at our celebration event we throw a fish pillow to each AQIP Team Leader as they introduce their team and talk about their accomplishments. This light-hearted approach to project reporting has been well received by employees.

A Leadership Team comprised of many employees from departments across our campus was established for the purpose of building communication skills and improving leadership skills. Last year the Leadership Team improved our Professional Development Day by inviting a variety of leaders to present sessions on leadership topics. The team also invited two motivational speakers to speak to our employees.

The Valuing People Team conducted a survey to better determine what "valuing people" means to our employees in order to improve processes associated with valuing people. We also survey employees after pizza nights to determine if the activity helps them feel more valued.

Employees are encouraged to participate in mini-projects focused on improving communication and efforts to value people. The mini-project process is becoming business as usual. Employees choose the projects themselves and we are committed to completing four projects per year aimed at improving processes and results for valuing people and communicating.

Past projects in this area included:

- Creating online course supplements for better communication in traditional delivery courses
- Improving coordination and services for off-site Instruction

Fish Philosophy*
Play
Make their day
Be There
Choose your attitude

*2006 Charthouse Learning

- Creating an internal communication network to enhance service to students and facilitate communication
- Creating a handbook for Center for Business and Technology employees
- Creating a handbook for part-time faculty

The current projects in this area are:

- Valuing evening faculty and staff
- Creating a Wellness Program
- Defining and enhancing Alternative Delivery of Instruction
- Improving college security

In 2004-2005 the AQIP action project reviewer suggested that we also include the community in our efforts to value people. We responded with an event to value local school superintendents. We invited the superintendents to have their monthly meeting on our campus. We held a breakfast/networking session and our Chief Academic Officer gave a presentation on some of the current and new ventures we are undertaking in partnership with the public schools. We also invited a community member to be part of our AQIP leadership project team, and we developed a session on leadership for the community in conjunction with our annual leadership/professional development day.

Update: The work of the Valuing People team was handed off to the Committee on Employee Success at the conclusion of the Valuing People Action Project.

4I2 Measure of valuing people

WSCC has not yet developed a systematic process to set targets for valuing people or for improvement in this area. We recognize this as a *major opportunity for improvement*, and intend to develop processes that will allow us to effectively set target within 5 years.

As noted in sections [4R3](#) and [4I1](#), we communicate our priorities in the area of valuing people through our visioning process and vision document. We report on our results through reports at various meetings, the On Campus newsletter and through our annual AQIP celebration event.

Category 5: Leading and Communicating

5C1 Leadership and communication systems

The Board of Trustees has delegated to the President overall leadership of the College, including personnel, finances, facilities, and community services. The President, in turn, distributes leadership for instruction, student and community services, and finances and physical plant respectively to the Vice President and Treasurer, Chief Academic Office/Dean of Arts and Sciences, Deans of Business, Engineering and Industrial Technology, Health Sciences, Enrollment Management, and Instructional Support Services. The President, Vice President, Chief Academic Officer, Deans, Directors of Workforce Development, Foundation, and Human Resources are the Executive Committee of the college. Reporting to the Executive Committee are the mid-level administrators, chairs, program coordinators, and directors who supervise faculty and professional employees in those areas. Professional staff, support staff and faculty are organized in their own respective senate groups and are represented by elected leadership teams. Several standing college committees exist for specified college business and procedures and meet on an as needed basis. An Employee Relations Team also exists to serve all employees on matters of communication, to enhance the work environment, and to improve morale on campus. This team is a representative group selected by the senates and meets at least once each quarter with the Executive Committee. (For more specific delineation, see the [Appendix 1.](#))

The President and trustees communicate regularly in preparation for monthly Board of Trustee meetings. Communication from members of the Executive Committee to the Board of Trustees occurs at those meetings. Board actions are logged with minutes and shared from supervisors to subordinates as deemed appropriate. The President and Executive Committee communicate through weekly meetings, and the President hosts bi-weekly meetings of the President's Cabinet to share campus information with all leaders in supervisory roles. Deans hold bi-weekly meetings with their chairs and other administrators meet on an as needed basis to serve as channels of communication. General communication is shared with all personnel through the weekly electronic e-newsletter [On Campus](#) and items can be posted on the college web site. Minutes from committee meetings are shared with members of that group and can be posted to the On Campus site. Personnel also communicate by email, telephone, letters and in-person.

Update: (1) The executive committee is now the President's Strategic Team (PST). (2) A Chief Information Officer (CIO) was hired. (3) The CAO and Dean of Arts & Sciences are now separate positions and a new Dean of Arts and Sciences was hired. (4) The CAO holds biweekly meetings with deans. (5) The President's Strategic Team is composed of the President, the CAO, the CIO, the Chief Enrollment Management Officer (CEMO), the CFO, and the Director of Workforce Development

5C2 Alignment of leadership system

The College's Policies and Procedures Manual serves to ensure that practices of the leadership system align with views of the Board and Executive Committee. The Board of Trustees sets direction and the Executive Committee formulates and executes actions based upon that direction. Representatives from all areas of the college serve on key leadership teams. (Section [5P3](#) lists the college's standing committees.) Each committee is expected to align its practices with the college's [Mission, Vision, and Values](#) statements and the college policy and procedures manual. Every department is expected to set annual goals and report

those goals and outcomes to their supervisors. Those goals and results are then shared with the Executive Committee. The Board, Executive Committee, college employees and other institutional stakeholders collaborate on a Vision document every two years and use that document for strategic planning and to formulate annual goals.

Update: Executive committee has been reorganized as the President's Strategic Team. (See 5C1).

5C3 Institutional values and expectations

The college [Mission, Vision, and Values](#) statements, created through college-wide discussion and communicated to all employees, express the overall institutional direction. In addition, the Policy and Procedures Manual, employee contracts, and employee evaluations address ethics and equity, social responsibilities, and community involvement. Section 4.3 of the [Policy and Procedures Manual](#) provides guidelines with regard to these issues. Specifically, employees are expected to “establish and maintain a practice of openness and honesty.” Further, they are to “refrain from any deliberate misrepresentation or dishonesty in official matters and from fraud, falsification, or exaggeration.” The Manual also states that employees should, “Function as a responsible and loyal member of the divisional or administrative unit to which they are assigned, and represent it to others in a fair and accurate manner.” This section of the Policy and Procedures Manual goes on to list 11 additional expectations of employee conduct.

Update: No significant change.

5P1 Setting directions in alignment with mission, vision, and values

In order to set directions aligned with the college mission, leaders look to the mission statement, the visioning document (strategic plan), and the AQIP category guidelines for improvement. Through the visioning process the college conducts stakeholder focus group sessions to solicit input on how best to carry out the Mission, Vision, and Values of the college. Additionally, academic assessment processes, program reviews, the AQIP Examiner survey and other internal and external surveys are used to formulate policy directives to explore new initiatives, examine current practices, and apply new concepts to the college environment. The college has adopted the procedure of sponsoring 10 to 14 AQIP mini-projects per year, each focusing on improving processes related to the needs and expectations of students and other key stakeholder groups. Each person or team proposing a project must complete an application process detailing the goals, procedures, and the benefits for our stakeholders. Mini-project applications are then reviewed by the Mini-Project Team and the AQIP Planning Team for approval. Regular updates and reports on these projects are submitted to the Mini-Project Team and Executive Committee. Summary reports of the projects are accessible through a link in the [On Campus](#) newsletter. The project update and AQIP Reviewer's comments are available on the [AQIP](#) section of the college website.

Appraisal Team Comments: S

To set directions, WSCC uses the visioning process and stakeholder focus groups, and implements 10-14 AQIP mini-projects once every two years. These directions take into consideration the needs of students and stakeholders. Summary reports are communicated to faculty and staff on the College's website.

Update: During the fall of 2009, WSCC will close out the current [strategic plan](#) (Priorities and Initiatives Document) and complete planning for the next strategic plan to cover 2010-2012. A consultant is working with the college to assist with strategic planning, particularly in terms of gathering stakeholder input. While we are still using mini-projects to accomplish specific goals, WSCC now applies continuous improvement procedures well beyond the AQIP process. In 2008-2009, more than 60 continuous improvement projects were attempted and [documented](#) on the college's new SharePoint Continuous Improvement website.

5P2 Seeking future opportunities

Historically, future opportunities for the institution have been sought through internal strategic planning efforts and by the college leaders maintaining close relationships with the stakeholders in our service area. Our leaders examine and consult the campus facilities master plan, academic and department reviews, institutional research data and retention data to build and sustain our learning environments. The college often works with outside consultants to conduct feasibility studies prior to launching major initiatives. The visioning process, initiated in 2003, helps the college seek opportunities through information generated by focus groups with our stakeholders. In the last five years, our campus has added a full-time grants writer and foundation director, who continually seek financial and educational opportunities for our campus. We also have an Executive Director of Workforce Development who seeks opportunities to serve the training needs of local business and industry. Our faculty and staff are actively involved in their respective state organizations and several employees serve in leadership roles in those organizations. Their involvement in these groups keeps them aware of emerging state and national educational initiatives as well as new grant funded projects that may benefit our students.

Appraisal Team Comments: S

WSCC uses a variety of methods to seek future opportunities, including the strategic planning process and outside consultants, the visioning process, and focus groups.

Update: The Foundation is currently working with an outside consultant on a strategic plan for the Annual Fund Campaign. Part of this process is to incorporate the vision, goals, and needs of the institution into this plan. This work is linked to the 2010-2012 strategic planning initiative.

5P3 Recommending, making, and carrying out decisions

The Board of Trustees, through input from the President and Executive Committee, makes all major decisions on facilities, budget, and policy. The Board also hires the President. The President and Executive Committee, in collaboration with the Human Resources Director and cross-departmental hiring committees, determine work assignments and hiring for personnel other than at the chief executive level. Each respective Dean, in collaboration with the Chief Academic Officer and the Dean of Enrollment Management, makes college programming and student-related service decisions. The Vice President and Treasurer in conjunction with the Budget Committee makes decisions in the area of finance. Decisions are reviewed in conjunction with our Policies and Procedures Manual.

Campus-wide standing committees make recommendations and decisions for specific college concerns and the co-chairs of each committee are responsible for maintaining agendas and minutes. The number of standing committees was recently reduced from 15 to 8 in an effort to combine similar tasks, streamline processes, and reflect AQIP principles. Those committees are the Budget Committee, the Curriculum Committee, the Safety and Security Committee, the

AQIP Planning Team, the Committee on Student Success, the Committee on Student Learning, the Student Appeals Committee, and the Committee on Employee Success. The college also maintains two leadership groups: Executive Committee and President's Cabinet.

Three senate groups – Faculty Senate, Professional Staff Senate, and Support Staff Senate – make decisions and recommendations regarding their operations and concerns, and our Employee Relations Team, composed of representatives from all three Senate groups, makes recommendations to the Executive Committee on issues that affect the entire college.

Appraisal Team Comments: S

WSCC employs the organizational/hierarchical structure of the College and the formal standing committee structure to make decisions. In addition, three Senate groups make recommendations to Cabinet and other decision-making bodies.

Update: WSCC is adding the Diversity Committee as its ninth standing committee. This addition will increase awareness of diversity issues on campus and make fostering world awareness a more constant part of the college's overall effort.

5P4 Using information and results for decision-making

Leaders review a variety of information to assist with decision-making processes. Our Executive Committee calls on the Office of Institutional Research to provide information on internal measures (student to teacher ratio, average class size, retention rates, graduation rates, etc.) and comparative data with other institutions. Information provided by the state through the Higher Education Information (HEI) system helps our college assess how we are performing in comparison to other colleges in Ohio. On campus reports help us assess college functions and areas of concern for our stakeholders. These reports include college surveys, student evaluations, enrollment, retention, budget projections, AQIP Examiner, Mercer survey (employee compensation), visioning process outcomes, and others. Vital information is generated from course/student evaluations completed each term by students. The Deans review these results with the course instructors using the information to determine professional development and/or possible improvements in curriculum delivery. Information from program reviews is used in a similar manner. These results help determine effectiveness of specific degree and certificate programs, training needs, allocation of funds, new positions priorities, etc. Figures [7-1](#) and [7-2](#) provide additional information on data collection and sources.

Appraisal Team Comments: S

WSCC uses results generated by the IR Office and also uses external measures from other Ohio institutions, as well as data collected from course and student evaluations to determine allocation of resources.

Update: (1) Two national surveys, the [Community College Survey on Student Engagement](#) and the [Noel Levitz Student Satisfaction Inventory](#) are now used to inform the decision making process. (2) A state-wide [Community College portrait](#) provides information regarding the institution's performance in comparison with other two-year colleges in Ohio. (3) The [Measuring Effectiveness](#) action project is aimed at improving our processes for measuring what matters and using that data for decision making.

5P5 Communication between and among institutional levels

Communication occurs between and among institutional levels through meetings, e-mail, the [On Campus](#) e-newsletter, telephone calls, and personal conversations. The President holds Category 5 – Leading and Communicating

biweekly meetings of the President's Cabinet, composed of the Executive Committee and middle managers, to share information and resolve problems. Any member of the President's Cabinet may add an item to the online agenda and bring information or concerns to the group for consideration. This information is then "cascaded" to other employees in the college. The President also holds weekly Executive Committee meetings to exchange information and to plan action. Minutes for these meetings are distributed to that group only. Our senates meet on a regular basis, monthly or quarterly, and their minutes are and posted online. Our individual academic and service departments meet as needed, usually once a term or once a month, to discuss relevant issues. Three meetings for all full-time employees are held each year to share information about the state of the college. In the same manner, each division holds three meetings to prepare faculty for the upcoming term. Special meetings are held for the adjunct faculty at the beginning of fall term to discuss relevant information concerning academic and employment issues. The college's AQIP Mini-Project process provides an opportunity for cross-departmental communication on ways to improve college processes and service to students.

AQIP teams provide updates at the President's Cabinet meeting and meetings of other campus groups. An annual AQIP Celebration event provides information on the collective AQIP effort. The Policies and Procedure Manual as well as a part-time instructor handbook and a handbook for Center for Business and Technology employees also communicate institutional policies, procedures, and expectations.

Information flows upward to the Executive Committee through personal communication, standing and ad hoc committee reports, the suggestion box system, survey results, and the Employee Relations team.

Appraisal Team Comments: S

WSCC achieves communication about shared values and other matters by using the College's On-Campus e-newsletter, email, telephone calls to appropriate individuals, and by personal conversation. The President holds bi-weekly meetings, at which information is communicated to middle managers and then cascaded down to the appropriate groups.

Update: (1) The Executive Committee is has been reorganized as the President's Strategic Team. (2) Notes from the President's Cabinet meeting are now distributed electronically to employees by the Human Resources Office. (3) A new weekly newsletter [Collage](#) is posted in restrooms for both students and employees. (4) Some of the employee senate groups post their minutes for all to read, although this is not yet a consistent practice. (5) The suggestion box system did not generate significant input from either students or employees and it was discontinued.

5P6 Communicating shared mission, vision, and values

The college leadership uses several means for communicating information regarding mission, vision and values as well as high performance expectations regarding institutional directions and opportunities.

- The visioning process (strategic planning) is directly related to the College Mission, Vision, and Values. By collectively setting specific priorities and initiatives with stakeholder input and then tracking and reporting outcomes, the leadership communicates that the effective functioning of the college is a shared responsibility. The process also serves to communicate to stakeholders that we expect them to share responsibility for the college mission and direction.

- The program review process is anchored to the College Mission, Vision, and Values requiring faculty and staff to demonstrate the link between their programs and the College Mission.
- The evaluation process links performance expectations for each employee back to the College Mission, Vision, and Values of the college. The process examines how the employee is contributing to the effectiveness of the college and helps the employee set goals to enhance that contribution. The process also reinforces the college's expectations regarding learning, ethics, social responsibilities, and community service.
- Information presented at faculty and staff meetings as well as the team reports at the college's annual AQIP celebration remind employees of the shared mission, vision, values, and priorities of the college.

Appraisal Team Comments: **S**

WSCC achieves communication about shared values and other matters by using the College's On-Campus e-newsletter, email, telephone calls to appropriate individuals, and by personal conversation. The President holds bi-weekly meetings, at which information is communicated to middle managers and then cascaded down to the appropriate groups.

Update: WSCC is now using [SharePoint](#) as a means for communicating standing committee business, continuous improvement activities and achievements, student academic assessment information, information technology services and other key information that supports the mission, vision, and values of the college.

5P7 Encouraging and developing leadership abilities

The college provides opportunity for employees to take on leadership roles in many areas. For example, committee membership is expected of all faculty, professional staff, and administrators. Within committees, the chair duties rotate among committee members from year to year allowing nearly any member an opportunity for leadership if he/she so desires. Faculty members are encouraged to serve as department chairs, program directors, program coordinators, and student organization sponsors. Training is provided for department level managers both on campus and off campus. More information on developing leadership abilities can be found in section [4P4](#).

Appraisal Team Comments: **S**

WSCC shares best practices in leadership by providing development opportunities in leadership (Appendix 4 VP6), and by encouraging leadership growth at the team level through continuous improvement teams.

Update: No significant change.

5P8 Leadership succession

WSCC has not yet developed a systematic process to deal with leadership succession. We recognize this as a *major opportunity for improvement*, and within 3 years intend to develop robust processes that will allow us to effectively ensure that the college's mission, vision, values, and priorities are passed on during leadership succession.

Appraisal Team Comments: **OO**

In keeping with AQIP principles for developing a sustainable organization, WSCC recognizes that it has a major opportunity to develop a leadership succession plan.

Update: *This area remains an opportunity for improvement.*

5P9 Measures of leading and communicating

The annual evaluation process provides our primary measures of leading and communicating. The personnel evaluation process is described in section [4P6](#). Effective communication is an expectation and a component of all personnel evaluations. If the employee has a supervisory role, performance in that role is evaluated and documented. The President evaluates Executive Committee members. The Board of Trustees evaluates the President.

Appraisal Team Comments: **O**

Although WSCC assesses leadership and communication components of the supervisory personnel, it does not appear to have broad institutional measures of the overall effectiveness of leading and communicating at the institution level.

Update: *This area remains an opportunity for improvement.*

5R1 Results for leading and communicating

WSCC has not developed a systematic process to track results of processes and systems related to leading and communicating. We recognize this as a *major opportunity for improvement*, and intend to research processes that will allow us to effectively track these results within 3 years.

Appraisal Team Comments: **O**

WSCC recognizes it has a major opportunity to track results for leading and communicating and to compare results with other institutions.

Update: *Through the [Measuring Effectiveness action project](#), WSCC is developing institutional dashboard indicators and plans to develop a similar system for the division/department level as well. [Dashboard measures](#) reflect institutional priorities and serve as a means for assessing results for how well institutional leaders communicate and act on those priorities.*

5R2 Comparison with other institutions

WSCC has not yet developed a systematic process to compare our results for leading and communicating with the results of other institutions. We recognize this as a *major opportunity for improvement*, and intend to create processes that will allow us to make such comparisons within 5 years.

Appraisal Team Comments: **O**

WSCC recognizes it has a major opportunity to track results for leading and communicating and to compare results with other institutions.

Update: *This area remains an opportunity for improvement.*

5I1 Improving processes and systems for leading and communicating

The college is currently completing an AQIP action project that focuses on communicating and valuing people. The action project uses the mini-project process that the college has developed to target and improve at least four processes related to communicating and valuing people each year. However, until college employees complete the AQIP Examiner for a second time, we will not know if this action project has had the desired effect. See Section [411](#) for more information on this project.

512 Setting targets for improvement

At present, WSCC has not yet developed a systematic process to set targets for improvement in the area of leading and communicating. We recognize this as a *major opportunity for improvement*, and intend to develop processes that will allow us to effectively set targets in these areas within 3 years.

Category 6: Supporting Institutional Operations

6C1 Key student administrative support service processes

Figure 6-1 provides a summary of the key student and administrative support service processes.

Figure 6-1 Key Stakeholder Needs and Support Service Processes			
Stakeholder	Need	Department	Support Service
Student Support Services			
All Students	Assistance with selecting programs and courses and paying college expenses	Enrollment Management Division including advising and transfer, financial aid, career services, and job search	Course and program advising, financial aid and college work study, advising and registration, transfer assistance, career advising, job search and resume writing assistance, job posting website (also available to community)
All students	Support for course assignments and other research	Library	Library resources including 19,123 local titles and 6 million items available through OhioLink , research training and assistance, computer access
All students	Participation in extra-curricular events and organizations	Phi Theta Kappa and other student organizations	Access to service learning, leadership, and scholarship activities; personal enrichment; personal interests
All students	Materials needed for classes	Bookstore	Textbooks, required supplies and other materials needed to support instruction
First-generation college, low income, at-risk students	Special advising and support to enhance success	Opportunity Scholars Program	Individualized tutoring; access to math, science, and writing labs; mentoring; trips to other campuses and for personal enrichment
Off-site students	Opportunity to take courses closer to home	Outreach Department	Course offerings at satellite locations; advising, registration, textbooks and other student service needs at these locations
Business and Industry students	Customized training to support business and industry operations	Workforce Development; Center for Business and Technology	Customized training programs for specific business and industry needs; Short-term training opportunities for all individuals wishing to improve skills
Administrative Support Services			
Students, employees	Access to food and drink while on campus	Food Service	Fresh breakfast and lunch; vending machine foods and drinks (outsourced service)
Students, employees	Safe, comfortable study/work environment	Physical Plant	Maintenance of heating, cooling, electricity, water, buildings and the physical infrastructure
Students,	Technology to support	Dean of Information	Maintenance and/or installation

Figure 6-1 Key Stakeholder Needs and Support Service Processes			
<i>Stakeholder</i>	<i>Need</i>	<i>Department</i>	<i>Support Service</i>
employees	learning and working	Technology (IT), IT department	of computer hardware, software, networking, telephones, copiers, and other technology to support college operations.
Students, employees, community	Childcare while in class or at work	Evergreen Child Development Center	Childcare and pre-school education for students, employees, and community members
Students, college community, other stakeholders	Receiving, paying, and tracking funds for college operations	Vice President & Treasurer, Controller, Business Office	Receiving payments and disbursing funds for student and college business, monthly departmental reports, budgeting, record keeping, payroll processing

6C2 Reinforcing category 1 and category 2

Student support services directly reinforce the objective of helping students learn by identifying and supporting students' needs throughout their time at the college. The computerized COMPASS placement instrument is administered to new students and provides course placement recommendations for English, reading and math classes. Students meet with an adviser for academic advising after completing the placement test. The Financial Aid office staff provides financial aid guidance and assistance with grants, loans and scholarships. They work in conjunction with the Foundation Director to coordinate the awarding of scholarships. The Business office provides students with assistance in setting up payment plans and works with departments of the college to provide fiscal management and accounting services to maintain financial integrity. The tuition payment plan permits students to attend classes while making payments throughout the quarter, thus supporting students who may not have been able to attend if they had to make the full payment at once.

The IT department provides equipment including computers, software and wall-mounted TV's in designated classrooms to support instruction and learning.

The Learning Center provides free tutoring, services to students with documented disabilities, computer access, make-up testing and other academic support services. The TRIO funded Opportunity Scholars Program is located in the Center. The program provides advising, student success workshops, cultural events and college visits. The Library provides a computer lab, books and periodicals, research and reference materials. Three open access computer labs provide students the opportunity to conduct research, use email and access the college's website and to work on class assignments. Educational materials, books and supplies may be purchased through the Bookstore. The college provides numerous retention activities including an early alert tracking system. Through this system, a faculty member completes a form if a student is having difficulty in his or her class. The form is sent to the student as well as the Learning Center which follows up to offer academic support services.

In support of Category 2, customized training for the community and industry supports workforce development and economic development. The Center for Business and Technology provides technological training to meet the needs of our stakeholders. Our Outreach Programs work extensively with the high school population by providing campus tours, college materials and publications, and providing college classes in the high schools. Other outreach programs

support workforce development and economic development of the area by bringing instruction closer to stakeholders.

***Update:** (1) WSCC now employs a full-time Retention Coordinator to improve success rates of students experiencing academic difficulties. (2) WSCC provides expanded instruction and support services at the Morgan County Learning Center. Through a collaborative effort with Morgan County Schools, we provided 11 high school seniors with services, including interactive video instruction, at that location during the fall and winter terms of 2008-2009. Through an Ohio College Access Network (OCAN) grant, WSCC also provided tutoring and retention coordinator services in Morgan County. A "Stackable Certificate" grant provided support services for Adult Basic Literacy Education (ABLE) students in Morgan County. (3) The COMPASS exam is now offered at various off-site locations. (4) Students may now make tuition and fees payments through an online service. (5) Telephones have been installed in all classes for safety and communication. The system allows public address announcements to be made simultaneously across campuses in classrooms and offices in the event of an emergency.*

6P1 Identifying support service needs of students

Washington State Community College uses both formal and informal processes to determine the support service needs of students and other stakeholders. Formal processes include surveys from the Opportunity Scholars Program and Learning Center, tutoring evaluations, student evaluations of faculty, and the graduation petition survey. Informal processes include feedback from program advisory committees, Student Senate, instructors and advisors, student complaints, and input from front line staff. Section [3P1](#) also addresses the identification of student support service needs.

Once the support service needs have been identified, a team approach is used to prioritize and implement the selected objectives. Examples of recent initiatives are listed in [Appendix 4](#). Those include creating more access to distance learning opportunities ([SS1](#)), strengthening transfer agreements ([SS2](#)), implementing CAS, the Course Applicability System ([SS3](#)), creating an online job posting site ([SS5](#)), creating a specialized advising system for pre-health major students ([SS9](#)), and expanding programs and services at the Morgan County location ([SS10](#)). Progress on implementing the selected objectives are evaluated by the individual planning teams and reported back to the Executive Committee. Section [3P7](#) also addresses student and other stakeholder satisfaction.

Another way to identify potential student needs is through the Student Senate, composed of student representatives from a variety of groups on campus. The Student Senate, acting as a voice to express campus concerns, can provide feedback directly to administrative staff, enabling the college to better serve its stakeholders. An example of this occurred recently when the Student Senate questioned the smoking policies and location of smoking areas on campus. This led the Executive Committee to form a cross-departmental group working with representatives from the Employee Relations Team. An open forum on this issue was held to gather student and employee opinions, and the group will work to find solutions to the issues raised.

Appraisal Team Comments: S

WSCC utilizes a systematic process along with informal processes to identify student support service needs. The formal process includes surveys and feedback from advisory committees.

***Update:** (1) WSCC has conducted additional surveys and process audits to identify students support needs. In particular, the college contracted with Markinetics, a marketing firm, to survey potential students and their parents in an effort to determine how we might better meet their needs and be a first choice college. We also participated in a*

CENTTS audit of our online student services support functions to identify gaps in services. (2) In an effort to improve the college's retention rate, we hired a full-time retention coordinator and changed the curriculum to make the SUCCESS study skills class a co-requisite for any student testing into a developmental education course.

6P2 Identifying administrative support service needs

Washington State Community College identifies administrative support service needs through both formal and informal methods. Employees are encouraged to share concerns regarding administrative support needs directly with those administrators or departments responsible. The MIS, maintenance, mail room (also responsible for office supplies) and IT departments provide work request forms to simplify this process. The small size of the college provides ample opportunity to informally visit, call, or email an administrator or department with requests and needs as they arise.

Several standing committees (see section [5P3](#)) also provide a forum for the flow of information with regard to employee needs. All departments conduct periodic department meetings which provide an opportunity for communication and identification of unmet administrative support service needs. Three employee Senates provide lateral channels for information to flow throughout the college. The Employee Relations Team provides a channel for communication between employees and the administration. They disseminate information upward to the Executive Committee and cascade the results of those discussions throughout the various departments.

One formal method of evaluating administrative support service needs is through employee surveys. This process, often carried out by our Human Resources Department, ensures that employees have a voice while maintaining anonymity and without repercussions. For example, as people and positions shift, job descriptions and duties are constantly being reassessed. We want to ensure that the level of work remains possible within the designated work hours. Surveying administrative support staff is instrumental in determining this information. Opinions regarding employee dissatisfaction expressed within the college's monthly Professional Staff meetings served as another catalyst for the Human Resources Department to conduct this survey.

Appraisal Team Comments: S

WSCC uses employee surveys and other informal methods to identify administrative support service needs.

Update: (1) WSCC now has a Help Desk that responds to the needs of both employees and students with regard to their use of online resources such as email and WebAdvisor. (2) More college forms, such as leave forms and Information Technology service forms are available through the Intranet or SharePoint. (3) Three newsletters (On Campus, Student On Campus, and Collage) provide for improved flow of information.

6P3 Day-to-day management of key support services

While some informal processes exist, WSCC has not developed a systematic process to assure that key day-to-day administrative service processes are meeting the needs of stakeholders. In addition, a systematic process to document our processes and encourage knowledge sharing, innovation and empowerment does not exist. We recognize this as a *major opportunity for improvement*, and we intend to develop appropriate processes in these areas within 3 years.

Appraisal Team Comments: OO

Category 6 – Supporting Institutional Operations

WSCC does not have systematic processes for managing and assuring key, day-to-day support services.

Update: (1) WSCC hired a Chief Information Officer (a new position) who brought together services within five key departments: Information Technology, Information Management Systems (MIS), Online Learning Services, the Help Desk, and Institutional Research. The integration of these departments along with regular staff meetings has resulted in a more systematic approach to managing key day-to-day support services. The CIO is a member of the President's Strategic Team and regularly brings recommendations to that group regarding improvements of key day-to-day services. The Chief Academic Officer, Chief Enrollment Management Officer, Chief Financial Officer, and Executive Director for Workforce Development provide the same function for the areas they supervise.

6P4 Using information and results to improve services

The Division of Enrollment Management regularly tracks specific information to monitor enrollment trends and take actions to maintain and increase enrollment. Measures include enrollment rates (both head count and FTE collectively and by program), retention rates, graduation rates, and market penetration. The division uses the data to create targeted marketing materials, advertisements, and direct mail pieces, especially for those programs showing flat or declining enrollment.

The Division of Enrollment Management and the Academic divisions often work together to gather and use information to improve services. Recent examples include a survey of student and faculty to determine the most satisfactory method for scheduling final examinations, an AQIP mini-project that surveyed students and faculty at off-campus locations to determine how to provide better services, and an AQIP mini-project aimed at improving the de-registration process for students who have not paid tuition and fees by the established deadline.

A new online data base for student complaints compiles complaint information by category so that trends may be identified and addressed. This process has been in place for about one year, and so far it has not yielded any identifiable patterns in students' complaints.

Section [6P5](#) identifies other measures that are collected and reviewed in an effort to improve student and administrative support services.

Appraisal Team Comments: S

WSCC tracks enrollment rates, retention rates, graduation rates, market penetration, student complaints, and informal surveys when assessing the need to improve services.

Update: The [Measuring Effectiveness](#) action project directly addresses the need for using information to improve support services. In particular, the purchase of the Data Orchestrator module for our Datatel information management system provides us with the means for mining our MIS system in ways we have not been able to do in the past. Information from our Help Desk records helps us identify and address problems with day-to-day processes. For example, we identified a problem with students managing separate passwords for email, online learning, and Web Advisor which has led us to implement a single sign-on system that uses a single login and password to access all three systems.

6P5 Measures collected and analyzed

The college uses a number of instruments to collect information about support services and satisfaction. The Institutional Research office serves as the clearinghouse for research.

- Student satisfaction surveys are conducted to identify the needs of students and are used as a key tool to identify problems or processes that can be improved and to evaluate how well our services work. For example, in 2002, we surveyed developmental

education students to research issues specific to that group of students. The college uses ACT's Faces of the Future survey to monitor student satisfaction in a variety of categories. Other surveys of this type are noted in section [6P4](#). Many survey results are available to employees through the [Institutional Research Office home page](#).

- The Division of Enrollment Management collects recruitment, enrollment, and retention data on a quarterly basis. These measurements are compared with historical data and comparative data from other colleges to assist in planning budgets and marketing strategies.
- Opportunities Scholars collects retention and graduation rates of the program's participants.
- The Learning Center compiles usage statistics related to the writing, math and science labs, tutoring, and make-up testing, computer usage. Trends in the types of questions asked in the labs is passed back to program faculty to aid in curriculum planning.
- The Admissions & Financial Aid offices monitor inquiry information, contact information, scholarship acceptance, early admissions, and other application processing. The number of scholarships offered and accepted, and the aid offered and accepted, is monitored closely by the Director of Financial Aid. Enrollment audits are conducted by the State in the Registrar's office where enrollment demographics and residency data is reviewed.
- The Business Office monitors tuition and fees to meet state compliance. To ensure compliance with state and local guidelines, an outside firm conducts an annual financial audit. The results of the audit are reviewed by Executive Committee and Board of Trustees and appropriate action is taken if indicated.

Appraisal Team Comments: S

WSCC utilizes data obtained from recruitment, enrollment, retention, and individual support services along with data from student satisfaction surveys to track information. The institution should continue to link the analysis of that information to operational changes.

Update: WSCC now participates in two national surveys (1) the Community College Survey on Student Engagement (CSSE) and (2) the Noel Levitz Student Satisfaction Survey. Results from these tools allow us to compare our college's outcomes with national outcomes to determine where we may find opportunity for improvement. For example, in 2007 we identified three areas of the CSSE survey where we felt we should improve as an institution. We targeted those areas with an AQIP mini-project and succeeded in improving the outcomes. Through this project, our lowest benchmark area, Academic Challenge, improved from a score of 48 in [2007](#) to 52 in [2009](#). We believe that this improvement is the result of a renewed effort to teach skills associated with critical thinking across all of our courses.

6R1 Results for student support services processes

Students Satisfaction Surveys – For the surveys noted in this report, results are summarized below. Complete results can be found on the [Institutional Research surveys](#) web page.

- Final Exam Survey – Seventy-eight percent of students and 88% of faculty surveyed were satisfied with the manner in which final exams were scheduled. No action was taken to change the system.
- Off-Campus Students – In general students were pleased with the off-site locations in terms of the convenience, teachers, and proximity to their homes. Students noted that the classes they needed were not always offered at the off-site location. Lack of childcare and access to adequate computers appeared to be problem areas.

- Developmental Education Students – The survey looked at the factors students identified as having a negative impact on their academic success. Top factors included financial issues, having to work while attending college, not doing well in high school, being out of high school for more than three years, lack of confidence, and childcare issues.
- Online Data Base for Students' Complaints – This process has been in place for about one year, and so far it has not yielded any identifiable patterns in students' complaints.
- ACT Faces of the Future – In 2002, 86.3% of students surveyed were satisfied with their college experience. That percentage fell to 78.3% in 2005. The Division of Enrollment Management is currently investigating the factors that may have led to this change.

Enrollment, retention, and graduation data

- Enrollment in 2005-2006 increased over the previous year by 5.4 percent. For fall quarter 2006, enrollment was down from the previous fall by .8 percent.
- Retention and graduation rates are reported in section [1R3](#).

Opportunity Scholars

- Retention rate for 2004-05 was 94%. Academic success rate for that year was 97%.

Learning Center usage data for 2005-2006

- Math Lab usage: 410 visits for assistance; Writing Lab usage: 332 visits for assistance; Science Lab usage: 134 visits for assistance Computer Lab usage: 7,802 student sessions

Admissions and Financial Aid

- Number of scholarships offered: 250 honors scholarships, 15 Tech Prep and Trustee, 30 types of miscellaneous scholarships
- Number of scholarships given: 70 miscellaneous, 63 Honors, 15 Tech Prep and Trustee
- Aid offered and accepted: Subsidized loans -- \$1,840,635; Unsubsidized loans; Pell Grant -- \$2,993,493; Ohio Instructional Grant -- \$707,380

Appraisal Team Comments: **O**

Although WSCC has identified support service projects and provides some data, the portfolio does not provide a long-term view of the results gained from the data. WSCC is in the very early stages of collecting data on results for student support service processes. The data appears to have been collected for one year only; there is no trend information, for example, on surveys about exams, Developmental Education students, and the student complaint process, etc.

Update: Since 2006, WSCC has improved its focus on measuring what matters and gathering data longitudinally in order to target areas for improvement. For example, we are now committed to administering CSSE and the Noel Levitz Student Satisfaction Inventory every other year. We have seen improvement in CSSE and Student Satisfaction outcomes, and we think that this improvement is tied to our effort to identify and address processes that are not providing strong outcomes. We have also revised our six-month graduate follow-up survey and have begun to use focus groups with graduating students every other year as way of gathering qualitative data on students' experiences at the college.

6R2 Results for administrative support service processes

The college tracks results for only a few administrative support service processes. Those results are listed below. Tracking results for administrative support services is a *major opportunity for improvement*. The college will work to address this need within the next three to five years.

Registrar, Admissions, and Financial Aid (Fiscal Year 2005)

- State Enrollment Audit: Low overall error rate (1%)

Business Office Fiscal Year 2004

- Financial Audit: No findings

Appraisal Team Comments: **O**

WSCC has recognized the need to improve the assessment of its administrative support services and has only one-year data as results.

Update: *This area remains an opportunity for improvement.*

6R3 Comparison of results with other institutions

WSCC has not yet developed a systematic process to compare results for student support services and administrative support services with results from other institutions. We recognize this as a *major opportunity for improvement*, and intend to research processes that will allow us to effectively collect and analyze comparative data in these areas within 5 years.

Appraisal Team Comments: **O**

While WSCC tracks results of administrative support service processes, the institution does not compare those results with similar results from other institutions.

Update: *This area remains an opportunity for improvement.*

6I1 Improving processes and systems for supporting institutional operations

The College quickly recognized while doing the inventory of its current practices that not all support areas have a systematic way to determine where possible improvements are needed. We recognize the need to formalize the improvement process for existing systems and will use the AQIP Mini-Project model to facilitate these efforts.

The College did recognize that some areas do have processes for improvement in place. The Management Information Systems, Micro Computer Support, and Distance learning departments have recently designated a help desk area for students, faculty, and staff to provide support for email, web advising, and on-line course questions. The Opportunity Scholars Program, Advisory Committees, and Office of Human Resources provide feedback opportunities to our stakeholders by periodically holding meetings for their input and using satisfaction surveys.

6I2 Targeting improvements and communicating with stakeholders

In 2003, the college completed a visioning (strategic planning) process that involved many stakeholders, including community members, local business representatives, faculty, staff, and students. The college is using the progress on the priorities and initiatives from 2004-2006 Vision document in combination with the yearly budget process and new stakeholder focus groups to determine the 2007-2009 priorities and initiatives. Once new targets are established they will be shared through the publication of a new vision document, and through the On-Campus Newsletter, email, and faculty and staff meetings.

Category 7: Measuring Effectiveness

7C1 Collecting, storing, and sharing information

Washington State Community College collects information and data at virtually every level of operation from classroom to executive administration.

As a matter of efficiency, data at the instructional, departmental and program level are generally decentralized relative to institutional data, while the Office of Institutional Research of the College acts as a centralized clearing house for data collected across departmental and school lines. As a result, the decentralized data provide information relative to observations, actions and results at the micro level, while the Institutional Research Office collects and collates data at the macro level. The two levels in essence meet different needs. Instructors, departments and schools need to know if their students are achieving specified pedagogical goals; the Institution needs to a) submit required data to state, local and federal agencies and b) analyze its performance relative to its Mission, Vision, Values, priorities, and initiatives.

As with most educational institutions, the amount of data collected is extensive and varied depending on request. Information and data are, in general, easily available upon verbal or written request.

Inadequate hardware and antiquated software can make the task of data retrieval tedious. A substantial amount of institutional information is collected and made available through a campus-wide computer system, but the system's human interface frequently requires specialized training, and its interconnectivity at the MIS level impedes smooth interaction between databases. As a result, special requests must be made of the MIS department or the Office of Institutional Research for specific information that might otherwise be obtained without help.

Data is collected at several levels. The first level of data collection regarding student performance is generated by the classroom instructor. WSCC instructors work from standardized syllabi (to ensure that students receive consistent instruction), and then evaluate student performance and keep notes and records which substantiate final grade determinations. Instructors are required to retain these supporting documents for a period of at least one year from issuance of a final grade, and must make them available upon demand to appropriate authorities.

At the departmental level, information and data regarding teaching effectiveness and student performance are collected through grade analysis (both final grades and exam grades, in the case of standardized exams), assessment exams, meeting notes, graduation rates, retention rates and certification rates. Most departmental and school information is readily available to any authorized personnel upon request through departmental offices (typically the Administrative Assistant is the primary conduit).

Departmental and school data are collected by the MIS System and Institutional Research Officer and collated into reports which are available upon request to any authorized personnel. Figure 7-1 contains an overview of the types of reports maintained at the institutional level and/or obtainable through the Institutional Research Officer.

Less centralized data are typically collected and maintained in the form of library records, human resources data collection, financial aid data, and outreach information. In addition, Washington State Community College maintains an Intranet exclusively for the use of WSCC faculty and staff. Authorized personnel may access the Intranet from any internet-connected personal computer and download or examine a wide variety of institutional data reports.

Figure 7-1 Overview of Institutional Reporting

<i>Name</i>	<i>Description</i>	<i>Purpose</i>	<i>Owner</i>
MIS System	Datatel Colleague contains modules for human resources, finance, student system, and core activities (communication management, demographic, facility, staff).	Research, state and Federal reporting, internal and external reports and day to day operations.	MIS Department
IR Files	Frozen data as of FTE day and collected survey data as well as faculty evaluations and student pre-test post-test data. Retention data, student/faculty ratio, graduation data, and employee information.	For cohort tracking, demographic study, processing trends or survey results over time; Useful for program assessments, program review, enrollment management and federal reporting	Institutional Research Office
Grant Tracking	Records of submitted grants, awarded grants, grants not awarded, and grant reporting.	Grant management.	Director of Grants
Recruiting Visits and Prospect Data	An Access database of school visits. Prospect mailings and replies tracked through MIS.	Student prospect management.	Admissions
Tech Prep	Personal information of high school students involved in Tech Prep program.	Grant tracking and OBR request.	Director of Outreach Services
Compass System	Assessment of incoming students using an ACT developed assessment.	Placement of students into appropriate level reading, English, and mathematics courses.	Assistant Dean of Student Services/Student Development
Center for Business and Technology (CBT)Data	Course approval documentation, impact measurement survey, extra labor/contracts, targeted industries grant training, financial statements.	Tracking activities, client satisfaction, preparation of the annual report, reporting of noncredit courses to the state of Ohio	Business and Technology Coordinator
Developmental Academic Assessment	Developmental pre- and post-test scores for Compass placement tests and percent change in scores.	Analyze data to make improvements in the Developmental Education (DEVE) program	DEVE department
Academic Assessment Data	Assessment plans and results for academic programs. Includes data on both the assessment of general education and major-related skills and knowledge	Analyze data to make decisions about improving students' learning; Data used for program review, licensure, certification, and accreditation purposes	Each academic program maintains its own assessment folder on a college server accessible to full-time faculty.

Figure 7-1 Overview of Institutional Reporting			
Name	Description	Purpose	Owner
Transfer Assurance Guide and Transfer Module Data	List of courses approved for the state-wide Transfer Assurance Guides and the Transfer Module	Provide information for faculty, advisers, and students; Tracks eligibility of courses for transfer	Chief Academic Officer; Academic Divisions; Registrar
AQIP Project Data	Completion status of Action Projects and other initiatives related to AQIP	Track data related to the college's continuous improvement practices; AQIP reporting	AQIP Planning Team; Action Project Teams
Vision Process (Strategic Planning) Data	Completion status of various priorities and initiatives related to the college's mission, vision, and values through the visioning process	Tracking of data related to the college's strategic initiatives in 2-year cycles; Reporting to stakeholders	Executive Committee; AQIP Planning Team; All employees

Update: (1) The Institutional Research Specialist also tracks outcomes of the Community College Survey on Student Engagement and the Noel Levitz Student Satisfaction Inventory as well as a number of other key indicators related to the Strategic Plan for Ohio Higher Education. (2) Continuous improvement data, including AQIP data, and academic assessment data is now stored on the college's SharePoint site.

7C2 Key institutional measures for tracking effectiveness

Figure 7-1 provides a list of the key measures the college tracks regularly. Key institutional measurements are also classified in two categories: measurements that WSCC uses to evaluate its performance relative to its stated goals and mission, and measurements considered important by outside bodies that require data for their own purposes. The two are not necessarily mutually exclusive, but tend to serve different purposes.

To assess WSCC's effectiveness as a teaching institution, the college measures retention rates, graduation rates, certification rates, enrollment trends by program, headcount trends, FTE trends, and market penetration. The Registrar collates graduation, retention, enrollment, and headcount data each quarter. This data is used to make quarter to quarter and year to year comparisons.

Each academic department within the college collects data related to program enrollment, retention, and student academic achievement (grades, certification, licensure, placement).

The Marketing and Outreach departments work with departments and programs to collect and interpret market penetration data.

The College regularly conducts surveys of WSCC graduates as a way of measuring stakeholder satisfaction with the services received as former students.

Key institutional measurements of effectiveness driven by external requirements include Ohio Board of Regents Annual Performance Report, grant reporting requirements, reports to licensure and other accrediting bodies, and Transfer Module compliance.

Institutional measures for assessing faculty, student, and other stakeholder satisfaction are discussed in section [3P7](#).

Developing an institution-wide consensus about a finite list of primary institutional indicators (those measures which tell us the most about the health and productivity of the college) presents an outstanding opportunity for Washington State. The college is considering

moving to a “dash-board” system to help in this regard. We plan to research and perhaps implement a system of this type within the next 3 years.

Update: WSCC is in the process of implementing an institutional dashboard. The [pilot version](#) is now available for review and comment.

7P1 Selecting, managing, and using information

An overview of the key types of information collected for tracking institutional effectiveness and how that information is used is listed in Figure 7-2.

Relevant data are collected for each area and are available to appropriate personnel. Selection and management of data depends on departmental or division needs. Individuals can obtain data from their division deans, department heads, administrative units, and/or from the Institutional Research Specialist.

Figure 7-2 Data Collection		
Name	Description	Purpose
Departmental Assessment Plans	Specifies assessment measures, outcome targets, and results	To establish departmental targets for measuring learning and teaching effectiveness; to support the General Education goals and College mission.
Graduation Rates	Number of graduates per program; Percentage students who graduate from each program	To measure effectiveness of degree programs in terms of student academic success
Licensure/Certification Rates	Percentage of students in technical/health programs who attain certification required by profession	To measure effectiveness of degree programs as compared to industry determined criteria.
Personnel Evaluations	Evaluations by students (for faculty), employee (self-evaluation) and supervisor	To assess employee effectiveness in the classroom and other settings as well as his/her contribution to the institution and community; to identify employee strengths and weaknesses and the appropriate course of future action. To aid in the employee goal setting process.
Enrollment	Number of students enrolled at the college each term including major and number of quarter credit hours completed	To assess recruitment and retention efforts and provide information to complete budgeting and other financial and program review processes.
Retention Rates	Number of students who return quarter to quarter and year to year	To determine if college support services are effective in assisting students in attaining educational goals.
Survey Data	Data from various “home-grown” and externally created surveys	To meet a particular information need of the college, often having to do with satisfaction with college services and programs
Institutional Priorities and Initiatives	Published Mission, Vision, Values statements, and Priorities and Initiatives stated as goals and objectives	To focus institutional efforts in all areas

Program level academic assessment and program reviews are developed through discussion, research, evaluation and testing (see sections [1P8](#), [1P11](#), [1P13](#) and [Appendix 5](#)). Because these reviews are revisited on a regular basis, questions of validity are addressed every few years for every department. Graduation rates and certification rates as well as surveys of graduates (to determine subsequent enrollment at four-year institutions or employment in their field of study) are used to gauge the effectiveness of programs and to provide feedback to divisions, departments and advisory committees.

Institutional objectives beyond Helping Students Learn are currently assessed through tracking progress on the initiatives included in the college's strategic plan. Sections [2P4](#), [2P5](#), [8C1](#), [8P1](#) and [8P2](#) as well as [Appendix 4](#) provide information on how the college selects, manages and uses information related to overall institutional objectives and strategies. The college is working to make this process more efficient. We recognize that the 2004-2006 Vision Document or strategic plan focused primarily on the creation of processes rather than on the impact of those processes. We plan to improve our assessment methods by stating our desired outcomes more clearly in the 2007-2009 strategic plan which is currently under development.

To plan for continuous improvement, the College is currently engaged in three major action projects (see sections [8C2](#), [8P2](#), [8P3](#), and [8P5](#)). Each of the three action projects was designed with specific performance goals in mind. Records of activity and performance for each action project are maintained by the office of the Chief Academic Officer, using data supplied by each action project team. Outlines of the projects along with the 2006 update and AQIP Reviewers' comments can be found on the [AQIP](#) section of the college's website at www.wscc.edu.

Appraisal Team Comments: S

WSCC collects relevant data for each academic division and service area to determine effectiveness of programs and to seek feedback about Divisions (Fig. 7-2).

Update: The [2007-2009 strategic planning document](#) (Priorities and Initiatives) included measurable goals as well as linkages to the 9 AQIP categories. During 2008-2009, the program review process was revised to be more streamlined and data-driven. The new process will be piloted during 2009-2010 in five program areas.

7P2 Determining department information needs

WSCC uses only informal methods for determining the information and data collection needs of various departments. Generally, when a particular department perceives the need for specific information, that department either collects the data themselves or works with the Institutional Research Specialist to collect it. We recognize this as a *major opportunity for improvement*, and intend to develop strengthen our processes for determining departmental data collection needs within 3 years.

Appraisal Team Comments: OO

WSCC determines department information needs are accomplished through informal methods. However, a more formal system is recognized as a major opportunity for improvement.

Update: Our current [Measuring Effectiveness](#) action plan is designed to focus the college on measuring what matters and measuring those outcomes longitudinally so that employees have more accurate data on which to base decisions.

7P3 Determining needs and priorities for comparative data

WSCC has not yet developed a systematic process to deal with identifying needs for collection of comparative data other than that required by the Ohio Board of Regents for reporting purposes. The college recognizes this as a *major opportunity for improvement*, and we intend to create processes that will allow us to effectively collect comparison data within 5 years.

Appraisal Team Comments: OO

WSCC does not have a process for collecting and analyzing comparative data from peer institutions.

Update: WSCC now uses the Community College Survey of Student Engagement ([CSSE](#)), the Noel Levitz [Student Satisfaction Inventory](#), and the Ohio Community College Portrait for analyzing comparative data. CSSE allows for comparison against a national mean and a cohort (small colleges) mean. The Noel Levitz survey allows for comparison with the national mean. The [Community College Portrait](#) allows for comparison with Ohio community colleges and the state mean for community colleges.

7P4 Analyzing information and data regarding overall performance

The college closely tracks overall performance in terms of enrollment, graduation rates, income, and expenditures. The Executive Committee and Board of Trustees review the status of these indicators each month.

The college's strategic planning or vision process (see section [8P1](#)) provides a second method for analyzing overall institutional performance. The process includes an assessment of progress on institutional priorities, a S.W.O.T. analysis, and discussions with internal and external stakeholders regarding the college, its programs, and its future direction.

Expanding the college's approach to analyzing information and data related to overall performance is a *major opportunity for improvement*. The college intends to expand and improve these processes within 3-5 years.

Appraisal Team Comments: OO

The Executive Committee has a process for tracking overall performance in terms of enrollment, graduation rates, income and expenditures, and the college's strategic planning and vision processes provide a second method for analyzing overall institutional performance; but the college recognizes that it has a major opportunity to develop a system for overall performance.

Update: The [Measuring Effectiveness](#) action project is positioning the college to use data more strategically. It allows "Power Users" to mine our information management system for new data that we were only able to obtain through writing specific programs in the past, a very labor-intensive process. At the same time, the President's Strategic Team is working to identify key indicators and desired outcomes for those indicators. These elements are forming the basis of a developing institutional [dashboard](#).

7P5 Ensuring alignment of data analysis with institutional

A cross-departmental team including faculty, department chairs, deans, and chief academic officer, have determined the common criteria to be used in evaluating academic programs and also identified data to be compiled and analyzed. These formal reviews are conducted on a 5-year cycle with 5 to 7 reviews completed each year in accordance with a published schedule. The reviews are intended to assess the effectiveness of programs and confirm the validity of curriculum. The review process requires program faculty members to

Category 7 – Measuring Effectiveness

clearly describe the link between the program goals and the college's Mission, Vision, and Values. Department chairs share results of these analyses with faculty in department meetings. Results on are also distributed to faculty and administration via written program review reports and executive summaries.

Additionally, academic and non-academic department heads conduct annual reviews to assess the use of resources in each fiscal year as part of the budgeting process. Each department assumes responsibility for the effective use of financial and human resources. Through good stewardship, this review process supports the college's value of affordable education.

The school uses input from advisory committees to guide curriculum and student performance criteria. Advisory committees include members of the professional community who are aware of the requirements necessary for student success after college. The committee's comments and suggestions are actively solicited. The input is used to maintain the programs to the standards needed for student post-college success. The advisory committee process reflects the college's values of forming collaborative relationships with local businesses and communities while strengthening quality learning experiences through continuous improvement.

Appraisal Team Comments: S

WSCC has a formal process for program evaluation that includes a cross-departmental team and the collection, analysis of data, and the communication of results to stakeholders.

Update: WSCC is currently revising its academic program process to be more reflective of key data indicators that can be tracked longitudinally. The streamlined process will be piloted in five academic programs during 2009-2010. Following the pilot period, the process will be evaluated and improved as needed before being finalized for use by all academic programs on a rotating cycle.

7P6 Ensuring effectiveness of information systems

The effectiveness of the college's information system is continually assessed and evaluated by the Management Information System (MIS) staff. The college uses the Colleague information management system produced by Datatel. MIS staff set up "test" accounts to verify the accuracy and functionality of new software releases prior to bringing that software online for college-wide use.

Since the Colleague system integrates operations from multiple areas (academic records and scheduling, admissions, business office, and human resources), cross-departmental teams work together to improve the system by testing and adding new components. An example of this was accomplished recently through an AQIP mini-project which brought online a system for entry of time worked, leave taken, and supervisor approval using a web-based interface. This system has resulted in improved efficiency in the human resources and business offices as well as improved accountability for employees and supervisors.

Appraisal Team Comments: S

WSCC utilizes a management information system that integrates operations from multiple areas and uses an interdisciplinary approach to test and implement new procedures to enhance the efficiency of its operation.

Update: WSCC has purchased and implemented the Data Orchestrator module for Datatel. This module provides a new interface for data mining and allows for "Power Users" to extract data without special programming and in a

fraction of the time that would have been required in the past. This system has already proven its usefulness in improving the college's ability to respond quickly to internal and external data requests.

7P7: Regularly collected measures of effectiveness

Presently the college uses only informal processes for measuring the effectiveness of our system for measuring effectiveness. The Executive Committee monitors these processes and recommends changes when they fail to provide effective measurements. Lack of a formal process for measuring the effectiveness of our system for measuring effectiveness presents the college with an *outstanding opportunity for improvement* which we plan to address within the next three to five years. Among those systems informally monitored are the following.

- Government, grant, licensure and certification requirements provide a check for effectiveness of measurement. Reports from the Ohio Board of Regents, AQIP and the Higher Learning Commission as well as other accreditation and certifying agencies let WSCC know if the college is in compliance with standards and laws. The state conducts financial audits, enrollment audits, and curriculum reviews. These external stakeholders provide measurement and evaluation processes relative to the needs of regional, state, and Federal agencies and thereby constitute an external verification that our systems are functioning properly and providing appropriate data.
- An internal progress report on the college's strategic priorities and initiatives provides one measure of institutional effectiveness in terms of the college's mission, vision, and values. This progress report is analyzed every two years by the Executive Committee, Board of Trustees, and internal and external stakeholders. A proposed change aimed at making this system more effective is discussed in [7P1](#).

Appraisal Team Comments: ○

While WSCC measures system effectiveness, it does not have a formal process in place for doing so.

Update: *We expect to formalize our processes for measuring effectiveness by the end of 2010. The Measuring Effectiveness action project is providing us with the institutional infrastructure and training to measure and improve our processes for measuring effectiveness. The President's Strategic Team has given this project a high priority.*

7R1 Evidence that our system for measuring effectiveness meets the college's needs

At present, WSCC is collecting little systematic evidence that our system for measuring effectiveness meets our needs in accomplishing our mission and goals. Informally, we ask ourselves regularly, at the Executive Committee level, through committees, and through our visioning process if we have the information necessary to make good decisions. We recognize the lack of a formal process for assessing this area as a *major opportunity for improvement* and plan to develop an effective means to measure our effectiveness in measuring effectiveness within 3-5 years.

Appraisal Team Comments: ○○

WSCC recognizes that it has a major opportunity to show results for its system of measuring effectiveness in meeting the institutions' missions and goals and for comparing results to other higher ed institutions and organizations.

Update: *While we are making progress. We still recognize this area as an opportunity for improvement.*

7R2 Comparison of results for measuring effectiveness

WSCC is not currently comparing our results for measuring effectiveness with those of other institutions. We recognize this as a *major opportunity for improvement* and plan to develop an effective means to compare our results in this area within 5 years.

Appraisal Team Comments: OO

WSCC recognizes that it has a major opportunity to show results for its system of measuring effectiveness in meeting the institutions' missions and goals and for comparing results to other higher ed institutions and organizations.

Update: *While we are making progress. We still recognize this area as an opportunity for improvement.*

7I1 Improving processes and systems for measuring effectiveness

The Executive Committee regularly reviews the information available for making decisions and requests additional institutional reports as needed. For example, in 2005-2006 the Executive Committee asked the Business Office and the Office of Institutional Research to prepare a new detailed annual report on the income and expenditures of each of our degree programs. This new report will enable the Executive Committee, academic divisions, and program faculty to make improved decisions related to program viability and cost.

Advisory committee input helps guide programs in knowing what to measure with regard to program outcomes and students' learning.

Departments meet at least quarterly, and a substantial part of the discussion concerns measurements and effectiveness. Deans, Department Heads and faculty set and analyze achievement of academic goals. If a decision is made to change a system of measurement in order to more accurately reflect actual experience, the change is instituted as soon as practical throughout the department. If measurements indicate needed change in procedure or curriculum, those changes are discussed, formulated, and enacted or rejected at the responsible organizational level.

AQIP Mini-Projects are helping the college move toward a culture where measuring effectiveness is the norm rather than the exception. Section [8P3](#) provides additional information about the mini-project process.

7I2 Setting targets for measuring effectiveness

WSCC has not yet developed a systematic process to deal with setting targets for measuring effectiveness. We recognize this as a *major opportunity for improvement*, and intend to develop appropriate processes that will allow us to effectively set targets in this area within 5 years.

Category 8: Planning continuous improvement

8C1 Institution's vision for next 5-10 years

The vision of the college is expressed through the [Mission, Vision, and Values Statements](#). Our vision is: "Washington State Community College will cultivate a learning environment that inspires people to reach their potential." The mission of the college is, "Washington State Community College will enrich the lives of students, families and the community through education, training, community service, and cultural activities."

The values that WSCC will uphold during the next 5-10 years include:

- 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 world cultures and diversity.
- Empowering students to become participants in a global society.

The mission statement was updated in 2003 through a college-wide dialog. At the same time, the vision and values statements were added and a new strategic planning process (also called the "vision" process) was implemented. Through this process, the college updates progress on the existing priorities and initiatives in the strategic plan every two years. Concurrently, internal and external stakeholder focus groups provide input to determine which initiatives should be continued and what new priorities and initiatives should be added. The information from these sources is compiled, and the Executive Committee drafts a new two-year strategic plan. That plan is circulated for comment, finalized, and implemented. Through this visioning process the college develops a strategic plan that is closely tied to its Mission, Vision, and Values. The two-year time frame helps the college keep pace with the constant changes in technology, workforce, and community needs. The terms "vision process," "visioning" and "strategic planning" are used synonymously at Washington State.

The college began participating in AQIP in 2003. Selection of AQIP action projects is now an integrated part of our strategic planning process.

In 2005, the college worked with a consulting group to develop a 10-year Facilities Master Plan to serve as a guide in expanding our physical facilities to meet the needs of the students and the community.

8C2 Short and long-term strategies and alignment with mission and vision

Our vision process, aligned with the Mission, Vision, and Values, serves the college in terms of strategic planning of priorities and initiatives. For 2004-2006, the college established the following priorities (See [Appendix 4](#) for progress on the initiatives in this plan.)

- [Student Success](#) – Enabling students to be successful both academically and personally
- [Valuing People](#) – Supporting the people who provide services to our customers
- [Responsible Stewardship](#) – Being responsible stewards of all college resources including human, natural and fiscal

- [Workforce Development](#) – Working with local businesses and industries to provide a workforce with both basic and specialized skills
- [Economic Development](#) – Being a leader in area economic development

The strategic planning process for 2007-2007 is currently underway, and a new Vision document with updated priorities and initiatives will be in place by January 2007.

WSCC is currently working on three [AQIP Action Projects](#) which are also institutional priorities:

- I. Expand Distance Learning Offerings to Improve Student Access
 - a. Establish clear criteria for evaluating courses and assessing learning
 - b. Develop 30 online courses over three years to support one certificate and one degree program
 - c. Develop 10 on-campus nontraditional delivery classes
- II. Quality Improvement – Strengthening continuous improvement processes and awareness through mini-projects and continuous improvement training
 - a. Develop 10 mini-projects each year for three years
- III. Improving two-way communication with an emphasis on valuing peoples
 - a. Develop four communication/valuing people mini-projects per year

The AQIP Action Projects align with the college's value of continuous improvement. Outlines of the projects, the 2006 progress update, and the AQIP Reviewers' comments are available on the [AQIP](#) section of the WSCC website at www.wsccl.edu. Additional information regarding how the college addresses short-term and long-term planning strategies is provided in [8C1](#).

Update: The original Action Projects have been completed and retired. Final reports for those three projects are posted on the college's website in the [Retired Action Projects](#) section. Three new action projects are in progress. Those projects and their most recent updates are also posted to the college's website in the [Accreditation](#) section.

8P1 Planning process

Strategic Planning (Visioning) – Every two years, the college forms 8 or more focus groups of approximately 12 persons each. These focus groups consist of stakeholders including students, faculty, staff, board members, community leaders, and business representatives. Facilitators use a “compression planning” process with the focus groups to identify possible strategic initiatives for a two-year timeframe.

The sessions last approximately 90 minutes with the following agenda: (1) a review of the last Vision document including items completed, and items we may want to carry over to the succeeding document (10-15 minutes); (2) a brief SWOT analysis of the college (Strengths, Weaknesses, Opportunities, and Threats) (10-15 minutes); (3) a brainstorming session using the compression planning technique of multi-voting to identify and prioritize possible strategic initiatives for the next cycle (45-60 minutes). Each session focuses on one or two priority areas.

Results of these initial eight or more focus group sessions are compiled with the top items brought forward to the Executive Committee. One or more compression planning facilitators works with this group to review, add to, delete, and prioritize the ideas generated through the eight initial compression planning groups.

Results from the Executive Committee session are used to construct a draft Vision document which is then circulated for comment among faculty, staff, students, board members,

and other stakeholders. The Executive Committee considers the suggestions received during this comment period, makes appropriate changes, and publishes the new Vision document.

Facilities Planning –The facilities master plan was created in much the same way as the Vision document, and the college employed a consulting firm to facilitate the process. Stakeholder focus groups were used to suggest ideas that were then narrowed and refined. The facilities master plan is a 10-year plan. It was last created in 2005.

Academic Programs – Each fall, each academic division and the departments within those divisions set goals for the year. The goals support the college’s Mission, Vision, and Values. The academic planning process is essentially a grass roots initiative. Brainstorming and planning begin at the program level. Advisory committees composed of practitioners, college personnel, students and graduates provide opportunities for academics and practitioners to discuss potential areas of program improvement and methods for accomplishing them. These committee members also provide important input concerning curriculum needs and future employment opportunities.

Budgeting –A Budget Committee with representatives from all areas of the college prioritizes funding requests from all academic and non-academic departments. The Budget Committee creates an annual budget based on these requests as well as projected income and expenditures. The Executive Committee reviews the proposed budget and then forwards it to the Board of Trustees for review and final approval.

AQIP –As an outgrowth of the AQIP Strategy Forum process, the college is completing three action projects, one of them being the development of mini-projects. College employees identify areas of improvement and submit a mini-project application to the mini-project team. The mini-project team reviews the application and either approves or makes recommendations for revisions. Mini-projects that require funds in excess of \$500 are reviewed and approved by the Executive Committee. More information on mini-projects is presented in section 8P3.

Figure 8-1 provides a flowchart of the planning process.

Appraisal Team Comments: S

WSCC has developed a planning process and describes it in detail in portfolio Figure 8 – 1. The process brings together a number of focus groups every two years which review the vision statement, conduct a SWOT analysis, report on progress of reaching goals, and refocus the College on priority areas.

Appraisal Team Comments: O

Though WSCC has embraced the “compression planning” process, it also describes inconsistencies in its planning with the creation of a new process as an outcome rather than measuring the actual impact of the new process on operations and stakeholders. WSCC reports that it is addressing this problem in its AQIP mini-projects and in working to create more clearly defined measures and targets as part of their strategic planning process.

Update: The [2007-2009 Strategic Plan](#) (also called the Priorities and Initiatives document), includes measurable objectives for most items. Additionally, WSCC completed a formative assessment of the priorities and initiatives in 2008. At that time the document was [updated](#) to include the status of each item, and additional items were added to reflect the changing environment of higher education, particularly the University System of Ohio. This formative review process resulted in the document being more useful and flexible in terms of planning for and meeting new challenges.

8P2 Selecting short- and long-term strategies

Category 8 – Planning Continuous Improvement

Compression planning provides the college with a mechanism to determine both short and long-term strategies. As a result of this process, the 2004-2006 Vision document outlined the college's last strategic plan. The 2007-2009 Vision document will update the college's strategic plan and identify current priorities and initiatives that will continue as well as new priorities and initiatives that will begin. To improve upon the 2004-2006 plan, the college is working to define initiatives in more measurable terms, provide timelines, and indicate the desired impact for each initiative. These changes will help us measure actual outcomes in the future rather than simply report progress on initiatives.

Creation of a 10-year facilities plan was a need identified through the 2004-2006 strategic planning process. A consultant was hired to meet with business leaders, college personnel and other stakeholders to develop the plan.

The college's AQIP mini-project process was developed specifically to address projects that can be accomplished in six months or less. These project ideas are proposed by employees who wish to improve a process or create a new initiative to serve our stakeholders.

Academic division goals are set annually by departmental faculty in consultation with the academic deans and strategies are set to aid the division in meeting those goals during the academic year.

Appraisal Team Comments: S

The college describes processes for selecting both short- and long-term planning that are tied to strategic planning. WSCC's use of AQIP mini-projects helps to address critical areas that need improvement.

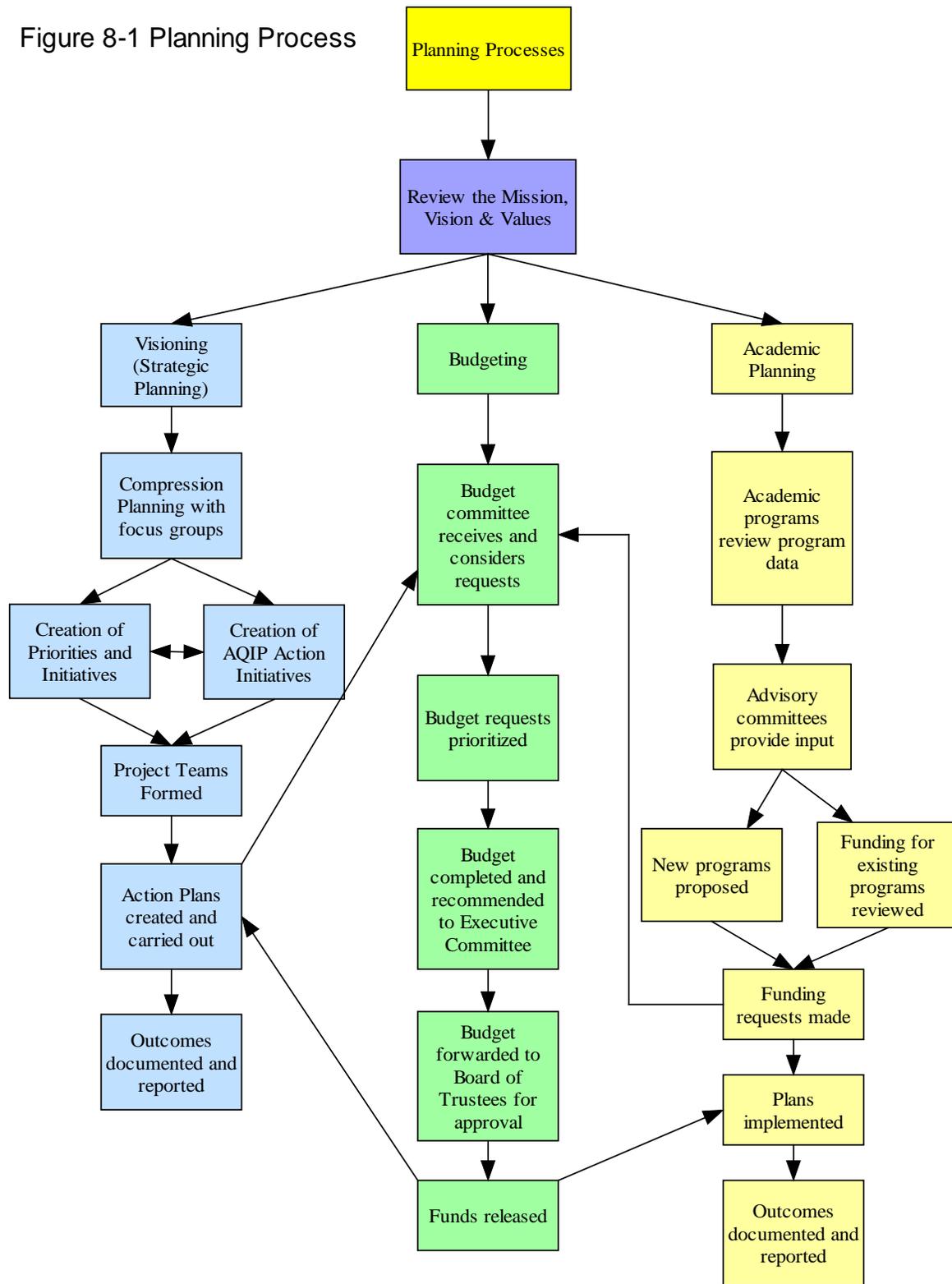
Update: In addition to mini-projects, WSCC now encourages less formal continuous improvement projects in every department. During 2008-2009, more than 60 of those [projects](#) were attempted and documented on our new [continuous improvement SharePoint site](#).

8P3 Developing key action plans

Development of key action plans at the strategic level is discussed in section [8P1](#) and [8P2](#).

At the operational level, all employees contribute to the development and implementation of plans through WSCC's committee/team system (See [5P3](#)). Most faculty and

Figure 8-1 Planning Process



professional staff and some support staff serve on at least one or two committees generally composed of personnel from across departments. In this way, committees consider points of view from several departments and several different levels of responsibility when designing and implementing changes or new processes. WSCC has also created three teams for developing key action plans directly related to the AQIP process.

- Valuing People Team
- Mini-Project Team
- Leadership Team

The Valuing People Team assesses the level of employee involvement with and satisfaction with the management of the institution. It develops ways to enable all employees to become genuinely involved in institutional development, and ways for the college to value their commitment.

The Mini-Project Team seeks ways to integrate AQIP quality principles into the functioning of the institution at every level. This is accomplished by establishing measurable desired outcomes, encouraging creative approaches to enhancing or refining present systems, and then measuring the effect of those approaches on the desired outcomes. Mini-Projects are defined as short-term projects generated at any level (or from any employee), designed to be accomplished with specific measurable outcomes in six months or less with budgets generally under \$1000.00.

The Mini-Project Team has created and provided a mini-project application form for any employee to fill out and submit for consideration. The forms ask for details regarding the nature of the proposed project, its specific goal or goals, how those goals fit into the institution's Mission, Vision and Values, a list of personnel both involved in the project and affected by it, the project's leadership, the measurable outcomes, time frame, budgets, etc. When the Mini-Project Team receives the forms, it examines them for congruence with the overall mini-project goals. If the committee finds enough specific information via the forms, it encourages the Project originator to begin as soon as practical and provide progress reports at regular intervals with progress reports. If the Team has questions about the proposal, the forms are returned to the originator with the list of those questions and an offer to assist in refining the project. Most often, the originators welcome the help, and the forms are promptly returned with the required information.

Before proceeding with the project, each Mini-Project team is encouraged to attend two training sessions to gain an understanding of continuous improvement process tools and how to apply them. The sessions are based on the AQIP Strategy Forum and are conducted by Mini-Project committee members.

As a result of this and other measures, key action plans throughout the institution have been planned and executed (and continue to be generated) using continuous improvement tools. While the program is still new, measurable positive changes appear to have taken place. The committee developed a one-year follow-up form for all project team leaders to fill out and return. In this way, the committee will track effectiveness of the concept.

The third main committee or team for key planning at WSCC is the Leadership Team, which is tasked with providing leadership training for personnel at all levels. All faculty and staff are encouraged to attend leadership training seminars and sessions, most often offered during in-service days when classes are not in session. Programs to date have been successful at many levels, from offering inspirational speakers to practical skills (training on efficiently running meetings, for example).

Appraisal Team Comments: S

The college describes a process for developing key action plans in portfolio Figure 8.1. In particular, the Mini-Project Team solicits, reviews, coordinates and develops key action plan suggestions from stakeholders.

8P4 Alignment of planning processes at varying institutional levels

Washington State Community College's planning processes, action plans, and overall institutional strategies are developed with the help of representation from the college's various institutional levels. The areas involved in planning include, but are not limited to, the Executive Committee, President's Cabinet, institutional committees, AQIP teams, advisory committees, and other external stakeholders.

Executive Committee – The Executive Committee (See [Figure 0-3](#)) is composed of representatives from the primary functional areas of the college. The committee meets weekly to discuss issues, make decisions, and set priorities. Information from each meeting is cascaded down to other levels of employees, usually through the biweekly President's Cabinet meetings.

President's Cabinet – The President's Cabinet is comprised of the Executive Committee and mid-level managers from throughout the college who meet biweekly to share information and address problems or concerns. The President's Cabinet includes mid-level managers from the following areas: maintenance, faculty (department chairs), financial aid, outreach, library, development office, business office, bookstore, Center for Business and Technology, student development, public relations, Evergreen Child Development Center, management information systems (MIS), TRIO programs, records, student services/admissions, network operating center as well as representatives from each of the three senate groups..

Institutional Committees – Washington State uses system of standing and ad hoc committees to address a wide range of day-to-day operational issues, as well as plan special projects and events. This committee system requires participation from all employee classification areas. More information on the college's standing committee system is provided in section [5P3](#).

AQIP Process – A cross-departmental AQIP Planning Team guides AQIP processes for the college, coordinates selection of Action Projects, and oversees reporting requirements such as Action Project updates and the Systems Portfolio development. The WSCC approach to AQIP incorporates a continuous improvement initiative in the form of mini-projects (see section [8P3](#)).

Advisory Committee System – An advisory committee system has been established to aid in planning, developing and monitoring the technical education programs. Advisory committees assist the faculty and administration in determining curriculum updates, identifying potential job markets for graduates, procuring instructional equipment, and establishing action plans for future growth and development within each individual technical program. Advisory committees are comprised of faculty, staff, administration, students, alumni, and business and industry representatives relevant to the particular program.

Appraisal Team Comments: S

The college describes the planning processes giving emphasis to division of responsibilities between advisory and executive functions of the AQIP Planning Team and organization committees.

***Update:** During the past three years, WSCC adjusted the committee structure to bring it more in line with continuous improvement principles. (1) The Executive Committee was re-organized as the President's Strategic Team and a Chief Information Officer was hired as a member of that team. (2) The President's Cabinet continues as before, but now includes discussion of continuous improvement projects and practices as a standing agenda item for every bi-weekly meeting. (3) The number of standing committees was reduced from 12 to 9 to streamline the committee structure and the AQIP Planning Team was renamed the Continuous Improvement Team. The CI Team is now tasked with fostering continuing quality improvement practices beyond those related specifically to accreditation. AQIP sub-committees for the Strategy Forum and the Systems Portfolio update also work to support the CI Team. (4) Program faculty now regularly share results of academic assessment measures with Advisory Committees to make sure we are measuring what matters and in order to solicit better informed advice on how to improve our academic outcomes.*

8P5 Selecting measures and setting performance projections

WSCC is in the early stages of setting its own performance projections and expectations. We have processes in place to create priorities and initiatives. We often react to problems by creating short-term response teams to devise and implement solutions. We collect data on many aspects of institutional performance. However, we are not consistent in selecting specific measures and making performance projections. Too often we see the creation of a new process as an outcome rather than measuring the actual impact of the new process on our operations and stakeholders.

The college is approaching this challenge through the AQIP mini-project process. By providing training on continuous improvement concepts and practices and involving employees in application of those practices through mini-projects, we hope to infuse our institutional culture with a better appreciation of selecting measures and setting performance targets. Each mini-project team sets specific measures and performance targets for their project. The team must submit an end of project report and a one-year follow up report on the outcomes of the project in terms of those measures and targets.

Additionally, the college is working to create more clearly defined measures and targets as part of our strategic planning process. Outcomes of the 2007-2009 vision plan should be easier to quantify than the outcomes for 2004-2006.

Appraisal Team Comments: O

In its delineation of the planning process, WSCC may benefit from revisiting the role of measurement and outcomes, incorporating statements that describe outcomes into identified goals. This would tend to focus the data that it uses to document planning and related successes. Processes will be strengthened by using collected data to drive decision-making and planning.

***Update:** (1) The college continues to use mini-projects to address continuous quality improvement opportunities and used those projects to address [stakeholder feedback](#) through one of our action projects. (2) The format for the Priorities and Initiatives document was revised in [2007](#) to include measurable outcomes wherever possible. Faculty, staff, and administrators did a formative evaluation of the outcomes in the fall of [2008](#) and we will be doing a summative evaluation in the fall of 2009. (3) Our [measuring effectiveness](#) action project is aimed at creating the infrastructure necessary for improving our data analysis and data-driven decision processes.*

8P6 Accounting for appropriate resource needs

Figure 8-1 provides a flow chart of the college's planning process. Both strategic planning and academic planning are tied to the budgeting process. While some funds are set

Category 8 – Planning Continuous Improvement

aside in the annual institutional budget to support new initiatives, major allocation of funds must pass through the budget committee for recommendation to the Executive Committee and approval by the Board of Trustees. The timeline of the annual budgeting process does slow the approval and implementation of some initiatives, but it also assures that adequate resources are available to support normal operations as well as new initiatives and programs.

Appraisal Team Comments: S

The planning process aligns WSCC's mission, vision and values with strategic planning, budgeting, and academic planning and then with corresponding feedback to assess results or outcomes.

Update: *No significant changes.*

8P7 Developing and Nurturing faculty, staff, and administrator capabilities

The AQIP mini-project process (see section [8P3](#)) includes a continuous improvement training component to help faculty, staff, and administrators better understand and apply continuous improvement processes. Additionally, the leadership training that the college has implemented in recent years (See sections [4C4](#) and [4R2](#)) reinforces the need to use continuous improvement processes to address changing institutional strategies and action plans.

Appraisal Team Comments: S

The AQIP mini-project process includes a continuous improvement training component to help faculty, staff, and administrators better understand and apply continuous improvement processes. (Also see [4C4](#) and [4R2](#))

Update: *Although we have concluded the original [action project](#) that focused on training for continuous improvement practices, we continue to offer training sessions each year. We are now planning to make continuous quality improvement training part of our new employee hiring process.*

8P8 Measuring effectiveness

Each organizational level at WSCC gathers and uses information for the improvement of operations within its area of responsibility. As examples, four levels are discussed below: Institutional Research; the President, deans and directors; individual programs; and AQIP processes.

Institutional Research maintains data related to the success of students who transfer or who seek employment, employee satisfaction, analyses of student demographic trends, student retention by program, placement statistics for graduates, exit and follow-up surveys of graduates. Most of these and other data are available on the college's [Institutional Research Office](#) home page.

The President, deans, and directors maintain data from such sources as focus group results, compression planning sessions, Foundation activities, program reviews, advisory committee minutes, long-range plans for budget and buildings, program and individual course assessment.

Individual Programs collect and use data from in-field placement, percent of students passing external board and certifying examinations, surveys of area businesses and industry managers, national, regional, and local economic trends, instructor training in new techniques and equipment, and students academic achievement.

The college annually collects information on the status of its three Action Projects and submits status reports to the Higher Learning Commission through the AQIP website. These reports and the reviewer's comments are analyzed by the Action Project Teams and made available to employees through presentations at meetings, printed copies, and links through the college's [On Campus](#) online newsletter.

Washington State collects more information than we use. Within the next three years, we plan to develop more effective techniques for analyzing and understanding that data in order to make better informed decisions.

Appraisal Team Comments: **S**

The college uses multiple measures for attempting to determine effectiveness. The portfolio gives examples from four levels of planning and implementation: Institutional Research, the President, individual programs, and the AQIP process.

Appraisal Team Comments: **O**

The college states that within the next three years, a plan will be developed for more effective techniques for analyzing and understanding collected data. Equally important, WSCC may want to identify means for discontinuing to collect unusable data and to develop guidelines for determining which data to collect in the future.

Update: Our current action project for [measuring effectiveness](#) was specifically designed to address this opportunity for improvement.

8R1 Results for accomplishing institutional strategies and plans

Washington State is only beginning to implement institutional strategies and plans using continuous improvement processes. The 2004-2006 Vision document and progress summary ([Appendix 4](#)) provide an example of our first documented progress. We intend to strengthen our processes for documenting and reporting results of institutional strategies and plans within 3 years.

Appraisal Team Comments: **OO**

WSCC states that it does not have results because it is only now beginning to implement institutional processes for continuous improvement, projecting performance goals, comparison with other institutions, and for determining if it has an effective system for accomplishing institutional strategies and plans. WSCC has identified the Results section for Category 8 as an opportunity for improvement which will be addressed over the next three years.

Update: WSCC has worked over the past three years to address this opportunity for improvement. We have revised our [strategic plan](#) to include measurable goals, conducted a [formative evaluation](#) of our progress on that plan, participated in the Community College Survey on Student Engagement ([CSSE](#)) twice, participated in the [Noel Levitz Student Satisfaction](#) Inventory, used comparative data to set goals and engage in [projects](#) to reach those goals, aligned our strategic initiatives with the strategic plan for higher education in Ohio, and used comparative data to set [goals for our performance](#) in the University System of Ohio. We are in the process of implementing a system of institutional [dashboard indicators](#) to help focus and measure our continuous improvement efforts. We still have much work to do, but we have made considerable progress in this category.

8R2 Projections of performance

WSCC is in the first stages of developing systematic processes to make projections of performance for our strategies and action plans for the next 1-3 years. The 2007-2009 Vision document will reflect improvements over the 2004-2006 plan, but we still have much work to do and processes to accurately project performance will be implemented within 3-5 years.

Appraisal Team Comments: **OO**

WSCC states that it does not have results because it is only now beginning to implement institutional processes for continuous improvement, projecting performance goals, comparison with other institutions, and for determining if it has an effective system for accomplishing institutional strategies and plans. WSCC has identified the Results section for Category 8 as an opportunity for improvement which will be addressed over the next three years.

Update: *We now have results in a number of areas and we are using those results to select monitor our progress in relationship to other institutions and to set goals for improvement. The update for 8R1 above contains a number of links to data results.*

8R3 Comparison with other institutions

WSCC has not developed a systematic process to compare data for strategies and action plans with those of other institutions. We recognize this as a *major opportunity for improvement*, and we will develop such processes within 5 years.

Appraisal Team Comments: **OO**

WSCC states that it does not have results because it is only now beginning to implement institutional processes for continuous improvement, projecting performance goals, comparison with other institutions, and for determining if it has an effective system for accomplishing institutional strategies and plans. WSCC has identified the Results section for Category 8 as an opportunity for improvement which will be addressed over the next three years.

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

8R4 Evidence of an effective system for planning continuous improvement

WSCC currently has insufficient evidence to show that our processes for planning continuous improvement are effective. This is a *major opportunity for improvement*, and we intend to develop processes to document the effectiveness of our continuous improvement systems within 5 years.

8I1 Improving processes for planning continuous improvement

WSCC is in the beginning stages of implementing our continuous improvement processes. Feedback loops through surveys are currently being developed and follow up reports on mini-projects help improve our processes, but many of these efforts are just beginning. This is a *major opportunity for improvement*, and we plan to strengthen our processes for improving the way we plan continuous improvement within 3 years.

8I2 Setting targets for improvement

At present, WSCC has not developed a systematic process for setting targets for improvement of our continuous improvement processes. This is a *major opportunity for*

improvement, and we intend to develop processes that will allow us to effectively set targets for planning continuous improvement within 5 years.

Category 9: Building Collaborative Relationships

9C1 Key collaborative relationships

Washington State Community College collaborates with business and industry in many ways to expand and maintain its current role as a vital educational resource for the community. The Center for Business and Technology seeks ways to provide customized training for area employers. Program Faculty maintain relationships with related businesses and industries to solicit input into the program curriculum through advisory committees, to provide internships and practicums for students, to provide field trips for students, and to create opportunities for industry professionals to teach part-time, allowing closer interaction between students and practicing professionals. The college also maintains a job search/posting website to connect our students with employers.

Washington State Community College maintains relationships with numerous baccalaureate colleges and universities to meet the continuing educational needs of our graduates and other community members. These relationships are in the form of articulations and reciprocity agreements that provide seamless pathways to further education. Articulation agreements are also maintained with many area high schools and career centers to provide a pathway for students to enter college.

The Outreach department collaborates in several ways with the community. One existing relationship is with the Morgan County Center for Higher Education, a collaboration of area colleges and Morgan County Commissioners for the purpose of expanding program options to residents of Morgan County. In collaboration with Morgan, Belpre and Frontier school districts and the Guernsey-Monroe-Noble County Community Action Agency, the Outreach department provides logistical support for off-site classes to provide easier access to higher education for residents of Morgan, Noble, and Washington Counties. A new nursing program is offered at Morgan High School in collaboration with Career Pathways Project and Morgan County Center for Higher Education allowing a cohort of Morgan County students to earn the Practical Nursing Certificate. Wireless Broadband is now provided at Chesterhill, Ohio in collaboration with Morgan County Library, Ohio State University, Morgan County Commissioners to assist those in that area to access educational opportunities. A new project offering courses leading to the International Computing Drivers License (ICDL) is planned for fall 2007 in collaboration with the Barlow Branch of the Washington County Library. Additionally, the college collaborates with the Ohio College Access Network to offer "College Access Centers" at each of the main and branch libraries in Washington and Morgan Counties.

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 education costs, the Ohio Board of Regents funds tuition, and the college's Opportunity Scholars Program provides various support services to students.

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

[Appendix 2](#) provides a listing of many of the college's collaborative partners.

Update: WSCC continues to increase collaborative relationships while maintaining those described in appendix 2. A new initiative in Ohio, the Ohio Skills Bank programs, teams WSCC and other schools, employers, and agencies to develop career pathways for regional clients. WSCC is currently collecting both client and employer needs utilizing surveys and face to face meetings.

9C2 Reinforcing institutional mission through collaborative relationships

All of the activities in 9C1 have obvious connections to the college's [Mission, Vision, and Values](#).

Relationships with business and industry, particularly through activities associated with advisory committees, provide our students with the best and most appropriate training and education needed by future employers. Additionally, internships and practicum experiences provide community service. Employing professionals from the community for part-time teaching not only helps students understand workplace realities, but also provides jobs for the area. The job search/ posting website allows students, graduates, and prospective employers to connect, thereby strengthening our area's workforce.

Washington State Community College maintains a multitude of collaborative relationships with high schools and career centers to provide pathways for students to transition to college. Collaborations with baccalaureate institutions provide opportunities for our students to continue their education. These graduates create a greater "knowledge economy" for the community.

Washington State's Outreach division creates partnerships with community groups to provide educational opportunities. These relationships provide appropriate training for the community as well as access to education in places where opportunities don't otherwise exist. Increased access to higher education and degree programs enriches the lives of participants, their families and the community.

Finally, the Student Services Department's collaboration with governmental and grant agencies reinforces our institutional mission by providing support services to assist students in accessing education and training when their own resources are compromised. These efforts are focused on providing a successful educational experience for all students. Each of Washington State's collaborative relationships is built with the goal of fulfilling the college's mission.

Update: Workforce Development has created the Network Alliance as an outreach to dislocated workers, providing information including job opportunities, agency assistance, and educational opportunities.

9P1 Creating, prioritizing, and building relationships:

WSCC recognizes the importance of building relationships with the educational institutions and other organizations that send students to the college. College personnel create relationships by forming personal contacts with individuals and organizations whose goals compliment those of the college. Relationships are prioritized in terms of the impact those relationships may have on accomplishing the college's mission, priorities, and initiatives. Those relationships that are likely to have a strong impact are considered high priority relationships. Relationships are built over time and college personnel work hard to consistently follow through on commitments so that the college will be viewed as a valuable, dependable partner.

The Admissions Department staff works closely with local high schools and trade schools to recruit and encourage prospective students. The staff regularly invites high school guidance counselors to campus, and hosts activities in collaboration with local high schools and

middle schools such as the “WSCC Fest” where juniors and seniors from local schools are bussed to campus to learn about careers and college life.

A state and federally funded College Tech Prep program is housed on Washington State’s campus. College Tech Prep personnel work with local high schools and trade schools to develop articulation agreements that provide students with the opportunity to seamlessly transfer from post secondary education to higher education.

In addition to building relationships with those organizations that send prospective students, Washington State recognizes the importance of relationship development with institutions and employers who depend on well-qualified students. Faculty and staff at Washington State have strong ties with educational institutions and employers. The college’s Transfer office offers students information on five baccalaureate degree completion programs through four-year colleges. Faculty and staff members work with area colleges to update articulation agreements and transfer guides to improve transfer opportunities for students. Priority is assigned to those institutions that our students are most likely to attend. The college maintains a special reciprocal relationship with West Virginia University of Parkersburg, and out-of-state students may complete selected programs at either school while paying in-state tuition.

Washington State builds relationships with employers through a variety of avenues. Employers are invited to participate on advisory boards for the college’s academic programs. These employers provide valuable input when developing curriculum as well as job opportunities for students. They benefit from employees that are well trained for their company’s particular needs. Washington State also provides employers access to our career website. Employers may post positions and review resumes posted by Washington State students and graduates. A state funded “Third Frontier” program provides paid internships for Washington State students and reimburses a portion of the cost to local employers.

The college’s Center for Business and Technology develops programs to serve the training needs of employers in the Mid-Ohio Valley. The wide range of classes, including basic to advanced technical computer training as well as workplace interaction and relations seminars, helps prepare employees to develop, maintain, and upgrade skills that are imperative for sustained employment.

In order to insure that Washington State students have the funding they need to start and continue their college education, Washington State partners with numerous government agencies. These programs include the Trade Adjustment Act (TAA), Workforce Investment Act (WIA), Bureau of Vocational Rehabilitation (BVR) Veterans Administration (VA), and the Bureau of Visually Impaired (BVI). The programs provide funds to qualified students to assist them when their finances are insufficient to attend college and thereby increase the students’ probability of success.

Washington State actively seeks the partnership of schools, helping agencies, and community based organizations in advancing our mission. Key partnerships are listed in [Figure 0-5](#) in the Institutional Overview and a more extensive list of partners is provided in [Appendix 2](#).

Appraisal Team Comments: S

WSCC has developed and improved collaborative relationships with secondary and post-secondary institutions, business and industry partners. The collaborative relationships align with the mission, vision, and values of the institution. WSCC sets priorities for the collaborative relationships with regard to the significance of that alignment.

Update: The on-line learning capability at WSCC provided by the Sakai course management system, and on-site instructional designers, allows more classes to be offered to students and incumbent workers. WSCC courses are increasingly more user friendly, helping students take courses and still maintain other job and personal schedules.

9P2 Insuring varying needs are met

Washington State Community College insures the needs of partners are being met in several ways:

1. Articulation agreements between area high schools and the college are reviewed and updated annually by joint meetings of instructional and administrative staff to ensure that there is a seamless transition for high school students entering higher education.
2. Advisory boards are established for technical programs and meet semi-annually to insure that curriculum not only meets the standards established by the Ohio Board of Regents, but is relevant to the needs of the industry. Each program director/ coordinator creates the advisory board for his/her program.
3. College Access programs such as Talent Search and Upward Bound solicit regular feedback from students, parents, and educators on how to improve collaboration and program effectiveness.
4. The Center for Business and Technology solicits input from local business and industry professionals when developing curriculum and surveying skills needed for students to be successful in employment.
5. The Office of Institutional Research works closely with administrative and instructional staff in developing surveys that measure a wide range of activity outcomes. This data is used to determine the appropriateness and success of various programs, and provides a basis for making necessary adjustments. The levels of data collection are explained in section [7C1](#).

Appraisal Team Comments: S

WSCC utilizes articulation agreements with school districts, input from career program advisory boards, program-specific assessment, data collection, and needs surveys to identify and meet the needs of its partners.

Update: (1) A strong partnership now exists through the Ohio Skills Bank, an organization of higher education institutions and social service agencies in Region 11 (8 counties in Southeastern Ohio) for the purpose of creating career pathways for students. These pathways are designed with multiple entry and exit points. They can begin with Adult Basic Literacy Education programs and continue through the associate degree, bachelor's degree, and graduate degrees. The project is gradually creating a better alignment of employer needs, educational solutions to those needs, and services to support learners. WSCC is a key partner in the Ohio Skills Bank for Region 11. (2) WSCC implemented new articulation agreements with Zane State College, Belmont Technical College Ohio University, and the University of Rio Grande to provide students with more educational opportunities.

9P3 Creating and building internal relationships

The college creates and builds internal relationships by encouraging employees to participate in the shared governance of the institution. Section [5P3](#) describes the college's

formal committee structure and section [5P5](#) outlines communication processes and channels. Other ad hoc committees and teams as well as the AQIP Mini-Project process provide opportunities for employees from many departments to communicate and collaborate on projects of mutual interest. The small size of the college campus allows informal collaboration among departments that would be more difficult on larger campuses were offices may be geographically distant from one another.

Appraisal Team Comments: S

WSCC promotes internal relationship building through shared governance, collaborative projects, and integrated communication channels.

Update: The AQIP process continues to grow with a strong emphasis on continuous improvement. Participation by employees on continuous improvement projects has increased throughout the institution. Projects and outcomes are [documented and celebrated](#) by the WSCC organization.

9P4 Measures collected and analyzed

Data is collected and analyzed in the following areas: the number of high school articulation agreements completed and updated, the number of college articulation agreements completed and updated, transfer rate (as self-reported by students), evaluations of training and survey results from companies served by Washington State's Business and Technology Center, and the job placement rate of students seeking employment.

The process for students to transition from WSCC to other institutions is facilitated by articulation agreements, as well as by numerous workshops and visits from college representatives to our campus. Students from high schools in both Ohio and West Virginia have easy access through numerous articulation agreements to a variety of programs at Washington State Community College. Distance learning provides opportunities for college level students to access higher education through articulation agreements with several colleges. Washington State Community College currently provides the technical link for Franklin University, Miami University, and the University of Rio Grande, allowing students to pursue bachelor's degrees in fourteen majors without leaving campus. In addition, a Master of Science in Nursing is available through Otterbein College.

The Center for Business and Technology provides training for area business and industry on a contractual basis. Participants, both students and employers, provide valuable input in the form of evaluations and surveys.

To determine the success of Washington State Community College's graduates in obtaining employment, the Director of Institutional Research gathers data in survey form. Technical graduates are surveyed approximately six months after graduation.

Appraisal Team Comments: S

WSCC collects quantitative and qualitative data to ensure the success of its collaborative relationships.

Update: No significant change.

9R1 Results in building your key collaborative relationships

Transfer Rate – Washington State Community College's Institutional Research department only collects self-reported data on students who matriculate to other institutions

through a six-month follow-up survey. Unfortunately the response rate is too low to draw reliable conclusions. The Ohio Board of Regents does attempt to collect this data. In a report entitled, *Three-Year Mobility of Undergraduate Students Enrolled Spring Term 2004*, the Board of Regents office reported that of 1,930 students from Washington State Community College 7% were identified as “Mobile Different Institution,” that is, that they were now taking classes at another state college or university. This percentage is flawed in that it doesn’t include transfers to private or out of state institutions.

High School Articulation Agreements – Currently, articulation agreements exist for all Ohio high schools who offer automotive programs. In addition other agreements exist with two Ohio vocational centers who offer diesel programs. In West Virginia, agreements are in place with the seven counties in our service district, plus one other county outside the service district. Washington State Community College’s Tech Prep program has agreements in place with three local high schools. These agreements cover nine academic areas (majors) ranging from automotive to medical office management.

College Articulation Agreements – Transfer articulation agreements are in place with eight Ohio colleges (Franklin University, Marietta College, Miami University, Ohio University, University of Rio Grande, Shawnee State, University of Akron, DeVry University, as well as with three West Virginia schools – West Virginia University at Parkersburg, Ohio Valley University, and Marshall University.

Training Evaluations for Business and Technology Center (2004-2005) – Of the 57 companies surveyed, 43 responded for a 76% response rate. The largest number of responses came from manufacturing companies and the next largest response came from government entities. The survey instrument contained five questions relating to whether the service (training) provided met the company’s expectations. Seventy percent of the companies reported “Complete Satisfaction.” The survey also addressed whether organizational performance improved as a result of the service contracted through the Center for Business and Technology. Of the companies responding, 63% noted an increase in production or efficiency, 44% sited an increase in quality, and a 23% noted an increase in profit. Twelve of the companies surveyed asked for additional training.

Job Placement – After preparing an unduplicated mailing list, including graduates from all quarters of the 2003-2004 academic year, 262 graduates received a placement survey. Surveys were returned by 91 students for a 35% response rate. Graduates were surveyed concerning current employment status and 76.1% indicated they were employed full-time. 17.1% of those responding reported they were employed part-time. Other data elements such as current yearly salary, relationship of job to major, how students learned of their present job, and if students were currently enrolled at a college or university were also collected on the job placement survey. Twenty-one percent of respondents indicated they were currently seeking employment and 79% indicated they were not seeking employment. (This information was taken from the Washington State Community College [Follow-Up Survey](#) dated June, 2005. Data for 2004-2005 has been collected, but not compiled into report form as of this writing.) This data indicates that our graduates are filling employment needs for our community and business and industry partners. Additional information on job placement is presented in [3R1](#), and [3R3](#).

Advisory Committees -- Washington State currently has 21 advisory committees for academic programs offered at the college. These committees are comprised of over 500 members representing more than 200 businesses and industries. These advisory committees assist the faculty and administration in determining subject matter to be taught, potential job markets for the graduates, and instructional equipment to be purchased.

Appraisal Team Comments: **O**

Although WSCC measures the results of its collaborative relationships through transfer rates, the number of secondary and post-secondary school articulation agreements, employer evaluations, job placement information, and information from advisory committees, some of the data used for these measures—such as the student transfer rates—is self-reported and lacks significant depth.

Update: *This area remains an opportunity for improvement.*

9R2 Comparison of results with other institutions

WSCC has not yet developed a systematic process to compare data on collaborative relationships with data from other institutions. The college recognizes this as a *major opportunity for improvement*, and intends to develop processes that will allow us to effectively compare such data within 5 years.

Appraisal Team Comments: **OO**

WSCC has identified the need to develop comparative measures regarding collaborative partnerships.

Update: *This area remains an opportunity for improvement.*

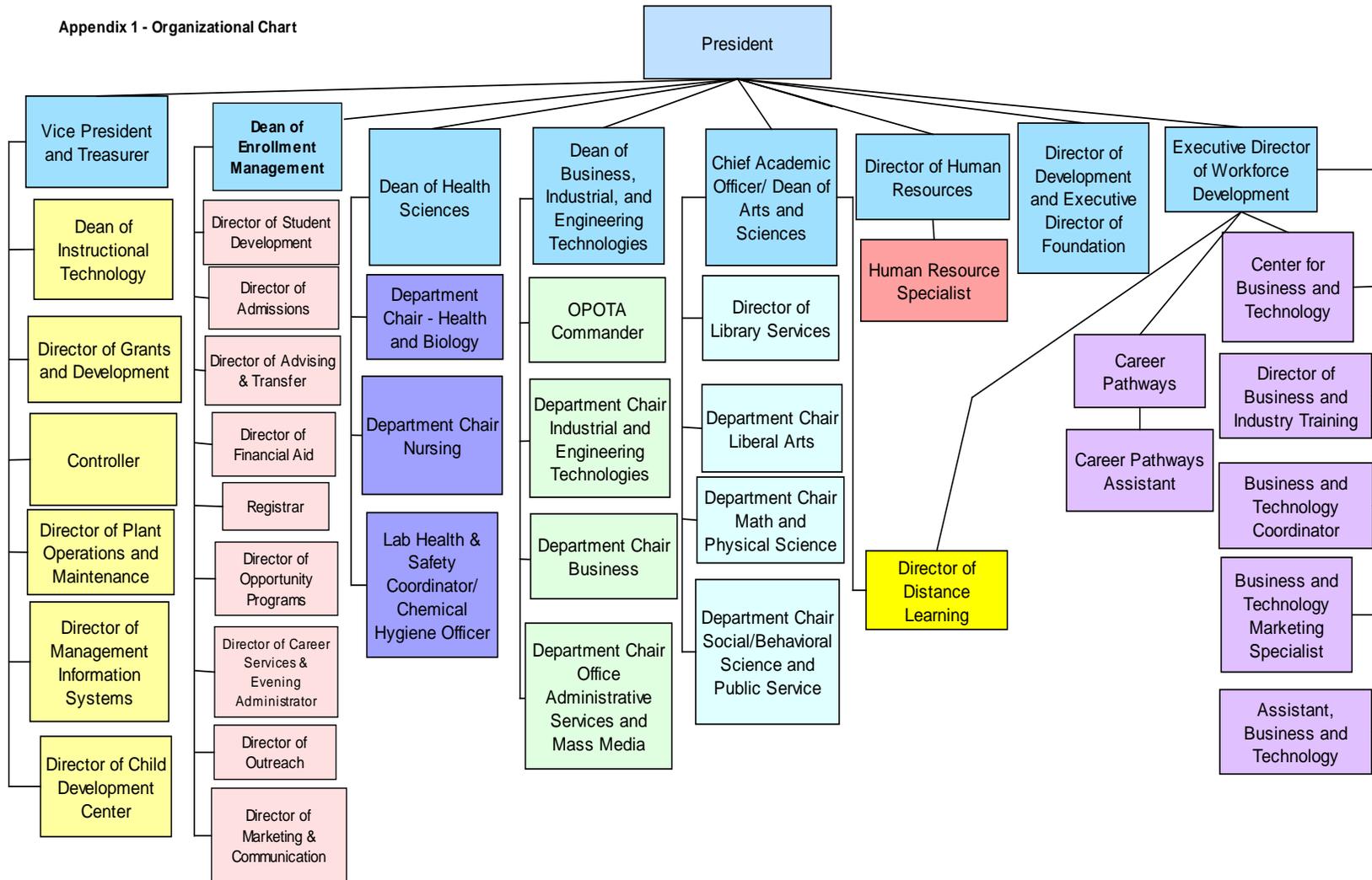
9I1 Improving current processes for building collaborative relationships

WSCC has not developed a systematic process to deal with improving processes related to developing collaborative relationships. The college recognizes this as a *major opportunity for improvement*, and intends to develop processes that will allow us to effectively plan improvement of collaborative relationships within 5 years.

9I2 Setting targets for building collaborative relationships

WSCC has not yet developed a systematic process for setting targets for collaborative relationships. This is a *major opportunity for improvement*, and we intend to develop processes that will allow us to effectively set targets in this area within 5 years.

Appendix 1 - Organizational Chart



Appendix 2 – Institutional Collaborations

Partner	Description
Educational Collaborations	
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.
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
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; River Cities Film Series; 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

Partner	Description
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 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 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

Partner	Description
Youngstown State University	Credit articulation agreement
Business, Government, and Industry Collaborations	
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
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
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 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
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
Selby Hospital	Health program support; preceptor sites; advisory committee members
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
Wireless Broadband access to Chesterhill, Ohio	Collaboration with Morgan County Library, Ohio State University, and the Morgan County Commissioners to provide broadband service and educational opportunities to Chesterhill, Ohio
Service Organization Collaborations	
Ely Chapman Educational Foundation	WSCC faculty serve on Board of Directors; Center is a field site for Education Transfer program; Book give away program provides leadership opportunities and free supplies to students and faculty; Center supports college's educational programs and provides speakers for classes

Partner	Description
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
Washington State Community College Foundation	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

Appendix 3 – Programs of Study

<p>Associate of Arts and Associate of Science Programs prepare student for transfer to baccalaureate granting institutions.</p> <p>Associate of Arts Programs Business Administration Education Early Years Middle Years Young Adult Fine Arts Studio Art Graphic Design Liberal Arts</p> <p>Associate of Science Programs Biological Sciences Engineering Transfer Electrical Option General Science Mathematics Physical Science</p> <p>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.</p> <p>Associate of Applied Business Accounting Technology Business Computing Business Management Technology Computer Systems Technology Computer Graphics Computer Support Technician Simulation and Game Technology Web Programming Mass Media Technology Broadcast Digital Media Office Administrative Services Technology Executive Administrative Assistant Legal Administrative Assistant Medical Administrative Assistant</p>	<p>Associate of Applied Science Automotive Technology Automotive Services Automotive & Diesel Truck Systems Diesel Truck Systems Electrical Engineering Technology Instrumentation & Control Electronics Industrial Technology Chemical Operator Design Drafting Heating, Air Conditioning & Refrigeration Power Plant Technology Mechanical Engineering Technology</p> <p>Emergency Medical Technician-Intermediate Health and Wellness Technology Massage Therapy Medical Laboratory Technology Nursing (ADN) Physical Therapist Assistant Technology Radiologic Technology Respiratory Therapy Technology</p> <p>American Sign Language Interpretation Criminal Justice Corrections Law Enforcement OPOTA Early Childhood Development Technology Social Services Technology</p> <p>One-Year Certificate Programs Accounting Air Conditioning and Refrigeration Automotive Technician Computer Systems Deaf Studies Drafting Practical Nursing Word Processing</p>
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Appendix 4 – 2004-2006 – Progress Summary for Priorities and Initiatives (Strategic Plan)

<p style="text-align: center;">Washington State Community College Vision 2004-2006 Strategic Plan Outcomes Priorities and Initiatives</p>
<p>STUDENT SUCCESS (SS) <i>Enabling students to be successful both academically and personally</i></p>
<p>(SS1) Distance Learning -- AQIP Action Project <i>Expand distance learning offerings to improve student access.</i> Status: Ongoing effort – Continue to 2007-2009</p> <ul style="list-style-type: none"> • AQIP Action Project on distance learning 90% complete. • Enrollment (FTE) in online classes increased by 83% between fall 2004 and fall 2006 • 30 new online classes developed between fall 2004 and fall 2006 • Chesterhill site established with online courses offered through broadband technology • Created full-time position for Director of Distance Learning • Created full-time position for Director of Training and Development • Created and implemented new definitions and processes for alternative delivery classes <p>Work yet to be done:</p> <ul style="list-style-type: none"> • Continue to expand online and alternative delivery classes • Complete online Chemical Operator Certificate • Establish online training site in Barlow using broadband technology • Offer Online Success class to high school students <p>Seek HLC approval for offering a full online degree</p>
<p>(SS2) Transfer and Articulation: <i>Strengthen articulation and transfer agreements with both public and private institutions.</i> Status: Ongoing Effort – Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Updated all Tech Prep articulation agreements with partners • Started “Project Lead the Way” and “Academy Courses” with Marietta City Schools • Completed 1st, 2nd and 3rd rounds of Transfer Assurance Guide (TAG) approvals • Submitted course equivalencies for 4th rounds of TAG approvals • On-line Course Applicability System (CAS) now available to students • Developed Power Plant Operator articulation with adult education program at Washington County Career Center and American Electric Power <p>Work yet to be done:</p> <ul style="list-style-type: none"> • Complete remaining TAGs • Continue to review and update existing articulation agreements
<p>(SS3) Transfer Support: <i>Implement Ohio’s Course Applicability System (CAS) allowing students to know how their course will transfer to any other state college.</i> Status: 100% Complete Work to be done: Continual updates of CAS as curriculum changes</p>
<p>(SS4) Assess Learning: <i>Strengthen the campus-wide assessment of student learning plan.</i> Status: 70% Complete</p> <ul style="list-style-type: none"> • All academic programs have assessment maintain assessment plans on the college intranet • College-wide general education writing assessment is in place • Student profile on diversity of students piloted • New rubric for evaluating assessment plans created and implemented • College assessment committee considering new methods of reviewing general education <p>Work yet to be done: Continue implementing and refining assessment plans</p>

<p>(SS5) Career Information: <i>Collect and distribute appropriate career/degree and job information using local, state, and federal data sources.</i> Status: Ongoing Effort</p> <ul style="list-style-type: none"> • Students can explore jobs online using the college's Mid-Ohio Valley Employment Resource (M.O.V.E.R.) website • Workshops on careers and resume writing developed and offered for students <p>Work yet to be done: Continue to present workshops on careers and resume writing</p>
<p>(SS6) State Initiatives: <i>Implement state initiatives to expand the Ohio Transfer Module by developing Technical Transfer Cores(TTCs) and Transfer Assurance Guides(TAGS).</i> Status: 50% Complete – Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Courses for 1st, 2nd and 3rd round of TAGS submitted on schedule and reviewed • 4th round of TAGs submitted on schedule for review • WSCC faculty and staff participated in multiple Ohio Board of Regents meetings to help advance the TAG initiative • Status of TTCs currently on hold at state level <p>Work yet to be done: Resubmit courses requiring revisions for TAG acceptance</p>
<p>(SS7) Campus Life: <i>Connect students with the college by providing extra-curricular and cultural activities.</i> Status: Ongoing effort – Continue to 2007-2009</p> <ul style="list-style-type: none"> • Expanded the Evergreen Humanities Series and solidified funding for the EHS through the WSCC Foundation • Continued the River Cities Film Series • Sponsored student trips to Ireland, New York City, Washington, D.C., Chicago, Cleveland (Case Western, Great Lakes Science Center, Rock & Roll Hall of Fame), Pittsburg (Carnegie Science Center, Pittsburg Pirates game), Hocking Hills State Park, Amish Country, Cincinnati (University of Cincinnati), Lake Geneva (Leadership Conference), Columbus (Zoo, Ohio State Fair, OAEPP Student Leadership Conference), Huntington (Marshall University), Virginia Beach, Seven Springs Ski Resort, . • Numerous TRIO Grant activities enhanced extra-curricular and cultural opportunities • Held two campus picnics for students, staff, and their families
<p>(SS8) Expand Partnerships with High Schools: <i>Work in partnership with schools to create bridges from high school to college through College Tech Prep, TRIO Programs and other initiatives.</i> Status: Ongoing effort – Continue to 2006-2008</p> <ul style="list-style-type: none"> • Outreach served more than 1,300 students in 2005-2006 through Talent Search, Upward Bound, and College Tech Prep • Offered classes in the high schools: ASL and Speech at Frontier High School, Speech and Yoga at Washington County Career Center • Hosted meeting of county school superintendents at Washington State Community College to improve communication • Collaborated with Marietta City Schools and the City of Marietta to upgrade and expand TV channel 22 • Offered summer media camp in conjunction with Marietta City Schools <p>Work to be done:</p> <ul style="list-style-type: none"> • Expand courses offered at Frontier High School • Work with other school systems to offer college classes in the schools • Work with Marietta City Schools to fully implement Project Lead the Way (Engineering) and High School/College Academy courses in mass media, health, and theatre.
<p>(SS9) Retention: <i>Increase efforts that keep students in college and help them continue toward their goal of graduation.</i> Status: Ongoing effort: Continue to 2007-2009</p> <ul style="list-style-type: none"> • Created and staffed position of Dean of Enrollment Management • Decreased number of students with undeclared major by 24% between 2002 and 2005 • Opportunity Scholars assisted 175 students and achieved a 98% retention rate • OSP Summer Bridge Program served 24 new students • Created Pre-Health Student AQIP Mini-Project to improve success rate of students waiting to enter health programs

(SS10) Morgan County Higher Education

Increase access to higher education for Morgan County residents by forming a consortium of colleges and universities to offer programs and courses through the Morgan County Higher Education Center.

Status: Ongoing effort: Continue to 2007-2009

- Consortium formed: Washington State Community College (Primary), Muskingum College, Zane State College, Marietta College, Hocking College, Muskingum College
- Established a consortium office in McConnelsville
- Hired a coordinator for the Morgan County Higher Education Consortium
- Started Practical Nursing Program in Morgan County
- Created the Chesterhill initiative to offer computer classes leading to the International Computer Drivers License through Workforce Development

Work to be done:

- Work with consortium partners to offer additional courses and programs in Morgan County
- Work with Morgan County Commissioners to provide dedicated space for higher education classes.

VALUING PEOPLE (VP)***Supporting the people who provide services to our customers*****(VP1) Valuing People-Communication – AQIP Action Project**

Improve two-way communication with an emphasis on valuing people.

Status: Ongoing Effort – This AQIP Action Project will conclude during 2006-2007

- Established a definition for “Valuing People:” The process of maintaining a climate in which people feel important, useful, and worthwhile.”
- Held a Leadership Conference in conjunction with the Professional Development Committee. A second Leadership Conference is planned for November 2007.
- Regularly “cascaded” information from President’s Cabinet
- Established an Employee Relations (ER) Team that meets regularly with Executive Committee to discuss concerns and make recommendations
- Held annual AQIP Participation Celebration breakfast where project teams shared information on their work
- Established weekly On Campus e-newsletter
- Held a student/faculty/staff picnic with a Luau theme
- Gave “Marietta Bucks” to all employees to celebrate the end of the year
- President holds a monthly birthday breakfast
- Held pizza dinners and networking sessions for evening faculty and staff
- Replaced approximately 130 old CRT computer monitors with 17” flat panel monitors for faculty and staff
- Developed an AQIP webpage that can be accessed from the college’s website
- Purchased and distributed participation prizes for AQIP participants

Work yet to be done:

Complete Action Project (In year two of a three-year project to improve communication and Value People. College employees will be surveyed in 2007 to determine the impact this project has had on their perceptions of feeling valued.)

(VP2) Committees:

Refine the college committee system and provide for web-based sharing of college committee proceedings.

Status: 80% complete – carry forward to 2007-2009

- Number of standing committees reduced from 15 to 10 through re-organization.
- Minutes of key committees now available through On-Campus e-newsletter
- President’s cabinet agenda available online

Work yet to be done: Make all standing committee minutes available online.

(VP3) Adjunct Faculty:

Explore programs to support adjunct faculty in the classroom.

Status: Ongoing effort – carry forward to 2007-2009

- One week of each quarter, offered appreciation events with free pizza for evening faculty
- New Part-time faculty handbook completed and distributed
- Offered training sessions in FERPA, classroom discipline, and use of technology in the classroom

Work yet to be done:

- Work to continue trainings and build attendance for appreciation events

<p>(VP4) Compensation Review <i>Create an improved compensation system using external expertise.</i> Status:</p> <ul style="list-style-type: none"> • Planning completed working with Mercer consultants in fall 2005 • Initial implementation of revised compensation system in January 2006 <p>Work yet to be done:</p> <ul style="list-style-type: none"> • Continue phased implementation and complete in January 2007 • Annually review the pay ranges with input from consultants
<p>(VP5) Wellness Program <i>Increase campus awareness and participation in wellness program.</i> Status: Ongoing effort – carry forward to 2007-2009</p> <ul style="list-style-type: none"> • AQIP Wellness mini-project approved • Weight Watchers held on-campus meetings • Participated in Relay for Life • Implemented “Walk around America” program • Held a chili cook-off <p>Work yet to be done: Complete AQIP Wellness mini-project</p>
<p>(VP6) Faculty and Staff Development <i>Continue to identify and offer opportunities for professional development.</i> Status: 66% complete – carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Expanded Professional Development Day to include Leadership Conference • Hosted training seminar on FERPA and Classroom Discipline by Ohio AGs Office Staff • Provided three management development training sessions for managers • Provided stronger financial support for professional travel • Provided two panel discussion on the value of visiting other campuses <p>Work yet to be done:</p> <ul style="list-style-type: none"> • Continue to identify and offer opportunities for faculty and staff development • Continue to encourage faculty/staff to visit their counterparts on other campuses to share experiences and ideas
<p>(VP7) Recognition <i>Give public recognition to employees for their day-to-day and extra efforts</i> Status: 50% complete -- Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Held two annual Employee Recognition banquets • Began recognizing employee efforts through <u>On Campus</u> e-newsletter <p>Work yet to be done: Continue to identify and implement methods of recognizing employee efforts.</p>
<p>RESPONSIBLE STEWARDSHIP (RS) <i>Being responsible stewards of all college resources including human, natural, and fiscal</i></p>
<p>(RS1) Continuous Improvement: <i>Strengthen continuous improvement processes and awareness through mini-projects. Schedule Improvement, Data Requests, Online Requisition, Course Web Pages, Program Review, Grants Process, Math/Science Assessment, TRIO Transition and Retention, Coordinate Off-Site Instruction. –</i> Status: Ongoing effort 66% complete -- This AQIP Action Project will conclude during 2006-2007 Status of original mini-projects:</p> <ul style="list-style-type: none"> • Online task requests for MIS data – completed • Schedule Improvement Process – completed • On-line Requisition project – awaiting software solution • Course Web Pages – implemented and in pilot phase • New Program Review process – implemented, including new cost effectiveness report • Math/Science Assessment project – completed • TRIO Transition and Retention project –withdrawn <p>Additional Mini-Projects:</p> <ul style="list-style-type: none"> • Streamline Grants Process – completed and 60% implemented • Project for improving coordination and services for off-site instruction – completed • Online tracking system for student misconduct and concerns – completed • Adviser handbook and training process – completed • Center for Business and Technology instructor handbook – completed

<ul style="list-style-type: none"> • De-registration process evaluation and adjustment project – completed • Developmental studies restructuring process project – completed • Alternative delivery course project – completed • WEB time entry project – completed • New handbook for part-time faculty – completed • Non-credit/HEI reporting project – completed • PTA graduate licensing exam pass rate research project (in progress) • Guidelines for art display project (in progress) • Advising pre-health program students project (in progress) • iPod casting project (in progress) <p>Training:</p> <ul style="list-style-type: none"> • 98 individuals or 64% of full-time faculty and staff were trained in continuous improvement practices in the first two years of the three-year project <p>Work yet to be done:</p> <ul style="list-style-type: none"> • Complete unfinished projects • Create and complete 10-14 additional mini-projects during 2006-2007
<p>(RS2) Affordability: <i>Insofar as possible, keep student costs down through effective resource management.</i> Status: Ongoing effort – Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Tuition/fee increases were kept to a minimum (4.2% for 05/06 and 1.3% for 06/07) • Aggressively sought grant funds to supplement to fund new and ongoing initiatives. <ul style="list-style-type: none"> ◦ Applied for 92 grants during this two-year period ◦ Received 43 grants totaling \$2,303,308 • Implemented use of Web Advisor for streamlined on-line registration • College catalog was placed on-line and published on CD, diminishing the expense of printing and mailing • Restructured and enhanced scholarship program • Grade reports distributed online eliminating postage and paper • Students now able to access degree audit and online transcripts <p>Work yet to be done: Continue to become more efficient in operations</p>
<p>(RS3) Campus Master Plan: <i>Identify resources to commission site studies for the construction of additional campus facilities, including health sciences building.</i> Status: 100% Completed</p> <ul style="list-style-type: none"> • Currently undergoing a feasibility study for the conference center • Currently pursuing funds for the health sciences classroom building <p>Work yet to be done: Carry Campus Master Plan forward through 2007-2009. Work to secure funds for construction of any or all of the master plan projects</p>
<p>(RS4) Technology Infrastructure: <i>Develop and build a technology infrastructure that will enable our growth in strategic areas.</i> Status: 70% Complete – Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Established wireless sites at Chesterhill and Barlow • Upgraded DATATEL system • Used Technology Fee to upgrade, enhance, and increase technology use across campus. • Added additional T1 line to expand broadband capability • Received Beaumont Foundation Grant to provide 24 laptops for student use • Purchased a portable computer lab to provide more flexibility for instructors • Created a new open computer lab in the Arts & Sciences building co-located with student help desk <p>Work yet to be done:</p> <ul style="list-style-type: none"> • Move “Interact” online course management software to our campus for local hosting and maintenance • Continue to increase band width to increase speed of communication. • Streamline/simplify assignment of e-mail accounts to students • Implement system to simplify online password assignment for students
<p>(RS5) Washington State Community College Foundation <i>Establish a Foundation to significantly enhance the assets of Washington State Community College. Name a foundation board and develop goals.</i> Status: Completed – Carry forward to 2007-2009</p>

<ul style="list-style-type: none"> • Foundation Board is in place • Developed a three-year fund raising strategic plan • Established goals and governance policies • Established 9 scholarships and 7 funds • Awarded more than \$16,000 in scholarship funds • Planning 35th Anniversary Celebration <p>Work yet to be done:</p> <ul style="list-style-type: none"> • Continue to expand donor and prospect list • Activate and utilize strategic fund-raising plan • Build an annual fund
<p>(RS6) Alumni Association <i>Develop, in conjunction with the Foundation, an Alumni Association and an Alumni Fund through donation, which will support academic programming and scholarships.</i> Status: Ongoing effort – Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Created Alumni Association Steering Committee • Updated alumni contact information • Started an Alumni Association Fund in the Foundation <p>Work yet to be done: Formalize an alumni association</p>
<p>(RS7) Cost Effectiveness <i>Implement a model for determining cost effectiveness of programs.</i> Status: 75% complete – Carry forward to 2007-2008</p> <ul style="list-style-type: none"> • Developed a process to assess cost effectiveness of instructional programs to be included in program review process <p>Work yet to be done: Refine the program as new subsidy model is implemented.</p>
<p>(RS8) Enrollment Management <i>Mobilize campus resources for effective enrollment management utilizing the organizational structure and the Action Team.</i> Status: Ongoing effort – Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Created and staffed a Dean of Enrollment Management position • Improved overall recruiting and marketing processes • Implemented online student newsletter • Improved internal signage • Improved off-campus signage • Implemented “register early” incentives • Enhanced visibility of scholarships <p>Work yet to be done:</p> <ul style="list-style-type: none"> • Increase the number of computer kiosks for student use • Develop and implement enrollment management plan
<p>WORKFORCE DEVELOPMENT (WD) <i>Working with local businesses and industries to provide a workforce with both and specialized skills</i></p>
<p>(WD1) Workforce Development: <i>Strengthen the economy of Southeast Ohio/Mid-Ohio Valley through education and training of current and future workforce.</i> Status: Ongoing Effort-Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Created a new position, Executive Director of Workforce Development, to provide leadership for this area • Developed and implemented a 5-year business plan for growth of workforce development. • Workforce Development Division has accumulated 200+ companies in their database to provide training • Introduced Skills Max assessments to local industries • Career Pathways program developing health services for job candidates <p>Work to be done:</p> <ul style="list-style-type: none"> • Continue to expand all programs • Revise marketing approach • Create new promotional materials and improved website

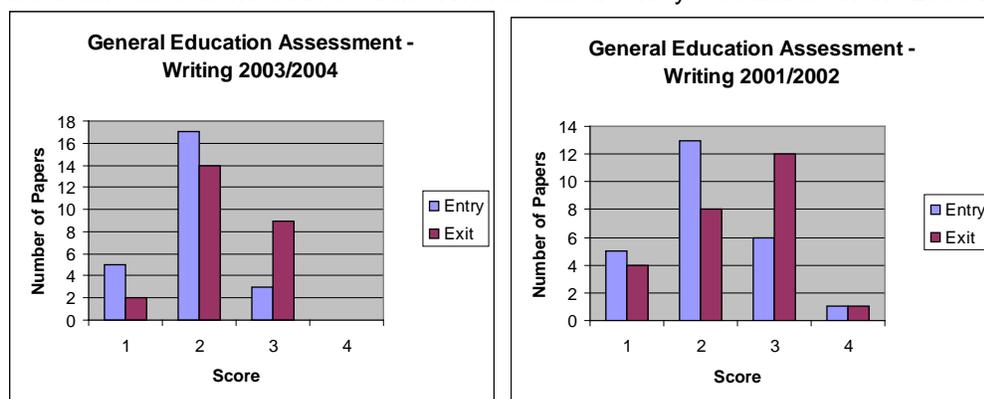
<p>(WD2) Employee Skill Development: <i>Offer appropriate workforce training and education services for business and industry.</i> Status: Ongoing effort-Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Taught 3000+ industrial employees per year with a growth anticipated that will reach 4000 during 2006-2007 and lead to projected growth of an additional 500 students per year each year thereafter • Created a Distance Learning Center and added position of Director of Distance Learning (shared with academic programs) • Developing online training for industrial clients which will increase student participation beyond 5,000 per year by 2007-2008 <p>Work to be done: Expand online training and develop courses that can be delivered throughout the world</p>
<p>(WD3) Support Local Needs: <i>Develop technical degree and certificate programs designed to support specific learning needs of local enterprises.</i> Status: 60% Complete-Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • Working to develop an online Chemical Operator Training certificate • Working to develop an advanced welding school • Added position of Director of Technical Development and Training • Specific training plans are in progress with several area companies and additional coursework is under development <p>Work to be done:</p> <ul style="list-style-type: none"> • Complete the 44 credit hour certificate for Chemical Operator Training • Complete the online Associate of Science degree for Chemical Operators • Complete the Associate of Science degree in Power Plant technology
<p>(WD4) Enhance Non-Credit Training: <i>Expand the engineering wing via state-funded non-credit job training grant for HVAC and Auto/Diesel training.</i> Status: Phase I of the construction is 100% completed Ongoing effort-Carry forward to 2007-2009 completion of other phases</p> <ul style="list-style-type: none"> • Construction to the annex of HVAC and auto/diesel is complete • Continuation of non-credit training is being planned <p>Work to be done:</p> <ul style="list-style-type: none"> • Complete work on interior of building addition • Fund raising activities in order to complete all phases of the project
<p>(WD5) Experiential Learning: <i>Partner with local businesses to expand students opportunities for internships, practica, and service learning.</i> Status: 20% complete-Carry forward to 2006-2008</p> <ul style="list-style-type: none"> • Working on an agreement with American Electric Power (AEP) to create an intern program and an AS in Power Technology • Participated in 3rd Frontier Internship through Governor's Workforce Initiative <p>Work to be done:</p> <ul style="list-style-type: none"> • Add additional internship programs • Complete the AEP agreement and implement the program
<p>(WD6) Development Partnerships and Opportunities: <i>Strengthen the workforce by developing cooperative partnerships with local businesses and industries through the Center for Business and Technology.</i> Status: Ongoing Effort-Carry forward to 2007-2009</p> <ul style="list-style-type: none"> ▪ Expanded portfolio to include Career Pathways, Skills Max Center, IT Center for EON, and created an Entrepreneurial Division <p>Work to be done: Expand distance learning opportunities for computer training and Business and Industry Training.</p>
<p>ECONOMIC DEVELOPMENT (ED) <i>Being a leader in area economic development</i></p>
<p>(ED1) Share Campus Resources: <i>Use the physical resources of the campus to enhance economic development; pursue development of a regional conference center, cultural arts center, and amphitheater.</i> Status: 10% complete-Carry forward to 2006-2008</p> <ul style="list-style-type: none"> • Hired a consulting company from Chicago to complete a feasibility study on the conference center • Workforce Development is growing in both day and evening programs; with growth in attendance comes a growth in revenues

<p>Work to be done:</p> <ul style="list-style-type: none"> • Gather information on the conference center and pursue the next phase • Consider expanding the Center for Business and Technology building
<p>(ED2) Regional Development: <i>Work with regional groups and individuals to identify and leverage natural assets and local heritage to revitalize the economy.</i> Status: Ongoing effort-Carry forward to 2007-2009</p> <ul style="list-style-type: none"> • WSCC President serves as Chairperson of the Port Authority • Executive Director of Workforce Development is a member of Washington County Economic Development Council • Created partnership with ITAO, Shawnee State University, and Ohio University <p>Work to be done: Continue the expansion of the economic development activities in Washington County with the support of area businesses and the Port Authority</p>
<p>(ED3) Expand Degree Offerings: <i>Work with other colleges to offer associate and higher degrees, including Morgan County Higher Education Center.</i></p> <ul style="list-style-type: none"> ▪ Status: 25% Complete-Carry forward to 2007-2009. Cohort established supporting an LPN night program for WSCC ▪ Cohort established supporting Muskingum College Bachelor degree program ▪ Classroom facility completed and ready for occupancy in winter 2007 ▪ Established University Center including baccalaureate completion programs with Franklin University, Rio Grande University, Miami University and a MS in Nursing with Otterbein University <p>Work to be done: The addition of more colleges and programs to the cohort</p>
<p>(ED4) Web-based Job Services: <i>Provide public access to Washington State's student/alumni web-based job listing site.</i> Status: 100% Complete-Carry forward to 2007-2009</p> <ul style="list-style-type: none"> ▪ Created M.O.V.E.R. jobs website ▪ Increased job posting to the public ▪ 500 users with 50 employees ▪ Interview and Power Point provided as a service <p>Work to be done: Market and advertise this service on Channel 22; Make job choices booklet available; Make available booklets for students on resume preparation and job interviewing</p>

Appendix 5 – Academic Performance Data Examples

College-wide General Education Writing Assessment

The charts below show results for the college-wide General Education writing assessment that examines communication skills and problem solving. The writing assignment is administered in an entry-level writing course and then again in an exit level writing course. A panel of evaluators composed of internal and external stakeholders review a random sample of 50 papers from both the entry and exit levels using a scoring rubric with 1 being unacceptable performance and 4 being exceeds expectations. The results for the period 2001-2004 indicate that overall students do improve their skills in these areas although there are deficiencies as noted in section 1R1. Results are not yet available for the 2005-2006 academic year.



Program Assessment Plans

Program assessment plans set specific indicators and are used to document student academic achievement. Each program assessment plan is specific to that program; however, there are similar components in each plan. Each plan contains the following components: assessment of general education skills, assessment of major area skills, job placement or transfer data, and an analysis and action loop. For example, the 2004-2005 Education Transfer Assessment Plan documents the attainment of General Education Goals through classroom evaluation methods, such as portfolios, and through the data provided through the general education assessment subcommittee. The outcomes from the general education assessment are as follows: students show an increase in the rubric scores from pre- to post-testing; and students are weakest in supporting ideas with examples and providing details, utilizing information provided such as graphs, tables, etc. to support ideas, citing data sources properly, and offering workable solutions to given problems. Indirect measures of assessment of general education goals include graduation surveys and six-month follow-up surveys. The survey results are as follows: 78% of graduating students either agreed or strongly agreed with the graduation survey questions; and the only item receiving a neutral or a disagree rating was item related to becoming aware of the world beyond the mid-Ohio valley. (See [1P13](#).) An indicator of achievement of major area skills is the student's portfolio which includes artifacts, rubrics, journal entries, and/or anecdotal reports; this was found to be difficult to collect without a course taken by all students toward the completion of degree work at WSCC. Another indicator is the evaluation of students completed by the cooperating teachers in the practicum, and the results are as follows: 100% of the returned evaluations indicated that they would be willing to have another practicum student from WSCC; cooperating teachers also rate students using a 16 question survey on a scale from 1 to 7 with 1 being the best and with the mean score being 2.5; 94.6% of the comments were rated as positive. The transfer status of the EDT graduates is documented in the assessment plan: 50% transferred to 4-year schools and the transfer of the other 50% is unknown. The last section of the assessment plan documents analysis of assessment results and action taken with respect to that analysis. Specifically, in the 2004-2005 EDT assessment plan, one course of action was that the program coordinator investigated outside testing options. Another action step, after collecting data for three years, was that a goal for sophomore students (45 credit hours completed) to maintain a

GPA above 2.8 was changed from a target of 85% of students to a more realistic 75%. An earlier outcome of the EDT assessment plan was a redesign of the curriculum so that students would begin their portfolio in a 2 credit hour Introduction to Teaching course and submit their portfolios in a 3 credit hour course titled: Education Capstone: Foundations of the Profession.

Whenever possible, the program assessment plans include results for national and regional licensing or certifying exams such as the following.

BOR (American Society of Clinical Pathologists Board of Registry)

Year	Program Pass rate	National pass rate	Program average	National average
2000	100%	76%	528	473
2001	100%	74%	511	479
2002	67%	79%	444	507
2003	100%	77%	594	498
2004	82%	80%	514	501
2005	86%	78%	521	499

Medical Laboratory National Credentialing Agency (Minimum to pass 75 or greater)

Year	Program Pass Rate	National Pass Rate	Program average	National average
2000	100	85.4	82.38	80.78
2001	100		82.00	
2002	75	91	78.75	82.51
2003	100	84	85.33	81.00
2004	86	83	82.14	81.21
2005	100	81	80.00	79.33

**Radiologic Technology
ARRT (American Registry of Radiologic Technologists)**

Year	Program Pass rate 1 st attempt	National pass rate 1 st attempt	Program average 1 st attempt	National average 1 st attempt
2000	(4 of 6) 67%	89.0%	76%	83.1%
2001	(7 of 7) 100%	88.3%	83%	83.3%
2002	(5 of 6) 83%	88.4%	79%	83.0%
2003	(7 of 7) 100%	88.6%	87%	83.1%
2004	(5 of 5) 100%	88.8%	88%	83.9%
2005	(19 of 20) 95%	89.4%	88%	84.8%

**Respiratory Therapy
Respiratory Therapy Certification Exam**

Year	Program Pass rate	Threshold
		CoARC Threshold = 80% For 3 Year Rolling Average
2000	88.9%	80%
2001	77.8%	80%
2002	90.9%	80%

2003	100%	80%
2004	92.9%	80%
2005	100%	80%

**Physical Therapist Assistant Technology
NPTE (National Physical Therapy Exam)**

Year	Program Pass Rate	National Pass Rate
2000	93.3%	91%
2001	87.5%	91%
2002	80.0%	91%
2003	75%	89%
2004	88.8%	89%
2005	Not completed	Not completed

Emergency Medical Technician—Intermediate
**National Registry of Emergency Medical Technicians
(1st graduating class—June 2005)**

Year	Program Pass Rate	National Pass Rate
2005	66%	62%

Massage Therapy

The first graduating class of students in the Massage Therapy program will take the Ohio Massage Therapy Boards in June or December 2006.

**Automotive and Diesel Truck Systems
Automotive Service Excellence (ASE)**

End of the year, program pre-certification test
First and Second year students

Year	Program Student Pass rate		ASE pass score		Program average student score		Percentile rank compared to Other ASE Programs tested	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
First & Second year students								
Spring 2001	63%	NDC	70%	NDC	69%	NDC	77.5%	NDC
Spring 2002	66%	42%	70%	70%	63.5%	64.5%	NDC	NDC
Spring 2003	22%	50%	70%	70%	64.5%	67%	56.5%	59.3%
2004-2005*	*		*		*		*	
2005-2006	NYT		NYT		NYT		NYT	

NDC = No data collected

NYT – Not yet Tested

*2004-2005 Program Assessment plan under review & revision, no data collected.

NOTE: There are eight ASE content tests. Each student took a minimum of three tests and a maximum of 8 tests. The above averages are product of the average tests scores of all the students tested.

Appendix 6 – 2009 Updated Information

1C3 Revised General Education Goals

General Education Goals – Current Goals and Revision	
Original Goals	Revised Goals
In addition to preparing graduates for careers or additional education, Washington State Community College seeks to ensure a breadth of knowledge and promote intellectual inquiry for all students. Upon completion of an associate degree program, a Washington State graduate will:	No change
1. COMMUNICATION: Use various forms of communication more effectively as a communicator and as an observer.	1. COMMUNICATION: Use various forms of communication effectively as a communicator and as an observer.
2. PROBLEM SOLVING: Select and use appropriate and effective approaches and tools in solving a wide variety of problems (scientific, mathematical, social, and personal).	Blended with the Critical Thinking goal
3. CRITICAL THINKING: Think critically as demonstrated by evaluating information from multiple perspectives, drawing reasonable conclusions, and defending them rationally.	2. CRITICAL THINKING: 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.
4. INDEPENDENT, LIFE-LONG LEARNING: Continue as an independent learner engaged in a lifelong process of discovery.	3. No change
5. SCIENCE AND TECHNOLOGY: use knowledge of technology and scientific principles to adapt to a technologically changing society.	4. SCIENCE AND TECHNOLOGY: Use current technology and scientific principles to adapt to a changing world.
6. UNDERSTANDING VALUES AND CULTURES: Demonstrate an awareness of the importance of international understanding in an increasingly interdependent global community.	Blended with World Awareness goal
7. WORLD AWARENESS: Demonstrate an increased awareness of the similarities and differences which express the human experience.	5. UNDERSTANDING VALUES AND CULTURES: Demonstrate an awareness of the similarities and differences which express the human experience in an increasingly interdependent global community.

Updated Institutional Overview (2007)**Institutional Overview****Distinctive Features**

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 the establishment of a satellite center 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 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.

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 exists 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 are listed in Figure 0-1.

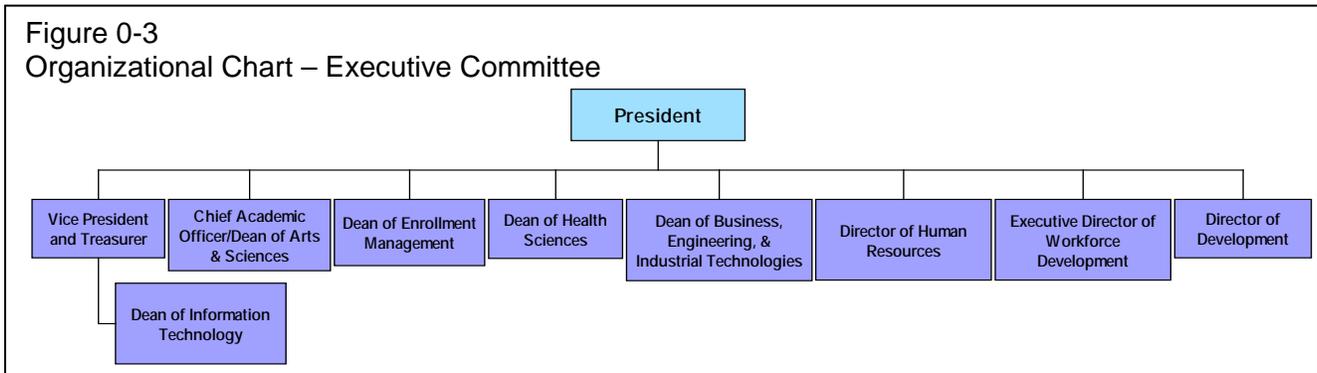
The key *Institutional Stakeholders* of the college are the students, business and industry, college employees, donors to the WSCC foundation, the community, governmental and service agencies, and the Ohio Board of Regents. Table 0-2 lists the primary responsibility of the college to each of these stakeholders. A more extensive list of stakeholders is provided in Figure 3-3 and Appendix 2, which lists Institutional Collaborations.

Figure 0-1 Mission, Vision, and Values	
Mission Statement Washington State Community College will enrich the lives of students, families, and the community through education, training, community service, and cultural activities.	
Vision Statement Washington State Community College will cultivate a learning environment that inspires people to reach their potential.	
We Value <ul style="list-style-type: none"> • 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 world cultures and diversity. • Empowering students to participate in a global society. 	

Figure 0-2 Key Stakeholders and WSCC's Responsibilities to Them	
<i>Stakeholder</i>	<i>WSCC Responsibility</i>
Students	Provide a supportive learning environment and relevant, quality educational programs to help students succeed both personally and academically
Ohio Board of Regents	Supply data to document program and student success
Accrediting/Certifying Agencies	Supply data to document college, program, and student success
Governmental & Service Agencies	Support area economic development; Respond to federal, state, and local laws and regulations
Donors to the WSCC Foundation	Use donated funds, equipment, and services in accordance with the mission and goals of the WSCC Foundation
Community	Provide personal and cultural enrichment opportunities; support economic growth
Business & Industry and other employers	Provide for workforce development and training needs
Baccalaureate completion institutions	Provide well-prepared transfer students to complete their baccalaureate degrees at the junior and senior levels
Local school districts	Provide support and transition assistance for students moving from the secondary to the college level.
College employees	Provide a safe, productive work environment

The college is governed by a 9-member Board of Trustees appointed by the Governor. The Ohio Board of Regents maintains overall control of all higher education in the state; however, WSCC, like the other publicly assisted institutions in the state, 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 current Executive Committee consists of the President (Dr. Charlotte Hatfield), the Vice-President and Treasurer, the Chief Academic Officer/Dean of Arts and Sciences, the Dean of Enrollment Management, the Dean of Health Sciences, the Dean of Business, Engineering and Industrial Technologies, the Dean of Instructional Technology, the Director of Human Resources, the Executive Director of Workforce Development, and the

Director of Development. Figure 0-3 provides the basic organizational chart for the administration of the college.



A more extensive organizational chart can be found in Appendix 1.

Update: Click [here](#) to see the 2009 organizational chart.

Scope of Educational Offerings

WSCC provides access to developmental education, technical associate degrees, baccalaureate preparation degrees, personal enrichment, community service experiences, and customized training for business and industry. The college offers three types of academic degrees: (1) technical education programs lead to the Associate of Applied Science (AAS) and Associate of Applied Business (AAB); (2) programs in the arts and sciences lead to the Associate of Arts (AA) and Associate of Science (AS); and, (3) the Associate of Individualized Studies (AIS) provides customized degrees for adult learners who can combine corporate training or life experience credit with classroom learning. Thirty Associate degree programs with 28 areas of specialization are offered in the categories of Business; Engineering and Industrial Technologies; Health; Public Service; and baccalaureate preparation. The college also offers 9 one-year certificate programs, numerous short-term certificate programs, and through the Center for Business and Technology, a variety of credit and non-credit training opportunities. In addition, the college strives to provide students and community members with numerous opportunities for personal enrichment and community service. Appendix 3 provides a complete list of degree programs and one-year certificates.

These degree, certificate, and training programs are offered through an extensive list of day, evening, and alternative delivery formats to meet the needs of both full- and part-time students. Many of the courses required for these programs are also available at WSCC's McConnellsville and Belpre satellite locations, as well as through the college's growing list of distance learning courses serving approximately 300 students each quarter.

The college's degree programs are accredited by: the Higher Learning Commission of the North Central Association of Colleges and Schools; the National Accrediting Agency for Clinical Laboratory Sciences; the Joint Review Committee on Education in Radiologic Technology; the Committee on Accreditation for Respiratory Care; and, the Commission on Accreditation in Physical Therapy Education. Both the Associate Degree Nursing Program and the Practical Nursing Program have been granted full approval by the Ohio Board of Nursing.

Students

WSCC's service area draws students from six Ohio counties and, through a tuition reciprocity agreement, four West Virginia counties. Based upon the enrollment data for Fall Quarter 2005, the majority of the students are from Washington County in Ohio (1563 of 2313 or 67%). The next largest population of students is from Wood County, West Virginia (259 or 11%). The remainder of the student population is divided among the other counties in WSCC's service area.

While the average age of a WSCC student is 26 years, the college has students in age ranges from under eighteen (264 mostly current high school students who are taking college courses for dual credit under Ohio's Post-Secondary Education Option program) to students over the age of sixty-five (14). Demographic information shows that 2183 (94.4%) of the student population is White, Non-Hispanic with the next largest population being Black, Non-Hispanic at 29 (1.25%). Hispanic, Asian or Pacific Island, Alaska Native/Native American represent the remainder of the total student population with percentages under one percent (64 or 2.76% of the students listed their ethnicity as unknown). Sixty-four percent of the student population is female; thirty-six percent is male.

Figure 0-4 shows students' enrollment status by full-time and part-time enrollments

Figure 0-4 Enrollment by Course Load and Time of Day for Fall 2005		
<i>Enrollment Status</i>	<i>Number</i>	<i>Percentage</i>
Full-Time Day	1083	46.8
Part-Time Day	483	20.9
Full-Time Evening	281	12.1
Part-Time Evening	466	20.2
Total	2313	100%

The student population is also characterized by the following facts:

- 70% of students receive some type of financial aid.
- 68 % of full-time students are first-generation college students
- 42% of women students are single heads of households

Collaborations

WSCC maintains more than 50 collaborative arrangements with organizations in its service area and beyond. Figure 0-5 lists twelve of the college's key collaborations.

Figure 0-5 Key Institutional Collaborations*	
<i>Partner</i>	<i>Description</i>
Higher Learning Commission and other AQIP institutions	WSCC participates in the Higher Learning Commission's Academic Quality Improvement Program and collaborates with other AQIP institutions to identify and implement quality improvement at WSCC.
Frontier Local Schools	College courses taught at the high school
Fyda Freightliner	Recruiting, training, and equipment agreement
International Brotherhood of Electrical Workers (IBEW)	On-campus union-sponsored training program for electrical workers leading to associate degree
Marietta City Schools	Project Lead the Way; TV Channel 22 collaboration
Marietta College	Credit articulation agreement; River Cities Film Series
Marietta Memorial Hospital	Financial support; preceptor site
Morgan County Higher Education Consortium	Collaboration among several institutions on higher education offerings in Morgan County led by WSCC

Figure 0-5 Key Institutional Collaborations*	
<i>Partner</i>	<i>Description</i>
Rio Grande University	Baccalaureate degree completion programs on WSCC campus; Credit articulation agreement
College 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
Washington County Career Center	Tech Prep Articulation and activities; Adult Education Program articulation
West Virginia University-Parkersburg	Tuition reciprocity agreement; Credit articulation agreement

*Appendix 2 provides a more complete list of institutional collaborations

Faculty and Staff

There are 284 employees of the college; 153 full-time and 131 part-time. The majority of part-time employees are faculty members. Figure 0-6 provides information about the college's full-time employees by job assignment and gender.

Figure 0-6 College 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>
Executive Committee	6	4	10	6.5%
Professional Staff	25	9	34	22.2%
Faculty	38	22	60	39.2%
Administrative Assistant/Clerical	28	0	28	18.3%
Maintenance/Service	7	9	16	10.5%
Technical	1	4	5	3.3%
Totals	105(68.6%)	48(31.4%)	153	100%

The demographic characteristics of the full-time faculty show that 12% have attained a doctorate; 63% have a master's; 22% have a bachelor's; and 3% have an associate'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 52; the mean age is 50. Ninety-three percent of full-time faculty members have been with the college for at least 5 years. Twenty-six percent have been with the college 10 or more years.

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.

Ninety-eight percent of the faculty members, both full- and part-time, are White, Non-Hispanic.

Critical and Distinctive Facilities, Equipment, and Technologies

The WSCC 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 most of the Executive 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. A new 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 newly remodeled biology lab, and facilities for training nurses as well as physical and respiratory therapist assistants.

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) as well as the Office of the Chief Academic Officer (who is also the Dean of Arts & Sciences). The Arts and Science Center contains the 270 seat Graham Auditorium, a new open access computer lab, the Learning Center, (home to the Opportunity Scholars and Trio programs, a second open-access computer lab as well as English, math, and science tutoring labs), and an office for the Pioneer Independent Learning Center (a community-based, disabilities training facility).

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 up-linking for satellite 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.

Competition

WSCC's three primary competitors for students are **West Virginia University at Parkersburg**, (WVU-P), **Marietta College** (a private four-year liberal arts institution), and the **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 (\$5,000 per year for four years to all residents from a seven county area). However, with Marietta College's tuition, room, and board now topping \$25,000 per year, many local students still elect to complete two years at WSCC and then finish their studies at Marietta College. Marietta College also competes with WSCC in many service areas such as business support training, early childhood development programming, field sites for practica 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 receive credit from the receiving institution through a non-traditional credit approach.

Washington State also competes for students with several other regional colleges and universities. Those competitors are listed in Figure 0-7.

Figure 0-7 Washington State's Secondary Competitors	
<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 institutions.

Opportunities and Vulnerabilities

Opportunity 1: Reorganization of student services and enrollment management. A recently created position, Dean of Enrollment Management, is designed to place a new focus on the recruiting and retention of students and lead to a restructuring of WSCC's entire student services area.

Opportunity 2: Partnerships and shared resources across the region. WSCC believes that one way to maintain and improve the quality of its educational offerings is by strengthening its partnerships with the business community with the goal of having it share resources with the educational community. Among the plans for the next few years are a new health sciences building in order to expand those program offerings and also create space for new non-health science programs; a conference center to bring regional business and civic leaders together; and, the expansion of WSCC's cooperation with local and regional educational entities to create a more seamless K-16 transition.

Opportunity 3: Sharing the college's physical resources with the general community. WSCC maintains a beautiful campus with great potential for expansion across its 188 acres. We are presently investigating the possibility of improving access by creating a second entrance to the college campus as well as developing a Southeastern Ohio Appalachian Arts Center.

Vulnerability 1: Limited human, fiscal, and physical resources. Declining state funding has resulted in limitations on hiring, expanding facilities, and supporting faculty and staff through professional development. Between 2000 and the current academic year, state support has declined by 10.5% while enrollment has increased by 16.7%. Because of our relatively high tuition in comparison with other Ohio two-year colleges, we have worked to keep tuition

increases as low as possible during this period. Maintaining a balance between low tuition and meeting the changing needs of our stakeholders is consistently challenging.

Vulnerability 2: Economic decline and lack of jobs. Between 1999 and 2003, Ohio lost an estimated 191,000 manufacturing jobs. This trend is evident in the Mid-Ohio Valley where newspaper stories often report lay offs and plant closings. The unemployment rate in Morgan County, part of the WSCC service area, is the fourth highest in the state at 7.6%. The rate is somewhat better in Washington County at 5.3%. While the college can continue to expand its educational programs, we must continue to ask if there be jobs for our graduates.

Vulnerability 3: The community has limited understanding of the opportunities provided by community colleges. Recognition of the benefits of a community college education has been growing in recent years, due in part to the college's marketing efforts and the state transfer agreements brokered by the Ohio Board of Regents. However, there is still a tremendous need to better communicate what the college has to offer and to encourage students who come from all economic levels to realize that cost effective higher education can have an impact on their lives for decades after graduation.

Continuous Improvement at Washington State Community College

Washington State Community College is in the beginning stages of organizational quality improvement. We no longer view our operating practices as disconnected activities (although some still function that way). We know that everything we do to complete our mission, vision, values, priorities, and initiatives occurs through a series of interconnected processes and systems. The college is working to become more consistent in creating systematic, measurable processes that we can evaluate and improve. We have much room for growth and improvement in these areas, and we are looking forward to the opportunities those challenges present.

**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](#), [Figure 0-1](#), [5P6](#)]
- The Vision and Mission statements are published on the [college's website](#) [<http://www.wsccl.edu>].
- The college's Vision document lists the college's strategic planning targets in the form of priorities and initiatives and the first priority is student success. [[1C2](#), [Appendix 4](#)]
- The college uses compression planning as a process for strategic planning The college uses the term "Visioning" synonymously with strategic planning. During the planning process, the Vision document is shared and reviewed by numerous internal and external stakeholder groups. [[8P1](#), [Figure 8-1](#), [8P2](#), [8R1](#), [Appendix 4](#)]
- The General Education Goals are in alignment with the Mission and Vision and are embedded in the curriculum of all degree programs. [[Figure 1-1](#), [1C2](#)]

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 world cultures and diversity; and empowering students to participate in a global society. [[Figure 0-1](#)]
- The college is committed to serving students and other stakeholders. [[3C1](#)]
- Several non-credit cultural events are offered to our students through the Evergreen Arts and Humanities Series, Opportunity Scholars, Student Services, and the River Cities Film Series. [[1C4](#), [1P10](#), [Figure 3-4](#), [Appendix 4](#), [SS7](#)]
- Two of the General Education Goals address diversity. [[Figure 1-1](#), [1C4](#)]

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

- 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, problem solving, critical thinking, cultural diversity, and an increased awareness of the similarities and differences which express the human experience. [[1C1](#), [Figure 1-1](#)]

- The visioning process (strategic planning), program review process, and personnel evaluation process are directly related to the College Mission, Vision and Values. [[2C2](#), [5P6](#), [Figure 8-1](#)]
- When hiring new employees, the interview committee looks for a good fit with the values outlined in the mission statement. [[4P1](#), [Figure 4-4](#)]
- There are formal and informal processes to ensure alignment with the mission statements. [[1C2](#), [5C2](#)]

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. [[5C1](#), [Institutional Overview](#), [Figure 0-3](#), [Appendix 1](#)]
- The administrative structure promotes communication. [[4P3](#), [5C1](#)]
- Campus wide standing committees make recommendations and decisions for specific college concerns and three senate groups – Faculty senate, Professional Staff Senate, and Support Staff Senate – make recommendations regarding their operations and concerns. [[4P4](#), [5C2](#), [5P3](#)]
- WSCC's administrative structure encourages input from several stakeholders. [[1P2](#), [8P1](#), [8P2](#), [9C2](#)]

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](#), [6P1](#), [6P4](#)]
- The [Policy and Procedures Manual](#), employee contracts, and employee evaluations address social responsibilities, ethics and equity. [[5C2](#), [5C3](#)]
- An [intellectual property policy](#) is published in the Policy and Procedure Manual and students are educated on plagiarism issues. [[1C5](#)]
- Ethical practices are outlined in the Policy and Procedure Manual and are the cornerstone of college operations. [[5C3](#), [4P3](#), [5P6](#)]
- 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. [[4C4](#), [6C1](#), [6C2](#), [Appendix 4](#), Initiatives [VP3](#), [VP6](#)]
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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.

- In the strategic planning process, the college forms 8 or more focus groups consisting of students, faculty, staff, board members, community leaders, and business representatives and uses “compression planning” to identify possible strategic initiatives. [8P1, Figure 8-1]
- 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. [1P2]
- The planning process is tied to the mission, value, and goals document. [Figure 8-1]
- A variety of current and historical data is used when making decisions. [7C1, 8P8]

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 is approved by the Board of Trustees. [8P2, 8P6, Figure 8-1]
- 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. [1P8, Figure 8-1]
- The budget process allows input from all areas of the college. [8P1, Figure 8-1]
- Student Services offers support for educational programs through testing, advising, recruiting, etc. [6C1, 6C2]
- *Responsible Stewardship* is one of the priorities identified in the Vision document and there are eight initiatives related to this priority. [2C1, Appendix 4, Initiatives RS1-RS8]
- Full-time faculty members teach approximately 66% 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 [4C2]

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. [7C1, 7C2, 7P1]
- Assessment processes are in place for student learning [1P6, 1P11, 1P12, 1P13, 5P1, Appendix 5]; support services [6P5]; institutional effectiveness [7C1, 7C2]; and other key areas of the college. [2P4, 2P5, 7P4, 8P8, 9P4]
- The Compression Planning process solicits input from all stakeholders to promote the college’s mission. [8P1, Figure 8-1]

- Several academic programs have outside accrediting agencies that provide feedback to the programs thereby promoting continuous improvement. Many programs expect graduating students to take licensing or certification exams. Exam results provide programs data for continuous improvement. [[1P13](#), [Appendix 5](#)]

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. [[1P8](#), [3P1](#), [5P6](#), [7P5](#)]
- The strategic planning process involves representatives from all areas of the college. [[8P1](#)]
- The college catalog lists academic goals for each degree program. [[catalog](#)]

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. [[1C5](#), [1P1](#), [1R2](#)]
- Assessment of technical skills is documented via assessment plans, surveys, certification/licensing exams [[1P13](#), [7P1](#), [Appendix 5](#)]
- Expectations regarding student preparation and student learning objectives are communicated through many methods including college catalog, syllabi and outlines, and web site. [[1P4](#), [1P5](#), [catalog](#)]
- Program goals are aligned with the Mission, Vision, and Value statements of the college. Each degree program undergoes periodic review to make sure that program goals also align with the needs of stakeholders. [[Catalog](#), [1P1](#), [1C2](#), [1C3](#), [1P4](#), [1P6](#)]
- The syllabus for each course includes the objectives for the course and faculty members indicate which course objectives support the various general education goals. [[Syllabi](#), [1C1](#), [1C3](#), [1P1](#), [1P4](#), [1P6](#), [7C1](#)]
- A program review process provides evidence of student learning and teaching effectiveness. [[1C2](#), [1C5](#), [1P8](#), [1P11](#), [3P1](#), [3P2](#), [5P4](#), [5P6](#), [Figure 7-1](#), [7P1](#), [Appendix 5](#)]
- The Curriculum Committee has representation from all areas of the college and reviews and approves any changes to the curriculum. [[1C5](#), [1P1](#), [1P2](#), [5P3](#)]

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. [[1P6](#), [1P9](#), [2P3](#), [3P2](#), [4C1](#), [4P6](#), [5P4](#), [5P6](#)]

- Professional Development is encouraged and supported by WSCC. [[1C5](#), [1P2](#), [1P6](#), [1P9](#), [4C4](#), [4P2](#), [4R2](#), [4I1](#), [Appendix 4](#), [VP1](#), [VP6](#)]
- Student feedback is collected as one form of measuring the effectiveness of the course and the instructor. [[1P3](#), [1P6](#), [1P9](#), [3P2](#), [6P1](#)]
- Results of effective teaching are measured through employee surveys, graduation surveys, retention rates, transfer, licensure, and certification results. [[1P12](#), [1P13](#), [1R2](#), [Appendix 5](#)]
- Expanding the distance learning program at WSCC has been a successful action project to help students access a quality education. [[1C3](#), [6P1](#), [6I1](#), [8C2](#), [9P4](#), [Appendix 4](#), Initiative [SS1](#)]

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. [[1P9](#), [8P1](#), [8P2](#)]
- All employees have the opportunity to apply for annual enhancement grants to improve the learning environment at WSCC. [[1P9](#)]
- An effective learning environment is created by having policy on student conduct. [Student Handbook]
- Student services and Opportunity Scholars provide services to help students achieve their goals and increase their awareness of the world in which they live. [[1C4](#), [1C5](#), [1P4](#), [1P5](#), [6C1](#), [6C2](#), [6C2](#)]
- Students can now register online, review charges to their account, review transcript, and receive their grades online through [WebAdvisor](#). [[www.wsccl.edu](#)]

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

- All full-time faculty members have computers in their offices and all faculty recently received new 17 inch flat panel monitors for their offices. [[4P3](#), Appendix 4, Initiative [VP1](#)]
- Support services for tutoring and special needs students are available. [[1C4](#), [1P4](#), [3C1](#)]
Information and results are used to improve services. [[6P4](#)]
- The Learning Center provides tutoring, study skills workshops, disability services, etc to support student learning and to help faculty reinforce learning process. [[1P9](#), [6C2](#), [6P1](#), [6P5](#), [6R1](#)]
- The Library staff regularly provides instruction and updates for faculty and students. [[6C2](#)]
- Students are offered a variety of options concerning delivery and location when determining their individual class schedule. [Appendix 4, Initiatives [SS1](#), [SS10](#), and [WD3](#); [1P7](#), [9C2](#)]

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. [[1C5](#), [4C4](#), [4P3](#), [4R2](#)]
- The values statements of WSCC promote life long learning. [[Figure 0-1](#)]
- Life long learning is promoted throughout the organization by Business and Industry training, cultural events, service organizations (PTK, Student Senate), and Professional Development Day. [[1P7](#), [4C4](#), [Figure 6-1](#)]
- To meet the lifelong learning needs of graduates and community members, WSCC maintains relationships with four-year colleges and universities. [[9C1](#), [9P1](#)]

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. [[1C4](#), [1P10](#)]
- The General Education Goals [[Figure 1-1](#)] are embedded in each program and the courses offered at WSCC. [[Syllabi](#), [1C1](#), [1P1](#), [1P4](#), [7C1](#)]
- The college supports continuing education and professional development of faculty and staff. [[1C5](#), [4C4](#), [4P3](#), [4R2](#)]

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. [[1P8](#), [1P11](#), [1P12](#), [1P13](#), [1R2](#)]
- The usefulness of the curricula is assessed through surveys, advisory committees, college access programs, articulation agreements and program review process. [[1P8](#), [9P2](#), [9P4](#)]
- In designing new programs and courses to facilitate student learning, a variety of data sources are used. [[1P2](#), [3P1](#)]
- The General Education Goals [[Figure 1-1](#)] are embedded in every academic program [[1C1](#)] and are assessed through surveys and a writing assessment. [[1P13](#)] Each course objective is linked to a specific general education goal. [[Syllabi](#)]

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 for all employees of the college. [[4C4](#), Appendix 4, Initiative [VP6](#)]
- Employee conduct code is stated in the Policy and Procedure Manual. [[5C3](#), [4P3](#)]
- A part-time faculty handbook is given to each new part-time faculty member and is also available on the Intranet. [The Part-time Faculty Handbook is currently available in hard copy only. It should be available online by January 2007 on the college's [documents](#) site.]
- The college promotes respect for intellectual property by educating students on plagiarism issues. [[1C5](#), [Student Handbook](#)]
- WSCC has a student conduct policy. [[Student Handbook](#)]
- The college expects scholarly and creative activity and supports these aims by budgeting for continuing education and professional development for all employees. [[1C5](#), [4R2](#)]
- 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. [[Syllabi](#)]

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](#), [6P1](#), [6P4](#)]
- The college interacts with several stakeholders and has identified responsibilities to each of them. [[Figure 0-2](#), [3C1](#), [Figure 3-3](#), [3C2](#), [8P1](#), [8P2](#), [Appendix 2](#)]
- The college considers several factors when analyzing the needs of students and selecting courses of action regarding those needs. [[3P1](#)]
- Program Advisory Committees provide input into curriculum and goals and they provide feedback if the needs of the constituencies are being met. [[1P8](#), [3C1](#), [3P1](#), [3P3](#), [3P5](#), [6P1](#)]
- WSCC ensures that the needs of the constituencies are being served by gathering and analyzing several forms of data. [[1C2](#), [1P2](#), [1P8](#), [1P12](#), [2P3](#), [Figure 3-5](#), [Figure 3-6](#), [3P6](#), [3R1](#), [4R1](#), [6P1](#), [6P2](#), [6P4](#), [6P5](#), [6R1](#), [6I1](#), [7C2](#), [Figure 7-2](#), [8P8](#), [9P2](#), [9P4](#)]

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. [[3C1](#), [3C2](#), [3P1](#), [3P2](#), [Figure 3-5](#), [Figure 3-6](#)]

- A distance learning Action Project has promoted the concept of learning at anytime and anyplace through the development of new courses and training new faculty. [[6P1](#), [6I1](#), [8C2](#), [9P4](#), Distance Learning Action Project, Appendix 4, [SS1](#)]
- A commitment to engage with identified constituencies and communities is demonstrated through communication. [[1P4](#), [2P2](#), [Figure 3-3](#), [4P3](#), [4P9](#), [4R2](#), [4I1](#), [5C1](#), [5P5](#)]

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

- Surveys of employers indicate that students are above average in technical preparation. [[1R2](#)]
- Relationships are maintained with key stakeholders through regular communication. [[1P4](#), [Figure 3-3](#), [3P4](#), [4P3](#), [5C1](#), [5P5](#)]
- New academic programs, such as the Ohio Peace Officer Training Academy, the American Sign Language Interpretation Program, and the practical nursing program in Morgan County, occur in response to local needs and demands. [[3P5](#), Appendix 4, [SS10](#)]
- Workforce development develops customized training programs for business and industry. [[2C2](#), [2C3](#), [2P1](#), [2P2](#), [6C2](#), Appendix 4, [WD1-WD5](#)]
- Courses are offered through multiple delivery methods, various locations, various times/days, and through distance learning. [[1C4](#), [1P7](#)]

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

- College enrollment has steadily increased over the last few years. [[6R1](#)]
- Stakeholder satisfaction is tracked by surveys and verbal feedback. [[1C2](#), [1P2](#), [1P8](#), [1P12](#), [2P3](#), [Figure 3-5](#), [Figure 3-6](#), [3P6](#), [3R1](#), [3R3](#), [4R1](#), [6P1](#), [6P2](#), [6P4](#), [6P5](#), [6R1](#), [6I1](#), [7C2](#), [Figure 7-2](#), [8P8](#), [9P2](#), [9P4](#)]
- Collaborations have been developed throughout the service area. [[Figure 0-5](#), [Figure 3-3](#), [Figure 3-4](#), [9P1](#), [9C1](#), [Appendix 2](#)]
- The services that Business and Technology Center provides are valued. [[9P1](#), [9P2](#), [9R1](#)]