

AQIP SYSTEMS PORTFOLIO

NOVEMBER 1, 2014



 **Washington State**
COMMUNITY COLLEGE

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Note: Readers will find coding such as **(4.B.1)** throughout the document to provide a link between the answers to the Systems Portfolio questions and the Criteria for Accreditation.

Washington State Community College Institutional Overview

Mission

Washington State Community College responds to the education and workforce needs of our community by providing dynamic and affordable associate degree and certificate programs in an atmosphere that promotes student success.

Vision

Our vision is to inspire individual excellence and success.

We Value

In creating an environment of trust and respect for faculty, staff, and students, the WSCC community strives to live by a set of values to be practiced each day and in each encounter.

- Respect – To acknowledge the humanity of all individuals through compassionate action.
- Ethics – To demonstrate honesty, integrity, responsibility, and accountability.
- Inspiration – To provide an atmosphere that encourages our campus community to develop, grow, and succeed as lifelong learners.
- Inclusion – To provide an atmosphere that fosters respect and acknowledges, explores, and embraces the diversity and uniqueness of all regional and global cultures.
- Success – To enable all students, faculty and staff to be successful academically, personally, and professionally.
- Excellence – To reach our maximum potential as a community college through continuous improvement, institutional growth, excellence in teaching, and community engagement.
- Teamwork – To foster a culture of collaboration within the campus community that supports our mission, our students, our employees, and the surrounding area.
- Stewardship – To be responsible stewards of college resources: human, fiscal, natural, physical, and virtual.

WSCC has approximately 263 employees: 65 full-time staff; 37 part-time staff; 45 full-time faculty; and approximately 116 part-time faculty per term. In addition, WSCC has approximately 44 student workers/college work study students. Demographic information shows 98% of employees are white, non-Hispanic which reflects the population of our region.

Fall 2012-2014 Student Profile

	FA12	FA13	FA14
Full-time Enrollment	54%	50%	52%
Part-time Enrollment	46%	50%	48%
Male	38%	37%	38%
Female	62%	63%	62%
24 and younger	70%	74%	72%
25 and older	30%	26%	28%

Fall Semester 2014 headcount was 1,578 students. The average age of the student population is 25. Demographic information shows that approximately 96.58% of the student graduates are White, non-Hispanic. (For detailed demographic information, on students, residency, class size, etc. follow this [link](#).)

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 the Associate of Applied Science (AAS) and Associate of

Applied Business (AAB), the Associate of Arts (AA) and Associate of Science (AS), the Associate of Technical Studies and the Associate of Individualized Studies (AIS). Forty-six Associate degree programs are offered in the categories of Business; Engineering and Industrial Technologies; Health; Public Service; and baccalaureate preparation. The college also offers 14 one-year certificate programs, numerous short-term certificate programs, and through Workforce, a variety of credit and non-credit training opportunities. Follow this [link](#) to a complete list of degree programs and one-year certificates.

The WSCC campus consists the Main Building, housing the Administrative Offices of the college and two of the college's three Academic Divisions (Health Sciences and Business, Engineering, Industrial Technology, and Workforce). The Arts & Science Center houses the third academic division, the Student Success Center, and the Center for Teaching and Learning. The Carson K. Miller Library was completed in 1998. In addition to its holdings, the Carson K. Miller Library is a part of OhioLINK, a web-based system that allows access to nearly 50 million books, e-books, videos and other library materials as well as more than 100 electronic research databases. The Center for Public Safety houses the Foundation office and the College's Public Safety programs. The fifth major building on campus is the Evergreen Child Development Center. The Morgan County Learning Center is located in McConnelsville, Ohio; it is approved by the Higher Learning Commission as an additional location. WSCC also offers dual enrollment classes on the campuses of five area High Schools.

WSCC became an AQIP institution in 2004, and this is its third Systems Portfolio. The second Systems Appraisal indicated that the college lacked significant progress for the categories of Measuring Effectiveness, Communicating and Leading, and Valuing People. In the interim, WSCC has responded by hiring a new president who puts emphasis on inclusivity, planning continuous improvement, and strengthening communication. Through three action projects, the College created a Data Action Team that worked to define and quantify the College's use of data and then created a new Key Performance Indicator Dashboard. Through other action projects, the college renewed work on assessing student learning, developed a process for regular student focus groups to assess students' needs, and set out to do a better job of tracking continuous improvement efforts. Also during this period, a project on identifying financial efficiencies was not completed due to changes in personnel.

For approximately three years, the college community was immersed in converting from quarters to semesters, a change mandated by the Ohio Board of Regents. Continuous improvement techniques were used in the conversion, including one AQIP action project; however, some of our momentum with regard to continuous quality improvement was siphoned away by this huge task.

The change to semesters combined with an improving economy resulted in a significant decrease in enrollment between 2012 and 2014. Furloughs were implemented in 2012-2013, and a reduction in the workforce resulted in six individuals being laid off in the spring of 2014. Several open positions were also deferred for a period of time. These actions, as supported by the Board of Trustees, led to a stable budget, but also resulted in a negative impact on employee morale. In Fall Semester 2014, due to a focus on the college mission and implementation of various strategies, enrollment stabilized, hiring resumed, and the College renewed its focus on continuous quality improvement. A recent employee satisfaction survey has indicated that overall morale has improved.

Despite the difficulties of the past few years, WSCC has remained committed to the principles of AQIP and the College has made significant progress in its continuous quality improvement journey since the submission of the last Systems Portfolio in 2010. The 2014 Portfolio provides evidence of that improvement, much of which has been targeted at the deficiencies pointed out by the last Systems Appraisal team.

Category 1 – Helping Students Learn

Introduction

WSCC's approaches to Helping Students Learn have exhibited numerous areas of growth since the 2010 Portfolio was submitted, yet we still have work to do to bring some of our systems into an *integrated* whole. Over the past four years we have been forced to reduce our faculty and staff because of shrinking enrollment, and many employees have increased workloads allowing less time for planning continuous improvement. However, each department's annual goals are now tied to AQIP categories, and improvement in processes and results are imbedded in our strategic planning process (see [Category 5](#) for additional detail).

Through the work of a Completion Team and the creation a Strategic Campus Completion Plan ([link](#)), Washington State has addressed opportunities from the previous Systems Appraisal by implementing mandatory policies aimed at success and completion for new students (such as mandatory orientation, assessment preparation, and admission advising). Adding these improvements and capitalizing on previously designed student academic support processes make these areas more *aligned* ([1P5](#), [1P6](#), [1P7](#), [1P8](#), and [1P15](#)).

Learning objectives and assessment processes have been revisited and reinforced since the last portfolio, and we have tried to explore other means of data collection over the past two years through an action project that is currently in its second version. The college is somewhat *systematic* in its data consolidation, though we have made some excellent progress since the last portfolio, and most of the data are now available through our SharePoint intranet site. Other areas of improvement include the following:

- Creation of a new Key Performance Indicator Dashboard with emphasis on student success measures.
- The use of an action project, "The Student Voice," to more systematically gather information on students' needs and create strategies for addressing those needs. That action project has now been completed, but the process it created has been institutionalized.
- Conversion of the College's former Learning Center to the Center for Student Success with expanded services and emphasis on helping at-risk students through response to early alert reports from faculty.
- The creation of a Center for Teaching and Learning with expanding programming aimed at sharing best practices with and among full-time and part-time faculty.
- The use of a more systematic and inclusive process for setting division, department, and unit goals that align with the college's mission, vision, values, strategic priorities and the budgeting process.

The College continues to find challenge in being consistent with use of best practices in assessing student learning across all academic programs and with the inclusion of all full-time and part-time faculty in those processes. The current action project titled "A Unified Plan for Assessing Student Learning" is working to address this deficiency by placing emphasis not only on assessment but also on improving instructional practices at the classroom level based on the outcomes of the assessments.

In the future, we must continue our drive to improve program data collection, storage, and usage so that we can expend the college's limited resources towards areas that need to be improved the most.

1P1: Determining common objectives for learning

In order to ensure a well-balanced educational experience for all of our students in both our associate degree and certificate programs, Washington State Community College has created general education goals to be met by all of our students. The general education goals are designed to prepare students to be successful in future academic challenges both on our campus and at other two and four year institutions and in meeting needs requested by employers. The goals were originally written by representatives from all areas of the college with feedback requested from all employees and subsequently provided by many. These goals are periodically reviewed to make sure that they are appropriate to the mission, the Associate Degree level, and the college's program offerings. The most recent revision occurred in 2009 and the most recent review in 2012. The Student Learning Committee, comprised of the Vice President for Academic Affairs (VPAA), faculty, deans and professional staff decided at that time to continue with the current five goals: **(3.B.1, 3.B.2)**

Figure 1-1: General Education Goals	
Learning Goal	Description
Communication (CO)	Use various forms of communication effectively as a communicator and as an observer. (This is broken into oral and written communication.)
Critical Thinking (CT)	Select and use effective approaches to solving a wide variety of problems as demonstrated by the ability to think critically, draw reasonable conclusions, and defend those conclusions rationally.
Independent Life-Long Learning (LL)	Continue as an independent learner engaged in a life-long process of discovery.
Science and Technology (ST)	Use current technology and scientific principles to adapt to a changing world.
Understanding Values and Cultures (VC)	Demonstrate an awareness of the similarities and differences which express the human experience globally.

The syllabus for every class demonstrates the links between objectives, general education goals and means of assessment. Individual objectives are coded showing the link between the objective and the general education goal(s) it supports. Each objective is also coded to indicate how it will be assessed. (Follow this [link](#) to see an example of how general education goals are integrated on course syllabi.) Every Associate Degree program must demonstrate through the Program Review Process that the five general education goals are imbedded and assessed within its curriculum. (Follow this [link](#) to view the Program Review Rubric). **(3.B.3, 3.B.4)**

The college works to be responsive to the needs of the community, and to prepare students to be successful workers and students who are able to communicate effectively with others and think through problems to achieve creative solutions. We also want our students to be able to keep up with current technology and relate to others in a global society. Having the general education goals embedded throughout the courses that comprise each program of study ensures that each student will have the skills they need to meet the changing demands of the future. Likewise, integration of the general education goals throughout the curriculum assures that faculty and students participate in creative work and discovery of knowledge appropriate to the level of associate degree and certificate programs. **(3.B.5)**

Every year, one or two general education goals are chosen for examination. Each program director selects an assignment designed to meet the chosen goals, and artifacts are collected. Individuals in a cross-divisional faculty team apply a common rubric to each assignment, and then meet to collate and

discuss the results. These results are presented to the faculty and staff during fall in-service so that improvements may be integrated into courses and programs. Annual assessment reports are also posted to the college's SharePoint intranet site ([link](#)). This process has been captured and institutionalized through process mapping ([link](#)). The results of the artifact collection are located in [1R2](#). **(4.B.4)**

1P2: Determining specific program learning objectives

Input into the setting of program learning objectives comes from many sources depending on the individual program. First, all courses must reflect the College's mission and values as well as our general education goals ([1P1](#)). Each program and its related courses are reviewed by the College Curriculum Committee which is composed of faculty members from each division, a member of our Outreach staff and the registrar. The members of this committee are appointed by the Vice President for Academic Affairs (VPAA). The curriculum committee is guided by policies in the College Curriculum Handbook ([link](#)) as the committee reviews the content of each program and course.

Program goals are published in the College catalog ([link](#)) and posted to the College website ([link](#)). The goals are actualized through the courses that make up the program and specific learning objectives within those programs. **(4.B.1)** The college's program designs follow the guidelines of the Ohio Board of Regents (OBR), the Higher Learning Commission (HLC), and where appropriate, professional accrediting and certifying associations specific to the program content and intent. **(4.A.5)** The OBR Office of Program Development and Approval sets guidelines for graduation requirements and transfer credits. Many courses are evaluated through the OBR's Transfer Module guidelines which specify knowledge and skills to be included in all similar courses statewide. Many individual classes must meet OBR's Transfer Assurance Guides (Transfer Modules, Transfer Assurance Guide and Career – Technical Credit Transfer). These guidelines ensure that students have obtained learning objectives that are consistent with other colleges in Ohio and that their coursework will transfer to any other two or four-year state funded college or university in Ohio. In the process of changing from quarters to semesters (effective fall semester 2012), WSCC's curriculum went through a stringent internal and external review process to meet OBR's Transfer guidelines.

The Associate of Applied Science, Associate of Applied Business, and Education Transfer programs each have their own advisory committees ([link](#)). These committees are comprised of program faculty, students, employers, practicing professionals, alumni, as well as other community and college representatives. The purpose of the advisory committee is to provide real world perspectives on the specific field or discipline and to help determine the specific program learning objectives. They also provide constructive suggestions for improving program learning objectives.

Several of the programs at WSCC, such as those in the health field, are governed by national accrediting agencies. These agencies provide specific learning objectives and skills that must be met by the students in those programs. At the end of these programs, students sit for an exam that determines whether they have obtained the skills required for their field. **(4.A.5)** A list of these specialized accreditations is available on the college website ([link](#)).

1P3: Designing new programs and courses

New programs are designed and initiated at Washington State through the combined efforts of the faculty, deans, VPAA, an exploratory advisory committee, and Curriculum Committee in conjunction with market research. If a faculty member determines that there is a need for a new program, he/she discusses the idea with the dean. A new program viability rubric ([link](#)) is employed to assess the need for

that program. An exploratory advisory committee is formed to gather information and receive input from business, industry, education partners, and other community groups. If the proposed program scores well on the rubric, the information is provided to the President and Executive Cabinet for a final decision. If approved, the program is designed, and the course syllabi are written and submitted to the curriculum committee who review them according to the college curriculum handbook. New programs are also reviewed and approved by the WSCC Board of Trustees, the Ohio Board of Regents, the Higher Learning Commission, and the Department of Education (for financial aid approval).

Many of our new courses and programs are created in response to requests by local businesses and industry. The Workforce Development office works closely with local businesses to determine their changing needs. President Ebersole established the Business Action Team (BAT) in 2011 with the goal of building long-term collaborative relationships between local businesses and the college. This effort has led to the creation of several one-year certificate programs including welding and multi-craft technician for industry.

A regular cycle of program reviews (follow this [link](#) for an example) helps the college assess whether programs are competitive and meeting the needs of students and the community. Faculty research how similar courses and programs are being taught at other comparable institutions. At conferences, such as those held by the Ohio Association of Community Colleges (OACC) and Ohio Association of Two-Year Colleges (OATYC), faculty members have the opportunity to network with faculty from other community colleges to discuss how similar programs are taught and with what kind of success. The OACC also makes an effort to keep member colleges current on the latest trends in education.

1P4: Designing responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market

WSCC works to assure that its programs are current and require appropriate levels of performance for the associate degree or certificate awarded. As outlined in [1P3](#), the college uses advisory committees and regular contact with business and industry leaders to create and maintain technical associate degree programs and certificate programs that reflect the realities of the employment market. Likewise, through participation in the Ohio Transfer Module and Transfer Assurance Guides (see below) the college assures that the transfer programs are current and reflect the level of study and proficiency needed for effective student transfer to baccalaureate granting institutions. **(3.A.1)** Associate degree programs include a significant component of general education courses blended with technical skills while certificate programs focus primarily on specific skills needed for the workplace. Requirements for the design of the Associate Degree and Certificate programs are provided through the Ohio Board of Regents (OBR) Guidelines and Procedures for Academic Program Review ([link](#)). WSCC programs comply with these guidelines and have been approved through OBR processes. **(3.A.2)**

As noted in [1P2](#), several of the college's programs have advisory committees ([link](#)) which are composed of program faculty, students, employers, practicing professionals, alumni, and other community and college representatives. The employers and practicing professionals advise the committee if the programs are currently meeting employment needs of the community. The advisory committees generally meet twice a year to review the current status of a program and also assist with in-depth program review every 4-5 years.

Additionally, all programs go through an internal program review cycle. Recently the time cycle for these reviews changed from five years to every four years in order to enhance the college's ability to respond to changing needs of students, employers, and transfer institutions. The purpose of program

reviews is to evaluate the qualifications of the staff currently teaching in the program (see [4P1](#) and [4P2](#)), to compile data to determine the success of the current courses, to explore strengths and weaknesses, and to make recommendations to improve the program. **(4.A.1; 4.A.4)** The program review process ([link](#)) also serves to assure that the College's general education goals, particularly the goal of understanding values and cultures, are well supported in each associate degree program. **(1.C.1; 1.C.2)** Program reviews also evaluate modes of delivery and locations for delivery to assure that quality of each program is maintained regardless of how it is delivered (face-to-face, blended, on-line) and where it is delivered (on campus, at an off-campus site, or through consortial arrangement, contractual arrangement or dual enrollment). **(3.A.3, 4.A.4)** Additional detail regarding the program review process is provided in [1P13](#).

As noted in [1P1](#), the College's Curriculum Committee oversees the curriculum process, monitors prerequisites, and makes sure that an approved course syllabus and outline of study is used by all instructors of a particular course regardless of whether the course is taught at the college or at a dual enrollment site. **(4.A.4)**

WSSC participates in the Ohio Transfer Module, Transfer Assurance Guides, and Career and Technical Assurance Guides. These processes assure easy and accurate transfer of credit based on commonly established learning outcomes for a wide variety of courses among state colleges and universities. For private and out-of-state colleges and universities, the college accepts for transfer courses taught at accredited institutions for specific course transfer (when a similar course is taught at WSSC) or for elective credit. The college also accepts transfer of military credit and recognizes applicable Advanced Placement (AP) testing outcomes for course credit. Transfers of credit and other credit alternatives, such as proficiency testing and experiential learning credit using a portfolio process, are outlined for students on pages 7-8 of the Student Handbook ([link](#)). **(4.A.2; 4.A.3)**

As of July 1, 2014, the state legislature has passed new guidelines for the teaching of dual enrollment courses and Washington State complies with those requirements as well as the requirements of the HLC for dual enrollment courses. High school teachers who are teaching courses that will give both high school and college credit must meet the college minimum educational and experiential requirements for the course (or with special permission be actively engaged in attaining those credentials). In addition, a liaison from the college must make regular classroom visits to insure that the courses meet the college's standards. Other quality practices includes a dual enrollment advisor employed by the college to provide advising support, facilitate access to educational resources, and support student success. High school and college faculty collaborate to maintain equality of assessment of student academic achievement regardless of where the course is taught. **(4.A.4)**

In addition to maintaining specialized accreditations, many of our health and business programs have partnerships and internships with local businesses. For example, our nursing program students are placed at local hospitals where they practice the skills they learn in a real life setting. The businesses, then give input back to the programs on how well our students perform in the field. Some of these same programs have external accrediting bodies ([link](#)) that set the learning goals for their programs and assess students at the completion of their program. The program directors review the test results to ensure that the students are meeting the criteria set by the governing bodies. **(4.A.5)**

Student success in our programs is tracked after graduation using student post-graduation surveys which are sent to the students six months after graduation, and in several programs also after one year and five years. Employer surveys are conducted one year after the students graduate. **(4.A.6)** See [1P17](#) and [1R4](#) for further detail.

1P5: Determining preparation required for specific curricula, programs, and courses

Student preparation requirements are set up and monitored through several interrelated systems. The college website ([link](#)) provides students with information regarding programs and their requirements ([link](#)), faculty and staff ([link](#)), costs to students ([link](#)), and accreditation relationships, both institutional ([link](#)) and specialized ([link](#)).

Academic preparation in reading comprehension, writing ability, and mathematical skills is assessed using the COMPASS placement exam and/or ACT and SAT scores. New students who do not have any college credit or those applying to a health science program are required to take the COMPASS exam or provide minimum ACT/SAT scores in lieu of testing. The placement scores ([link](#)) are determined using the assessment thresholds provided by the Ohio Board of Regents (OBR) and with input from the WSCC developmental studies and math faculty members. Students requiring remediation are placed in developmental classes, which are designed to prepare them to succeed in college-level classes.

Transfer Assistance Guides (TAGs), Career-Technical Assurance Guides (CTAGs), and Transfer Module (TM) policies were instituted by the Ohio Board of Regents in order to streamline transfer credit opportunities between Ohio colleges and universities ([1P2](#)). Faculty panels with representatives from numerous Ohio colleges and universities determine the difficulty levels and course prerequisites for classes that are included within the guides. Currently, WSCC has 108 TM courses, 84 TAG courses and 14 CTAG courses approved through the OBR.

Articulation agreements with other colleges and universities similarly determine requirements for course transferability. The agreements are maintained for private and out-of-state colleges to which WSCC students frequently transfer.

In 2014 the WSCC Campus Completion Taskforce began reviewing gateway course success rates ([1R1](#)). Gateway courses are those classes that generally have a large enrollment, a high non-success rate, and are required for program or credential completion. The purpose of the review was to specifically identify courses that may impede a student's progress in his or her chosen field of study. This is an ongoing process with the goal of better determining the preparedness of students to succeed in advanced level courses within their majors.

Numerous systems are used to determine student preparation for each program. Feedback is commonly obtained through: (1) Advisory Committees ([1P3](#)); (2) Certification or Registry exams; (3) Accrediting body exams such as those required by the Commission on Accreditation in Physical Therapy Education (CAPTE), the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), the Ohio Board of Nursing (OBN), the Commission on Accreditation for Respiratory Care (COARC), the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the Ohio Medical Board; (4) Graduate surveys: at graduation, 6-month post-graduation, 1-year & 5 year post graduation (for some programs) (data in [1R3](#)).

Program directors use this feedback, reviewed through the program review process, to determine if more rigor is necessary in any part of the curricula.

1P6: Communicating required preparation and learning and development objectives

The college provides a number of pre-college programs to inform prospective students of program requirements. WSCC also provides extensive information about required preparation, program objectives, pass-rates, admissions, student support, and registration services through the college website ([link](#)) and through printed materials that are available through a visit to the campus or may be sent through the mail.

WSCC hosts a number of summer camps and other programs designed to excite children and teenagers' interests in various careers and academic programs and influence their decisions towards careers requiring post-secondary training. A number of these events are collaborations between the college and outside agencies.

Figure 1-2: Pre-College Events	
Events	Description
Young Engineers and Scientist Days (YES Days)	WSCC hosts two day events each spring for eighth graders to visit the school and participate in activities related to careers in science, engineering, and medicine.
Science, Technology, Engineering, Math, and Medicine (STEM ²) events	In collaboration with The Ohio State University and with funding through the National Science Foundation, this program provided high school students with special science lab experiences, summer day camps, field trips, and math "bridge" programs.
Criminal Justice Camps	The Criminal Justice and Peace Officer Basic Academy offers summer camps for high school students to learn more about Criminal Investigation and Law.
Tech Prep Activities	WSCC hosts annual judging for finalists in the Tech Prep program where high school students can learn more from professionals in their educational fields.
Cyber Camp	High school students can spend a week learning about careers and programs in digital technology.

Current students and students who are preparing to enter college have several ways to access information about requirements for programs and curricula. **(2.B; 3.D)**

Figure 1-3: Availability of Academic Program Information	
Online Course Catalog	This (link) contains all current program curricula and tuition rates as well as specific program objectives, accreditations, admission requirements, and historical pass rates for programs leading to a licensure or certification exam.
Online Program Guides	Under the program tab at www.wscce.edu (link), potential students can access more general data about the various programs offered at WSCC.
Program Fact Sheets	WSCC displays program fact sheets around campus and at admission events. These printed guides cover program goals, requirements, and curriculum.
Application Packets	Programs with selective admissions are available both across campus and on the program websites, though only a handful of programs (mostly in the health field) have admission requirements.
Open House	WSCC offers these events in the spring and fall and include sessions where potential students can meet with program advisors to discuss their future.
Faculty	Much greater effort has been given to student advising at WSCC over the past two years. Regular training is often conducted during intercession that will provide faculty advisors with a more holistic view of students' academic responsibilities and requirements, such as financial aid and planning beyond a single semester. Continued progress is plotted and instituted by a monthly, cross-campus Student Advising Committee. (3.D.3)
Mandatory Advising	As part of a recommendation by the Student Advising Committee, holds have been placed on first-time full-time students records soon after initial registration. These holds require students to visit an advisor before adding or dropping a course. Additionally, an online drop system requires students to

Figure 1-3: Availability of Academic Program Information	
	hold a conversation with a faculty advisor prior to withdrawing from any courses. (3.D.3)

While these resources are always available to a student, this process becomes more a matter of *program selection* once the potential student begins the admission process at this college. At that point, the processes of placement, advising, and orientation take over. Those processes are discussed in [1P7](#).

1P7: Helping students select programs of study

Students initially meet with Admissions Department personnel during the pre-registration process to discuss the student's program goals and ensure that they are aware of any requirements that must be met prior to admission to that program. At that time, the new students are introduced to the various placement assessments, such as COMPASS, SAT, and/or ACT. After the COMPASS is administered (if ACT or SAT scores are not provided), students meet on another date with an advisor to register for classes. During advisement, students review a degree audit sheet for their potential program. **(2.B; 3.D.2)** The college has mapped the admissions process and annually looks for ways to improve it through the plan, do, check, act cycle ([link](#)).

Undecided students are encouraged to use a career seeking tool such as Ohio Means Jobs ([link](#)) and program fact sheets to narrow down their interests towards a potential major. Student Orientation (now required for all students) and the First Year Experience course (available to all, but mandatory for students placing into developmental English) encourage students to take career assessments for insights into their strengths and interests as well as prepare them with basic college preparation skills. WSCC is working to ensure new students are enrolled into entry level courses within their intended program, even if they must take numerous developmental courses. Many programs feature specific courses placed early in the plan of studies that allow students to assess whether or not the fit is appropriate before they get too far along in the program. Once a student has completed a significant part of his/her degree, most technical programs require practicums, clinicals, or internships before completion. For students in transfer programs, the Center for Student Success provides a specialist who can help the student understand transfer options and requirements. **(3.D.1)**

Once the academic year begins, the Center for Student Success (CSS) and the Career Services Corner are available to offer students advice about potential career and/or academic goals. A career specialist can discuss more opportunities with students seeking guidance. **(3.D.1)**

As noted in [1P6](#), WSCC also prohibits self-advising for first-time, full-time students throughout college, and requires that all students get an academic advisor's approval prior to withdrawing from any classes. These processes help assure that students begin and stay on a path to academic success. **(3.D.3)**

1P8: Serving underprepared students

Initially, student readiness for college is assessed through placement testing for English and math. ([1P6](#)). WSCC does its best to make sure that students are placed into a class that represents their true skill level. Packets of preparatory information about the COMPASS sections are provided to students during their initial admissions appointments. All students who test unsuccessfully have the opportunity to attend a COMPASS workshop to reinforce necessary skills for the assessment, and additional assistance is provided through an annual, week-long summer bridge program. A calculus bridge, which overlaps some of the math bridge programming, assists students preparing to take the rigorous higher math sequence.

Since the lowest scoring math students are highly unlikely to complete college without significant intervention, WSCC created a process to provide these students with more structured introductory experience. In fall 2013, students who place in a pre-ninth grade math level, as indicated by assessment scores, are required to enroll in a non-credit course that focuses on these specific deficiencies before they can register for other WSCC classes. The college has partnered with the on-site ABLE (Adult Basic Literacy and Education) program so that this class can be offered free to students. ACES (ABLE + College Equals Success) combines structured mathematical instruction through ABLE with a workshop on study skills and college preparation that is offered through the Center for Student Success.

Processes for addressing students who are academically unprepared for college level work continue to evolve. In spring 2012, WSCC adopted an “Emporium” style of math education. This system allows students to work at an accelerated pace when they are familiar with the lesson materials, and ultimately achieve mastery over other areas. In fall 2014, the three original sections of developmental math were condensed into two sections to reduce time to completion. As a result of a recent program review, WSCC combined developmental English and reading courses in fall 2013 to create a more integrated approach to learning. Greater alignment was created between these courses and the college level English requirement, as well. A pilot program was run in spring 2014 through a national Connect2Complete grant that incorporated service learning with peer mentoring in order to enhance completion rates.

Further support includes a two-credit hour First Year Experience Course, PERS 1003: College Foundations. This course is a co-requisite with developmental English and assists underprepared students to learn fundamental study skills, focus on their future, and acclimatize themselves to the challenges of college life.

WSCC uses an early alert process for underperforming students. Faculty can generate instant emails to students with poor academic performance or excessive absences. The Center for Student Success receives a copy and follows up to offer solutions or assistance when appropriate ([1P15](#)). In addition, the CSS is open daily to all students, offering labs and free tutoring to anyone who needs academic assistance. CSS representatives are available throughout admission and orientation activities to ensure that students are aware of potential assistance throughout the year ([1P15](#)).

1P9: Detecting and addressing differences in learning styles

WSCC has no college-wide system for detecting differences in students’ learning styles. However, through internal professional development sessions, faculty are provided with information regarding various learning styles as well as methods for adapting instruction to accommodate different modes of learning.

Mandatory placement for English and math has been a successful process for addressing various levels of college readiness ([1P6](#), [1P8](#)). Accommodation for students with disabilities has also been firmly integrated at WSCC, and students who face these challenges are urged to speak with the Student Disabilities Coordinator to initiate the process ([1P15](#)). That office also schedules annual professional development sessions on a variety of topics related to working with students with disabilities. For example, in the spring of 2014 an outside speaker presented on working with students who are experiencing mental illness.

Admissions advisors make referrals to the Center for Student Success in the event that a student expresses concerns over learning or ability to learn. Then the CSS can often pair students with a tutor who will be able to focus on their strengths in order to maximize learning ([1P15](#)). All students are further

urged to take PERS 1003: College Foundations, which features activities that help them explore individual learning styles ([1P8](#)).

With relatively high rates of non-completion within developmental classes, numerous attempts have been made to provide new learners with options that can address their respective styles. English faculty have integrated writing and reading using a combination of lecture, group discussion, peer review, and computer tutorials to facilitate student learning. Math faculty have recently moved to the “Emporium” format, which forces students to drill in weak areas until they gain requisite skills to move forward.

WSCC’s online instruction continues to provide regular support for a wide variety of learning styles. All of our active online instructors have participated in the national Quality Matters training as a part of a required course in online teaching. The course provides faculty with ways to incorporate multiple forms of content and grading into their online and blended classes.

Finally, WSCC also offers opportunities for staff development in learning styles. In spring 2012, approximately 20 staff and faculty members took part in a two-day workshop featuring a representative of the Skip Downing *On Course* program ([link](#)), who instructed them how to utilize multiple-learning methods. Two members of the English faculty also completed a multiple day *On Course* workshop in Baltimore in fall 2013. Attendees learned how to implement multiple learner-centered practices to accommodate different learning styles.

1P10: Addressing the specific needs of all students

Two of the College’s Value Statements demonstrate WSCC’s commitment to addressing the learning needs of all students including those from diverse backgrounds.

- Inclusion – To provide an atmosphere that fosters respect and acknowledges, explores, and embraces the diversity and uniqueness of all regional and global cultures.
- Success – To enable all students, faculty and staff to be successful academically, personally, and professionally.

Several student subgroups can be identified during the admissions process (low-scoring students, recently unemployed students, physically handicapped students) though most students will need to self-identify at some point during their admissions appointment, orientation, or during their time in school. Once identified, students can be directed to various resources through Student Services or The Center for Student Success. The following table identifies several subgroups that are recognized and discusses how WSCC addresses their needs: **(1.C.1; 1.C.2)**

Figure 1-4: Student Subgroups and Means of Addressing their Needs	
Subgroup	Assistance with Needs
Students with disabilities	The Center for Student Success (CSS) houses the student disabilities office which provides accommodations and academic counseling for students with documented physical or learning disabilities (1P15).
Low-income students	While there are no specific programs targeting low-income students, the CSS offers calculator, textbook, and laptop loans to all students. The Library loans some textbooks that may be used for certain courses. The WSCC Foundation has an emergency fund to assist students who encounter temporary financial difficulties. WSCC has also received funds from FSEOG (Federal Supplemental Educational Opportunity Grant) to supplement students with no EFC (estimated family contribution).

Figure 1-4: Student Subgroups and Means of Addressing their Needs	
Veterans	WSCC has been recognized as a veteran-friendly campus for the past-two years. A club with more than 60 students has been formed to assist with veterans' non-financial needs. Other needs are handled directly through financial aid. Support referrals can also be provided through the Behavioral Intervention Team.
Low-technology students	Students and community members who have limited exposure to computers have previously been able to take advantage of our Technology Bridge program, offered prior to the start of each semester (though this program is currently on hiatus because of low student participation). The CSS offers regular walk-in assistance for students who lack strong technology skills. Students can also enroll in the free online success course before attempting regular online courses.
Seniors	Tuition waivers provide persons over 60 the option to audit any class where space is available. As these students often have low technology skills, the above opportunities are available to them.
Low placing students (Math)	Students who believe they can earn a higher test score on the COMPASS assessment are encouraged to attend math brush-up workshops or a math bridge week prior to fall semester and then are given an opportunity to re-take the test. The ACES class is also intended to introduce them to college work while focusing on math skills (both are described in 1P8).
Underemployed and recently furloughed	WSCC offers an Office of Career Services, Career Workshops (Network Alliance), Rapid Response sessions, and recently held a new career and job fair on March 13, 2014 which will become an annual event.
Early enrollment, and PSEO (soon to be College Credit Plus)	Students who are earning college credit at WSCC while still in high school have a single advisor and an AmeriCorps College Guide assistant assigned to them for advising. These staff members understand high school requirements and issues specific to this population.
Morgan County students	WSCC's service district includes Morgan County. The Morgan County Learning Center houses a computer lab, academic advising resources, and conducts classes in McConnelsville, Ohio. Staff have developed strong relationships with businesses who have provided scholarships for students to complete courses in their multi-craft for industry certificate through the Morgan County facility.
Foreign Students	WSCC has a tiny representation from foreign countries, and the majority of these are transient students from nearby Marietta College. WSCC has not identified a significant need to address this sub-group which is primarily served by Marietta College.
Non-English speakers	A partnership with the Adult Basic Literacy and Education (ABLE) program provides classes for English as a Second Language instruction.
Distance learners	WSCC has seen significant growth in online learning over the past four years. Three AQIP action projects have helped the college build a successful online learning environment using the Sakai learning management system. A free online course has been set up for students interested in trying online learning, and Quality Matters training has been incorporated for all instructors. Two fully online programs, a Chemical Operator Certificate and Associate's Degree in Liberal Arts were implemented during the 2012-13 school year, and more fully online program options are being explored.

Once a special need is identified that is not included on this list, Enrollment Management and/or other committees investigate and prepare a report for the President's Executive Cabinet, which then takes action to provide appropriate support.

1P11: Defining, documenting, and communicating expectations for effective teaching and learning

Expectations for effective teaching are clearly defined. Job descriptions provide definitions of faculty expectations, as well as essential duties and responsibilities. Chapter 4, section 4.340 of the WSCC Policies and Procedures Manual outlines the faculty workload policy ([link](#)).

Communications with faculty, including discussions of best practices, generally occur through a combination of division and department meetings and in-service days. Full-time and part-time faculty members meet during in-service to discuss teaching expectations and courses in general. A part-time faculty handbook ([link](#)) along with other key information is available online via a Sakai course/project site to which all faculty have access.

Two documents define almost all student and course-level expectations: syllabi (for an example, follow this [link](#)), and the Student Handbook ([link](#)). All students have access to the Student Handbook via the WSCC website. The handbook details policies and procedures for admission, financial aid, student success, ethical and behavioral expectations, grievances, as well as other important information. **(2.E.3)** The original source of these policies is the College's Policies and Procedures Manual, Chapter 10, Curriculum and Instruction ([link](#)), and Chapter 11, Student Conduct ([link](#)).

Program specific handbooks, such as those in the Health Sciences, Early Childhood Development and Education transfer, provide detailed expectations of both faculty and students, and list specific policies and procedures appropriate to the goals of the respective program.

All college expectations for students are briefly covered in orientation and in the College Foundations class, but course-level expectations are most often stressed on the first day of classes when faculty present their syllabi (see [1P1](#)). Course syllabi are standardized across course sections to guide both faculty and students through course goals, expectations, and methods of delivery and assessment. Standardization of syllabi provides for consistency in faculty-student communication as regards to goals and expectations, no matter how many sections are offered or how many different instructors are employed.

Core general education English courses stress academic honesty and define plagiarism and how to avoid it. Student failure to meet academic or behavioral standards of conduct is documented and reviewed through a student misconduct database, Maxient, and through faculty evaluations and observations. All Deans, Department Chairs, Program Directors and Senior-level Administrative personnel have access to the database and can use it to track and document any academic or misconduct problems and any actions taken as a result. In many courses that assign term papers, students may be advised to consult the writing lab (in the Center for Student Success) to have their papers reviewed for basic content, grammar, and proper use of citations. The Library staff works with faculty across the curriculum to offer instruction in ethical use of information resources. Students receive exposure multiple times throughout their academic programs to the institution's expectations for academic honesty and integrity. **(2.E.1,2)**

Effective teaching and learning are integrated through the process of class observations, students' evaluations of teaching, and the improvement system that exists for full-time and part-time faculty. Student evaluations of full-time and part-time faculty are conducted at least twice during the academic year. Results of the evaluations are provided to the faculty members after the submission of final grades. Program directors and/or deans conduct classroom observations of full-time and part-time faculty at least one time during the academic year. The results of each of these evaluations are discussed with the instructor. If improvement is needed, the faculty member is placed on a Performance Improvement Plan.

The plan documents the necessity for the plan, the expectations for improvement, the expected outcomes, the timeframe for completion, and consequences for non-completion of the plan ([link](#)).

The College's Intellectual Property Rights Policy ([link](#)) provides specific guidelines for faculty regarding freedom of expression, pursuit of truth in teaching and learning, and how to acquire, discover, and apply knowledge responsibly. **(2.D; 2.E)**

1P12: Building an effective and efficient course delivery system

The course delivery system at WSCC is integrated with other systems to include strategic planning, budgeting, curriculum development and marketing.

WSCC strives to provide outstanding academic programs with excellent outcomes for students in terms of job placement, successful transfer to baccalaureate programs, and successful performance on licensure and certification exams. Helping students learn is a key aspect of the WSCC Mission and one of the College's stated values is "To enable all students, faculty and staff to be successful academically, personally, and professionally. Student needs are assessed through classroom evaluations and focus groups. Class evaluations are conducted for each faculty member at least once and usually two times during the academic year. The questions asked evaluate the instructor, course materials utilized, teaching methods, course requirements, support for student learning as well as classroom facilities ([1P11](#)). Identified needs are utilized in the preparation of departmental budgets. Information concerning students' needs obtained through student focus groups is important in the planning of the college-wide strategic plan and organizational budget.

Many of the WSCC academic programs receive input from formalized advisory committees. Recommendations from committee members ensure that program curricula remain current and require levels of performance appropriate to the degree or certificate awarded. (See [1P2](#), [3P5](#), [3P6](#) for additional detail.) Likewise, the college participates in the State of Ohio's Transfer Module, Transfer Assurance Guides, and Career and Technical Assurance Guides to validate curriculum content and rigor through state-wide review and approval of course syllabi. (See [9P2](#) and [9R2](#) for additional detail.) Specialized accrediting agencies review the curriculum and learning outcomes from several programs, particularly those in health sciences, and make recommendations for improvement if needed (See [1P2](#)). Programs also go through an extensive program review process every 4-5 years to make sure that curriculum is both properly rigorous and aligned with students' and other stakeholders needs (See [1P3](#), [1P4](#)). **(3.A.1)**

WSCC balances a reasonable instructor-to-student ratio and responsible fiscal stewardship with the need to offer courses in a variety of instructional delivery methods and within schedules that can fit diverse student needs. As a result, students have options to access instruction in a format that may better accommodate their learning and life styles: lecture; lab; face-to-face; hybrid/ blended, or online; on the main campus; at the Morgan County Learning Center; or through dual enrollment on a high school campus. They also have the option to enroll in classes in a time frame that works best for their schedule: days, evenings, and for some programs on Saturday. The same course syllabi are used for all modes of delivery for a particular course to insure that program quality and learning goals are consistent across all modes of delivery and locations for delivery. **(3.A.3)**

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

WSCC serves a largely rural demographic, and courses are offered off campus at local high schools, a career center, the Morgan Learning Center, and at various outreach centers, to help minimize travel inconveniences for students in outlying areas. Some classes may be conducted at WSCC and broadcast live to its Morgan County Branch via an Infomedia Digital Video Library (IDVL) environment. This allows sections with low enrollment (fewer than ten students) to run concurrently with a class on campus.

1P13: Ensuring that programs courses are up-to-date and effective

The primary tools for evaluating program effectiveness are Program Reviews, Advisory Committees, and Curriculum Committee review of program courses and requirements. The process for designing and building relevant programs of study is described in [1P4](#).

Each Program Review (see [Process Map](#)) contains an introduction; curriculum and enrollment data; chapters on faculty, resources, student learning and assessment; and a summary. Program Review Committees consist of faculty, appropriate business partners, and other community members, and meet every four to five years to examine course materials. The committee, in particular, reviews any curriculum changes that have been made along with student assessment data to determine if student learning outcomes are satisfactory. Business partners and community members are invaluable in determining the effectiveness of the program. They also make suggestions as to how the programs can keep up-to-date with current trends in their areas of expertise. **(4.A.1)** The final report is reviewed by the dean, the Vice President for Academic Affairs, the President, the President's Executive Cabinet, and the WSCC Board of Trustees. (Follow this [link](#) to view an example of a completed program review.)

Many programs use Advisory Committees and graduation and employer surveys to guide them. (See [1P3](#)) Our WSCC KPI (Key Performance Indicator) Dashboard ([link](#)) provides data regarding our job placement success as compared to other Appalachian colleges, and the entire state.

For our transfer programs, our Coordinator for the Center for Student Success and the Institutional Research Department tracks the number of students who are enrolled in other colleges and universities in Ohio using the National Student Clearinghouse database. WSCC is fully compliant with Ohio Transfer Assurance Guidelines and Transfer Modules based on Ohio Board of Regents criteria to ensure transfer standards across all state-sponsored schools. **(4.A.6)** (See [1P2](#) and [1P5](#).)

1P14: Changing or discontinuing programs and courses

Established procedures for changing programs are documented in our Curriculum Committee Handbook ([link](#)). All changes must go through our Curriculum Committee.

Significant changes to programs must also be approved by the Ohio Board of Regents, and the Operating Manual for Two-Year Colleges ([link](#)) provides the guidelines for making substantive changes to programs.

The college's Program Review process ([link](#)) provides a mechanism for determining when a program should be discontinued. While this happens infrequently, it is the College's practice to work with students to make sure they have an opportunity for degree completion before the program is eliminated. This may include offering small classes or independent studies to students to allow them to complete their degree requirements. Follow this [link](#) to a process map for program discontinuation.

The college is now pilot testing two rubrics ([link](#)) for program "health," one for Associate of Applied Business and Associate of Applied Science, and one for Associate of Arts and Associate of Science programs. These rubrics are used to examine several factors related to program success such as

enrollment, graduation, connections to the community, etc. and assigns numerical values to those factors allowing for an overall program score that can be compared with other programs the college offers. This process allows the college to identify which programs should be placed on “watch status” for possible discontinuation should conditions not improve. The process also allows for meaningful discussion between the administration and the faculty who will work together to come up with a consensus score for each program.

1P15: Determining and addressing learning support needs

Students’ learning support needs are addressed primarily through the Center for Student Success according to nationally recognized best practices. **(3.D.1; 3.D.3)** Student needs are determined in several ways:

Figure 1-5: Approaches to Addressing Learning Support Needs		
Agent of identification	Description	Referral
Student	Student self-reports his/her learning needs to a staff or faculty.	Student Services or the Center for Student Success
Assessment	Students’ levels of college readiness are assessed using the COMPASS or ACT scores, and students are placed according to scores.	Admissions schedules students appropriately
Faculty Referral	Faculty members report support needs evident through routine classroom performance.	Center for Student Success
Faculty/Early Alert	Faculty submit Early Alert/Interim Reports during the fourth and seventh weeks of classes. Alerts can be sent more often as needed.	Center for Student Success
Faculty/Conduct Management	Faculty submit a classroom incident report to deans or to the Behavioral Intervention Team.	Behavioral Intervention Team through Maxient
Faculty/Academic Advising	All first-time full-time students are required to meet with an academic advisor before registering for a class. All students must obtain a faculty signature before withdrawing from a class.	Faculty Advisor/Center for Student Success
Program Reviews	Regular program reviews examine the success rates of students and modify programs accordingly.	Program Review and Curriculum Committee
Data Analysis	Reports of classroom pass rates are reviewed each semester by deans and by the Retention Coordinator. Areas of low success are investigated.	Center for Student Success/Retention Coordinator/Departmental Deans

The Center for Student Success operates numerous resources to assist student learning needs. The CSS shares information about its services through the College website, student orientation activities, classroom presentations, and the First Year Experience course. Figure 1-6 outlines those services.

Figure 1-6: Student Support Services through the Center for Student Success	
Service	Description
Tutoring Services	Free one-on-one or group tutoring services are available for students in nearly every course at WSCC.

Figure 1-6: Student Support Services through the Center for Student Success	
Academic Labs	Walk-in writing and science/math labs are available throughout the semester, and also have an email address for electronic submissions.
Supplemental Instruction Sessions	Chemistry and Anatomy and Physiology courses feature special walk-in group sessions throughout the semester.
Computer Labs	A twenty station computer lab is available in the CSS with staff to assist during operating hours; other labs are available in the library during hours of operation and in the main building at specified times.
Early Alert	The CSS reaches out to students who have received Early Alert warnings to provide them with support.
Make up testing	Many faculty allow students to take make-up examinations if they are absent from class. The CSS facilitates this process by administering the tests.
Disabilities Services	Students with documented disabilities can receive accommodations through the Student Disabilities Coordinator.
Advising	The staff of the CSS is trained to work with students to resolve various challenges or answer general student questions about most areas of the college. Entering students are advised by Student Services staff. Continuing students are advised by the full-time faculty who teach in their program.
Equipment Loans	TI-83 Calculators and a small supply of laptop computers can be borrowed.
Career Services Corner	Walk-in appointments are accepted throughout the week to assist students with job-seeking and resume/cover letter review.

The Carson K. Miller Library ([link](#)), in addition to its own holdings of more than 25,000 books and other resources, is a member of OhioLINK, a web-based system that allows access to nearly 50 million books, e-books, videos and other library materials as well as more than 100 electronic research databases. The Library provides individual student assistance, instruction in research processes, and online tutorials to assist students in their academic work. Library staff coordinate with English Composition faculty and other faculty members to provide library research instruction that teaches proper research procedures and citation of sources. Since all degree seeking students at the College must take English Composition I, this instruction is embedded in all degree programs. **(3.D.5)**

To support teaching and learning, campus buildings include laboratories and specialized learning spaces for art, biology, chemistry, physics, nursing, respiratory therapy, medical laboratory technology, physical therapy, massage therapy, computer and network systems diagnostics, office administrative services, process control, electrical systems, automotive and diesel truck systems, welding, and many others. The College's Sakai online course management system is robust and all faculty teaching in online courses are required to complete a semester course in online teaching with includes the nationally recognized Quality Matters certification. Extensive opportunities for clinical, practicum, and internship experiences are provided to students, generally during the second year of their degree program. (Follow this [link](#) for a list of collaborative relationships for clinical, practicums, and internships.) **(3.D.4)**

Faculty learning needs are addressed in [1P11](#). In addition, a Committee on Student Advising, comprised of staff and faculty from across campus, has been formed to guide and assist advisor/student relations. The committee is currently working to streamline the advising process and provide an enhanced system of support for academic advisors.

1P16: Aligning co-curricular goals and curricular learning objectives

Co-curricular activities at WSCC are designed to enhance the educational experiences of students to better prepare them for successful careers and life-long learning. Four of the College's value statements support the importance of co-curricular activities. **(3.E.1; 3.E.2)**

- Respect – To acknowledge the humanity of all individuals through compassionate action.
- Ethics – To demonstrate honesty, integrity, responsibility, and accountability.
- Inspiration – To provide an atmosphere that encourages our campus community to develop, grow, and succeed as lifelong learners.
- Inclusion – To provide an atmosphere that fosters respect and acknowledges, explores, and embraces the diversity and uniqueness of all regional and global cultures.

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

The Diversity and Social Justice committee was created in 2008-2009 to improve response to WSCC's "Understanding Values and Cultures" general education goal. This committee was tasked with creating stronger linkages between academic programs and diversity activities. The Diversity and Social Justice Committee considers matters concerning, but not limited to, the integration of values which support and advance the campus and learning community. The committee leads projects and programs to advance a campus culture for an ever changing and global world through advocacy of fair treatment in every aspect of campus life and college function, while supporting all persons regardless of race, sex, age, religion, sexual orientation, color, national origin, veteran status and disability. During the 2012-2013 academic years, committee members launched a "Choosing to Participate" interactive poster display that recorded diversity journeys of students and community members. As a result, several classes incorporated the poster study guides in their learning modules.

Through the Evergreen Arts and Humanities Series, students, faculty, and the community may participate in a free series of insightful, cultural, and informative programs designed to address global issues, diversity, art, and civil rights. For 15 years, the Evergreen Arts & Humanities Series has brought 110+ unique and captivating programs to more than 21,000 people in OH and WV.

WSCC has several opportunities for students to gain skills in leadership, teamwork, professional, and ethical behaviors. For example, WSCC has an active Student Senate organization. The purpose of the Student Senate is to provide representation and responsible leadership in student life and organized activities. The Student Senate assists the College in the development and function of non-academic activities for students. The Student Senate is a central body through which all student organizations are coordinated. The College also maintains a nationally recognized chapter of Phi Theta Kappa that provides students opportunities for scholarship and service learning.

1P17: Determining students learning and development expectations

WSCC uses a variety of evaluative measures to assess learning and development expectations across programming and activities. The measures are designed or chosen based on program objectives, state and federal licensing requirements, feedback from professionals in the fields, stakeholders, and consumers. (See also [1P5](#))

- National and state licensing/certification exams – In all health-related programs and the auto diesel program, students must take standardized exams upon graduation. The exams represent acceptable standards for practice in these fields. WSCC passing rates continue to demonstrate our high standards of learning ([1R1](#)).
- Comprehensive program exams – The nursing programs, medical laboratory program, radiological technology, and respiratory therapy programs require all students to complete a capstone class. These courses assess students' retention of the program of study, prepare students for licensing and certification, and identify any areas of relative weakness within the programs.
- E-portfolios/portfolios – The social services, educational transfer, early childhood, and office administrative services technologies also require students to successfully complete a capstone course. Each program has an extensive list of artifacts that must be completed prior to graduation and included within the portfolio. These collections allow students to showcase examples of work and skills to future employers and/or transfer degree evaluators.
- Transfer Assurance Guides (TAGS) – WSCC actively participates in TAG programs across transfer degree programs. Learning outcomes were established on a state-wide level for specific classes, to insure that the hours earned will transfer seamlessly to 4-year programs.
- General education assessment – Because all certificate/degree seeking students take general education classes, assessment of these skills appears across programs. Internal and external reviewers use rubrics to evaluate course artifacts that represent general education skills. (See [1P1](#))
- Advisory committees – (See [1P3](#))
- Practicums and internships – (See [1P3](#))
- Surveys – Curriculum changes are sometimes driven by data collected from former students. At varying intervals from graduation to three years after graduation, alumni are contacted and asked to complete surveys. Concurrently, WSCC also surveys employers to determine student preparedness. Surveys also confirm whether or not community programs, art shows, theatrical presentations and other performances are meeting the needs of the community, the college, and individuals.

1P18: Designing processes for assessing student learning

The Student Learning Committee (SLC) oversees the design process for assessing student learning. Committee membership is comprised of deans, program directors, department chairs, and the Vice President for Academic Affairs. The college currently has four processes in place to assess student learning: (1) College-Wide Assessment of General Education; (2) Course-level Assessment; (3) Program Assessment; and (4) Program Review. (**4.B.1**)

The process for College-Wide Assessment of General Education goals began with the development of grading rubrics by SLC subcommittee members for each of the five GE goals ([1P1](#)). During fall semester, each faculty member is asked to complete an Assignment Identification Form (AIF) to indicate an assignment (artifact) that will be collected during the spring semester for review by a panel of graders. A subcommittee of the SLC reviews the AIF documents to determine assignment appropriateness. The AIF evaluations are distributed to the deans. The deans discuss the subcommittee findings with the faculty members in their divisions. If the assignment is accepted, the faculty member collects the student artifacts and submits them to the SLC for review. The actual artifact reviews occur

during the summer semester. A panel of grading volunteers randomly select a sample of the submissions and evaluate the artifacts using the appropriate rubric. Review results are analyzed and shared with faculty members via SharePoint and during faculty meetings. (See [process map](#).) (4.B.4)

During the 2013-2014 academic year, a new process for course-level assessment was implemented and designated as an AQIP Action Project. An online instructional module was developed for faculty training using Sakai, the college's system for delivering online instruction. Instructors were asked to evaluate one course that they taught during the fall and spring semesters. The instructors completed a template report and then entered the data into a Survey Monkey format. The best effects of this process were on teaching and learning and classroom investment. Forty percent of the participants altered their teaching methods and content as a result of understanding how their students learned. Fifteen percent identified areas where classroom re-investment would positively impact student learning. The institution has learned that an online platform and survey, once created, provides continuous training and data with minimal man power. Subsequent to the spring 2014 follow up report, the Deans, CIO, and Interim VPAA (President) decided to increase the functionality of the survey by making it a web application internal to our computer network. As such, this AQIP Action Project has been renewed for the 2014-2015 academic year. (See [process map link](#).) (4.B.3)

On a yearly basis, each academic program completes a Program Assessment Plan that is stored on the college's SharePoint intranet. Each plan is designed by program faculty and tailored specifically to the needs of that program. The deans meet once a year with the primary faculty member who is responsible for the completion of the plan. Results are analyzed and reviewed. Goals for the following year are identified on the basis of that review and with attention to improving the learning process on the basis of what was learned through the assessment. Additionally, the SLC members review and oversee the assessment plan process. (See [process map](#).) (4.B.2, 4.B.3)

In the past, an internal program review (see [1P13](#)) has been completed for academic programs on a five-year cycle. Based on feedback from the 2010 Systems Portfolio, SLC members have recommended that the review cycle be changed to a four -year cycle in conjunction with the completion of a yearly program health rubric ([link](#)).

1R1: Analysis of regularly collected measures of learning and development

To evaluate overall student progress, the College collects and analyzes specific data on entering students, continuing students, transferring students and graduating students. Much of this data is tracked through the college's Key Performance Indicator System and can be accessed at <http://kpi.wscc.edu>.

- Entering Students: As many as 80% of first-time full-time students test into the very lowest level of remedial math, and 50% test into one of two levels of developmental English.
- Continuing Students: (Note: Links lead to longitudinal graphs or tables for these results.)
 - Completion rates for developmental education averaged 59.2% over the three-year period from 2010-2012 ([link](#)).
 - One-year retention rates for first-time, full-time degree seeking students averaged 52.2% during that same time period ([link](#)).
 - The College monitors attrition (the percent of non-success either failing or withdrawing from a class) by term and by type of class (day, evening, online, and blended). Noting that attrition has traditionally been the highest in online classes, an AQIP Action Project on improving success in online classes was completed in 2011-2012. Some improvement has been observed with an attrition rate of 22.5% for fall

- 2013 compared with 28.6% in fall 2012. Overall attrition in all types of classes averaged 18% for both of those semesters ([link](#)).
- In 2012, the College began tracking completion data for a set of 18 “gateway” courses that are taken by a large portion of the student body, are foundational for a program of study, and are often associated with a lower passing rate than average. Of those 18 courses, we have identified 10-11 courses which frequently have attrition rates above the college average of 18%. For courses with the highest attrition rates, the college is employing special interventions such as imbedded peer tutor/lab assistants, supplemental tutoring for chemistry lab sections, and peer and near-peer tutoring in developmental English sections. WSCC also uses an early alert system whereby faculty can generate instant emails to students with poor academic performance or excessive absences. The Center for Student Success (CSS) then follows up by contacting and working with the student to find a path toward improvement. The CSS has encouraged faculty to submit early alert reports both earlier in the term and more frequently during the term in order to promote students’ success. (See [IP15](#).)
 - General Education Goals Attainment – The Student Learning Committee members and faculty use a system of artifact collection to assess the five General Education Goals on a three–year rotating cycle. Artifacts are evaluated by a team assembled for that purpose using rubrics. (See [1R2](#).)
 - Completing Students:
 - On-time graduation rates (150% of time frame) averaged 20.28 % between 2007 and 2010 ([link](#)).
 - Transfer rates averaged 14.39% for the same time period, a rate that reflects only transfer to other Ohio institutions, and is therefore, particularly misleading for an institution such as WSCC that sits on a state border. The college is working to improve data related to transfer ([link](#)).

1R2: Performance results for common learning and development objectives

The general education goals attainment process identified the following results for the past 5 years. Each assessment is accompanied by a written report that is shared with faculty annually, usually at a college-wide meeting held following the fall term. Full reports are posted to the College’s SharePoint site. The Committee includes recommendations about how faculty may be able to adapt instruction to strengthen weaknesses identified through the assessment. Follow this link to a sample general education assessment report ([link](#)).

Figure 1-7: General Education Goals Outcomes		
Academic Year	General Education Goal Assessed	College-Wide Average based on a 4.0 scale
2009-10	Communication (Written)	2.43 – Satisfactory to Above average
2009-10	Critical Thinking	2.73/4.00 – Above average
2010-11	Science & Technology	2.30 - Satisfactory
2010-11	Understanding Values & Cultures	2.29 - Satisfactory
2011-12	Communication (Written)	1.72 – Near Satisfactory
2011-12	Critical Thinking	1.26 - Unsatisfactory

Year	Category	Score
2012-13	Science & Technology	1.56 - Unsatisfactory
2012-13	Values and Cultures	1.80 – Near Satisfactory
2013-14	Communication (Oral)	3.10 Above average

At the completion of the artifact reviews for 2012-13, evaluators expressed concern that the submitted artifacts were (1) too low in number; (2) not submitted from enough departments across the college, and (3) did not match well to the assessment rubrics. The poor results from 2011 to 2012 were attributed more to the assignments not aligning with the rubric than the students' performance on the assignment. The Committee elected to continue this college-wide assessment practice but to strengthen the emphasis on collecting a wider range of artifacts. Additionally, they recommended that an additional process for collecting and reporting general education and student learning outcomes was needed. The recommendation, under the advisement of the VPAA, led to the development of an AQIP Action project, *A Unified College Plan for Assessing Student Learning*, to include both an instructional component for faculty as well as an assessment component. The process takes faculty through a review of assessment language and strategies and then requires that they apply those techniques to a specific course and assessment. That project was initiated in 2013 and will continue through the 2014-15 academic year.

1R3: Performance results for specific program learning objectives

Each program maintains a specific set of program learning objectives that are regularly reviewed and published in the College Catalog ([link](#)). The collection of courses and course-level objectives found within each program are designed to insure that those program learning objectives will be achieved by successful graduates of the program. However, the methods for assessing those objectives vary among programs. Some program objectives are assessed by methods beyond the classroom, such as, portfolios, employers' surveys, final programmatic assessments, licensure exams or certification exams. Below are two illustrative examples.

The Associate Degree Nursing (ADN) program uses a combination of exam scores, clinical evaluations, papers, and licensure scores. Figure 1-8 depicts two of the fourteen ADN objectives/assessments/performance results are depicted. ([Link](#) to full results for ADN.)

Program Outcome	Course	Method	Result
Utilize awareness of interdependent global patterns of illness and related implications in promoting, maintaining, and restoring clients' health/	NADN 2350 NADN 2400	NADN 2350 includes a Health Promotion Paper, which includes a cultural component /global society, as a written assignment. NADN 2400 includes a Comprehensive Trends and Issues Paper	NADN 2350 - Students averaged 43/50 on Health Promotion Paper rubric. NADN 2400 – Students averaged 94% on Trends and Issues Paper.
Demonstrate caring behavior towards the client, significant support person(s), peers, and other members of the health care team.	NADN 2120 NADN 2320 NADN 2330 NADN 2350 NADN 2400	Incorporated in student evaluation tool in all clinical courses.	100% of students evaluated as satisfactory or higher on final clinical course evaluations/

The NCLEX-RN examination pass rate for WSCC continues to be greater than Ohio and national rates. The 2012 pass rate was 93.88 and the 2013 pass rate was 83.78%.

Another example of Program learning objective results is from the Office Administrative Services Technology (OAST) program. Outcomes are measured by performance indicators and not grades. Outcomes are measure by both faculty (internal measure) and local professionals (external measure). Figure 1-9 presents two of the five objectives/performance results. ([Link](#) to full results for OAST.)

Learning Objective	Indicator	Results
Demonstrate job search skills and techniques necessary for employment	Capstone Interview Rubric –External measure	Outstanding/Good – 93% Fair/Unsatisfactory – 7%
Adapt to professional work ethic habits such as attendance, performance, preparedness, and teamwork	Work Ethic Rubric—Internal Measure	Exceeds/Meets -- 95% Does Not Met – 5%

The College's greatest area of challenge with regard to program level assessment continues to be related to the Associate of Arts and Associate of Science degree. Since graduates of these degrees are prepared to transfer into a baccalaureate program, they are still in the formative stage of skill development when they move onto their next institution. All AA and AS programs include a programmatic goal that these students will be well prepared to transfer and succeed at their next institution. Our current transfer rate for first-time, full-time degree-seeking students who registered at WSCC for at least 12 credits and then enroll within 150% of the time from their initial enrollment at another accredited higher education institution is 14.9% (average for students enrolled from 2008-2010). This is below the Ohio average of 17.1%. However, this data reflects Ohio public institutions only and does not provide the full picture with regard to private institutions such as Marietta College or those in nearby West Virginia such as West Virginia University at Parkersburg and Ohio Valley University. The college is working to improve collection and analysis of transfer data.

1R4: Evidence that completers acquired the knowledge and skills required by stakeholders

The college collects and analyzes data in four different areas related to stakeholder satisfaction with our graduates.

- Licensure and Certification Exam pass rates – Employers require graduates who have attained the appropriate credentials. The College goal is to be above the state and/or national average or examination benchmark pass rates in all applicable programs. Specific results are presented below in Figure 1-10. Follow this [link](#) to graphs of longitudinal data for the past seven years.

Program	Average Pass Rate for Past 3 Years		
	State Average	National Average	WSCC Average
Associate Degree Nursing	85.11	87.09	87.85
Massage Therapy	N/A	75 (federal benchmark)	97.2

Program	Average Pass Rate for Past 3 Years		
	State Average	National Average	WSCC Average
Medical Lab Technician	N/A	79	95.8
Physical Therapist Assistant	N/A	80 (NPTE benchmark)	92.35
Practical Nursing (NCLEX)	87.1	84.7	94.9
Radiology Technology	N/A	75 (ARRT benchmark)	92
Respiratory Therapy	N/A	80 (CRT benchmark)	96
Police Officer Basic Academy	95% (past two years)	N/A	86.7

- Advisory committees provide employer and community feedback on how well the program is doing at equipping the students with the information they need to be good employees upon graduation. See section [3P1](#) and [3P5](#) for additional detail regarding advisory committees.
- Job Placement has been identified as one of the key performance indicators. According to the Perkins Post-Secondary Grant reports, the average Career-Technical Concentrator Placement Rate for WSCC for FY11-FY13 is 54%. Unfortunately, this percentage reflects only those students employed in the state of Ohio. The average job placement rates for past three years for Health Science programs are greater than 95%. Follow this [link](#) to longitudinal job placement data for Career-Technical and Health Science.
- Employer Satisfaction data is collected primarily by Health programs and reported as part of academic program assessment. Typically, employer satisfaction is very high. For example, 94.5% of 2013 ADN Employers rated our ADN graduates and our program overall as “very good” or higher. Follow this [link](#) for Employer Graduate Satisfaction Survey Results. Our collection of data continues to grow; however, we recognize this as an area of opportunity for our academic programs.

1R5: Performance results for learning support processes

The College has administered the Community College Survey of Student Engagement (CCSSE) every other year since 2007. CCSSE results for 2013 indicate that WSCC scores above the national average in three of the five benchmark areas. Figure 1-11 presents benchmark scores for the 2013 CCSSE results and these links provide full results for 2007 ([link](#)), 2009 ([link](#)), and 2013 ([link](#)). CCSSE results were used to inform the college’s “Completion Plan” for 2013-14 and also to initiate a new AQIP Action Project in fall 2014 aimed at improving students’ success, in part by strengthening weak areas identified through CCSSE. Those included encouraging students to read more; encouraging more contact among students from different economic, social, and racial or ethnic backgrounds; providing the support needed to thrive socially; providing financial support; and increasing the frequency of computer lab use.

Benchmark	WSCC	2013 Cohort	Top 10% of Colleges
Active and Collaborative Learning	53.3	50.0	60.0

Benchmark	WSCC	2013 Cohort	Top 10% of Colleges
Student Effort	48.8	50.0	57.8
Academic Challenge	56.1	50.0	57.3
Student-Faculty Interaction	56.1	50.0	48.9
Support for Learners	48.9	50.0	59.7

WSCC also began using the Survey of Entering Student Engagement (SENSE) in fall 2012 and we will be employing it again in fall 2015. The College scored above the mean for both the 2012 national cohort and for the Small College cohort in all areas. (Full results are available through this [link](#).)

Benchmark	WSCC	Small Colleges	2012 Cohort
Early Connections	61.9	57.1	50.0
High Expectations and Aspirations	53.4	50.4	50.0
Clear Academic Plan and Pathway	59.7	55.3	50.0
Effective Track to College Readiness	57.3	50.7	50.0
Engaged Learning	56.6	51.5	50.0
Academic and Social Support Network	52.3	51.6	50.0

1R6: Comparison of performance results for helping students learn with other higher education institutions

Some results of comparisons can be seen through the CCSSE results listed in [1R5](#), where WSCC results generally equal or exceed those of our peers. Certification/licensing exams provide evidence WSCC students are achieving student learning in their particular programs of study. The following table compares the performance of WSCC associate degree nursing students with other higher education institutions and hospital based programs.

TYPE	2011	2012	2013
Diploma (hospital)	89.76	91.18	83.42
Baccalaureate	89.09	91.66	85.18
Associate Degree	86.99	89.32	81.43
WSCC	89.58	93.88	83.78

Other certification/licensing exam result comparisons are found in our Key Performance Indicators ([link](#)). For the last three years, the licensure/certification pass rates have been above the threshold or above the national/state pass rate.

The results of our performance of our processes for first-time, full-time, degree-seeking students is summarized in the following table. The table compares WSCC with other Ohio Two-Year Campuses in Ohio. The graduation rate is evidence that our students are reaching their educational goals at a rate significantly above the state average.

Figure 1-14: Comparison of WSCC Graduation Rates against Ohio Averages for First-time, Full-time Students						
Cohort	Percent earning degree by End of Third Year		Percent persisting at same institution by Third year		Percent Persisting at a different institution by Third year	
	WSCC	Ohio	WSCC	Ohio	WSCC	Ohio
Fall 2008 (2011)	18%	9%	49%	34%	6%	9%
Fall 2009 (2012)	28%	9%	17%	31%	5%	8%
Fall 2010 (2013)	17%	9%	16%	29%	4%	8%

For additional details of information presented in the table follow this [link](#).

III: Recent improvements for helping students learn

Since the last Systems Portfolio was submitted, the College has become much more systematic in investigating best practices, tracking students' progress, and implementing targeted processes to support students' success. Figure 1-15 outlines improvements and their rationale. Much work remains in tracking the results of these new procedures and adjusting them for best effect. The college plans to use the plan, do, check, act cycle and a specially targeted AQIP Action Project focused on improving the advising process to continue this work.

Figure 1-15: Improvements for Helping Students Learn and Rationale	
Improvement	Rationale/Goal
New Key Performance Indicators	WSCC has initiated a new and improved KPI dashboard of important data to assist in college assessment and decision making. (link)
Initiation of Gateway Course Assessment	Analysis of all classes to determine if there are areas with high student attrition rates. Drilling down on this data will allow programs to identify and implement barriers to student success.
Enhancement of Faculty Advising process	A cross-divisional Student Advising Committee has been created to plan and implement training to provide faculty advisors with necessary skills and resources.
Mandatory Advising	All first-time full-time students have holds placed on their records which require them to see their advisor before registering or dropping classes so that they can get proper guidance before making scheduling decisions. WSCC is exploring how to make this a requirement for all students through technology programs like SSP and MAP, or Starfish.
Mandatory Drop Counseling	All WSCC students require an advisor signature before dropping a class so that they can explore the full impact of their decisions before doing so.
Mandatory Orientation	A mandatory orientation provides students with awareness of policies and support services such as free tutoring offered at the college. Those who cannot attend in person are offered an online option.
COMPASS Brush-up	Students who wish to retake the COMPASS must take a mandatory brush-up session to ensure that they are prepared for the assessment. WSCC has also piloted COMPASS workshops prior to the initial assessment and is examining the data to see if there is a definitive benefit.
Shortening Developmental Pipelines	Emporium Math allows students to accelerate through Developmental coursework. Developmental Math has combined Beginning Algebra and

Figure 1-15: Improvements for Helping Students Learn and Rationale	
	Intermediate Algebra into one course, while Developmental English has combined Reading and English in each of two consecutive classes.
Automated Early Alerts	Instructors can send out early alerts at any time throughout the semester (fourth and seventh weeks are mandated for underperforming students). The Center for Student Success attempts to follow up with each student.
Quality Matters training	All online instructors are required to complete the PERS 2500 course at WSCC, which utilizes Quality Matters training to ensure optimal course delivery.
“On Course” Training	Utilization of Skip Downing’s training program will assist all faculty with tools to assist in student learning. The First Year Experience course is now completely based on the On Course Model.
Implementation of Maxient Software	This tracking database can be used to track student conduct and behavioral issues, and allows WSCC to become alerted to and respond to student issues and assist in their resolution.
Adoption of ACT/COMPASS crosswalk	Increases placement accuracy in Math and English for students applying to WSCC.
Use of Mandatory Review	The Nursing Program has instituted mandatory review for students falling below 80% on exams. Students will be required to make an appointment and review their exams with their instructor.
Business Action Team Meeting Bi-Weekly	Created to increase contact with community businesses and react to needs of the community.

II2: Culture and infrastructure for processes related to Helping Students Learn

Like all of Ohio’s public colleges, WSCC’s State Share of Instruction is now based on a completion model rather than an enrollment model. Fortunately, the college had already been working to change its culture to one focused primarily on student success and completion through a number of improvements going back over several years. Redesign of Key Performance Indicators (KPI) in the past two years and the incorporation of a Retention Coordinator to track data and implement solutions to student completion issues seven years ago show that student success is not a new concern to WSCC. Awareness of the data and use of continuous quality improvement processes will help the college locate challenge areas in student learning and continually create and modify processes to address them.

For the last two years, each department has had to present its budget to a financial committee. Tied to these hearings is the submission of a set of annual goals that must evidence a relationship both to the college’s strategic plan and to the nine AQIP categories (See [Category 5](#) and [Category 8](#)) for specific details.)

In recent years the Student Learning Committee has tried to improve the methods by which general education assessments are collected. A current action project, *A Unified College Plan for Assessing Student Learning*, is reexamining the process and its effectiveness, starting with how the objectives are described within each course syllabus, and how artifacts are collected and analyzed. A new action project was declared in the fall of 2014 to focus on implementing additional changes to processes aimed at improving students’ success.

Category 2 – Accomplishing Other Distinctive Objectives

Introduction

Since the submission of the 2010 Portfolio, processes for Non-Instructional Objectives have become more closely aligned at Washington State. We have addressed many opportunities from the last Systems Portfolio, and we feel that our work in Category 2 has progressed from “reacting” to “systematic” in most cases.

The College has formalized processes for developing non-instructional objectives. Washington State now conducts an annual Planning Retreat in the spring or early summer. The participants are faculty mid-level managers, administrators and other key personnel. We review and update our Mission/Vision/Values statements to provide a foundation for annual planning. Key Performance Indicators (KPIs) are reviewed along with enrollment data, student success data, CCSSE results, SENSE results, and other institution-level data. We conduct a SWOT analysis and align upcoming AQIP Action Projects and other continuous improvement projects accordingly. Results of this analysis are shared with the Board of Trustees to assist them with long-range planning.

We have aligned our departmental and institutional goals with the AQIP Categories and the College’s Strategic Priorities (see [Category 5](#) and [Category 8](#) for details). This alignment is now business as usual with our faculty and staff. Operational goals are presented to our Executive Cabinet every year in the spring along with our budget requests, including equipment requests, so that our goal setting and budgeting processes are also aligned. We have begun to track and analyze goals specifically tied to AQIP [Category 2](#) through our KPI dashboard. Because we find that we still have opportunities for improvement in consistently documenting outcomes related to each goal we feel that we have moved from “reacting” to “systematic” with these practices, but we have not yet reached the level of “aligned.” As it continues to evolve, this dashboard will enable us to define measures, collect appropriate data, make decisions and make comparisons to like initiatives. Our performance results will be measured more consistently. Communication on our non-instructional objectives has been improved. We discuss these objectives at our President’s Cabinet which includes all mid-level managers and administrators.

We also engage external stakeholders as an essential part of the decisions made for Non-Instructional Objectives through surveys, advisory committees, Board of Trustees Input, Trade Shows and meetings with local school district superintendents.

Improvements for Accomplishing Non-Instructional Objectives include:

- Communicating about non-instructional objectives with both internal and external stakeholders
- Setting goals for non-instructional objectives that are tied to both the college’s strategic priorities and to AQIP Category 2
- Using process outcomes and other data to make decisions
- Tracking progress through a Key Performance Indicator dashboard

Opportunities for improvement include:

- Maintaining consistency with process
- Limiting the number of goals set through the planning and budgeting process to a vital few
- Consistently capturing outcomes
- Identifying benchmarks across all non-instructional objectives

2P1: Designing and operating key non-instructional processes

The Board of Trustees reviews and approves the College's statements of mission, vision, and values, and directs the President to create and implement processes and programs that support them. New non-instructional initiatives may be proposed from within the President's Executive Cabinet, President's Cabinet, or by faculty, staff, or students. Once an initiative is reviewed and approved for action, a department or team is designated to lead that activity. WSCC's leadership is committed to outreach activities that answer specific community needs. However the President and/or Executive Cabinet approve most efforts, to ensure alignment with the College's mission, vision and values. *Growing Opportunity*, the 2010-2013 Strategic Plan, established four strategic priorities and eight operational priorities for the College, and directed each department to create strategies or tactics to support them. Each strategy or tactic included measurable objectives. Many of those priorities – particularly customer service, technology infrastructure, data-driven decision making, and WSCC Foundation – were directly related to key non-instructional processes. Since 2013, the strategic plan has been reviewed annually and strategic priorities have been adjusted, removed, or added to meet the needs of the environment. The President conducts an annual planning retreat in the spring or early summer to review the established strategic priorities. In 2014, an additional step of including an annual strategic planning retreat for the Board of Trustees was added to the process.

We also note that our budgeting and planning processes are closely tied to our selection and funding of key non-instructional processes. Those processes are described in [Categories 5](#) and [6](#). Figure 2-1 lists key non-instructional processes, how they are designed and operated, and who they serve.

Figure 2-1: Summary of Key Non-Instructional Processes		
Process	Design and Operation	Process Serves
WSCC Foundation	The Foundation Director and Foundation Board establish a mission statement, goals, and activities that align with the College's mission, vision, and values. Daily operations are carried out by the Foundation Director and staff, Board members, and volunteers.	Students, employees, and the community
Evergreen Arts and Humanities Series	The Evergreen Arts and Humanities Series provides performance programs and art exhibitions that bring local, national, and international talent to WSCC audiences and the community at large. These activities culturally enrich the lives of our stakeholders.	Students, employees, community members
Evergreen Child Development Center	The Evergreen Child Development Center provides child care and early childhood development activities for children of students, staff, faculty, and community members. The ECDC is an auxiliary enterprise of WSCC.	Children of stakeholders
Workforce Development	Workforce Development (WFD) staff design and implement programming and services to help clients improve work quality, productivity, and competitive advantage.	Students, business and industry
WSCC Bookstore	The Bookstore provides students with textbooks, supplies, backpacks, and clothing, to meet their educational and personal needs. This includes making textbooks available to high school partners in dual enrollment programs. Book store personnel are working to make textbooks more affordable through textbook rentals and sales of e-books.	Students, faculty, alumni, community members

Figure 2-1: Summary of Key Non-Instructional Processes		
Outreach Programming	WSSC provides four key grant-funded outreach programs to assist students in transitioning from high school to college: Southeast Regional Tech Prep Center, Educational Talent Search, Upward Bound, and AmeriCorps College Guides. Outreach staff plan and provide programming and activities in support of the College's mission, vision, and values, and strategic planning.	Middle school, high school, post-secondary students and their families
Economic Development Activities	WSSC faculty, staff, and administrators conduct and support a variety of economic development activities in our service area. The Business Action Team was formed in 2012 to work with area businesses, agencies, and legislators to align the college's efforts to provide qualified employees and specialized training to meet business and industry demands. Economic development was a primary focus for the College's 2010-2013 Strategic Plan.	The local community, our region, and the State of Ohio

2P2: Determining non-instructional objectives for external stakeholders

The Executive Cabinet and the President's Cabinet oversee goals related to external stakeholders in order to assure focus and forward motion toward the College's strategic priorities. (See [Category 5](#) for specific detail.) The President's Cabinet, composed of the College's senior and middle-level managers, (faculty and non-faculty) provides input on strategic and operational priorities. College committees, teams, or departments develop and implement measurable objectives. Committee minutes are posted to the College's internal SharePoint website where they are accessible to any employee.

The College maintains various processes for engaging external stakeholders. Each of our technical programs have an advisory committee that meets twice per year (see [1P2](#)). We frequently use surveys or focus groups to gain information from external stakeholders such as business leaders, high school guidance counselors and principals, school superintendents, and governmental leaders. The college acts as a catalyst for exploring ideas brought forward from the community. For example, in 2013 an external stakeholder came to us with an idea for a summer manufacturing camp. We pulled together stakeholders from Marietta Middle School, Family & Children First, the Chamber of Commerce, and Port Authority to determine the viability of the idea.

The Business Action Team's (BAT) goal is to build long-term collaborative relations between local businesses, industry, and WSSC. This group, created in 2012, meets bi-weekly and communicates regularly with external stakeholders. The group tracks the college's interaction with local industries, healthcare providers, workforce development agencies, chambers of commerce, and governmental leaders. The BAT works in conjunction with the Executive Cabinet and President's Cabinet to choose both instructional and non-instructional objectives to serve these external stakeholders and then implements strategies to accomplish those objectives.

2P3: Communicating expectations

The Executive Cabinet meets weekly to (see [5P7](#) for details) discuss and communicate all types of initiatives, including non-instructional objectives, to the college. Many items discussed at the Executive Cabinet are then shared with the President's Cabinet. The President's Cabinet officially includes all supervisors, but the meetings are open to all. Attendees are expected to disseminate details of Cabinet meeting discussions to other faculty and staff. The President's Cabinet group meets every other week.

The President and VPAA meet with the President of the Faculty Senate each month. The President meets regularly with Professional Staff and Support Staff to discuss various objectives and issues.

College-wide meetings are held at the beginning of each semester. Updates are provided on major institutional initiatives including those related to non-instructional objectives.

The *On Campus* is a bi-weekly email newsletter that provides updates from the President and various departments of the College. It also includes news about initiatives, success stories and more.

We use our committee structure, both standing committees (Budget, Business Action Team, Student, Continuous Improvement Team, Committee on Employee Success) and Ad Hoc committees, to work on issues related to non-instructional goals, gather input, and propose courses of action to the President and Executive Cabinet. See [5P7](#) for a list of committees and summaries of committee responsibilities.

2P4: Assessing and reviewing objectives

The President organizes college planning retreats each spring or early summer. These retreats form the basis of the college's overall planning processes. See [2P1](#) and [5P1](#) for additional detail.

WSCC's Data Action Team (DAT) created a Dashboard tracking our Non-Instructional Objectives ([link](#)) and assists in identifying opportunities for growth and improvement. The DAT is working to expand KPIs related to non-instructional objectives.

The Evergreen Childcare Center (see [2P1](#), [2P2](#)) submits an annual report for NAEYC Accreditation in response to specific questions chosen by NAEYC.

The Washington State Community College Foundation Board sets annual measurable goals in conjunction with the Executive Director of the Foundation and the President of the College. The Executive Director reports to the President and Foundation Board in assessing the achievement of these goals. Foundation Board, College Faculty, students, staff, and community members are engaged by the Foundation in determining goals and operating protocols.

The Southeast Regional Tech Prep Center, serving 18 counties in Southeast Ohio, focuses on developing pathways with articulated credit from secondary Career-Technical programs to postsecondary education opportunities. The Center must meet deliverables set by the Ohio Department of Education and Ohio Board of Regents, as well as those set by the hosting postsecondary institutions. The Center is responsible for an annual data report regarding pathways developed, and an annual narrative report describing all activities under taken. An annual Customer Satisfaction Survey is also completed by regional secondary and postsecondary partners to ensure a high quality of services is delivered.

The Bookstore serves as an Auxiliary Service to Washington State Community College and reports to the CFO/Treasurer. A yearly audit is conducted to review all policies and procedures. The Bookstore works with faculty to ensure that all educational materials are available so that each student may be successful. The Bookstore also enhances student success by providing students with all of their textbooks, supplies, backpacks and clothing to meet their educational and personal needs.

The Evergreen Arts & Humanities Committee sets objectives and assesses outcomes related to this community outreach process.

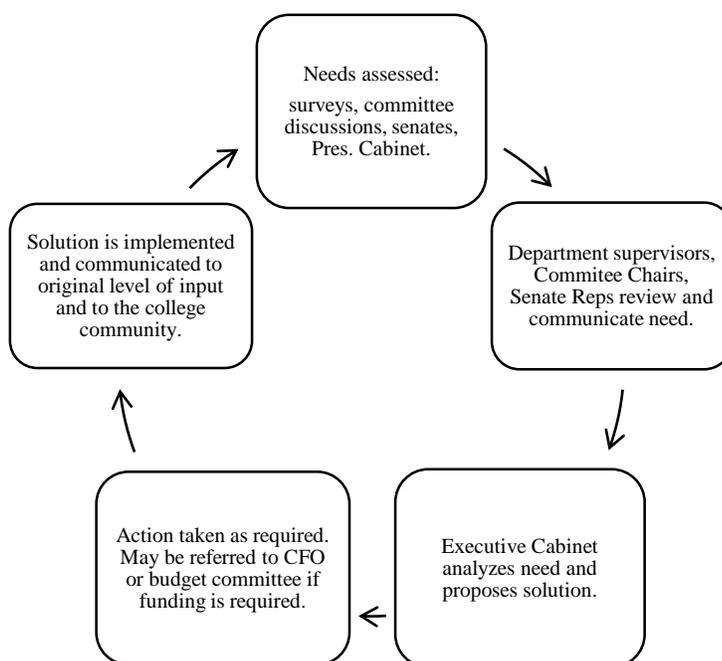
2P5: Determining Faculty and Staff Needs Relative to Non-Instructional Objectives

For general operational processes, faculty and staff needs are assessed through surveys, department level discussions (department meetings and advisory committees) and college-level

discussions (standing and Ad Hoc Committees, the various employee senates, and/or President's Cabinet). The needs are then communicated through department supervisors, committee chairs, or employee senate representatives to the Executive Cabinet for review, consideration, and action. The Executive Cabinet reviews the request, makes a determination, and communicates the results to the interested parties. In some cases, the recommendation may need to be funneled through the budget committee for appropriate funding. Figure 2-2 illustrates the College's process for determining faculty and staff needs for non-instructional objectives.

Additionally, each department makes budget presentations annually and includes specific funding requests that are tied to unit level goals. Many of those requests relate to non-instructional needs. That process is describe in section [611](#) and [8P2](#).

Figure 2-2: Process for Addressing Faculty and Staff Needs



2P6: Incorporating information on faculty and staff needs in readjusting objectives and processes

Section [2P5](#) explains how information regarding faculty and staff needs are collected and used to adjust the daily working processes of the college.

For annual and long-term planning, the unit goal setting process feeds into the budgeting process through a series of budget presentations. That information is evaluated in light of the college's mission, vision, values and strategic priorities. The Executive Cabinet and/or President determine what will be funded to accommodate those non-instructional processes that are of the highest priority at any given time. The planning and budgeting process is discussed in more detail in section [8P2](#).

An example of such planning is the creation of the Behavioral Intervention Team and the purchase of Maxient software to track student complaints, concerns, disciplinary issues, and appeals along with faculty and staff training to use that software. This initiative is listed in the Unit Goals document under direct reports to the President and the Chief Enrollment Management Officer section ([link](#)).

The KPI Dashboard can be found at <http://kpi.wscc.edu>. It has indicators for enrollment, retention/persistence, developmental education success, transfer rates, completion rates, licensure/certification pass rates, job placement rates, median loan debt, and loan default rates. In the past year we have added the KPIs for non-instructional objectives in the areas of Economic Development Activities, Evergreen Arts & Humanities Series, Evergreen Child Development Center, Grants/College Access, Workforce Development, WSCC Bookstore, and WSCC Foundation. While these measures are still under development, the KPI indicators provide data that inform decisions with regard to faculty and staff needs as objectives and processes are adjusted. The KPIs are reviewed as part of the colleges annual planning and budgeting processes.

2R1: Measures of accomplishing non-instructional objectives

Figure 2-3 lists current measures for key non-instructional objectives.

Figure 2-3: Measures of Non-Instructional Objectives		
Objective	Measure	Data Source/Process
WSCC Foundation	External assessment	The Foundation's processes and donor/constituent activities were examined by an outside professional to determine and assess giving analytics, planning and case development, mission and vision statement, strategic plan, infrastructure, board leadership, staffing, and donor relations/giving.
	Number of Students Awarded Scholarships	Tracked by the Foundation staff and published longitudinally on the KPI dashboard. Used to determine the effectiveness of connecting scholarship dollars with eligible students.
	Utilization of gifts and grants	Tracked by the Foundation staff and published by fiscal year on the KPI dashboard.
Evergreen Arts & Humanities Series	Feedback from patrons	The Series Committee measures the success of the program through audience attendance numbers, surveys distributed at each program, and the number of new and returning patrons and advertisers for each Series.
	Service area size	Tracked by the Series Committee by county and number of patrons.
	Media effectiveness	Tracked by the Series Committee by media type and number of patrons notified through that media.
Evergreen Child Development Center	External accreditation process	The ECDC maintains accreditation through the National Association for the Education of Young Children (NAEYC) and also takes part in the Step Up to Quality program of the Ohio Department of Jobs and Family Services (ODJFS).
Workforce Development	Feedback from clients	Workforce development regularly collects feedback from students and business clients regarding the effectiveness of Workforce Development Services.
	Numbers of open enrollment sections and students; Numbers of contract courses and students	Tracked through the college's information management system. Workforce annually examines the number of sections and students in these categories to determine how the College is responding to stakeholder needs.
WSCC Bookstore	Financial viability	Tracked through financial records to indicate the annual profit realized through the bookstore. Used to indicate financial viability of this auxiliary enterprise.

Outreach Activities	Feedback from federal and state agencies that provide funding for grant activities	Educational Talent Search, Upward Bound, College Tech Prep, and AmeriCorps College Guides each set specific goals and objectives for their performance in conjunction with the requirements of their funding agencies.
Economic Development Activities	Informal feedback from economic development partners	We have yet to find an effective way to track the institution's success with regard to economic development activities. The Business Action Team's meeting minutes record most of the college's efforts with regard to economic development, but this information is more anecdotal than measurable.

2R2: Performance results for other distinctive objectives.

Figure 2-4 presents performance results for key non-instructional objectives.

Objective	Outcome	Analysis Method/Rationale/Results
WSCC Foundation	External and internal assessment of effectiveness	Audit results indicated the Foundation is following accepted practices and is primed to move into a major gifts initiative. A three-year strategic plan was developed to position the Foundation for growth. The Foundation will develop a new Strategic Plan in 2014 aimed at planning and development through 2019.
	Number of Students Awarded Scholarships	The number of scholarships awarded through the foundation have steadily grown from 36 in 2009 to 49 in 2013. This result is used to track the Foundation's effort to expand scholarship opportunities for WSCC students. KPI link.
	Utilization of gifts and grants	The distribution of funds based on purpose. For fiscal year 2013, 55% of funds went to scholarships, 31% supported the Evergreen Arts & Humanities Series, and the remaining funds were distributed to for classroom equipment, students' emergency needs, and direct student support. Results used to track fund distribution and usage. KPI link.
Evergreen Arts & Humanities Series	Feedback from patrons	Surveys show a 99% program approval rating and provide many suggestions for future programming as well high audience support for the Series. Used to track patron satisfaction with programming. KPI link.
	Service area size	Surveys show that the EAHS reached patrons in a 20 county region in Ohio and West Virginia. Used to measure impact of programming KPI link.
	Media effectiveness	Surveys indicate that the newspaper, brochures, and friends and family are the primary ways patrons learn of EAHS events. Used to apply promotion dollars where they will do the most good. KPI link.
Evergreen Child Development Center	External accreditation process	The ECDC responds to the requirements of the NAEYC to demonstrate expected outcomes for early childhood education providers. The center recently received a 3-star Step Up to Quality Award through the ODJFS. Used to benchmark against other like services.
Workforce Development	Feedback from clients	Average score of 4.7 out of possible high score of 5 for instructors. Average score of 4.47 out of 5 for course content and quality.

Figure 2-4: Performance Results for Non-Instructional Objectives		
Objective	Outcome	Analysis Method/Rationale/Results
	# open courses and students #of contract courses and students	The number of sections and students have declined significantly (50% to 80%) in the period from 2012 to 2014. This is due primarily to reduction in staffing in response to overall decline in enrollment at the college during the same period. KPI link .
WSCC Bookstore	Financial viability	The Bookstore has shown a profit in each of the past 5 years, and a portion of those profits have been returned to the college's general fund in each of those years demonstrating that this auxiliary enterprise is financially viable.
Outreach Activities	Outcomes vary by initiative, but all are focused on improving students' success	Results indicate that these programs are meeting 90% or more of their specific objectives. For more details, follow these links: Educational Talent Search (link), College Tech Prep (link), Upward Bound (link), AmeriCorps College Guides (link).
Economic Development Activities	Informal feedback from economic development partners	The Business Action team tracks efforts to support economic development through its meeting minutes. With the rapid growth of oil and gas exploration and mineral rights acquisition in the region, the college has played a leadership role in providing public forums designed to assist landowners and business leaders in decision making. The college has initiated several certificate programs (Abstractor, Welding, Petroleum Industry, Multi-craft for Industry, Chemical Operator) to address the employment needs of this expanding industry. Systematically collecting and analyzing results regarding the College's economic development efforts remains an outstanding opportunity for the College.

2R3: Comparing performance results for accomplishing other distinctive objectives

As our Key Performance Indicators (KPIs) develop, we hope to be able to add a dimension for comparative data; however, this will be challenging since every institution defines its "Other Distinctive Objectives" differently. Some areas such as the WSCC Foundation and the Evergreen Child Development Center will be easier to compare than the more generalized area of Economic Development. We are able to see that the ECDC meets or exceeds its benchmarks by the results of its accreditation practices. We are able to observe that our Outreach grant-funded programs meet or exceed their required benchmarks of success. Beyond those results we lack comparative data. The development of such comparative benchmarks remains an opportunity for WSCC.

2R4: Strengthening the institution and enhancing the relationship with the community through other distinctive objectives

The Outcomes from the Unit Goal process and the results learned from the Key Performance Indicators will strengthen the overall institution by helping us track progress. These outcomes will both enable us to learn where we need improvements and where we can celebrate our successes. Figure 2-5 summarizes the value added through the College's Other Distinctive Objectives for both WSCC and the Community.

Figure 2-5: Value Added through Other Distinctive Objectives for the Institution and the Community		
Objective	Strengthens Institution	Strengthens Community/Enhances Relationships
WSCC Foundation	The WSCC Foundation strengthens the institution by supporting students through scholarships and grants and by supporting enrichment events for students and staff such as the EAHS programming.	The WSCC Foundation strengthens the community by enabling more students to attend college through scholarships and grants and by providing enrichment events such as the EAHS programming.
Evergreen Arts & Humanities Series (EAHS)	The EAHS strengthens the college by providing opportunities for staff and students to plan, participate in, and learn from a variety of cultural enrichment events.	The EAHS strengthens the community by providing opportunities for citizens from a 20 county region in two states to participate in and benefit from a variety of cultural enrichment events.
Evergreen Child Development Center	The ECDC supports students and staff by providing quality early childhood education for their children. It also provides a learning environment for Associate Degree students in the College's Early Childhood Development program.	The ECDC supports community members by providing quality early childhood development education for their children. It also sets the standard in the community for quality facilities and programming by maintaining the highest possible level of accreditation.
Workforce Development	The activities of the Workforce Development staff benefit the college through the creation non-credit and credit offerings that match the current needs of local employers, thereby creating an income stream for the college.	The activities of the Workforce Development staff benefit the local business community by creating non-credit and credit training to meet specific, current needs. This service allows them to provide customized training to strengthen their workforce.
WSCC Bookstore	The bookstore enhances students' success by providing them with textbooks, supplies, backpacks and clothing to meet their educational needs.	The bookstore provides a location where alumni and other stakeholders may purchase items with the WSCC name and logo as well as calculators and other learning support materials.
Outreach Activities	The college's Upward Bound, Educational Talent Search, and College Tech Prep programs provide a way for under-represented populations of students to transition to college and be successful thereby strengthening enrollment.	The Outreach programs provide opportunities for under-represented, and often at-risk students to be supported in their transition to college. Data shows that students served by these programs graduate at a considerably higher rate than their peers who have not participated.
Economic Development Activities	These activities strengthen ties between the community and the college. When the community grows economically the college is impacted positively as well through additional enrollment and more donations to the WSCC Foundation.	These activities provide benefit to the community by providing training and planning resources necessary for growing the local economy.

2I1: Recent improvements for accomplishing other distinctive objectives

Since the submission of our 2010 Systems Portfolio, the College has implemented a number of improvements with regard to accomplishing other distinctive objectives and our processes are becoming more systematic and data-driven. While we can take pride in the improvements, we realize that the College still has many opportunities in this area of our continuous improvement journey. Figure 2-6 summarizes improvements and indicates whether each improvement is fully systematic.

Figure 2-6: Recent Improvements for Accomplishing Other Distinctive Objectives		
Initiative	Description	Improvements
Development of Dashboard for Non-Instructional Objectives	In 2014 we added specific Key Performance Indicators for our Non-Instructional Objectives to our Dashboard. This is a major step for us to align our strategic planning, budgeting and unit goals.	This systematic but not yet comprehensive - improvement allows each non-instructional program area to develop key performance indicators to track performance for benchmarking purposes, and for planning and budgeting our unit goals.
WSCC Foundation	In 2013 Alumni & Friends Association was launched, and the Foundation developed a strategic planning strategy for the next five years.	This systematic improvement increased both the number and value of scholarships available through the Foundation.
Evergreen Child Development Center	Completed a facilities renovation that included a kitchen to prepare meals and snacks for children. It also revised its fee schedule to facilitate discounted pricing for eligible students in need of financial assistance.	This systematic improvement resulted in better food services for clients and a better pricing structure for students.
Workforce Development	Moved under supervision of the Dean of Business, Engineering & Industrial Technologies Division in order to provide continuity and quality control.	This systematic improvement is not yet comprehensive due to loss of staff resulting from a downturn in enrollment. Workforce Development is poised to rebound and better align with the College mission and strategic process thereby improving functionality.
WSCC Bookstore	Bookstore added new technology for bookstore processes and launched an online bookstore option.	The new system completes transactions faster, improves the speed and accuracy of tracking inventory. Provides needed support for online students.
Action Project Fall 2013	Mapping & Improving College Processes	One of the processes mapped supports our Tech Prep Outreach Program and the Articulation Process with local high schools. Process mapping training is planned.
Logic Model Training	In 2013, Student Services, the Center for Student Success, and Outreach Staff participated in Logic Model Training to improve evaluation processes for use within the College and with grants.	WSCC and OBR are planning for a data audit to determine current data reliability and possible improvements. Accurate data supports efficient processes and improved services for students.

2I2: Culture and Infrastructure for selecting and improving Other Distinctive Objectives

In 2014 we included specific Key Performance Indicators for our Non-Instructional Objectives to our Dashboard. This is a major step for us to align our strategic planning, budgeting and our unit goals.

Our strategic planning process provides opportunities for administration, staff, faculty and students to provide input into the development of overall objectives for the College, and the creation of specific priorities, measurable objectives, new or revised processes, and initiative/tactics to reach those objectives. All departments and employees are encouraged to participate in this development through the unit goal planning process (see [6R4](#)).

Outside of the strategic planning process, the College encourages individuals, departments, and teams to initiate continuous improvement projects. Many of those projects positively impact both instructional and non-instructional objectives. (See [2P1](#))

Category 3 – Understanding Students and Other Stakeholders Needs

Introduction

In Category 3, Understanding Student's and Stakeholders' needs, Washington State Community College (WSCC) processes should be considered as primarily systematic to aligned, with occasional lapses into reactive. WSCC does well with obtaining and evaluating the information. The goal for WSCC is to consistently use a centralized location for all institutional information.

WSCC uses information primarily on a need to know basis. Information that is generated within an area in the school is likely to stay in that area. One challenge the committee faced with creating this portfolio was retrieving the results from the areas that generated the initial data. It was necessary to navigate different locations to retrieve results which were often not in a consistent format to be used by the committee. The areas that obtained the data generally used it to good effect. More consistent use of our central SharePoint repository will be a major improvement for data collection, analysis, and retrieval. It will also make the information more available to employees across the institution.

A number of improvements have been made in this category to make these processes more effective. These improvements include:

- **The Student Voice Action Project.** This project used student focus groups to provide input to the institution in a more direct way.
- **A new electronic alert system.** This was created in an effort to keep students informed of late breaking news about the campus, including campus closings or delay. The school now has the capability to text, email and phone students with such information.
- **The math redesign program.** This “emporium” approach to math allows students more individualized attention the opportunity to work at their own pace. The math redesign is a good example of how WSCC analyzed the changing needs of our students and attempted to empower them to work hard to succeed.
- **A change to four day school weeks.** Since many of our students commute long distances, WSCC made an effort to respond to students needs by requiring most students to be on campus Monday through Thursday during the week, saving them travel time and money.
- **Mandatory orientation and advising sessions for new students.** Both of these help WSCC to build and maintain relationships with our students.
- **The Maxient software system.** This new software is now used to track and follow-up on student information including student complaints, student incidents, and student demographics.
- **Changes in institution and division student evaluations.** Previously student evaluations were used only to evaluate instructor, not to evaluate overall student satisfaction with the institution.

3P1: Identifying changing needs of students and selecting courses of action.

Note: Core Component **4C** is addressed in section [3P1](#) with specific tactics for enhancing retention and completion described in [3P2](#).

WSCC identifies and analyzes the changing needs of students through comparative source surveys of prospective, enrolled, and graduated students; institutional data banks; special projects; and feedback from classroom instruction. The most important tools are listed below: **(4.C.4)**

- Student Orientation Survey
- SENSE (Survey of Entering Student Engagement)
- Noel Levitz Student Satisfaction Survey (Replaced by SENSE in 2012)
- Library Services Survey
- CCSSE (Community College Survey of Student Engagement)
- Student Evaluation of Instruction
- Data on developmental education completion, course completion (particularly for gateway courses), retention, and graduation
- Graduate Petition Survey
- Graduate Follow-up Survey
- Student Voice Action Project

The Office of Institutional Research collects data from these surveys and maintains profiles of the student body to assist in identifying student's needs.

The changing needs of our students are analyzed by various departments of the college to reveal usage trends and changes in student behavior related to those functions. Figure 3-1 summarizes the data collected and analyzed by department.

Figure 3-1: Student Support Areas and Forms of Collected Data to Understand Student Needs	
Support Area	Data Collected
Admissions Office	Gathers focus group feedback; intake forms; student surveys; event evaluations.
Completion Task Force	Created and maintains the college's Completion Plan which reviews and analyzes data, sets goals, and makes recommendations on related policies to improve student retention, persistence, and completion. (4.C.1, 4.C.3) (link) Many of the Completion Plan tactics are outlined in 3P2 .
Center for Student Success	Tracks academically at-risk students; collects data on developmental placement trends; collects data on tutoring use and disability accommodations. (4.C.1, 4.C.3)
Financial Aid	Tracks use of available funds and student academic success; tracks utilization of college scholarships. Tracks student loan default rate.
Library Services	Collects data from formal and informal student surveys; tracks service demand and service volume.
Information Technology	Monitors use of web-based resources and online tools.

Collected data is entered into "Business Objects" reports through a formalized process in the MIS system (See [7P1](#)). Individual departments can access the collected data to identify patterns and trends in student support service systems. Those analyses often result in suggestions for changing various coverage or services, adjusting staff, or changing other processes that are needed to meet student's needs. When a need is identified, relevant departments then develop specific recommendations for change. Changes are then reviewed and approved by the Executive Committee. **(4.C.3)**

National and regional trends in business, industry, government and academia all influence our analyses of student needs. Through advisory committees, community input, review of professional literature, participation in professional organizations and discussions with faculty at other institutions,

WSCC's administrative and academic leadership constantly monitors each field in order to stay ahead of any impending changes that might affect students after graduation.

Advisory committees (see [1P2](#) and [1P4](#)), composed of regional business, educational and industry representatives, are particularly important to predicting local changes in employment trends. Because of the common variance between local and national trends, WSCC recognizes that our systems of analysis are incomplete without input from the actual local employers of our graduates.

To plan ahead, the College also monitors and analyzes factors such as area high school graduation trends, industries and other employers that are moving into and out of our region, and fluctuations in demand for local resources and products.

Currently, each program at WSCC is required to conduct a formal Program Review ([link](#)) every four years (see [1P4](#)). The review reports on enrollment and graduation patterns, levels of interest in the program, survey and placement results, as well as community need for and support of the program. **(4.C.2)** If an opportunity for improvement is indicated, relevant administrators, in conjunction with Program Coordinators, Deans and/or faculty create a plan to address the issue. The group then decides on a resolution and a plan of action. **(4.C.3)** Addition of new programs involves several stakeholders. The new program curriculum is developed by faculty; examined and approved by the Dean, Curriculum Committee, VPAA, and Board of Trustees. Once approved by Board of Trustees, the program/curriculum is sent to the Ohio Board of Regents, Higher Learning Commission and Department of Education for approval (see [1P3](#)).

3P2: Building and Maintaining Relationships with Students

Washington State Community College has developed a systemic approach to build and maintain ongoing relationships with its students. The thirteen points below show how these relationships are founded and supported starting with the admission process and continuing to graduation. The Completion Task Force currently monitors a number of these opportunities to ensure that WSCC students feel connected and involved.

- **Mandatory New Student Orientation** is required for all first time students prior to receiving their Student ID. This allows new students to receive vital information regarding financial aid, college policies, time management, familiarity with the campus, etc.
- **Mandatory advising** is required for all full-time students prior to registration. This tracks the student's success toward completion and encourages a relationship with the advisor for counseling regarding any issue that may hinder their success.
- **Advising in Financial Aid** has become crucial for student progress and program completion. The Financial Aid Office offers one-on-one service to discuss and resolve Federal Aid issues. The staff also provides many informational seminars. Additionally, the Financial Aid Office is very proactive in our outreach programs and new students often come to campus already familiar with the office's personnel.
- **Our Student Disabilities Coordinator** meets with every student who discloses a documented disability to determine their needs. Accommodations include adaptive equipment, alternative text, speech and reading software, test readers, scribes, interpreters, etc. The coordinator meets routinely with special needs students for academic advising and class scheduling. Entrance placement exam accommodations are provided also for special needs students.
- **Faculty** are required to be available to students a minimum of 10 office hours per week. Five hours are by appointment and five are for walk-in traffic. Instructors announce these hours of

availability to all students in class. Through SAKAI, our online teaching platform, instructors can post reminders or changes to scheduling and assignments; “chat” with students and answer questions supporting immediate concerns and questions. Students can also use email or simply phone the instructor if they have questions and concerns. The College’s new phone system relays phone voice mails to faculty as email attachments.

- **Classroom interaction** builds relationships between faculty and students.
- **Cohorts** have been formed in the nursing and allied health departments, “math bridge,” and first-time/full students. Cohorts create cohesion and strengthen bonds with students, faculty and staff. Cohorts also help with the creation of data driven reports that help improve programs, support academic success and provide students with encouragement and support.
- **My Math Lab** features individual assistance that has improved teacher/student relationships. Students complete assignments, quizzes, and tests during class time with their instructor(s) available for personal tutoring. Students in these classes have the opportunity to accelerate their learning.
- Our **Center for Student Success** is available for advising regarding any issue. It has become a gathering place for many students to interact with support staff and with one another. Additionally, the Center for Student Success provides free computer access and printing; and equipment loans – calculators and laptop computers to students in need.
- Faculty and qualified community members participate in our free group and individual **Tutoring Program**, which both helps the student academically and demonstrates WSCC’s commitment to each student individually. This reinforces the idea that students can always turn to faculty for help. Honor students are also available to help as mentors for support, guidance, and peer-tutoring in academics.
- **Social media** has become integral to our culture. WSCC has both Facebook ([link](#)) and Twitter ([link](#)) pages, and many faculty and staff have their own pages as well. Social media is an important venue to communicate with students. The College website ([link](#)) also provides students with access to current events, registration updates, etc.
- WSCC has several **clubs** advised by faculty or staff. The clubs include Criminal Justice Club, Habitat for Humanity, Engineering Club (BETA Club), Cyber Community Club, Mass Media Club, MLT Club, Phi Theta Kappa, and many others.
- The President of the College meets with the **Student Government Association** leadership twice each semester and shares his discussions with Executive Cabinet.

3P3: Analyzing the Changing Needs of Key Stakeholders and Selecting Courses of Action

WSCC regularly analyzes the changing needs of key stakeholders such as students, employees, the Ohio Board of Regents, various accrediting and certifying agencies, governmental and service agencies, the community, business and industry, employers, transfer institutions, and local school districts. **(1.D.3)** The College’s operational guidelines as defined in Section 1.300 of the Policy and Procedure Manual ([link](#)) demonstrates the institution’s commitment to serving the public and the community as well as its students. **(1.D.1)** The College’s Mission, Vision, and Values statements ([link](#)) and Chapter 1 of the Policy and Procedures manual ([link](#)) clearly define the role of the college, as embodied by its Board, administration, and staff, as a non-profit, state-supported institution **(1.D.2)** which focuses primarily on serving its students and the community by means of the educational programs it offers.

Figure 3-2 presents a summary of the means by which the institution gathers and analyzes information regarding our primary stakeholders' needs.

Figure 3-2: Understanding and Addressing Primary Stakeholders' Needs		
Stakeholder	Process	Analysis/Decision
Students	Various – See 3P1 & 6P1	See 3P1 & 6P1
Employees	Various – See 6P1 & 6P2	See 6P1 & 6P2
Ohio Board of Regents	The President and most members of the Executive Cabinet attend monthly meetings in the state capital where they interact with and hear reports from Board of Regents Staff.	Information is shared back with Executive Cabinet and President's Cabinet. Responses to the changing needs of the OBR are addressed as required.
Accrediting and Certifying Agencies	Specific staff members are assigned to monitor the changing needs of the various accrediting and certifying bodies.	Information is shared with program faculty, staff, and the Executive Cabinet as needed. Action is taken as required by the appropriate personnel.
Governmental and service agencies	The President maintains regular contact with local and regional governmental representatives. He also serves on the Port Authority Board and the Chamber of Commerce Board. Specific staff are assigned to attend governmental and service agency meetings.	Information is funneled to the Executive Cabinet and the President's Cabinet. Responses to stakeholders needs are formulated at those levels or delegated to the appropriate department or individual.
Community	Administration, faculty, and staff serve on many community organization boards and participate in a myriad of community activities. The college intentionally works to maintain staff representation in all of the major local service organizations.	Regular staff participation in the groups and activities of our community connects the college with community needs that are shared back through Executive Cabinet and President's Cabinet.
Public Schools	Administrators, faculty, and staff meet often with their counterparts in the local school districts. The President regularly meets with public school superintendents. These efforts have brought about strong collaborations on dual enrollment and grant funded programs that promote student success.	Information is funneled to the Executive Cabinet and the President's Cabinet. Responses to stakeholders needs are formulated at those levels or delegated to the appropriate department or individual.
Transfer Institutions	College faculty participate actively in the state's Transfer Module, Transfer Assurance Guide, and Career and Technical Assurance panels.	Information gained through participation in state-level transfer and articulation panels informs curriculum decisions for smooth transfer pathways.
Business and Industry	The College's Business Action Team (BAT) regularly assesses the needs of local business and industry with regard to workforce development (see 2P1). The President serves on the Boards of the Chamber of Commerce and the Port Authority.	The BAT works with the President, Executive Cabinet and the Workforce Development Department to address identified needs of the business and industry sector.

The Campus Master Plan ([link](#)), Strategic Priorities document ([link](#)), and yearly planning retreats (see [5P1](#), [5P2](#), and [8P1](#)) have focused the college community on our Mission, Vision, and Values in a

collaborative manner. Other types of analysis have included posting questions in the office hallway to solicit ideas for the Arts & Sciences strategic plan and for input on a dean search. Many groups incorporate collaborative discussion techniques to analyze the changing needs of key stakeholders including the Foundation and Alumni; specialized subcommittees such as the 40th Anniversary Committee and the Graduation Committee; Faculty Senate, Professional Staff Senate, and Support Staff Senate.

The Distance Learning Department has used national Quality Matters standards to assess stakeholders' needs and to update and improve student success in the online environment. The college has a number of certified peer reviewers to reinforce these standards.

3P4: Building and maintaining relationships with key stakeholders

WSCC builds and maintains relationships with stakeholders in a variety of ways. The most common way that WSCC builds, communicates and maintains relationships with these stakeholders is through a very personal process of individual communication. WSCC prides itself on being a small college with a personal touch. WSCC also uses other methods including but not limited to; precollege activities and services, ongoing meetings, and donations as shown in Figure 3-3.

Figure 3-3: Processes for Building and Maintaining Stakeholder Relationships		
Stakeholder	Relationship Building	Relationship Maintenance
Students	See 3P2	See 3P2
Business and Industry	A variety of activities including (1) selection of area professionals for advisory committees, (2) meetings with local business professionals and administrators, and (3) hosting of Job Fairs.	(1) Active advisory committees—composed of program faculty and area professionals that meet at least twice per year, (2) Business Action Team – visits to local businesses, (3) President's participation in Port Authority, Chambers of Commerce and other workforce groups and activities.
Community Members	Relationships are built with the community through a variety of activities including rental of space for meetings, donation of space for organizations such as ABLE, free events for the community such as those sponsored through the Evergreen Arts and Humanities Series.	(1) Ongoing interaction with community organizations – WSCC staff participate as board members for numerous community organizations such as the United Way, Lions, Rotary, Civitan, and others; (2) Press releases regarding events; (3) Renewal of MOUs for space utilization.
Hospitals	Requests for input into program development and improvement through advisory committees.	(1) Used as clinical and practicum sites; (2) serve on advisory committees; (3) renewal of affiliation agreements.
Accrediting & Certifying Agencies	Relationships are built with accrediting/approval agencies through maintaining accreditation in good standing.	(1) Submit reports as needed (2) comply with changes in accreditation requirements.
Local School Districts	Relationships are built through (1) development of dual enrollment agreements; (2) services through grant programs: Upward Bound, Talent Search, & College Tech Prep; (3) collaboration on grants.	(1) President and/or VPAA meet regularly with superintendents and other school staff to work on agreements and grants. (2) Faculty are guest lecturers. (3) Grant staff visits regularly. (4)

Figure 3-3: Processes for Building and Maintaining Stakeholder Relationships		
		WSCC College Recruiter visits regularly.
4-year colleges and universities	(1) Development of articulation agreements and grants, (2) sponsoring of campus recruitment visits.	(1) Renewal of articulation agreements; (2) scheduled visits.
Employees	Relationships are built with Employees through a variety of activities including job postings on the website, open house events for hiring of adjuncts, and others. (See 4P3)	(1) E-newsletter – <i>On Campus</i> , (2) President’s weekly email update, (3) presentations and discussions during In-service Days, (4) Committee structure, (5) Social activities.

3P5: Determining target groups for new educational offerings and services

The College continues to address the needs of the community and our institution in order to better serve our current and future stakeholders. At present, we consider input from stakeholders and various other information sources as indicated in Figures 3-4 and 3-5. **(1.D.3)**

Once an educational need is identified either through stakeholders or another information source, the New Program Decision Rubric ([link](#)) is used as guidance for new program development. For example the Rubric was used in the decision to offer Welding, Multi-craft Technician, and Pharmacy Technician.

Figure 3-4: Stakeholders and Input Provided for New Educational Offerings and Services	
Stakeholder	Input Provided
Exploratory Advisory Groups	Provide input for possible new program development, need for the program, required facilities and curriculum.
Academic Program Advisory Committees	Provide input into ongoing changes in worker skills and training needs for specific programs of study.
Colleges, Universities, and Ohio Board of Regents Transfer and Articulation Panels	Provide input into articulation and transfer opportunities.
Outside Agency Requests	Provide requests for training to enhance skill development.
Ohio Department of Education/Ohio Board of Regents	Provide mandates for post-secondary enrollment options/dual enrollment.

Figure 3-5: Other Sources of Information for New Educational Offerings and Services	
Information Source	Purpose
Unemployment Numbers	Provide data on need for re-training programs during economic downturns or for possible lower college enrollment during periods of high employment.
Census	Provides demographics of our service area.
Community Boards/Chambers/Service Clubs/Port Authority/Governmental Officials/Workforce Investment Board	Provide input on community needs, projections for business and industry growth, information on gaps in education and training in the community
Ohio Jobs and Family Services Division (OJFSD)	Provides information on needs of displaced workers and specialized training that may help them be re-employed
Business Action Team	Provides data/information on local business and industry needs.
WSCC Job Fair	Provides opportunity for multiple businesses to collaborate for future employment/educational needs.

3P6: Collecting, analyzing, and communicating information about complaints

WSCC continues to use many of the same methods to collect, analyze and communicate shareholders feedback and complaints that it reported in the 2010 Systems Portfolio. These processes are summarized on table Figure 3-6.

There have also been a number of changes to this process in the last four years. For example, the physical suggestion boxes that were placed around campus have been removed. The electronic suggestion box has been moved to the College's main portal webpage. In other words, each time an employee or student logs on to use email, Web Adviser, or online classes, they have an opportunity to post a suggestion. Previously many suggestions were submitted anonymously and were directed at specific people in a non-productive manner. Also, since the submissions were anonymous, it was impossible to follow up with the person making the suggestion/complaint. As a result of the changes, fewer submissions were made, but the quality of the submissions was much higher. Therefore, more specific action could be taken to address the concerns, and the communication loop regarding the changes could be completed.

An AQIP Action Project titled the *Student Voice* (see [3R3](#)) collects regular student feedback through a series of focus group activities.

WSCC has also begun to use the Maxient system for managing all types of student data quickly and effectively. Besides logging student complaints, the software allows administrators to track and follow up on student complaints, track alleged student cheating, track any student related incidents, and follow up on those incidents. It also allows students and staff to receive email and text alerts.

The Student Handbook contains a process map and information regarding different types of student complaints and how they are handled ([link](#)).

Figure 3-6: Collection, Analysis and Communication of Information Regarding Complaints				
Input	Stakeholder	Analysis	Decision	Communication
Electronic suggestion box on college portal site	Students, Employees	Reviewed by administration; sent to appropriate area for action and feedback.	Resolved by the appropriate area and the administration.	Resolution communicated to individual making the suggestion. Changes also communicated during in-service, through <i>Collage</i> (print newsletter), <i>On Campus</i> (e-newsletter), President's weekly messages and/or by changes to the appropriate manuals.
Student evaluations	Students	Reviewed by dean and faculty member.	Resolved by appropriate dean and involved faculty when problems are identified	Specific detail of resolution of these issues is not normally communicated to the involved students since they may involve decisions related to personnel.
Focus groups including the <i>Student Voice</i>	Students, Employees	Reviewed by administration.	Resolved by administration.	Resolution communicated during in-service, through <i>Collage</i> , <i>On Campus</i> and/or changes to appropriate manuals.
Graduation surveys	Students	Reviewed by Student Services and	Resolved by appropriate administrative	Changes to college processes are communicated during in-service, and through the

Figure 3-6: Collection, Analysis and Communication of Information Regarding Complaints				
Input	Stakeholder	Analysis	Decision	Communication
		appropriate administrative officers.	office and/or involved program.	<i>Collage, On Campus</i> and/or changes to appropriate manuals.
Student complaint or grievance procedure	Students	Reviewed in various ways depending upon the type of complaint	See process map (link)	See process map (link)
Employee grievance procedure	Employees	Provided in section 4.700 of the Policy and Procedures Manual (link)	Resolved by the administrator in charge of that operational section or appealed to the president.	Resolution communicated by the administrator with a written response to all the parties involved.
Surveys	Students, employees, and public.	Reviewed by administration and appropriate academic officers.	Resolved by administration and appropriate academic officers.	Resolution communicated during in-service, and through <i>Collage, On Campus</i> , and/or by changes to the appropriate manuals.
President's meetings with students and other stakeholders	Students and employees	Feedback reviewed through Executive and President's Cabinets	Resolved by administration and appropriate college departments or committees	Resolution communicated back to student or employee group that originated the concern.
Advisory Committees	Public	Reviewed by Faculty and appropriate academic officer.	Resolved by program directors and appropriate academic officer.	Resolution communicated to Advisory committees, by changing the programs and/or by changes to the appropriate manuals.

3R1: Determining satisfaction of students and other stakeholders

The satisfaction of our students and stakeholders is determined by analyzing the results of data from a variety of sources as summarized in Figure 3-7.

Figure 3-7: Measures for Determining Satisfaction of Students and Other Stakeholders		
Stakeholder/Measures	Schedule	Description/How used
Students – Class evaluations	Each semester	Improvement of classroom teaching
Students – Graduation Surveys	Upon student graduation	Improvement of curriculum/services
Students – 6-month post grad	Twice annually	Improvement of curriculum/services
Students – Community College Survey of Student Engagement (CCSSE)	Spring – odd years	Improvement of services/Improvement of students' engagement
Students – SENSE (Survey of Entering Student Engagement)	Fall – Even years	Improvement of First year experience

Measure	Frequency	Purpose
Students – Noel-Levitz Student Satisfaction Inventory	Every Fall (Now replaced by SENSE)	Improvement of student services
<i>Student Voice</i> Focus Groups	Several times per semester	Improve services and academic environment through listening to students' input
Library Service Experience Survey	Ongoing with a link from the college's webpage	Improvement of students' experience using library resources and services
Community/Board Members – Foundation Board Survey	Annually	Improvement of training for Foundation Board members
Parents & Staff – Evergreen Childcare Survey	Every Spring	Improvement of services
Employees – Work Climate Satisfaction Survey	Every 12 to 18 months	Improvement of working environment
Employer Surveys (health programs)	Yearly	Verify continued need of program/improvement of curriculum

3R2: Performance results for student satisfaction

WSCC collects students' satisfaction information through a variety of surveys and evaluation methods. Measures of satisfaction allow WSCC to know how well it is succeeding in quality objectives such as meeting the needs and requirements of the students it serves. These measures of satisfaction also provide WSCC information for analyzing the strengths and challenge areas within the college; and helps in determining the level of students' satisfaction with their educational experience.

Student Satisfaction Measure	Results
Class Evaluations	Over 92% positive. Academic Deans and department chairs monitor results and provide feedback, either written or oral, to the faculty member. If results fall below average, possible corrective approaches and solutions are discussed with faculty as needed.
Graduation Exit Surveys	60% of the 2012/2013 graduate survey participants have already obtained employment; 30% were continuing their education; 10% were either undecided about continuing their education or looking for employment. For additional detail, follow this link .
Graduation Questionnaire Survey	95% satisfaction with the overall college experience at WSCC. The survey's data is sorted by academic program and is used as part of the program review process. For additional detail, follow this link .
CCSSE (Community College Survey of Student Engagement)	CCSSE 2013 survey results indicate the College's benchmark scores for Academic Challenge, Student-Faculty Interaction, and Active and Collaborative Learning scored substantially higher than the cohort. WSCC was slightly below the CCSSE cohort in 2 out of 5 benchmark scores; we see opportunity for improvement in the areas of Student Effort and Student Support (link).
SENSE	WSCC scored above the benchmark in all five areas of assessment: early connections; high expectations and aspirations; clear academic plan and pathway; effective track to college readiness; engaged learning; academic and social support network (link).

Figure 3-8: Performance Results for Student Satisfaction	
Student Satisfaction Measure	Results
Library Service Experience Survey	85% rated Library services to be above average. 95% reported that the library is important to their academic success. Also reported were the services of the quiet study space, computer research access, and free printing (link).
Student Voice Forum Survey	Results of the newly developed (2013) survey of student ideas and comments about their college experience indicate a favorable result in the areas of student support and instructional satisfaction. An area identified as an opportunity for improvement is Financial Aid (link).

3R3: Performance results for building relationships with students

At present, numerous changes are taking place in higher education which focus on student success. Students are key stakeholders at our college and it is important for Washington State to develop a systematic way of addressing their needs. We need to ensure that we are creating the best possible learning environment for students to spend two to three years at the college, which includes taking their feedback into account. Increased student participation and satisfaction will lead to increased enrollment and student success.

The Student Voice Action project was initiated in October of 2013, and was specifically designed for building and improving relationships with students. This project provides regular opportunities throughout the year for students to share their ideas and concerns about their experiences at our college and know that their input is being utilized. We are creating a routine process for gathering information whereby students can both suggest improvements and acknowledge successful practices. We are also generating a pathway for these comments to be compiled and habitually reviewed by the administration. A plan is being designed to publicly acknowledge throughout our college decisions made using Student Voice input by means of a logo and branding campaign.

The scope of this action project is meant to be far reaching. The Student Voice project is being led by staff from Enrollment Management, which includes Student Services as well as the Center for Student Success. However, the data collected from the project will be used to improve the overall student experience related to both support services as well as the academic experience. In general, students seem to be very satisfied with their experience at the College. While they make suggestions such as changing the parking lot configuration to avoid “choke points” and making sure that the College’s online portal is always reliable, there does not seem to be a major trend at this time that indicates specific actionable steps the College should take to improve their overall experience. The results of surveys are posted to the College’s SharePoint internal website and also are available through this [link](#).

3R4: Performance results for stakeholder satisfaction

The College provides services to students, employees, community members and local business and industry. The performance satisfaction of these services has been measured using various surveys and evaluation instruments (see Figure 3-9). Most results of stakeholder satisfaction evaluations indicate positive outcomes.

Figure 3-9: Stakeholder Satisfaction Results Summary	
Method	Results
Advisory Committees	Minutes of meetings are posted to Program Assessment folders on SharePoint and indicate that the Advisory Committee members are

Figure 3-9: Stakeholder Satisfaction Results Summary	
Method	Results
	generally pleased with the curriculum and engaged with helping to make it better.
Employer Surveys	Overall, surveys indicate that nearly 100% of employers responding are satisfied with the education of our graduates and indicate that they will continue to hire our graduates. However, data is difficult to collect and spotty at best.
Evergreen Childcare Center parental survey	Identified need for suggestion boxes, for families to take leadership roles in the Center, and for more family activities.
Evergreen Humanities Series Attendee Surveys	For all programs 99% satisfaction.
Evergreen Humanities Series Performer Surveys	Responses indicate satisfaction with advertising, facilities, and accommodations.
Foundation Survey	Responses were mainly positive; need for strategic planning was identified.
Faculty/Professional/Support meetings with President	Leaderships of the three senates have biweekly meetings with the President.
Employee Satisfaction Survey	Responses indicate low but improving morale. See 4R2 for specific detail.

3R5: Performance results for building relationships with key stakeholders

As noted above, WSCC Collects data on relationships created with students and other stakeholders. That information is assembled and shared during the annual planning retreats held with employees in the spring and with the Board of Trustees in the summer. At this time, the only way to access much of this data is to search for it on SharePoint or speak directly with the individuals involved in that particular process. For this reason, we note that WSCC has not yet developed aligned processes for storage of the data related to building relationships with key stakeholders. We recognize this as an opportunity.

3R6: Comparison with Performance Results of Other Institutions

WSCC participates in both the Community College Survey on Student Engagement (CCSSE) and the Survey of Entering Student Engagement survey (SENSE) and has participated in the Noel-Levitz Student Satisfaction Inventory in the past.

As noted in [3R2](#), the most recent results show WSCC to be above the national mean in key benchmark areas, such as in CCSSE Student-Faculty Interaction and CCSSE Academic Challenge, and SENSE Clear Academic Plan and Pathway and SENSE Early Connections. However, the results on CCSSE are not above the mean in all areas for the small college cohort. WSCC is below the mean in CCSSE Support for Learners, and the college has taken steps to address this with our improved Center for Student Success and the use of AmeriCorps College Guides who work directly with students. These surveys have other areas which are targets for improvement such as CCSSE Student Effort.

3I1: Recent improvements for understanding students' and other stakeholders needs

Examples of improvements in this category include the following:

- The Dual Enrollment process was mapped, resulting in the identification of key areas for improvement. As a result, a summit meeting of local principals and counselors was held. A

catalog of possible courses was sent to schools. A Dual Enrollment Team was formed, and the group meets biweekly to track and improve processes and to communicate regularly with all stakeholders.

- An internal study found that student loan default rates were increasing. We partnered with American Student Assistance to utilize their SALT program. Our default rate has decreased from 23.8% to the tentative rate of 22.9%.
- To respond to faculty/staff communication needs, the President has instituted monthly meetings with the leadership of the three senates. Also, the leadership of the three senates now participate in Executive Cabinet.
- After reviewing the results from the Evergreen Childcare center surveys, the following changes occurred: suggestion boxes for families to voice concerns, provide comments, etc. were established; Opportunities for families to take leadership roles at the center were established by starting a Quality Improvement Team and Strengthening Families Implementation Team; and a Family Fun Night was held on 3/25/14.
- In response to needs of students, an online Drop Request System was implemented to encourage advisor/student conversation.
- To improve communication to students and other stakeholders, the President now sends a weekly email report and a printed newsletter, *Collage*, is posted in bathrooms across campus.
- The interim grade reporting is now done more frequently. Faculty members are encouraged to complete interim reports at weeks two, four, eight and other weeks as needed.

Our processes and performance results are strong. We seek feedback from our students and other stakeholders on a routine basis and the feedback shows that we are meeting or exceeding the expectations of students and other stakeholders. However, we recognize a need to better organize the results of this feedback and make it more available through locating it in a single location on our internal SharePoint website.

3I2: Culture and infrastructure for selecting and setting targets

WSCC takes pride in being quick to respond to issues. The WSCC Board of Trustees, Administration, Foundation Board, Faculty and Staff continue to embrace the ideas of continuous improvement. Progress continues. For example, annual review of the College's Strategic Plan provides structure for decision-making and directs our efforts to better serve the needs of stakeholders and to prioritize the development of partnerships. Another improvement utilizes concept mapping for current processes. Most of WSCC's important processes have now been mapped. This provides a better understanding of the processes and helps identify potential bottlenecks which can then be targeted for improvement. Also, a Completion Committee has been created to improve student retention and completion of degrees.

Since the last Systems Portfolio, the college President has worked diligently to improve communications with stakeholders. This communication provides feedback to determine if specific processes need improvement. For example, the leadership of Faculty Senate, Professional Staff Senate, and Support Staff Senate now participate with Executive Cabinet. In addition, the college President meets with the Student Government Association and Senate Leaders once per month to share information. Also, the college president holds informal meetings around campus for anyone to share information with him.

In addition, through the division/department/unit goal setting process WSCC tackled approximately 80 goals from 2011-2013 directly related to understanding and addressing students and

other stakeholders' needs ([link](#)). We have found that we are very good at setting goals and working on them, but we are not as good at closing the loop and providing written updates on the results. This is a definite opportunity for improvement.

Also, WSCC has experienced some significant challenges in its continuous improvement journey. One major issue is the turnover of key personnel. Since the last portfolio, the college had turnover in the roles of President, Vice President for Academic Affairs, Human Resources Director, Dean of Arts and Sciences, and Chief Information Officer. In addition, WSCC transitioned from quarters to semesters and experienced two years of enrollment decline. Responding to these changes has required much effort by many employees, and those factors have at times hindered progress toward the ideals of continuous improvement. However, the college is committed to the process of continuous quality improvement and is moving forward with optimism and excitement to embrace and foster current and future relationships with all stakeholders.

Category 4 – Valuing People

Introduction

Processes for Valuing People exhibit a range of maturity levels at Washington State Community College. Comprehensive and collaborative processes are *aligned* in recruiting, hiring, orienting, and evaluating employees. The institution has sufficient faculty with appropriate credentials to carry out classroom and non-classroom duties. Insurance of ethical practices is *aligned* through Human Resources policies and procedures, financial audits conducted through outside agencies, and mandatory employee training. Employee recognition, compensation, and the identification of motivating factors are *aligned* with institutional goals. With current tight budgetary constraints, however, the College plans for changes in personnel using a *systematic* approach. In anticipated vacancies, the College utilizes processes to advertise and interview qualified candidates to fill the position, while sudden vacancies are dealt with utilizing a distribution of the workload until the position can be appropriately evaluated.

In 2010, the Board of Trustees hired an outside consultant to perform a study of the campus work environment ([link](#)). The Board, administration, faculty and staff reviewed and implemented recommendations from this Organizational and Workplace Audit, particularly in the areas of campus-wide communication and trust. Our new President, hired in fall 2011, has made great strides in improving the areas of concern identified through this audit. He regularly communicates with the leadership of the three employee senate groups and includes them in key campus discussions. Further, the senate leaders now sit on the Executive Cabinet. Additionally, the President writes a weekly campus update which describes in detail the projects on-which he and the College are working. A writer from the local newspaper, *The Marietta Times*, attends our monthly Board of Trustees' meetings and keeps the community informed of the college's activities. Since 2010, the College has conducted two employee satisfaction surveys for assessing the workplace environment. The results from the most recent survey shows improvement as is noted in [4R2](#).

For several years, improving communication and trust between employees, administration, and the Board of Trustees, had been problematic and is recognized as a continuous challenge. A change from the quarters to semesters format of course offerings, combined with changes in financial aid regulations and an improving economy, has resulted in a significant drop in student enrollment coupled with some major budgetary constraints. The college chose to approach the problem through a one-year furlough system that minimized layoffs. Employees provided broad input into the implementation of this furlough through a survey conducted in August, 2012. In spite of these challenges, all groups within the college community agree that student success remains our primary focus. Graduate exit surveys of student satisfaction continue to provide strong evidence that educational imperatives supersede all workplace-cultural issues (see [3R2](#)). Students are positive regarding their educational experiences at WSCC, as shown through results from CCSSE, SENSE, and exit surveys (see [3R2](#)). Generally, communication within the institution has seen improvement as is evidenced in the results of the employee satisfaction survey (see [4R2](#) and [5R2](#)).

Category Four continues to be an area of challenge for the College. While we continue to implement new processes since the submission of the last Systems Portfolio, the College administration, faculty, and staff recognize that continued effort is necessary. While we recognize that we still have outstanding opportunities, we are also united in our commitment to find solutions, continually improve processes, and move forward.

4P1: Identification of specific credentials, skills, and values for employees

WSCC regularly reviews its mission, vision, and values statements ([link](#)). This document is communicated with all employees and provides a basis in identifying operational needs and position descriptions for the College. In this manner, we work to keep consistency throughout the College in our job descriptions. The process for identifying the credentials and skills for any job is a comprehensive and collaborative approach facilitated by Human Resources (HR). As staffing needs are identified, hiring managers and HR work together to revise our design job descriptions. The job description defines the major components of a job: its role in the organization, the primary responsibilities associated with the job, education, knowledge and skills required to perform the job, and the expectations the organization has for the job holder. Requirements for some positions may be dictated by accrediting agencies.

Internal and external benchmarking is used to compare and identify the skills and credentials required for many positions. The job benchmarking process is aided by utilizing HRN Performance Solutions – Salary Administration System. The duties and responsibilities of the position are the critical business goals and successes for which one would be responsible. Input from hiring managers, supervisors and employees currently performing the roles and responsibilities are solicited since they have a thorough understanding of the scope of the work involved.

Upon completion of the job description, HR representatives review the work duties, tasks and responsibilities to ensure the most important outcomes or contributions needed from the position are captured and expressed in the final posting.

4P2: Identifying required skills, credentials, and values for newly hired employees

In our hiring process, the College first considers our mission, vision, and values statement as well as our requirements for accreditation. Hiring, credentialing, work expectations, and evaluation processes are defined in Chapter 4 – “Personnel” of the College’s Policy and Procedure manual ([link](#)), particularly section 4.340 – “Faculty Work Load, ([link](#))” Appendix E – “Equal Employment Opportunity,” ([link](#)) and Appendix H – “Organizational Chart” ([link](#)). The policies assure that: **(3.C.1-6)**

- The College has sufficient numbers of faculty and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, and that the college has established specific levels of academic credentials for instructional staff and requires their involvement in assessment of student learning.
- All instructors are appropriately credentialed according to the criteria of appropriate external agencies, including appropriate credentialing for those in dual enrollment, contractual, and consortial programs.
- Staff members providing student support services, such as tutoring, financial aid advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

In hiring new employees, the College looks for a fit with the specific job description and the organization. Job postings, as well as the College web site, emphasize our commitment to providing a welcoming environment to a diverse population. Applicants are recruited nationally, regionally, or locally as appropriate for the position and the most qualified candidates are selected and interviewed. After a position is posted, a prescreening process is used by hiring managers to assess the applicant's ability to successfully perform the job. The prescreening is also used to rank applicants' qualifications and to remove unqualified job seekers from the applicant pool.

A selection committee is formed and members are selected based on their expertise, experience and knowledge of the duties of the vacant position. Attention to diversity, where possible, is a factor in committee makeup. The President reviews and approves each selection committee. The selection committee chairperson is provided with a template for use in determining the interview questions. The list of interview questions is submitted to HR and is designed to assess previous experience, organizational fit, willingness to work with our student population, experience in a community college setting, and the candidates' ability to be successful in the position. Persons interviewing for faculty positions require a teaching demonstration to confirm the candidates' skill set, while candidates requiring specific computer skills may be required to demonstrate their ability to use that particular program.

Candidates are ranked using a matrix and based upon the outcome of the interviews, and reference checks, the top candidate names are presented to the President who conducts a brief interview and approves the final selection.

4P3: Recruiting, hiring, and retaining employees

The open position determines the recruitment effort undertaken by the College. Positions are posted internally, on the College web site and in local newspapers. When more targeted recruitment is needed ads may be placed in trade journals or on higher education search sites. Sections [4P1](#) and [4P2](#) outline hiring processes.

In addition to sharing our open positions through various media resources, the college is able to recruit and retain employees through its benefits package. Benefits include retirement options through the State Teachers Retirement System (STRS) and the State Employees Retirement System (SERS), employer-sponsored health care, vision, and dental insurance, and tuition reimbursement (when fiscal budgets allow) ([link](#)). The college also works to address employee's work related training and professional development needs. For example, prior to faculty in-service days in the spring of 2014, Human Resources conducted a survey to determine the professional development needs of the faculty, support, and administrative staff. In-service topics considered to be of greatest need of the employees were then presented. Social events are planned and offered to help employees to get to know their co-workers, and employees are encouraged to participate in numerous enrichment activities such as the Evergreen Arts & Humanities Series. Employee satisfaction surveys (see [4P13](#) and [4R2](#)) are conducted regularly to determine areas where the college can strive to improve the working environment.

College Policy 1.420 ([link](#)) defines the colleges' philosophy regarding creating a work environment that enhances employees' ability to function effectively while supporting their physical and emotional well-being.

4P4: Orientation of employees to organizational mission and history

Human Resources staff members meet with each new employee to share key information from the Policies and Procedures Manual. The new employee's department also provides training through a mentor or department chair. A New Employee Orientation program was developed in August, 2010. This orientation includes an overview of College's mission, vision, values and strategic priorities; departmental structure; academic program offerings; standards of performance; compliance with FERPA; and information about our communication processes. The orientation was updated in August, 2014, ([link](#)) and a new faculty handbook section was added to the colleges' online instruction management system, Sakai, to allow easier access for all faculty. The mission, vision, and values statements of the College are also prominently displayed throughout campus and are available on the college website as are past and present

AQIP Systems Portfolios which provide a good overview of the college's continuous quality improvement journey.

4P5: Planning for changes in personnel

In evaluating personnel needs, WSCC always assesses our services to students first. With anticipated personnel vacancies, the College advertises and interviews qualified candidates in a timely manner. For example, in 2011 the Chief Academic Officer announced that he would be retiring in May of 2012. This gave the College time to advertise the new position and have someone in place so that the CAO and new Vice President for Academic Affairs were able to work together on the transition. For unanticipated vacancies, the College assesses the situation, decides how the workload can be covered in the short term, and then makes a decision on whether or not to advertise the position, combine the position with another, or defer hiring. This decision may be based in part on budgetary constraints, as was the case in the period from 2012 to 2014 when the college experienced a significant enrollment decline.

Since the writing of the last Systems Portfolio, WSCC has implemented a rubric to help evaluate program "health" ([link](#)) and guide decisions about program elimination. Should downsizing or program elimination become necessary, every effort is made to reassign faculty and staff members to another position if at all possible.

4P6: Designing work processes for productivity and employee satisfaction

We design our work processes through division meetings, department meetings, and committee/team meetings which are used to plan goals and update status on initiatives related to those goals. The college uses online meeting organizers such as "doodle" to maximize attendance at meetings. WSCC uses process mapping as a tool to maximize work process efficiency. The college has process mapped most major college processes so that employees may see and understand the entire process in addition to their individual parts in that process. Process mapping also helps the institution identify and address gaps or problems with work processes so that solutions can be applied.

WSCC uses SharePoint, a web-based filing and communication tool, which allows for work processes to be accessed by all. These collaborative documents enable ease of feedback in standing committees. The process of submitting travel applications is now easier due to fillable forms on this site, for instance.

In-service days are a time for the College community to re-orient with regard to our mission, vision, and values. Employee satisfaction with work processes is addressed by scheduling meetings when all can attend before or after the start of the term. In-service meetings are recorded and web-streamed for those who cannot physically attend due to job responsibilities.

Meetings for full-time and part-time faculty allow for integration of these two important groups. Each department has the opportunity to meet separately to discuss unique aspects from an adjunct perspective. Each discipline has the opportunity to meet separately with part-time faculty to discuss unique aspects of courses. Special Saturday morning professional development sessions for part-time faculty are held twice per year and the faculty are financially compensated for their attendance.

4P7: Ensuring ethical practices

The College operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff. **(2.A; 2.E)** Numerous college policies define the college and employees' role in ethical

practices: primarily Chapter 1 – “Guidelines” ([link](#)), Chapter 2 – “Board of Trustees” ([link](#)), Chapter 4 – “Personnel” ([link](#)), Chapter 5 – “Communications” ([link](#)), Chapter 6 – “Business Office Procedures and Regulations” ([link](#)), Chapter 10 – “Curriculum and Instruction” ([link](#)), Chapter 11 – “Student Conduct Policies” ([link](#)), and Appendix I – “Intellectual Property Rights” ([link](#)).

- WSCC conducts regular financial audits. These audits are conducted by an outside agency and reported publically at its Board of Trustees meetings.
- The College conducts regular reviews of its academic programs.
- Sexual harassment prevention training is conducted on a regular basis.
- The Director of Financial Aid works to comply with all federal guidelines regarding financial aid.
- Ethics training is regularly conducted with employees, the Board of Trustees and Foundation Board. During fall term 2013, this training was conducted by a staff member from the Ohio Ethics Commission.
- WSCC works closely with the State Attorney General’s office to review college policies and contracts.

The College ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. As a small community college, WSCC does limited research. There is no Institutional Review Board. Internal research requests are brought to the VPAA, and then to Executive Cabinet for consideration. Approval is required through the Office of Institutional Research and the Office of the President for any research involving human subjects.
- Students are offered guidance on the ethical use of informational resources and the correct citation of resources. Library staff work with faculty to coordinate and provide instruction on these concepts and practices. This information is also provided online through the Library webpage ([link](#)). This content is part of the English Composition I, a course required of all degree-seeking students. In addition, the ethical use of information is reinforced across the curriculum.
- Policies regarding the ethical use of information are available to employees in the Policies and Procedures manual (Policy 4.3000 ([link](#)) and Appendix I, Intellectual Property ([link](#)), and to students in the WSCC Student Handbook ([link](#)). **(2.E)**

Training on the Family Education Rights to Privacy Act (FERPA) is provided annually at a full-time and part-time faculty meeting prior to the start of the fall term. FERPA updates and reminders are provided periodically to all staff. The Human Resources department maintains records of employees' participation in this training in an effort to make sure that all participate. In response to the growing use of social networking sites, the Marketing and Communications department has also developed and presented guidelines for use of social networking sites such as FaceBook and Twitter in the workplace ([link](#)).

4P8: Determining training needs

Training needs are determined through a variety of processes. **Long-term training** needs are determined through unit goal setting and the budgeting process. This process strengthens the college by taking into consideration the overall strategic priorities of the college while encouraging input from

individual departments and units for training needs related to those priorities. One of the Unit Goals presented by the Human Resource department was to survey WSCC employees to determine training needs. In September 2013, a training needs assessment ([link](#)) was completed by the HR department. Seventy employees responded to the survey. The college is working to provide these identified training needs.

Short-term training needs are determined as a result of the implementation of new systems. For example, a new phone system was installed in December 2013; therefore, various training opportunities were offered for the new phone system. Another example is the recent implementation of Maxient software to track behavioral issues. Training was offered for this software with additional trainings being planned.

On-going training needs, such as, FERPA training, Safety updates, etc., are addressed during in-service days when we are able to schedule meetings that all are able to attend. Also, through the employee evaluation process, **individual training needs** are identified and a plan of action is established. The college provides financial support for professional development although these funds have been limited during recent budget cycles.

4P9: Training development throughout employees' careers

Washington State Community College utilizes its performance review process in training and developing its employees. In 2013, the College began using a new Performance Excellence Process. The objectives for this process include: (1) Identify strengths and areas of improvement; (2) Align employee's performance with established personal, departmental, and institutional goals; (3) Establish a plan of action to further train and develop employees; (4) Provide feedback to employees regularly. This process includes both a formative mid-year review of goals, and a summative review that must be completed annually by June 30. As a formal part of the evaluation process, employees and their supervisors work together to formulate a training and development plan that meets the needs of each employee. These processes are now fully in place for professional staff and support staff and in the process of being implemented for full-time faculty.

In addition to our Performance Excellence Plan, the training and development needs of college employees are also met through the following processes:

- Faculty and staff are encouraged to participate on regional and state-wide committees so that they may interact with their peers and gain a broader perspective on the higher education system.
- The College waives tuition for faculty and staff members (and their families) that enroll in classes at WSCC.
- Traditionally, WSCC has supported attendance at conferences and tuition reimbursement for employees wishing to further their education. During the 2012-2013 fiscal budget year, all unessential travel as well as tuition reimbursement at institutions other than WSCC was eliminated. However, the budget for 2013-2014 saw a modest increase in travel, especially within Ohio and neighboring states, and 2014-2015 looks to continue that improvement as student enrollment numbers have stabilized.
- In fall 2014 the College opened its Center for Teaching in Learning. This space has been designed to offer support to both full and part-time faculty by addressing training needs. The center, coordinated through a committee of both faculty and administrators, offers regular

“brown bag” lunch sessions on a variety of topics and also plans to sponsor special training opportunities and guest speakers.

4P10: Designing and using the personnel evaluation system

As mentioned in [4P9](#), the College implemented a new Performance Excellence Process (PEP) for full-time professional and support staff in February, 2013. Performance reviews are centered on our Strategic Vision and Goals, and AQIP strategic priorities and include an evaluation of job performance, goal setting and achievement, and personal/professional development plans. Annual performance reviews under this process are done during the month of June. There is also a mid-year review done in January. Evaluations were previously done on employee hire dates, which were difficult to track. Implementation of this procedure has streamlined the evaluation cycle. Employee evaluations are no longer conducted on the employee’s anniversary date. All full-time support and professional staff employees are aware of when evaluations are to be conducted. **(3.C.6)**

The evaluation process for full-time faculty members has been streamlined so that all evaluations are completed in April each year. Again, evaluations are no longer being conducted according to the faculty member’s anniversary date. In addition, the evaluation document itself was revised by the Faculty Workload Committee spring 2014 to consolidate the number of questions from 40 to 25. This revision eliminated redundancy and made the document more manageable for both faculty and administrators. This new form will be implemented during the 2014-15 year. Part-time faculty are formally evaluated on a regular schedule for every 4 semesters of teaching they complete. Student evaluations of instruction are done for every faculty member, full-time and part-time, at least twice annually. Setting goals for improvement and professional development are elements of both full-time and part-time evaluation processes. The process also verifies that faculty are accessible for students’ inquiries and support. **(3.C.3; 3.C.4; 3.C.5)**

4P11: Designing employee recognition, reward, compensation, and benefit systems

Through the use of its annual planning processes, WSCC develops institutional and unit goals addressing the alignment of our compensation and benefits packages. The Human Resources Department identified the “WSCC Team” as a strategic priority in 2011-2012, 2012-2013, and again in 2013-2014. Consistent with these goals, the college utilized outside companies (Mercer in 2005 and Compease in 2012) to analyze our processes and make recommendations regarding compensation alignment. In March, 2013, the college began implementation of the Compease compensation program, a product of HRN Management. A consultant from HRN came to campus and conducted job evaluations with managers and trained the HR staff on administration of the program. In addition, HRN conducted market research to allow us to compare our staff salary ranges with other similar institutions. The market study looked at two-year community colleges with similar budgets and rural demographics. College administration are now reviewing the new structure and associated salary ranges that were developed from the job evaluation and market study to determine our next steps in implementing salary changes recommended through this process in order to be more closely aligned with higher education norms.

The College continues to offer a comprehensive benefits package, highlighted by the fully college-paid retirement system. The college pays both the college share (16%) and the employee’s share (10%) totaling an amount equal to 26% of an employee’s salary. In addition, full health benefits are included along with vacation leave (for non-faculty), sick leave, and personal leave.

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. Full-time faculty members move through a faculty rank system (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. In addition, part-time faculty members are given recognition for their success and longevity as they progress through a part-time rank system in a similar manner. All employees are eligible for annual across-the-board pay increases (as the budget allows).

The Committee for Employee Success addresses employee recognition and compensation issues. The College holds an annual Employee Recognition Event to honor the accomplishments of faculty and staff members. In addition, the President writes a weekly electronic update recognizing group and individual accomplishments. The Vice President for Academic Affairs also sends out regular academic updates that highlight faculty accomplishments.

4P12: Determining and analyzing key issues related to the motivation employees

The College uses several means for collecting and analyzing data related to employee morale and motivation. In 2010, the college hired an outside firm to conduct an Organizational and Workplace Audit. The current President came to the college in 2011 and began implementing a number of the recommendations resulting from that audit. Since that time, the college has conducted its own employee satisfaction survey in 2013 and again in 2014. The results of these surveys are considered when setting goals and priorities each year during the annual planning and budgeting process.

Turnover at the school has been above the College's average since the last Systems Portfolio. This has been driven in part by employees leaving to seek new opportunities, and in part by changes in the Ohio State Employee Retirement System, which made retirement more attractive during a limited window of opportunity. Consequently, the processes for identifying key motivational issues are changing, simply because of the large number of people new to the institution.

The current administration is working hard to build trust with faculty and staff. Information on employee motivation and morale is gathered through President's Cabinet, the President's meetings with key campus leaders, input through the annual goal setting process, input through the committee structure, and open door policies for administrators. The Executive Cabinet is tasked with reviewing this input and implementing changes as needed and as the budget allows.

As always, the key motivational factor for everyone continues to be student success. Currently, the State of Ohio is changing higher education financing to a funding formula based on student success using pass rates and number of diplomas issued as key metrics. Both state and federal governments are changing student loan and grant structures so as to limit student options. Many faculty seem to view these government mandated changes as in opposition to their broader concepts of student success, and that directly affects faculty motivation. Cuts in government funding and a significant drop in enrollment have also necessitated employee furlough time, which has had a negative impact on all personnel. Many institutions face similar difficulties; we will have to learn from each other and design new processes to ensure continuous motivational reinforcement.

4P13: Providing for and evaluating employee satisfaction, health and safety, and well-being

Use of employee satisfaction surveys for addressing employee concerns is discussed in [4P12](#). The results of these surveys are posted to SharePoint and are available to all employees.

Standing committees, including the Campus Safety and Security Committee, the Committee on Employee Success, and the Behavior Intervention Team address employee satisfaction and safety on campus. In addition to annual emergency procedures updates, an Active Shooter Drill was conducted prior to Fall Semester, 2014 in order to prepare staff for the possible occurrence of such an event. Feedback and debriefing from this drill was very positive. The college intercom system can be broadcast to all offices and classrooms in such an emergency, and a system is now in place to provide text alerts when weather or safety emergencies develop.

A Social Committee plans events which encourages faculty and staff cohesiveness. Such events include a Halloween Decorating Contest and Chili Cook-off. In order to promote wellness, biometric screenings, flu shots, and other wellness activities are offered to employees at a free or reduced cost annually.

4R1: Regularly collected and Analyzed Measures of Valuing People

The Human Resources department collects data regarding the length of employee service, employee turnover, and employee complaints and suggestions. In addition, the college has conducted a study using an outside agency (Compease) designed to address pay issues so our staff salaries are aligned with other institutions. The Workload committee compares data from the Ohio 2-Year College Faculty Senate on faculty issues such as office hours, and teaching load. Campus crime statistics are reviewed during our in-service and compared to other institutions.

4R2: Performance Results for Valuing People

Figure 4-1 presents measures collected and results for valuing people.

Figure 4-1: Measures and Results for Valuing People	
Measures Collected	Results
Employee Satisfaction Surveys	Beginning in 2013, the College began using a new annual employee satisfaction survey. In comparing the responses to the question “How satisfied are you with your job?” there was a strong improvement from the “Slightly Dissatisfied” group (21.05% in 2013 to 10.08% in 2014) and a slight improvement movement from the “Extremely Dissatisfied” group (8.42% in 2013 to 6.20% in 2014). It appears movement was to the “Moderately Satisfied” category (12.63% in 2013 to 33.33% in 2014). This is a positive shift in employee satisfaction. In comparing the responses to the question “How valued do you feel as an employee at WSCC?” there was a slight positive improvement from the “Not valued at all” group (20.00% in 2013 to 17.83% in 2014) and a slight improvement in the “Moderately valued” group (15.79% in 2013 to 20.16% in 2014). Follow this link for complete results for the 2013 and 2014 surveys. The survey information has been shared with the College’s “Committee on Employee Success” and they are formulating the methodology to address issues as identified by the Committee.
Employee Length of Service	The current average length of service for an employee is 9.81 years. This is a reflection of the turnover rate which is addressed below.
Employee Turnover	2010-11: 18.29%; 2011-12: 15.06%; 2012-13: 20.18%; 2013-14: 24.92%; 2014-15 (YTD): 8.60%. During this time, we have experienced a downsizing due to enrollment declines (from 178 full-time employees in 2010 to 138 employees currently). Nearly all of the reduction in employees was handled through attrition (not filling vacant positions) with a planned reduction in force of 6 employees in 2013. Employee turnover was

Figure 4-1: Measures and Results for Valuing People	
	identified as a concern on the Employee Satisfaction Survey written results and has been assigned to the Committee on Employee Success for analysis and recommended actions.
Employee Complaints and Suggestions	The number of employee complaints and suggestions has been decreasing over the past four years: 2011-12: 92; 2012-13: 38 suggestions: 2013-14: 31; 2014-15 (YTD): 12.
Compease Study	WSSC engaged a third party, Compease (HRN Performance Solutions), to examine the College's pay structure and market competitiveness of its wage structure. This was approved by the College's Board of Trustees in April 2012. A representative from Compease was on campus in March of 2013 to complete job evaluations. Unfortunately, due to budget hardships and declining enrollment, there was no follow-up with this program until fall of 2014. It is now the goal to implement the first phase of this program (bringing the wages of those identified as below minimum by Compease to the Compease Minimum). See 4R3 for the College's plan for addressing this issue.
Campus Crime Statistics	We are fortunate to have a low crime rate at WSSC, with no violent crime reported. Our most recent statistics are reported on our website (link).
Faculty Workload Committee	The workload policy for full-time faculty at WSSC is consistent with other community colleges in the region. The policy is available in the Policies and Procedures manual (policy 4.340) (link).

4R3: Evidence of Productivity and Effectiveness in Achieving Goals

Our comprehensive [2010-2013 Strategic Plan](#) and its implementation was carefully documented. Our follow-through in updating the results of this plan in 2011 and again in 2012 has been helpful in monitoring progress on our goals.

Faculty, staff and administration completed the transition from quarters to semesters (Q2S) in 2012. The planning and change processes went smoothly and are evidence of strong teamwork across departments of the College. An extensive Q2S information site was established on our internal SharePoint network to help us track and document the change process. We used the Q2S process as an opportunity for reviewing and improving our entire curriculum as well as our student service processes. In addition to the Quarters to Semesters transition, the college has implemented our strategic planning process which is tied to our unit goals. In this manner, the college demonstrates congruency between our planning and action. See [5P2](#) for more details on the annual planning process.

Since 2011, all employees directly reporting to the President upload their annual goals to SharePoint (follow this [link](#) for an example). These goals are available for all employees to read. The completion of each of these goals is then assessed via the Employee Management System (annual evaluation). These evaluations are scheduled to be completed annually in June. However, although these goals are reviewed as a part of the evaluation process, we have a disconnect in recording the results of the goals back to the spreadsheet where they were originally posted. We are working on this opportunity for improvement.

4R4: Comparison of Results for Valuing People

Since our 2010 systems portfolio, the College has focused on collecting the comparative data in four areas:

- **Compease** - The Compease study was conducted to provide comparative data regarding our salary structure. Compease uses surveys that have a large enough sample to make the data a

reliable predictor of the overall population. They index salary ranges to the market using only benchmark jobs; jobs that tend to be consistent within the industry and across multiple surveys. The resulting salary ranges are a reflection of industry and local/regional labor market pay practices. Each year they collect salary data for each of the benchmark jobs from a variety of national survey sources to establish a weighted average national salary for each benchmark job (of particular pertinence to WSCC is CUPA). The weighted average national salary data is then adjusted to reflect geographic wage differentials for the area in which we recruit employees, whether it is local, regional or national.

Within the Compease system, we administer compensation through management of “compa-ratios.” The compa-ratio is a mathematical calculation that identifies the relationship between actual pay and market rate for a position. The mid-point of each pay grade reflects the median pay of people in the same or comparable jobs within the relevant labor market/industry. The minimum of the range is 20% below the mid-point and the maximum is 20% above the mid-point. Executive levels are 25% above and below the midpoint. Compa-ratios between 80% - 90% are considered entry rates. New employees are generally hired at these rates. Compa-ratios between 90% - 97% would be considered appropriate for employees who are not yet fully trained and qualified for the position. Compa-ratios between 97% - 103% would be considered appropriate for employees who are fully qualified for the position and who, over time, consistently perform at an acceptable level. Compa-ratios above 103% would be appropriate for employees who are fully qualified, and over time, consistently perform above acceptable levels. As a general rule, most employees should fall within the 97% - 103% level within 2 to 5 years of experience.

The current breakdown of the compa-ratios for WSCC employees is:

- 34 employees are below the 80% compa-ratio for their position,
- 43 employees are within the 80% to 90% compa-ratio for their position,
- 29 employees are within the 90% to 100% compa-ratio for their position,
- 26 employees are within the 100% to 120% compa-ratio for their position,
- 5 employees are over the 120% compa-ratio for their position.

Due to the financial impact of addressing this issue, the College has committed to correcting the employees that are currently under the 80% compa-ratio by the end of this fiscal year (June 30th, 2015). We are also developing a performance based merit increase wage system to address all other employees that are within the 80% to 120% compa-ratio range. This system is targeted for implementation for the beginning of fiscal year 2015-16 (July 1st, 2015).

- **Employee Turnover** – The College compares its annual employee turnover rate with the Bureau of Labor Statistics (BLA) data for the education sector. The College’s turnover rate, though higher than we would like it to be, has been lower than the national rates as published by the BLS for the past four years.

<u>BLS</u>	<u>WSCC</u>
2010: 25.7%	2010-11: 19.35%
2011: 25.3%	2011-12: 12.20%
2012: 25.8%	2012-13: 18.69%
2013: 26.1%	2013-14: 17.81%

- **Retirement Contributions** – The College collects comparison data of how retirement contributions are conducted at campuses across the state. The retirement program is defined by the state of Ohio. All of our employees must contribute to one of three (3) plans: the State

Employees Retirement System (SERS), the State Teachers Retirement System (STRS) or an Alternative Retirement Program (ARP, currently TIAA-CREF). Currently, WSCC is the only Community College in the state that picks up (pays) the employee's mandatory contribution (10% of the employees pay) along with the College's share of contribution.

- **Anecdotal Comparisons** – In addition to the above studies, administrators of the College participate in their respective Ohio Association of Community Colleges (OACC) professional groups. Though informal in nature, participation in these groups represents a peer group from which WSCC can compare itself with regard to our strengths and weaknesses.

4I1: Recent Improvements for Valuing People

Since our entry into AQIP in 2004, we have been working toward a more systematic approach to Valuing People. Improvements are demonstrated in:

- Seeking input and communication. Our President performs weekly updates and communicates these updates via email to all stakeholders. Representatives from all three Employee Senates are included on Executive Cabinet and hold regular meetings with the President.
- The unit goals process has created direct linkage between strategic planning, budgeting processes, and setting unit goals for Category 4 and the other AQIP categories.
- The employee evaluation system has been redesigned with ties to the institutional mission. Evaluations are now conducted on a regular schedule, and supervisors are trained on conducting the evaluation system. Planning for professional development is integrated with the evaluation process.
- The Compease system is used to gain comparative data regarding salaries in similar two-year institutions. The administration is taking steps to implement some of the recommendations from this study.
- Employee satisfaction surveys were conducted in 2013 and 2014 and will now be conducted annually. Information gathered is shared across campus, and the Committee on Employee Success is working with the Executive Cabinet and others to address challenge areas.
- A needs assessment has been conducted to determine training and development needs of faculty and staff. Professional development offerings are tied to the needs assessment.
- While a downturn in enrollment between 2012 and 2014 resulted in the use of furloughs and downsizing of the number of full-time employees, it appears that some of the negative morale issues associated with these steps to guard the financial stability of the college are now improving as evidenced by trends in the employee satisfaction surveys.

4I2: Culture and Infrastructure Support for Valuing People

The College utilizes a unit goals process that allows units outside of Human Resources to set and accomplish goals related to Category 4. In this manner, we have created a culture and infrastructure that allows goals to be consistent with the College's mission, vision, values and strategic planning. For example, in 2011-2012, ten units outside of Human Resources set goals related to Valuing People.

Category 5 – Leading and Communicating

Introduction

As stated in the Mission/Vision/Values statement, Washington State Community College is committed to the principles of excellence and equity, and that commitment is embodied in its programs, services, activities and concerns. We are committed to student success. Sections [5P1](#) and [5P2](#) review how the President leads a strategic mission, visions, value process and how the process is communicated. These processes are now much more aligned than they were in 2010, and we are beginning to move to the level of integrated processes through the linkage of all major planning processes. Change is inevitable, and innovative leaders consider the best way to communicate change to stakeholders; section [5P3](#), [5P4](#), [5P5](#) demonstrate how WSCC is successful in engaging stakeholders in the strategic planning process and communicating change. The college has various committees consisting of internal stakeholders representing the support, professional, faculty, senior staffs of the college and representatives from the student senate. These processes vary between systematic and aligned. We recognize that we sometimes still function at some level of isolation, but our focus on process mapping, strategic planning, and planning for continuous improvement has moved us toward alignment.

WSCC also recognizes the need to create a culture of evidence; [5P6](#) reviews using data in the decision making process. Building a college culture of accountability and performance measurement takes a blend of attributes and strategies, and our responses in Category 5 demonstrate that we are sometimes systematic and sometimes aligned in these areas. The President has taken on the role of a change leader to remove barriers and free staff to use their strengths to improve the College and make it responsive to the community and the students we serve.

The cultural transformation has required that the divisions and departments for academic affairs, records, IT, student affairs, and administration collaborate more fully. Sections [5P7](#) and [5P8](#) review how the President has communicated and shared his vision and we have become more aligned in these areas. Communication to each campus unit is important for each unit to understand implementing new state mandates to receive state funding and remain competitive. We know that professional development affects the quality and dedication of employees thereby impacting the culture of the college including student learning and achievement. We find ourselves at the reacting to systematic stage in these areas due to budget constraints in the last two years. Section [5P9](#) and [5P10](#) indicate that we have additional opportunities for strengthening leadership skills and filling leadership vacancies. Again, in part due to budget constraints, we find ourselves at the systematic level for strengthening leadership skills and preserving mission, vision, and values during leadership transition.

Under the current administration, the President is deeply engaged in creating the conditions for new culture formation. The President strives to understand the climate of the college as well as the perceptions of the staff. He realizes that understanding the social environment and the culture of the college is important, and he communicates that message well.

Improvements for Leading and Communicating include an annual process for reviewing and, when needed, amending the College's mission, vision, and values to keep those statements fresh and aligned with the institution's changing environment. Those statements demonstrate the college's commitment to student access and success, a stronger focus on encouraging stakeholders to embrace change and see the change process an opportunity to build trust, and finally, an emphasis on making stakeholders partners in the decision-making and change process. Together the President, the Board of

Mission

Washington State Community College responds to the education and workforce needs of our community by providing dynamic and affordable associate degree and certificate programs in an atmosphere that promotes student success.

Vision

Our vision is to inspire individual excellence and success.

We Value

Respect – *To acknowledge the humanity of all individuals through compassionate action.*

Ethics – *To demonstrate honesty, integrity, responsibility, and accountability.*

Inspiration – *To provide an atmosphere that encourages our campus community to develop, grow, and succeed as lifelong learners.*

Inclusion – *To provide an atmosphere that fosters respect and acknowledges, explores, and embraces the diversity and uniqueness of all regional and global cultures.*

Success – *To enable all students, faculty, and staff to be successful academically, personally, and professionally.*

Excellence – *To reach our maximum potential as a community college through continuous improvement, institutional growth, excellence in teaching, and community engagement.*

Teamwork – *To foster a culture of collaboration within the campus community that supports our mission, our students, our employees, and the surrounding area.*

Stewardship – *To be responsible stewards of college resources: human, fiscal, natural, physical, and virtual.*

Trustees, and all college stakeholders can communicate the vision and mission statement of the college to inspire student excellence and success.

5P1: Definition of mission and values

The College reviews its mission, vision, and values annually at a strategic planning retreat held at the end of the academic year. The core group for this planning is the President’s Cabinet which consists of faculty leaders, administrators, and support and professional staff. Ideas are then refined in President’s Cabinet meetings that are held twice monthly; recommendations are reviewed by the Executive Cabinet (formerly the President’s Strategic Team) and the Board of Trustees. A draft of proposed changes is posted on the College’s SharePoint site for college-wide comments. After the retreat, members of the president's cabinet communicate the proposed mission statement to their various divisions or groups. Executive Cabinet receives and incorporates feedback before a final draft is sent to the College’s Board of Trustees for approval. **(1.A.1)**

The major changes to mission statements between 2010 and 2014 emphasize workforce needs, affordability, and success. The vision statement also emphasizes success. Our Values statements have remained essentially the same in spirit with some language changes to reflect our developing perception of what we do. For example we have added language about lifelong learning, which is also one of our general education outcomes, to our values.

In the last three years, we have worked to communicate these statements more clearly and consistently. We added the mission statement to the back of our business cards and posted our mission, vision, and values on framed wall hangings around campus. The statements are posted on our website under the “about” tab. The college also distributes an annual “Strategic Vision” document that lists the mission, vision, and values statements along with the college’s current strategic priorities ([link](#)). **(1.B.1)**

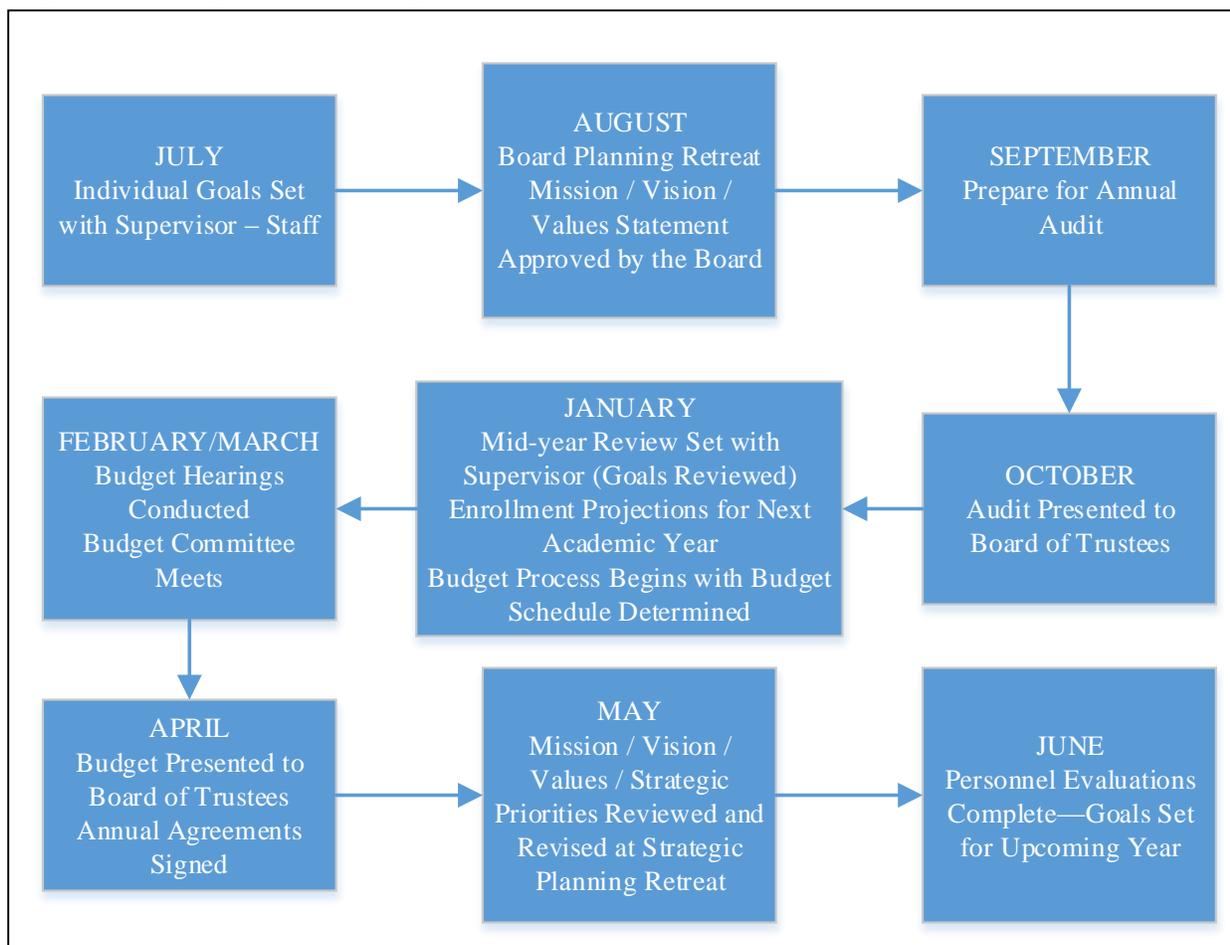
The annual review and revision of the College’s mission, vision, and values also serves to ensure that the institution’s academic programs, student support services, and enrollment profile are consistent with its charter to offer associate degree and certificate programs aimed at direct employment or transfer to baccalaureate granting institutions. **(1.A.2)**

5P2: Setting and aligning the mission, vision, values with commitment to high performance?

Since 2011, the President of the College has altered expectations for campus leadership. His fundamental theory is that leadership is a multifaceted concept that can include a number of definitions and styles, including team or relational leadership, transformational

leadership, cultural theories, and chaos theories. The shift to more teamwork and collaboration, to reinforcing relationships with stakeholders, to acknowledging a need to understand the culture of the College, and to understand and actualize the change process, now increasingly enables groups to surpass what were formerly individual outcomes. He instituted a new budget and planning process that provides a means for the college to align goals for individuals, departments, and academics with the mission, vision, and values; the budget; and with the strategic priorities of the college. (See Figure 5-1.) **(1.A.3; 5.C.1-5)**

Figure 5-1: Budget and Planning Process



WSSC uses AQIP action projects to address issues related to high performance. Suggestions for Action Projects are part of the outcome of the annual strategic planning retreat which examines the possible impact of fluctuations on the institution's sources of revenue along with input from both internal and external stakeholders. Following that event, the President's Cabinet, the Continuous Improvement Team, and the Executive Cabinet work to narrow the list of suggestions and choose projects that will support the strategic goals of the college. New projects are generally declared each fall as the academic year begins. **(5.C.3-5)**

The Board of Trustees also participates in the strategic planning process and reviews and approves changes to the mission, vision, and values and the strategic priorities of the college. Chapter 2 of the College Policies and Procedures Manual defines the duties and responsibilities of the board (Section 2.500) ([link](#)) including maintaining priorities to preserve and enhance the institution; reviewing and considering the interests and recommendations of internal and external constituencies; preserving the

Board's independence from undue influence whether internal or external, public or private; and delegating day-to-day management of the college to the administration and to the faculty in matters of curriculum. **(2.C.1-4; 5.C.2)**

5P3: Considering the needs and expectations of key stakeholder groups

As noted in [5P1](#), the college's mission, vision, values, and strategic priorities documents are created with broad input and with attention to the needs of current and potential students and key stakeholder groups. The scope of mission, vision, values is defined by the associate degree and certificate level instruction that is authorized by the Ohio Board of Regents and the Higher Learning Commission. These purposes along with public service and economic development aspects of the mission are articulated in Chapter 1 of the college's Policies and Procedures Manual ([link](#)). **(1.B.1-3)**

The College hosts advisory boards that meet, typically, twice per year, to examine, vet, and recommend improvement for our technical academic programs. Advisory Board members are comprised of secondary and post-secondary, business and industry administrators and technicians, hospital clinicians, public safety officers, and others who employ or regularly work with the college's graduates.

An AQIP Action Project, *The Student Voice*, began in October 2013 to solicit student feedback on curricular and extracurricular happenings around the College (see [3R3](#)). Various college units review suggestions from these groups and integrate them, where appropriate, into the annual planning process which guides budgeting, academic programming, upgrading or purchasing equipment, remodeling campus areas, filling personnel vacancies, recommending travel to professional meetings and other college functions. The college also uses outside consultants, such as HRN's Compease system (see [4P11](#)) to review the salaries of all employees and compare them against like institutions, and employee climate surveys (administered in 2010, 2013 and 2014 – see [4P12](#) and [4R2](#)) are used to gather information on the working environment. These sources inform the college about the needs and expectations of employees. Focus groups often serve to inform the college of the needs and expectations of other key external and internal stakeholders.

The President and many other college employees participate on community boards of directors (Port Authority, Chamber of Commerce), in community organizations, and service organizations (Rotary, Lions etc.) to better understand how the college can serve external stakeholders (see [9I2](#)).

5P4: Seeking future opportunities while enhancing a strong focus on students and learning

The college has several integrated processes that enable it to seek future opportunities while keeping a strong focus on student learning outcomes. A number of college teams and committees are tasked with seeking opportunities for growth and providing data to the Executive Cabinet and Board of Trustees for making informed decisions.

- The academic leadership pursues articulation agreements and partnerships with public school systems and other colleges. Examples include the creation of dual enrollment partnerships and collaborative efforts on seeking grants to improve students' transition from high school to college, and collaboration with a regional college on sharing programming to support the chemical industry.
- The Business Action Team (see [2P1](#)) interacts with business and industry leaders to provide services and create credit and non-credit academic programs to serve their needs. Frequently employer focus groups are convened to provide input and guide program development. Examples include development of new one-year certificate programs in welding and motorcycle technician, creation of a 36-hour training program for volunteer firefighters, and

creation of a multi-craft certificate for industry in response to a need expressed in the Morgan County area of the college's service district.

- The Enrollment Management Team monitors enrollment, financial aid needs, loan default rates and other success indicators in order to provide regular updates on enrollment trends to the Executive Cabinet and Board of Trustees to support annual and strategic planning processes.

Project teams are often organized to plan and implement courses of action based on the information gathered. Ultimately, once initiatives are identified that align with the college's mission, values, and strategic priorities, the information is shared with the Board of Trustees for their review, comment, and where appropriate, approval.

5P5: Using Teams, Task Forces, and Committees to Recommend or Make and Implement Decisions

Washington State utilizes internal committees and teams to make recommendations that are ultimately reviewed for action by the President's Cabinet, Executive Cabinet, and the Board of Trustees. This structure allows a free flow of ideas and the administration has worked to more consistently incorporate the recommendations of committees into the college's communication and decision making processes.

The College maintains 13 standing committees (an increase of four since 2010). Faculty and staff serve on standing committees by virtue of their positions at the college or are appointed for two-year terms. The college makes an effort to provide all employees an opportunity to be part of shared governance through participation on committees. Figure 5-2 lists the standing committees and their responsibilities. Students participate on standing committees, such as the Appeal Committee, where appropriate. See also [5P1](#), [5P2](#), [5P3](#), and [5P4](#) for additional information on how input from various committees, divisions, departments, and units is used to allocate resources and align the College's actions with its mission. **(5.B.1-3)**

Figure 5-2: Standing Committees	
Committee/Team	Responsibility
Continuous Improvement Team	Oversees and guides the continuous improvement processes at the College including those associated with the Academic Quality Improvement Program (AQIP) and the accreditation requirements of the Higher Learning Commission.
Behavioral Intervention Team	Develops policies and procedures for dealing with issues related to inappropriate student conduct. The BIT provides training and staff development to the college community designed to assist with employing effective actions for dealing with student behaviors, conducts risk assessments, and keeps records of student incidences.
Budget Committee	Develops the annual budget and budget related policies for review and approval by the Executive Cabinet and the Board of Trustees.
Business Action Team	Provides the impetus for effectively responding to the workforce and training needs of the business community. The BAT identifies specific training needs of the businesses and industry sectors and collectively mobilizes the academic and programmatic resources of the College to meet those needs.
Campus Safety and Security Committee	Develops policies and plans for the development of emergency procedures, campus security, lab safety, and the use, storage, and disposal of toxic substances.

Figure 5-2: Standing Committees	
Committee/Team	Responsibility
College Curriculum Committee	Reviews and approves academic changes including those for general education, creation of new courses and academic programs, and changes to existing academic programs and courses.
Committee on Employee Success	Oversees and coordinates College activities related to employee success and valuing people including professional development and employee recognition.
Committee on Student Recognition	Oversees and coordinates College activities related to campus life, honors, ceremonies, and graduation.
Student Learning Committee	Reviews and monitors the effectiveness of existing academic assessment practices and measures; evaluates the assessment needs of the College for both general education and program-specific learning; makes recommendations for planning, policy development and review regarding academic assessment and student retention; and ensures that assessment results are used to improve student learning.
Data Action Team	Identifies the data needs of the College which will provide overall information for determining student success, and for assisting in the operation of the College. Employs means for making data easily accessible.
Diversity and Social Justice Committee	Considers matters concerning, but not limited to, the integration of values which support a diverse campus and learning community. Leads projects and programs to advance a campus culture for an ever changing and global world through advocacy of fair treatment in every aspect of campus life and College function, while supporting all persons regardless of race, sex, age, religion, sexual orientation, color, national origin, veteran status and disability.
Enrollment and Retention Committee	Identifies strategies for providing an overall strategic enrollment plan for the College. Consistently reviews enrollment processes for continuous improvement, and makes recommendations for effective promotion. Identifies effective and innovative means for increasing student retention. Recognizes and incorporates into the operation of the College means for maintaining healthy enrollment patterns.
Student Appeals Committee	Considers judicial appeals as well as matters of academic concern, including but not limited to, student probation, student dismissal, and academic requirements.

Additionally, the College forms ad hoc committees as needed to manage projects, resolve issues, take action for continuous improvement, and respond to stakeholders needs. Current examples of ad hoc committees include the Wellness Committee (a subcommittee of the Committee on Employee Success), the Evergreen Arts and Humanities Committee, hiring committees, the Dual Enrollment Team, the Math Redesign work group, AQIP Action Project teams, and the AQIP Systems Portfolio writing team.

The College also has two leadership committees in addition to the Board of Trustees: the President's Cabinet and the Executive Cabinet. The President's Cabinet functions as the chief communications, policy consideration, and planning body of the college. As such, it provides a forum to discuss and resolve issues of concern to the entire college community. The group is composed of senior and mid-level managers. The President and the Executive Cabinet have the authority to make major operational decisions for the College. The membership of the Executive Cabinet was broadened by the current president to include representatives of the three employee senates in order to increase communication throughout the institution.

In addition, the annual goal setting process (see [5P2](#) and [8P2](#)) processes allows departments within the college to propose initiatives in support of the college’s mission, vision, values and strategic priorities and align those initiatives to both the AQIP categories and the budgeting process.

5P6: Using data, information, and performance results in decision-making processes

The college’s strategic planning process and annual budgeting and goal setting process (see [5P1](#), [5P2](#), [8P2](#)) align the use of data, information, and performance results with decision-making processes. **(5.C.3)** The Data Action Team and the Management Information System (MIS) Department assemble data related to fluctuations of revenue based on enrollment and changes in state funding, changes in the local and national economy, advances in technology, demographic shifts, and globalization of education and feed that data into the annual identification of strategic priorities and setting of departmental and unit goals in conjunction with the budgeting process. **(5.C.4; 5.C.5)**

A 2012-2013 Action Project, “Data Made Easy! The Dashboard Project,” created the Data Action Team, now a Standing Committee of the College, and developed a set of nine Key Performance Indicators (KPIs) by which to measure effectiveness, including comparisons with other state and national higher learning bodies ([link](#)). In addition, a Non-Instructional Category was added in 2014 with seven new sub-categories. Integrated data collection and analysis inform our decision-making process in the following ways: (1) Student enrollment data, results for Ohio’s student success measures, and other budget data inform the recruitment and budgeting processes. (2) Student outcomes data (including CCSSE, SENSE, KPIs, and program level learning assessment data) inform our academic and student services planning.

Process mapping has been instituted to examine and refine systems, plan changes, and monitor results, and adjust as needed. Demographic and enrollment data reports to the Executive Cabinet and Board of Trustees inform strategic decision making.

The Data Action Team and the MIS Department regularly review the processes for collecting and distributing data. The College uses a Business Objects Report software product to allow the various departments to mine the data needed for efficient operation. These processes are more fully described in [Category 7](#).

5P7: Communication between and among the levels and units of the college

The college maintains many communication processes that integrate input and output from multiple internal constituencies while also enabling feedback and two-way communication. In response to the 2010 Organizational Workplace Audit ([link](#)), the President implemented several new means of two-way communication between administration and employees including regular meetings with employee senates, a weekly email news update, and a budget planning process that provides opportunity for input from all levels of the college.

Figure 5-3 lists methods used to promote and enable college-wide communication.

Figure 5-3: Communication Processes			
Process/Purpose	Data Collection	Medium	Feedback Loop
<i>Collage</i> - A weekly single-page newsletter posted in the restrooms on campus providing information regarding campus	Students, employees, teams, committees, and departments may submit information to be included in the weekly publication.	Edited, printed and distributed internally by Marketing & Communications Department. Posted in the restrooms on campus.	Stories generally contain “For more information” phone number or email address to enable the feedback loop.

Figure 5-3: Communication Processes			
Process/Purpose	Data Collection	Medium	Feedback Loop
activities, student services, and resources.			Process integrated with President's Cabinet and Executive Cabinet.
<i>On Campus</i> - A weekly web-based news and information source for faculty and staff (link).	Employees, teams, committees, and departments may submit information to be included in the weekly publication.	Internal news source for college employees and board members sent in email format.	Stories generally contain "For more information" phone number or email address to enable the feedback loop.
College Website - Continually updating reference tool for current, prospective, community, and alumni (link).	Employees, teams, committees, and departments may submit information through the service task request system for additions and updates to the website.	Online communication tool for students, employees, and the public.	Website features a form to submit for more information. Students and employees may make suggestions through the MyWSCC Portal's online suggestion box.
Online Calendar - (Updated regularly) An organized Web-based system for listing community and college events and activities (link).	Internal and external stakeholders may contribute calendar items. Calendar includes important dates from the academic calendar such as registration and class drop deadlines.	Web-Based calendar moderated by the Marketing and Communication department.	Students, Employees, and Community may submit a request to add an event.
TV 22 - The City of Marietta community channel managed by WSCC faculty and students.	Students, employees, and the community may submit information to be included on the channel.	Promotes local events, college activities, interviews with faculty and staff on college programs, video clips, newsfeed, and weather updates.	Most announcement include some type of contact information so viewers can obtain more information.
MyWSCC - Email portal for students, faculty, and staff. Also provides access to WebAdvisor for student registration and business processes Sakai for online learning, and an electronic suggestion box (link).	The Information Technology (IT) staff manages the College email system in collaboration with Google. The IT staff maintains a number of email distribution lists that may be used by employees to contact various groups.	Provides ability to communicate with one or many and nearly instantaneously. The login page provides space for important announcements to students.	The MyWSCC portal page includes a "Suggestion" tab so internal stakeholders may submit that go to Executive Cabinet members and then are routed to appropriate departments.
SharePoint Updated daily. Note: We are not able to provide a "live" link to SharePoint which	Employees, teams, committees, and departments may submit information to be included in the intranet. Primary repository of documents	Serves as an internal website for the dissemination and collection of college-specific information.	All departments, committees, and employees use SharePoint. It provides a place for online collaboration across

Figure 5-3: Communication Processes

Process/Purpose	Data Collection	Medium	Feedback Loop
is password protected (link).	and information of general and specific internal interest. Includes calendars, meeting agendas and minutes, college policies, and forms.		departments and committees. Includes websites created by departments and committees.
FaceBook (link)	The College's official Facebook site reflects information also presented through the College website and College calendar.	FaceBook social media site maintained through the Office of Student Services.	Allows opportunity for students and employees to comment, ask questions, and gain additional information.
Public Presentations	The President and other College leaders regularly provide updates to internal and external audiences.	In-service meetings, Department and Division meetings, community service clubs such as Rotary.	Allows opportunity for question/answer sessions with various College stakeholder groups.
President's Cabinet - The 35+ Cabinet members meet bi-weekly to share items of interest and concern.	Information is then shared with direct reports, through minutes, and, when applicable, through the President's weekly e-newsletter.	President's Cabinet provides a forum to discuss and resolve issues of concern to the entire college community.	President, Senior Administrators, Mid-Level Managers, Deans, Faculty Chairs and Faculty Program Directors all participate.
Executive Cabinet serves as the primary planning, decision-making, and executing body of the College.	Membership was expanded in 2011 to include representatives from Support Staff, Professional Staff, and Faculty Senate.	Face-to-Face meeting with minutes distributed through SharePoint.	Allows direct, weekly communication among senior administrative leaders and leaders of the three college senate organizations.
Senates - Each employment group on campus has a senate that meets on a monthly basis.	President regularly meets with Support Staff and Professional Staff. President and VPAA regularly meet with Faculty Senate President.	Communicate information and/or share concerns regarding college policies and decisions.	Three Senates: Faculty Support Staff Professional Staff participate.

The College uses online applications, registration, e-drop, e-attendance, e-assessment of student learning outcomes, financial aid records, and transcripts in order to reduce clutter, open storage space, facilitate retrieval and sharing, and enhance security. Our information management system, Ellucian Colleague provides a communications module that allows for dissemination of information to specific audiences. The MIS staff routinely reviews systems operations.

The "rumor mill" noted in the 2010 Systems Portfolio, while not eliminated, has been significantly addressed through more transparent, timely, and inclusive communications campus-wide. Improvement in morale is evidenced through the Employee Satisfaction survey results for 2014 (see [4R2](#)).

5P8: Communicating shared mission, vision, and values to reinforce high performance characteristics

The college leadership uses various means for communicating our shared Mission, Vision, and Values with emphasis on improving institutional performance.

- Strategic Planning – The mission, vision, and values are now reviewed annually along with enrollment, budget, marketing, and expansion opportunities to create the strategic priorities of the college. This process aligns the college mission, its strategic priorities, the principles within the 9 AQIP Categories, and the College’s budgeting process. See [5P1](#), [5P2](#), [8P1](#), and [8P2](#) for specific details.
- Participation in AQIP – A Continuous Improvement Team guides the college’s participation in AQIP (see [5P5](#)). At all times the college is working on three major continuous improvement action projects that align with the college’s strategic priorities and are guided by cross-departmental teams. A recent Action Project created an online database for tracking non-AQIP continuous improvement projects (see [8P4](#)). Nine Systems Portfolio Category teams comprised of approximately 40 employees have reviewed the 2006 and 2010 Systems Portfolios and feedback reports to prepare the 2014 Portfolio. All work was centralized at our SharePoint site so that team members could make revisions in real time.
- The College’s continuous quality improvement journey has resulted in consistent practices that use existing committees, teams, and departmental units or will create special task forces that employ the plan, do, check, act cycle when attempting to solve problems and/or make improvements to processes.
- The College’s Mission, Vision, and Value statements are posted throughout campus, appear on the College’s Strategic Priorities document ([link](#)), and are included on the “about” tab on the college’s website ([link](#)). Annual review of these statements at a strategic retreat keep them vital and alive for guiding College processes and initiatives (see [5P1](#)). **(1.B.1-3)**
- Communication Processes – The College communicates the importance of continuous improvement and high performance through its Key Performance Indicators (see [7P3](#)). Other means of communication (see [5P7](#)) reinforce the emphasis on Mission, Vision, and Values.
- Completion Task Force – In 2013, the college formed a Completion Task Force to review data, use continuous quality improvement processes to support and enhance students’ success, and communicate with students and employees about those efforts (see [1P5](#), [1I1](#)).

5P9: Encouraging, developing, communicating and strengthening leadership skills

WSCC encourages development of leadership abilities through input into current practices, training, professional development, mentoring, opportunities for on-the-job leadership experience, and participation in state, regional, and national organizations.

- **Input into Current Practices** – In March 2013 and October 2014, Employee Satisfaction Surveys were completed which gave employees an opportunity to communicate their opinions to the administration in a wide variety of areas. The surveys included several items specific to the leading and communicating category (see [4P12](#) and [4R2](#)) **(5.B.3)**.
- **Training** – In 2013, the college implemented a new employee evaluation process. As part of this implementation, various trainings were conducted at all faculty and staff levels to enable employees to understand, administer, and contribute to the process in a positive and effective manner.

- **Professional Development** – In spite of two years (2012-13 and 2013-14) where balancing the budget was a challenge due to declining enrollment, the College has been creative in seeking out professional development for faculty and staff. Ohio provides numerous state-led workshops and meetings, which are well attended by Washington State employees. On returning from such events, participants present panel discussions or training sessions to interested faculty and staff, insuring that they can share the knowledge they gained. Over the past three years, faculty and staff members throughout the college have attended various conferences to gain leadership skills and training. For example, the Licensed Practical Nursing department faculty belong to an organization called Ohio Organization of Practical Nursing Educators (OOPNE) and attend an annual conference where they receive updates to laws and regulations and training in classroom teaching techniques. Financial Aid staff attends the annual Federal Student Aid conference presented by the U.S. Department of Education in order to receive updates and guidance on maintaining compliance. The Director of Financial Aid presented in a workshop on the challenges of rural students and general best practices at the 2014 National Association of Student Financial Aid Administrators (NASFAA) conference.
- **On-the Job Leadership and Mentoring** – Faculty members have the opportunity to apply for the role of department chair as those positions become available. Other faculty may serve as a Program Coordinator, with responsibility for coordinating a discipline or as a Program Director, with responsibility for that program’s accreditation as well as daily operations. These roles allow individuals to experience and practice a variety of leadership skills. One of the current academic deans served in the role of department chair prior to her appointment as a dean, while two other faculty with chair/director experience and leadership roles on numerous committees served as interim deans of their division. Program Coordinators, Department Chairs, and Program Directors are mentored by their respective Deans who assist them in developing the requisite leadership skills. Additionally, leadership roles on the College’s Standing Committees rotate, as does committee membership, on a two-year cycle which allows for leadership experience at the committee level. Nearly any employee who desires leadership experience at the committee level will have that opportunity at one point or another.
- Senior administrators, deans, and professional staff members participate in state-wide organizations related to their particular work processes. These groups share best practices and provide forums for discussion of leadership skills.
- Additionally, as outlined in 5P5, the College engages its employees in shared governance through its use of standing committees and leadership committees (**5.B.3**). The Board of Trustees participate in the strategic planning processes of the College (see [5P1](#)) and review and consider the interests of internal and external constituents when governing the institution (see [5P2](#)) (**5.B.2**).

5P10: Preserving mission, vision, values and high performance commitment during leadership succession

The College employs different processes for filling leadership vacancies based on how a vacancy occurs. For instance, a different process is in place depending on whether the vacancy is announced in advance or if it is a sudden vacancy (see [4P5](#)). The mission, vision, values, and strategic priorities process

along with related documents and the unit goals setting process enables the college to maintain mission continuity during times of leadership change. For example, unit goals are posted to SharePoint and a newly hired administrator can review the major goals and accomplishments of his/her unit over a period of 3-4 years as well as view the goals for the current year.

Our participation in AQIP along with our Systems Portfolios, Systems Appraisals, and Action Projects capture institutional history, and document priorities, strengths, and areas of challenge for the institution. Job descriptions for leadership roles specifically note requisite skills and knowledge of continuous quality improvement processes, and hiring committees regularly question potential candidates on these topics to insure a good fit with the organization.

Our strategic planning process (see [5P1](#) and [8P1](#)) provides direction for the future of the organization. Each of these processes and documents, along with orientation sessions for Board of Trustees members and Foundation Board members, provide context for new leaders as they join the institution. We have also begun more cross training within departments to insure continuity of operation and expansion of individual skill sets. The college has worked to map many key processes ([link](#)). These process maps are helpful in orienting new administrators and other employees on how the college functions and the particular part that the new employee will play in those processes.

5R1: Performance Measures for Leading and Communicating

In 2013 and 2014, the college conducted an employee satisfaction survey that asked several questions related to performance measurement of leading and communicating. Below are the specific questions:

- Question 5: How realistic are the expectations of the college?
- Question 6: How realistic are the expectations of your supervisor?
- Question 7: How often do the tasks and projects assigned to you by your supervisor help you grow professionally?
- Question 8: How many opportunities do you have for professional development at the college?
- Question 13: How well informed are you with regard to the college's mission and goals, college events, important campus information, etc.?

The answers to these questions were sortable for various employee groups so that the college could do analysis of responses by group: senior administration, professional staff, support staff, regularly scheduled part-time, and faculty. It was also sortable with length of time at the college.

In addition to the questions above, open-ended questions were asked on this survey which allowed employees to comment on their perceptions of leading and communicating. The intention is to repeat this survey on an annual basis so that the college can have longitudinal data in this area.

College administration holds an annual planning retreat for reviewing the mission, vision, values and strategic priorities along with the yearlong process map for budgeting and setting institutional priorities (see [5P1](#) and [5P2](#)). That process collects recommendations on areas related to leading and communicating as well as the outcomes of specific goals that are proposed through each unit of the college.

5R2: Results for leading and communicating processes and systems

Though there are still opportunities for developing leadership more fully and communicating information more effectively and broadly, the College has improved significantly since 2010. As with a number of community colleges in Ohio, WSCC depended on furloughs to balance its budgets after the quarter to semester conversion resulted in lower enrollments. The College also limited replacing vacated positions, trimmed budgets by roughly 10% or more in some areas, and did not issue raises. These changes were put into place after discussions with and survey of employees. At the same time, the measures that were taken to preserve the financial stability of the college also negatively impacted overall morale and the financial ability of the college to provide off-campus professional development.

Figure 5-4 provides results from the Employee Satisfaction survey from 2013 and 2014 as related to Communicating and Leading. Improvements were observed in all five response categories between 2013 and 2014. Follow this [link](#) for complete results for the multiple choice responses from the survey.

Question	2013 Response	2014 Response	Change
How realistic are the expectations of the college?	58.9% responded extremely, very, or moderately realistic.	75.2% responded extremely, very, or moderately realistic	+16.3%
How realistic are the expectations of your supervisor?	84.21% responded extremely, very, or moderately realistic.	86.82% responded extremely, very, or moderately realistic	+2.61%
How often do the tasks and projects assigned to you by your supervisor help you grow professionally?	61.05% responded extremely, very, or moderately often.	70.54% responded extremely, very, or moderately often	+9.49%
How many opportunities do you have for professional development at the college?	35.8% responded a great deal, a lot, or a moderate amount.	51.17% responded a great deal, a log, or a moderate amount	+15.37%
How well informed are you with regard to the college's mission and goals, college events, important campus information, etc.?	82.11% responded extremely well informed, well informed, or moderately well informed.	86.82% responded extremely well informed, well informed, or moderately well informed	+4.71%

5R3: Comparing Results for Leading and Communicating with Other

WSCC has not yet found a reliable way of comparing performance results for Leading and Communicating with other higher education institutions or organizations outside of higher educations. We recognize this as an opportunity for improvement.

5I1: Recent Improvements for Leading and Communicating

Processes for Leading and Communicating have become more systematic and aligned, especially with regard to alignment of mission, vision, values, strategic priorities, AQIP principles, communicating, setting goals, and budgeting. The college needs to do a better job of capturing the results of goal setting before we can say that these processes are fully integrated.

Our President made good use of his professional background in mediation and negotiation during his first two years at the College when trust and morale had been at a low point. He used management techniques such as social constructivism leadership theory, realizing that understanding the College's

social and cultural environment is crucial. The President's accessibility and outreach to individuals and groups across the campus is very visible. He has invited all stakeholders to become partners in the change process and invited representatives of the three employee senates to join the college's Executive Cabinet to have direct input into the governance of the college. The President likewise has been active in participating in the three employee senates' meetings. Through the school year, the President sets aside communicated time frames to meet openly with individuals in casual conversation in areas outside of the Administration Office to encourage transparency.

The President and VPAA meet monthly with the Faculty Senate President to hear matters of faculty concern and to share information and ideas. Some success points are the summer academic calendar moving from 12 to 8 weeks, reduction of faculty evaluation questions to eliminate repetition, equitable advisor loads, broad discussion of academic division reorganization plans, improvements to the dual enrollment process, and creation of a web app for course level assessment to document general education goals met by each course (an AQIP Action Project see [1P18](#)).

Other Improvements:

- Means of communication within the college have been expanded and enhanced (see [5P7](#)).
- An AQIP Action Project created a web application to allow entry of continuous improvement project tracking that aligns to the budget process and the institution mission, vision, and values.
- The VPAA provides bi-monthly Academic Affairs updates (reports from deans, library services, and E-Learning) to all full-time and part-time faculty as well as administrative and professional staff department heads.
- Members of the College's Board of Trustees have participated in training related to best practices for governing boards (Ohio Board of Regents conference and AACC conference in Washington, DC).

5I2: Culture and Infrastructure for Improving Results for Leading and Communicating

The College has worked to create a culture of continuous improvement. We have created processes such as our continuous improvement projects that allow and encourage departments and individuals to propose and implement solutions when processes break down or don't function well.

Annually, employees and departments are now responsible for setting individual and unit goals in a consistent way that is integrated with the overall planning and budgeting processes. The goals assist the college in three ways: as a tool to assist supervisors in the yearly employee evaluations process; as data to incorporate into a matrix that gives administrators a view of strategic planning items and ways to support the Mission, Vision, Values; and as a part of the annual budgeting process where staff and faculty are encouraged to present their requests to an administrative panel to support their budget requests.

With increased use of process mapping tools, employees can enhance and improve daily work flow, creating an infrastructure of success for employees and students alike. Some recent mapping includes the Dual Enrollment Process, the Program Review Processes, the Placement Testing Process, the Process for Closing Programs, and the Pre-Requisite Waiver Process.

Category 6 – Supporting Institutional Operations

Introduction

At Washington State Community College, the processes involved in Supporting Institutional Operations have continued to mature and develop. Since our last portfolio, we have enhanced our processes related to student support services to create a much more aligned approach. The development of Ohio's 100% success-based funding model has accelerated our focus on student success initiatives and the collection of data tied to success. Since student success touches each area of the college, we have experienced better collaboration among departments, most notably during the development of the College's Completion Plan ([link](#)). The Completion Plan is a comprehensive review of the institution's strengths and opportunities related to student success. Using data from both WSCC and the State of Ohio, the completion plan incorporates action items to address barriers to completion. The Ohio Board of Regents shares data from other state institutions to provide appropriate benchmarks to our overall success.

Other data collection has also expanded over the last four years to include benchmarked surveys such as CCSSE and SENSE. We have also created initiatives to proactively seek student input through our new Student Voice Action Project which involves monthly focus groups. One of the largest challenges we have is to formally connect data to continuous improvement efforts. Much of our evaluation is done informally and is not adequately recorded and/or shared. To help address this, the College has begun to collect process results and plan improvements using a summary template. To date, this template is used for enrollment management events as well as the Student Voice Project. While we have made good progress, the college still finds itself gradually moving from systematic practices in the use of its data into more aligned practices as data are shared and used more broadly across the institution.

To create a more proactive and aligned approach regarding administrative and organizational support services, we have implemented a budget planning process that connects the institution's strategic goals, individual staff/faculty goals, and AQIP categories with the annual departmental budget requests. With this change, the College enhanced overall coordination among departments and ensures support services can be planned, coordinated, and communicated through annual goal-setting and budget hearings. This also helps to stabilize our climate/culture which has transitioned through new presidential leadership since the last portfolio in 2010.

Finally, Washington State recognizes that we need to strive towards a higher level of overall maturity as this is our third AQIP systems portfolio. A critical component to moving towards an aligned maturity level is to coordinate among units, divisions, and departments. We have made the College's Data Action Team a standing committee of the College, and they are currently working through an Action Project focused on tracking and creating consistency among continuous improvement efforts at WSCC. This cross-departmental team, which also established the college's Key Performance Indicators as part of another Action Project, will provide the necessary support to the College to consistently set measurable goals, collect results, and interpret those results.

6P1: Identifying the support service needs of students and other key stakeholders

Washington State uses a variety of processes for identifying the needs of our students and other key stakeholder groups. Figure 6-1 summarizes students' needs, the process by which those needs are identified, and the owner(s) of each process. The owners of each process collect the data, analyze it, and respond in some way, usually by sharing the information back with the college community for potential action when performance gaps are identified. When problems are identified they are generally addressed through the plan, do, check, act cycle at the appropriate department level. For more systemic problems requiring the attention of several departments, a task force is created or an Action Project may be initiated.

Figure 6-1: Students: Needs and Processes	
Needs	Processes/Owners
Testing and Placement	Student services staff assess entering students' competencies through COMPASS testing and provide initial advising with course placement for success. When necessary, students are referred to Adult Basic and Literacy Education (ABLE) to develop their skills before entry to college. A new referral program was designed in 2013 called ACES (ABLE to College Equals Success).
Financial aid eligibility and counseling	Financial aid staff assists with completing FAFSA and counsels individuals on FAFSA results.
Support for the student during the first weeks of college and beyond—National Surveys	Student services staff, academic administration, faculty, and institutional research staff use the Survey of Entering Student Engagement (SENSE) to assess how students are coping with the early weeks of their college experience. The Community College Survey on Student Engagement (CCSSE) is used later in the academic year to assess students' engagement in the learning process.
Developmental Education and At-Risk Populations – College services	Developmental education faculty and student services advising staff coordinate efforts to provide low-performing students with developmental education experiences to support success in later college courses. Faculty and staff also use the early warning and interim reports system to identify and intervene with students who are at-risk of failing classes.
Support for the Student Experience – Focus Groups	The <i>Student Voice</i> Action Project Team listens to students' opinions and needs through monthly focus groups. The work of this project team has now been institutionalized as one of the regular processes of the college.
Students' Evaluation of Instruction Survey	Academic administration and faculty use students' evaluation of instruction surveys to understand the learning experience and students' experience with faculty and the classroom environment.
Support for the Student Experience – Online Suggestion Box	The Executive Cabinet, institutional research staff and department heads use an online suggestion box to collect and respond to individual student's questions and suggestions regarding their experience at WSCC.
Support for Student Success – Degree and Certificate Completion	The Completion Task Force (cross-departmental team) created and implemented a formal Completion Plan that identifies and addresses barriers to students' success with specific, measurable, action plans (link).
Tutoring	Tutors and Center for Student Success staff provide individual tutoring services to students experiencing academic difficulties.
Support for the Student Experience – Summative and Graduate Survey	Multiple departments use the results of surveys administered at the point of graduation to understand the summative experience of graduates and make changes to the college's systems as needed.

Figure 6-1: Students: Needs and Processes	
Needs	Processes/Owners
Event Summaries	Student services staff collects surveys after events such as open houses and orientations. The information is summarized into a standard format and action items are identified to address areas needing improvement (link).

In 2013, Washington State formed a Completion Taskforce to address students' needs related to completion and success. As part of its work, the Taskforce reviewed data regarding gateway course completion ([link](#)). As a result of this research and the low course success rates identified in developmental math, the College partnered with ABLE (Adult Basic Literacy and Education) to create a new program called ACES (ABLE to College Equals Success). Students who test below a ninth grade level on the COMPASS test are now required to enter into the ACES program for intensive math brush up.

Condensed brush up sessions are also offered to students who need a more basic review before they complete the placement test.

Figure 6-2 summarizes the college's processes for responding to the support/service needs for several stakeholders other than students. Due to space constraints, the list provided does not represent all of the college's non-student stakeholders, but it provides an illustrative summary of those groups and processes.

Figure 6-2: Non-Student Stake Holders: Stakeholder, Needs, Processes, and Owners/Responders		
Stakeholder	Needs	Processes/Owners
Board of Trustees, Executive/President's Cabinet, Admission's Staff	Information regarding enrollment numbers and patterns.	Staff, administration, faculty, Data Action Team, and institutional research staff use Business Object Reports to maintain up-to-the minute information on enrollment numbers and patterns.
Board of Trustees, Executive Cabinet, All Employees	Information about the current state of the college, status of Strengths, Weaknesses, Opportunities, and Threats (SWOT), KPIs.	President's Executive Cabinet, President's Cabinet, and faculty use the annual Strategic Planning Retreat to gather and evaluate information related to the college's performance and to set goals and create Action Projects in response to that evaluation. In addition, the Campus Master Plan guides goals related to facilities and infrastructure.
Employers and transfer institutions	Congruency of educational programming and the needs of business, industry, and transfer institutions.	Academic administration, faculty, and the Business Action Team meet regularly with program advisory committees to assess and respond to current employer needs.
Community - Programming	Congruency of community needs with special programming.	The Evergreen Arts & Humanities Series Program Director uses event surveys to tailor programming to college and community interests and needs.
Community – Facilities Requests	Congruency of community needs with use of college facilities.	The Administrative Assistant to the President and Vice President of Finance uses the facility request process to respond to communities needs with regard to use of college facilities for non-college meetings and events.

6P2: Identifying the administrative support service needs of employees

Washington State uses a variety of processes to gather and respond to the support needs of faculty, staff, and administration. Figure 6-3 summarizes the processes used to support internal stakeholder needs.

Figure 6-3: Internal Stakeholders and Needs Identification Process	
Stakeholder	Needs Identification Process
All Employees	Regularly scheduled department meetings provide a forum for exchanging information about college processes and changes to processes for both academic and non-academic departments across campus. Campus-wide in-service meetings are also held at the beginning and end of each term to exchange information and provide training.
All Employees	An online suggestion box prominently located on the college's Web log-in screen provides all employees and students a means for submitting suggestions and providing feedback. (See 3P6 & 4R2 .)
All Employees	Annual employee surveys gather information regarding overall satisfaction and training needs (See 4P8 , 4P13 , 4R2 , 5R1 , & 5R2 .)
All Full-Time Employees	An annual personnel evaluation provides the opportunity for each employee and his or her supervisor to discuss the work environment and the employee's needs for specific administrative support services. (See 4P10)
Employees	An online Task Request Form is available on SharePoint to provide employees with a centralized means for making task and information requests for a variety of departments. The system provides updates for the employee as tasks are accepted, initiated, and completed. (See 7P3 .)
All Department Heads	Provide input into the college budget, request resources, and propose improvement initiatives through the budget hearing process.
President's Cabinet	Bi-weekly meetings of Executive Cabinet and Mid-Level managers provide a forum to share needs and information across all departments of the college.

6P3: Designing, maintaining, and communicating key support processes for safety and security

Washington State uses two standing committees/teams to design, maintain, and communicate key support processes that contribute to stakeholder's physical safety and security. Each committee or team is responsible for communicating procedures to the College community and providing training as needed. The **Campus Safety and Security Committee** considers matters concerning, but not limited to, policies and plans for the development of emergency procedures, campus security, lab safety manuals, and the use, storage, and disposal of toxic substances. In particular, this committee tracks campus incidents and accidents and evaluates the effectiveness of responses, makes recommendations about improvements to building and grounds to improve safety, maintains and communicates the College's Crisis Communication Plan, and plans for safety activities such as mock disaster drills. The Committee conducts safety training for employees and has implemented a "One Call" system that integrates texting, emailing, and calling into a single system to improve communication during emergencies. Other modes of communication include the *On Campus* e-newsletter, the College website, the College SharePoint site, *Collage* (weekly print newsletter posted in restrooms), and the College's Facebook page (see [5P7](#)). The **Behavioral Intervention Team (BIT)** develops policies and procedures for dealing with issues related to concerning behavior including threatening behavior to self or others. The BIT provides training and staff development to the college community, conducts risk assessments, and keeps records of student

incidences. In spring 2014, this team led the implementation of a new software, *Maxient*, that will provide for improved campus-wide tracking and communication on issues related to student behavior.

6P4: Day-to-day management of key student, administrative, and institutional support services

On a day-to-day basis, support service processes are managed by our front-line staff and mid-level managers. Many support services are available both in-person as well as on-line. Our online portal provides students with 24/7 access to their online and blended classes, email, individual account and financial aid data, course schedule, registration, financial aid information, adviser contact link, degree audit, and more. Likewise, faculty and staff also have similar online access to their critical office functions through the same online system and through the College's SharePoint system. Bi-weekly meetings with all mid-level managers through President's Cabinet provide an opportunity for information sharing and problem solving. Monthly meetings are also held for faculty and professional/support staff groups which provide an additional opportunity for discussion and information sharing. The Student Voice Action Project uses student focus groups to identify gaps in student services.

6P5: Documenting support processes to encourage knowledge sharing, innovation, and empowerment

Following the completion of an Action Project in 2010 aimed at creating a system for process mapping, WSCC has increasingly used that continuous improvement tool for analyzing the steps in cross-departmental processes, finding gaps, and working to improve administrative services for students and employees. To date, 23 key college processes have been mapped in this way ([link](#)). These maps include day-to-day administrative processes such as part-time faculty hiring, staff evaluations, student appeals processes, enrollment processes, business travel, class cancellations, credit transfer, online course development, placement testing, course-level academic assessment and college-level academic assessment. The college provides training in process mapping for faculty and staff. While this has been an effective tool, the college has found it challenging to keep these process maps up-to-date during a time of declining enrollment, reduction in force, and consolidation of departments.

As part of the conversion from quarters to semesters in the fall of 2012, WSCC was able to complete a comprehensive overview of support processes. This conversion required three years of planning and was guided by a cross-departmental quarters to semesters team. Throughout the planning process, the vast majority of the college's processes had to be evaluated and in some cases, updated, to be compatible with the new semester structure.

6R1: Regularly collected and analyzed measures of student, administrative, and institutional support service processes

Figure 6-4 provides abbreviated lists of key measures of student, administrative, and institutional support services processes.

Figure 6-4: Key measures of student, administrative, and institutional support services processes			
Key Measures of Student Support Services			
Measure	Description	Purpose	Frequency
Testing and Placement	Tracks the number of students testing into/taking developmental education; also tracks transition of	To monitor the number of students who come to the college needing developmental education courses or connection to ABLE, whether they take those courses, and how successful they	Ongoing

Figure 6-4: Key measures of student, administrative, and institutional support services processes			
	students from ABLE into college courses.	are. The data is used to improve processes to support students' success.	
Financial aid reporting/ surveys/ audits	Focus on the number and amount of aid distributed to students	To measure the effectiveness of Student Support Service regarding the awarding and disbursement of financial aid.	Annually
National Surveys: Survey of Entering Student Engagement (SENSE) Community College Survey of Student Engagement (CCSSE)	National survey of students that benchmarks the college's processes against national benchmarks.	(SENSE) To measure the effectiveness of the college's processes for entering students. (CCSSE) To measure the effectiveness of academic processes with regard to active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.	Administered each year (alternating between SENSE and CCSSE)
Student Success Tracking	Tracks key metrics of student success including gateway course completion, overall course/degree completion and graduation rates.	To identify opportunities for process improvements that will result in greater student success; feeds into state funding processes and data points.	Ongoing
Student Focus Groups	Collects data on the student experience and marketing approaches.	The Student Voice Action Project collected input to identify gaps between their expectations and experiences.	Monthly
Students' Evaluation of Instruction Survey	Measures students' satisfaction with the instructional process.	To determine possible improvements that may be necessary to support students' learning success.	Each semester
Identification of "at-risk" students	Early alert and interim report process identifies those students who are at-risk for academic failure.	To provide opportunity to intervene with students who are at-risk of failure and provide them with tutoring, counseling, or other services to promote success.	Each academic term
Graduation Survey	Captures summative information about the student experience at the point of graduation.	To provide data at the college level and at the department level regarding students' experiences in order to identify problems and plan for improvement.	Each academic term
Measures of Meeting Non-Student Stake Holders' Needs			
Measure	Description	Purpose	Frequency
Enrollment/ Retention reporting	Uses both internal measures and IPEDS data.	To measure the effectiveness of student services processes for enrollment, retention, and success.	Annually
Financial Audits	Measure the processes to ensure compliance with state and local guidelines.	To measure the effectiveness of the Business Office/Financial Organizational Support Service process.	Annually

Figure 6-4: Key measures of student, administrative, and institutional support services processes			
Advisory Committee Feedback	Collects feedback from employers and transfer institutions regarding expectations.	To assess the effectiveness of academic programs for preparing students for the workplace or for transfer to a baccalaureate institution.	Bi-annually
Measures of Administrative Support Services			
Measure	Description	Purpose	Frequency
Training Needs Survey	Provides data regarding employee's training needs.	To collect data regarding employee's training needs in order to plan for continuous improvement.	Annually
Employee Satisfaction Survey	Survey collects data on employee perceptions of the working environment.	To identify potential problems in the work environment so that those problems can be analyzed and addressed.	Annually
Service requests	The results of the service request process are collected and analyzed regularly.	To measure the effectiveness of responsiveness related to administrative support services.	Annually
Budget Hearing Process	Collects data regarding budget needs by department.	To systematically tie the budgeting process to the planning process, including strategic planning.	Annually

6R2: Performance results for student support services

While space limitations prevent a full presentation of results in each area, Figure 6-5 summarizes performance results for student support services and provides links to additional data.

Figure 6-5: Summary Performance Results for Student Support Services	
Measure	Results
Testing and Placement	Across all subjects, 85% of students test developmental; After implementing brush up sessions, 87 students participated in math brush up and 72 (83%) increased their score. Reading brush up results: 32 students participated and 22 (69%) increased score; Writing brush up results: 37 students participated and 32 (86%) increased score (link).
Financial Aid	Approximately 75% of students receive some type of financial aid (need-based or otherwise); \$12.5 million in Title IV aid was awarded for 2014-15 academic year.
SENSE/CCSSE Survey	WSCC demonstrates generally high performance on both surveys compared to the other benchmarked colleges. See 1R5 for data summary and follow these links for specific results: CCSSE (link), SENSE (link).
Student Success	The Ohio Board of Regents collects data related to success for funding purposes. Data also allows WSCC to benchmark against other Ohio community colleges. WSCC has the fifth highest completion rate among all Ohio Community Colleges at 83.6% (link). In addition to statewide data, WSCC also collects Gateway course completion rates. In fall 2013, MATH 0106 had the lowest success rate of 38% (link).
Student Focus Groups	During the 2013-14 academic year, session topics included items such as registration, technology, student resources. As of fall 2014, a total of eight

Figure 6-5: Summary Performance Results for Student Support Services	
	classes and 151 students participated. Five improvement projects were initiative based on the student feedback (link).
Students' evaluation of instruction	Data collected through end-of-course evaluations; Includes questions that relate to technology and facilities which are summarized and sent to appropriate departments. A sample of the results are attached from 2013-2014 from Health Sciences. (link)
Identification of "at-risk" students	Each early alert goes to the student, the advisor, and the Director of the Center for Student Success; Instructors issue these via electronic submission around the second/third and fifth/sixth weeks of class; on average, around 800 alerts (duplicated) and about 400 unduplicated are received each academic year.
Graduation survey	To increase responses, graduation surveys are now conducted on graduation day; In Spring 2013 (link), 133 surveys submitted, 62% indicated they were "very satisfied" with their experience at WSCC, 36% indicated they were "satisfied"; 46% planned to continue their education; 66% were employed (40% of those employed were in a job related to their major) In 2014 (link), the number of responses increased to 278. Of those responding to the question, 65% indicated that they were "very satisfied" and 27% indicated that they were "satisfied" 46% were employed (36% of those employed were in a job related to their major).

6R3: Performance results for administrative support services

While space limitations prevent a full presentation of results in each area, Figure 6-6 summarizes performance results for administrative support processes.

Figure 6-6: Performance Results for Administrative Support Services	
Measure	Results
Enrollment/ Retention Data	Daily enrollment is data posted on SharePoint includes raw data as well as % towards last year and towards goal.
Financial Audits	Financial audits completed each September/October; Results indicate that the college is financially stable and following good accounting practices. October 2014 audit results noted opportunity for improvement in Return to Title IV process. Links to Audit Results, 2012 (link), 2013 (link), 2014 (link).
Advisory Committee Feedback	Feedback is gathered by department to assist with program improvement and development from annual advisory committee meetings. Minutes from Advisory Committee meetings are kept on SharePoint. This link provides an example.
Training Needs Survey	Conducted by Human Resources in 2013. The three-part survey found that 75% of respondents would like Datatel training, 49% desired Excel training. Related to special topics, 51% indicated that a training on dealing with negativity in the workplace would be helpful, 50% indicated training on dealing with difficult behaviors. When asked about management training, 64% of respondents requested training to improve communication skills. To date, WSCC has offered the campus Excel training through the Center for Teaching and Learning. Several departments have also purchased Fred Pryor webinar packages for various trainings. (link)
Employee Work Climate/Satisfaction Survey	Climate survey completed in 2010 by an outside company; college-created surveys conducted in 2013 and 2014. See 4R2 and 5R2 for results.

Figure 6-6: Performance Results for Administrative Support Services	
Service Requests	All employees have access to service requests through SharePoint which can be utilized by each department to identify common themes indicating needs for improvement; work flow system allows for systematic follow-up to requests.
Budget Hearing Process	All unit goals are posted to SharePoint and connected to budget requests and prioritized accordingly.

6R4: Improving services for key student, administrative, and institutional support areas

Each group or department noted in [6P1](#) reviews performance data on the cycles indicated in [6R1](#) and assesses whether or not the performance or outcomes are meeting the requirements of the college and our stakeholders. Performance gaps are identified, discussed in a larger forum such as President's Cabinet and/or Executive Cabinet, and a course of action is identified and implemented using the plan, do, check, act cycle. Depending on the size of the performance gap and its level of importance to the college and our stakeholders, the continuous improvement process may be applied within the department or through a cross-departmental team or task force. An example at the college-wide level, was the creation and implementation of a Completion Plan aimed at improving students' success while also responding to the requirements of the Ohio Board of Regents. A cross-departmental task force met bi-weekly to analyze data, create specific action steps to address performance gaps, and implement those changes. The group provided progress reports regularly to President's Cabinet, Executive Cabinet, and the Board of Trustees. Additionally, the college uses the strategic planning cycle to review and discuss data, look for opportunities for improvement, and formulate strategic priorities and AQIP Action Projects. This work is done through the cross-departmental President's Cabinet which is augmented with additional faculty and staff for a broad representation of internal stakeholders. The results of this work are forwarded to the Board of Trustees for further discussion and consideration.

6R5: Comparisons for results for supporting institutional operations

Washington State does not have comparative data for all aspects of supporting institutional operations. The results of SENSE and CCSSE data are presented in [1R5](#). Additionally, the college is ranked 5th out of the 23 two-year college's in Ohio in terms of student success outcomes as defined by the Ohio Board of Regents. The Ohio Board of Regents also regularly provides updates to data related both to enrollment and success for its 23 community colleges.

6I1: Recent improvements for supporting institutional operations

Although there have been numerous improvements related to this category since the 2010 portfolio, there are several key improvements that should be highlighted. The Student Voice Project was initiated as one of the College's AQIP Action Projects during the 2013-14 academic year to provide a consistent mechanism for student feedback about support services. Staff members use the Student Voice process to speak to an entire class about such things as the registration process, registration incentives, safety, technology on campus, and use of support services on campus such as tutoring. The results of the Student Voice events are captured on a standard form that catalogs the strengths and opportunities identified in each event with possible action items to address the opportunities.

The College has also worked to improve its processes for identifying the needs of faculty, staff, and administrators through a new budget hearing process that began in 2012. As part of the hearings, department managers present their goals for the upcoming fiscal year and provide rationale for how their

budget requests will help them reach their goals. The goals are posted on SharePoint and each goal is directly connected to an AQIP category and to one of the College's Strategic Priorities.

Another improvement which helps identify needs is the use of an enhanced online task request system. Since 2010, the use of the system has expanded to include additional departments: Marketing, Business Office, Institutional Research, Human Resources, and Maintenance. Reports can be generated to show the number of open and closed requests. In addition, managers can also see the amount of time required to address each request.

The College's processes for supporting institutional operations are sometimes reacting, sometimes systematic, and sometimes aligned. However, in many cases we find ourselves at the systematic level although breaking down silos between departments continues to be a challenge.

6I2: Culture and infrastructure for improving and supporting institutional operations

The College uses continuous improvement practices to select specific processes to improve and to set targets for improved performance. Employees are encouraged to provide input, set goals, and be part of shaping the future of the college. Each year, the college completes a review of the mission, vision, values and strategic priorities. This review includes consideration of all institutional operations and occurs in conjunction with the budget planning process that ties goal-setting to budgeting for the upcoming academic year.

Category 7 – Measuring Effectiveness

Introduction

The processes for Measuring Effectiveness at Washington State Community College range in maturity from systematic to aligned with many processes in transition between these levels. There is a growing expectation that the college must share accountability measures. The ability to generate and compare these measures internally and externally provides evidence for the effectiveness of the institution; however, we are still challenged at times with issues related to consistency and reliability of data.

The Management Information Systems (MIS) Department, under the leadership of the Chief Information Officer (CIO), is the designated central unit charged with generating, managing, and distributing data to support institutional operations, planning, and improvement ([7P1](#), [7P2](#)). In 2012, the Data Action Team (DAT) was formed to work with the MIS Department, the CIO, and a cross-section of the college department and employees to identify several institutional-level measures. These measures are based on internally generated data and reports that are made available through *Business Objects Reports* or posted to the internal *SharePoint* system for easy access. The broadening of the discussion on data and the access to data have helped the college move along the continuum from reacting to systematic to, in some cases, aligned.

Since the submission of the last Systems Portfolio, WSCC has focused three AQIP Action Projects on processes for data identification, collection, and analysis. The project titled “It’s All about DAT (Data Action Team)” grew out of discussions at the College’s last AQIP Strategy Forum regarding the need for better data processes. The project created the DAT and tasked it with (1) creating of a college-wide calendar of data requirements and reporting requirements, and (2) creating of a glossary of college-wide data definitions. Following this action project, the Data Action Team became a standing committee of the College. The project titled “Data Made Easy” employed the DAT to create a set of Key Performance Indicators and a dashboard for those indicators. The creation of the KPI Dashboard is a definite improvement for the college, but measures for non-instructional objectives are still being developed. Most recently, the College tasked the DAT with developing an electronic database for documenting the College’s continuous quality projects (those outside of AQIP Action Projects), using measurable outcomes and linking those projects to both the strategic priorities of the College and to the AQIP Categories. Since the last Systems Portfolio, our processes for collecting, managing, and analyzing data have moved from the level of reacting to systematic and in some cases into alignment.

The ability to generate internally measured outcomes, along with the ability to share accountability measures with the Ohio Board of Regents and other public institutions of higher education, provide evidence for the effectiveness of our measuring systems. A current project is underway to develop an enhanced version of the KPI Dashboard website which would provide real-time data snapshots. In addition, each functional unit of the College must annually develop goals that tie to at least one of the strategic priorities, at least one AQIP category, and must include measurable outcomes. Our challenge in this area has been closing the loop and consistently capturing data on the outcomes of these numerous division, department, and unit goals.

The past four years have provided a good foundation for us to continue evolving our processes for measuring effectiveness into alignment and then to integration.

7P1: Selecting, managing, and distributing data to support institutional operations

The Management Information System (MIS) Department is the central unit charged with selecting, managing, and distributing data to support programs and services at the College. MIS reports to the Chief Information Officer (CIO), and serves stakeholders across the College. The CIO responds to directives from the Executive Cabinet to set performance and project goals. MIS staff sit on major College committees and are therefore aware of strategic and day-to-day needs. As a result, a variety of surveys and information resources are made available, communicated to stakeholders, and kept current in response to direct requests. Data for analyses and reports created by individual units are available through *Business Objects* ([link](#)), a complete innovative system that delivers Business Intelligence (BI) in new ways to a broader set of users.

MIS works with the academic divisions and the offices of admissions, financial aid, and records to create customizable data reports to support instructional and non-instructional department needs. The primary objective of these reporting solutions have been to allow each office to manage internal operations, to provide basic operational reports to external users, and to provide ad-hoc reports on a per request basis.

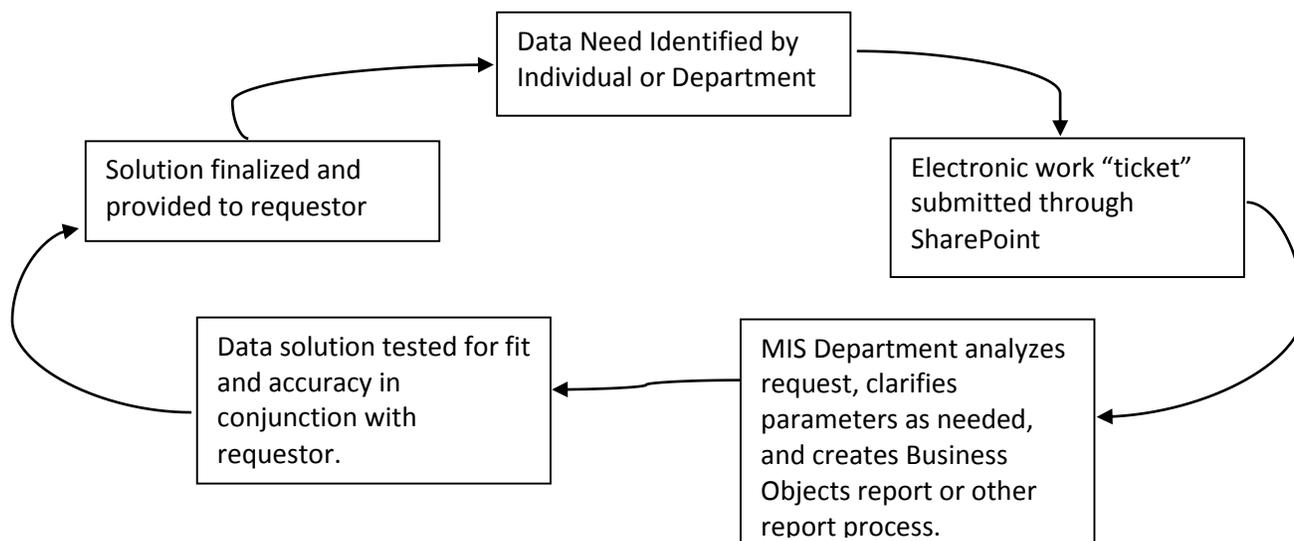
As the result of an AQIP Action Project, the college established a Data Action Team (DAT) that created the college's Key Performance Indicator Dashboard ([link](#)) and also works to manage the college's data needs efficiently and accurately. The DAT is now a standing committee of the College.

The College has been using Business Intelligence to establish and track key metrics for each division and department to guide decision-making. For example, academic divisions have identified, implemented, and begun to track at least three key metrics each year as part of a Data Driven Decision Making culture. The Records Office provides access to unit-record enrollment, graduation, and course-related data to academic and academic support units for their operational needs. Access is given either by sharing the results of an ad hoc query run against modeled data within Business Objects or through end-user access to run the query on-demand. [Figure 7-1](#) summarizes the process for meeting data needs.

Colleague Datatel Data Orchestrator (DOTA) does a nightly export to a Microsoft SQL server. This creates a data warehouse for using Business Objects SAP. Business Objects contains approximately 800 items from various departments including enrollment, records, HR, and the business office. Many of these reports provide full-time cohort tracking, enrollment statistics, personnel information, and financial aid data. The data being reported is on a 24-hour cycle. The MIS department is currently working to provide a better data solution with up-to-date daily data.

Colleague Datatel also provides several hundred built-in reporting tools for federal and state reporting, course and student enrollment information, faculty and staff data, and financial data. Many of these reports lack a specific piece of information a user might require. As a substitute, Colleague Datatel allows for the customization of built-in reports. Approximately 100 reports have been customized to include additional data in various departments.

Key data, used by multiple departments, is shared in various ways. The primary repository for data is the College's internal SharePoint site. For example, enrollment data that is used by both academic and non-academic departments is housed as sub-category in the "Academic" section of SharePoint ([link](#)). Other data is reported for internal and external stakeholders through webpages, such as student success data ([link](#)), and through public documents such as the annual student body demographics overview ([link](#)).

Figure 7-1: Process for Meeting Data Needs for Instructional and Non-Instructional Departments**7P2: Selecting, managing and distributing data to support planning and improvement**

The MIS department (under the CIO leadership) works with instructional and non-instructional units to select, manage, and distribute data to support planning for programs and services at WSCC. MIS staff sit on major College committees and are therefore aware of strategic and day-to-day needs. The MIS department, in addition to conducting state and federal reporting, is responsive to the College's needs to enable it to achieve its mission and provide data to support the institutional planning and continuous quality improvement processes. **(5.D.1)**

The President, VPAA, academic and non-academic divisions/units use MIS data, retention and graduation rate surveys, comparative data on peer institutions, faculty and staff compensation studies, etc. as they carry out their duties. The president and VPAA give performance updates at each Board of Trustees meetings. During the annual budget process, the Vice President for Finance (CFO) holds budget hearings in which all College instructional and non-instructional units present their unit goals and financial needs for a given academic year. Moreover, the College organizes annual planning retreats and maintains processes for the selection and implementation of AQIP Action Projects many of which are designed to support planning and improvement efforts. Unit goals are linked to the College's strategic priorities and to the AQIP categories. These processes are discussed in more depth in [5P1](#), [5P2](#), [8P1](#) and [8P2](#). Likewise, the college tracks its performance on key measures through its Key Performance Indicator dashboard (see [7R2](#)) and through examining its processes using external measures such as financial audits (see [7R3](#)). **(5.D.1)**

An example of use of data for improvement can be seen through the work of the College's Completion Team. That group created a plan to enhance students' success and degree completion using SharePoint as the repository of information gathered to make informed decisions. The group worked with the MIS department to identify specific data points such as student completion and attrition rates in gatekeeper courses and then created strategies to tackle both identified problem areas and gaps in data. Outcomes included implementation of mandatory advising and mandatory course drop counseling as well as automated early alerts for students in academic difficulty. See [1R1](#) for additional detail about improvements to support students' success.

With regard to institutional planning, the MIS department gathers data from multiple sources to overview factors that will effect enrollment, funding, and changing community demographics ([link](#)). That data is presented to the President's Cabinet and the Board of Trustees as part of the annual planning cycle (see [5P2](#)).

7P3: Determining department and unit needs for collection, storage, and accessibility of data

The process for determining departmental data needs and making those accessible to various departments is outlined in [7P1](#). Most internally generated data is available through Business Object Reports or posted to the internal SharePoint system for easy access.

The Data Action Team (DAT) works with the various departments and units to determine their needs related to collection, storage, and accessibility of data and performance information. The Team works with the MIS department and the Office of the CIO to publish such data on the KPI web site that departments and units can use. In 2013, the DAT developed a Key Performance Indicator Dashboard ([link](#)) as a continuous improvement initiative. The goal was to identify and link to nine specific, dynamic data points that stakeholders could quickly access and understand longitudinally in order to track exactly how the college is performing at any time. The system is now in place and operating, and WSCC continues to monitor it to plan for, and implement, improvements on an ongoing basis. The current effort is to expand the tracking of non-instructional KPIs.

Departments and units utilize a service request management system. The MIS department and the CIO utilize these requests to prioritize and fulfill college-wide needs.

The College also continues to receive direction regarding data collection, storage, and accessibility as part of our annual financial and IT audits. These audits specifically look at technical systems that manage data – collection, storage, and accessibility that relate to security and financial processes and information.

7P4: Analyzing and sharing institutional data and information regarding performance

Washington State has implemented data-driven decision making as a central method in its annual planning and strategic planning processes. This in turn drives focus on data analysis, goal setting, metrics, and performance measurement. The President's Cabinet, President's Executive Cabinet, Student Learning Committee, Continuous Improvement Team, Board of Trustees, Foundation Board, and Admission Office are the primary users of institutional level performance data at the College. These groups use data and analysis from multiple resources to guide implementation of the strategic plan and various continuous improvement projects, as well as to keep the Board of Trustees and other stakeholders informed of the College's progress. Institutional-level data specific to the work of each group is reviewed by those groups regularly, but a more complete review, along with a review of environmental factors such as regional economic data, is a part of the college's annual strategic planning process (see [5P1](#) and [5P2](#)). **(5.D.2)**

The College uses internal and national surveys, higher education data and benchmarks, and the results of focus group discussions with key stakeholders to provide data for performance analysis. See [3R1](#) for summaries of these measures and [3R2](#) for summaries of performance results. Likewise the college's Key Performance indicators ([link](#)) provide longitudinal data for important data points. As needed, the MIS department or outside consultants provide additional data analysis that may be required to understand the data and make appropriate decisions. Strategic planning is done through an annual process and also more broadly in longer time cycles depending on the focus. Long-term operational planning is done in three-year cycles and facilities planning is done in 5 to 7-year cycles. Planning processes are discussed in detail in the *process* sections of [Category 5](#). **(5.D.2)**

Data is generally stored on the College's internal SharePoint site for access by multiple groups. However, the College has determined that a more unified manner of storing and providing this data is an opportunity for improvement. While the data is accessible, it is often found under multiple tabs in SharePoint and the ease of access should be improved to better serve internal stakeholders.

7P5: Determining criteria, needs, and priorities for comparative data and information

The college chooses comparative information on the basis of (1) congruency with the mission of the college, (2) usefulness of the data for planning, analysis, and improvement purposes, (3) requirements of accreditors, the Ohio Board of Regents and other governmental agencies.

The Data Action Team (DAT), the Chief Information Officer (CIO), and the Management Information Systems (MIS) Department work with the various committees, teams, departments and units to identify measures for reliable and comparative data. Several institutional-level measures are now part of the Key Performance Indicator Dashboard ([link](#)) and those measures were chosen through a process involving a cross-section of the college departments and employees. Measures specific to a committee, department, or unit are selected by the individuals within those groups.

The College participates in national assessments such as the SENSE and CCSSE, which provide very relevant comparative information for planning and improvement. Other examples of areas where the College looks for comparable data include the implementation of comparison studies related to salary and benefits as well as health insurance cost with other schools and businesses. The University System of Ohio/Ohio Board of Regents and the National Center for Education Statistics/IPEDS also influence information availability and comparisons for state-level and national trends.

7P6: Ensuring that department and unit analysis of data and information aligns with institutional goals for instructional and non-instructional programs

Department and unit analysis of data is conducted to support the mission, vision, and values of the college. Decisions about which data to collect and analyze at the department and unit level is determined in two ways. (1) Data to support normal operating procedures are identified at the department and unit level, a request is generated through the online request process, and some type report –usually automated and replicable– is created by the MIS department. See [7P1](#) and [Figure 7-1](#) for details of this process. (2) Data needs to support department and unit goals are identified as part of the annual budgeting and planning process. (See [8P2](#).) Through a process of budget hearings, each unit and department presents its goals for the year. Those goals must align with the college's strategic priorities and also be linked to the AQIP categories. Through this planning process, additional data needs are often identified for support of specific unit or department goals. Again, the process outlined in [7P1](#) is used to request the specific data to support the work of achieving those goals. These processes are discussed in more detail in sections [5P1](#) and [5P2](#) and illustrated in [Figure 5-1](#).

Academic units hold bi-annual advisory committee meetings, where unit-appropriate data points are discussed and analyzed to ensure unit goals are met. Additionally, grant-funded programs college-wide must provide yearly data reporting, and conduct regular stakeholder meetings. These include Tech Prep Southeast Regional Center grant, Perkins Two-Year Post-Secondary grant, AmeriCorps grant, Educational Talent Search grant, and an Upward Bound grant.

7P7: Ensuring timeliness, accuracy, reliability, and security information system(s) and processes

The implementation of Data Orchestrator and Business Objects has made data available to decision-makers through a structured query and reporting system. Through integration with our information management system, Ellucian Colleague, Business Objects has made on-demand data readily available to the entire campus. These systems focus on enterprise reporting and data warehousing. Section [7P1](#) and [Figure 7-1](#) provide detail about how this process functions.

The college utilizes the Data Orchestrator operational data store, Business Objects, and Crystal Reports software to provide stakeholders relevant data and summary reports for the institution's reporting needs. The MIS Department regularly reviews the accuracy and relevancy of these reports, and communicates with stakeholders to ensure that their data needs are being met.

7R1: Measures of performance and effectiveness for information and knowledge management

The College uses five primary measures of performance and effectiveness for the system for information and knowledge management. Those are described in Figure 7-2.

Figure 7-2: Measures of Performance and Effectiveness for Information and Knowledge Management		
Measure	Process	Frequency
Internal Review – Management Information Systems (MIS) Department	The MIS Department regularly reviews the performance of its processes and systems and makes adjustments as necessary.	Ongoing
Internal Review – Data Action Team (DAT)	The DAT reviews the Key Performance Indicators and makes recommendations for improvements and additional measures based on input from various departments and units with the approval of the Executive Cabinet.	Ongoing
AQIP Systems Appraisal	The feedback from the AQIP Systems Appraisal identifies strengths and opportunities for improvement for measuring effectiveness	Every 3 to 4 years
Information Systems Audit	The college employs outside companies to review the college's information systems and processes and make recommendations for improvement and risk management.	Every 3 to 5 years
Annual Financial Audit	The annual financial audit is conducted by an outside auditing firm and includes review of data management and security.	Annually

7R2: Evidence that the system for Measuring Effectiveness meet the institution's needs

As part of the University System of Ohio, Washington State Community College shares many accountability measures with other public institutions of higher education. The ability to generate and compare these measures, along with our internally measured outcomes, provide evidence for the effectiveness our systems for measuring effectiveness.

In 2012, WSCC formed the Data Action Team (DAT) to define and identify internal metrics, which can be utilized to measure the effectiveness in meeting the College's needs. These key performance indicators (KPI's) will be utilized by the organization to enhance the College's success in accomplishing its mission and goals. The group studied the availability and reliability of several datasets and began with an initial list of nine KPI's: Enrollment, Retention/Persistence Rates, Developmental Education Success,

Transfer Rates, Completion Rates, Licensure/Certification Pass Rates, Job Placement Rates, Median Loan Debt, and Loan Default Rates.

An internal KPI Dashboard website has been developed which displays the definition as well as current and historical data for each of the nine KPI's, as defined by the DAT. An enhanced version of the KPI Dashboard website, which would provide real-time data snapshots, is currently in beta. The intent of the beta site is to tie the reports to as much real-time data as possible. The group is expected to expand the number of KPI's over time to further meet the institution's evolving needs with regard to measuring success and effectiveness and is currently working to expand KPI's for non-instructional objectives.

Figure 7-3 presents the outcomes for the measures described in [7R1](#).

Figure 7-3: Results for Performance and Effectiveness for Information and Knowledge Management	
Measure	Result
Internal Review – Management Information Systems (MIS) Department	The current system utilizing the DataOrchestrator operational data store, Business Objects, and Crystal Reports software operates on a 24 hour delay due to the overnight transformation from the college's UniData based ERP to the SQL reporting service. This has been identified as an opportunity for improvement, and the Management Information System department is currently planning the implementation of a system which will address this need. The Kourier data transformation system from Kore Technologies, once implemented, will reduce the lag time from 24 hours, to as short as 15 minutes to 1 hour. This will provide enhanced reporting capabilities, and allow college decision makers to review data points in near real-time.
Internal Review – Data Action Team (DAT)	The Data Action Team has identified a need for creating reliable, longitudinal measures of institutional performance for non-instructional objectives. While some measures for these objectives have been identified and implemented, meeting this need remains a work in process.
External – AQIP Systems Appraisal	The 2010 AQIP Systems Appraisal identified a number of Opportunities and Outstanding Opportunities for improving systems for measuring effectiveness. In particular, the reviewers cited a need for broader participation in selecting and analyzing data, use of more specific measures, and more use of the outcomes for improving processes. The institution used this feedback to create an Action Project that established the Data Action Team. That cross-departmental group then created the College's Key Performance Indicators.
Information Systems Audit	Based on the findings of the 2008 Information Systems Security Audit (link) many key changes have been made. Most significantly, the installation and implementation of a backup appliance from Datto, not only provides reliable backups of vital data, it also provides the ability to boot protected servers in a virtual environment, enhancing our business continuity in the event of a failure. Other standard IT best practices have also been implemented that were not previously in place (i.e. password complexity requirements, account access, checklists for new and departing employees, lock screen time out due to inactivity).
External – Annual Financial Audit	Of the many IT related issues, the key finding in the FY 2013 Annual Financial Audit mirrored that of the Information Systems Audit. The need for comprehensive data backup management was a major concern.

Figure 7-3: Results for Performance and Effectiveness for Information and Knowledge Management	
Measure	Result
	The Datto backup appliance houses multiple copies of College financial data locally as well as replicating the backups to offsite data centers ensuring minimal data loss in the event of a catastrophic failure. Vacancy in the CIO position also posted great concern, leaving a leadership gap in the ever-changing technology arena.

7R3: Comparison of results for measuring effectiveness

WSCC uses the results of its external measures of effectiveness to compare its processes and systems against regionally and nationally accepted performance results. Figure 7-4 summarizes those outcomes.

Figure 7-4: Comparison Results for Performance & Effectiveness for Information & Knowledge Management	
External Measure	Comparative Results
AQIP System Appraisal	The 2010 appraisers found that WSCC had strengths in 3 of the 15 expectations for measuring effectiveness. The College had opportunities for improvement for 8 of the expectations and outstanding opportunities for improvement for 4 of the expectations. These results demonstrated that the college fell below the AQIP standards of performance in the majority of the expectations for measuring effectiveness.
Information System Audit	The 2008 audit summary showed 544 internal and 60 external vulnerabilities based on the Common Vulnerability Scoring System (CVSS). These results demonstrated the need for the College to overhaul its standard operation procedures.
Annual Financial Audit	The IT auditors, as part of the FY14 Annual Financial Audit, noted only one IT deficiency, showing major improvement.

7I1: Improvements and use of systematic and comprehensive processes for measuring effectiveness

In response to the 2010 Systems Appraisal, the College has conducted three Action Projects focused on Measuring Effectiveness. Figure 7-5 outlines the improvements resulting from those projects.

Figure 7-5: Action Projects Focused on Measuring Effectiveness		
Project	Action Taken	Result
It's All about DAT (Data Action Team)	The project established a new cross-departmental standing committee, the Data Action Team (DAT), and charged that group with the completion of two foundational tasks: (1) creation of a college-wide calendar of data requirements and reporting requirements, and (2) creation of a glossary of college-wide data definitions.	Created a clear set of requirements for data definitions. Compiled a list of 58 routine reports and associated dates, responsible personnel, etc. Project emphasized the need for a set of Key Performance Indicators.
Data Made Easy – The	The DAT developed nine Key Performance Indicators (KPIs) in a database that was easy to access and	Developed nine Key Performance Indicators along with definitions and longitudinal data: Enrollment,

Figure 7-5: Action Projects Focused on Measuring Effectiveness		
Project	Action Taken	Result
Dashboard Project	manipulate. The dashboard is used to provide evidence of student and institutional trends, progress, and success, demonstrating that we are meeting or exceeding identified benchmarks	Retention/Persistence Rates, Developmental Education Success, Transfer Rates, Completion Rates, Licensure/Certification Pass Rates, Job Placement Rates, Median Loan Debt, and Loan Default Rates.
Tracking Continuous Quality Processes	The DAT, with input from a cross-section of full-time employees developed a database for tracking the College's continuous quality projects which includes measurable outcomes. As a way to disseminate information, DAT worked with college members to post projects and results to the internal SharePoint site.	Developed a web-based template to track continuous improvement projects and outcomes (beyond AQIP Action Projects). Database is searchable and projects are linked to the College's strategic priorities and the AQIP categories. Database went live in spring of 2014 and 9 projects have been entered to date.

In an effort to provide better reporting services for all campus users, the MIS department is engaged in preliminary discussion with Kore Technologies. Kore Technologies is able to provide a more robust extract, transform, and load (ETL) tool with drop-in capabilities specific to the UniData – Linux environment.

Since the last Systems Portfolio update, it has become common at the College to use easily-available online tools such as Survey Monkey and Doodle. Survey Monkey makes survey tools available to all committees and groups, and *Doodle* simplifies the process of scheduling events and meetings. We continue to use SharePoint to organize and make institutional data, documents, and other resources available, and Online Class Evaluations to collect evaluation data and feedback on online classes.

Processes for measuring effectiveness have become more systematic over the past three years; however, we realize that there is still much room for improvement. Easy access to data for a broader cross-section of stakeholders remains an opportunity for improvement.

7I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

The College focuses on data driven decision making. The Data Action Team, Continuous Improvement Team, Committee on Student Learning, Completion Team, Executive Cabinet, and other key committees and teams are now using data regularly and effectively to analyze processes and implement improvements using the plan, do, check, act cycle. As is evidenced in [7I1](#), the College effectively leverages AQIP Action Projects to focus improvement efforts on gaps in effective processes. One of the key initiatives since 2010, is for each functional division of the College to develop unit goals. Each goal must be tied to at least one of the Strategic Plan's five specific strategic priorities, at least one of the nine AQIP categories, and must include a measurable outcomes. Unit goals are discussed periodically during meetings of the President's Cabinet. They are also presented annually to the President's Executive Cabinet during the budget hearing process. Unit goals are reviewed mid-year to determine progress toward the goal and determine whether or not revisions are required.

Category 8 – Planning Continuous Improvement

Introduction

The leadership of WSCC understands that the operation of and service provided by the institution is always changing. The educational and workforce development needs of the community change with economic factors that affect life in this region of Southeast Ohio. With that understanding, which is articulated in the mission statement of the college ([link](#)), we know that the challenge of effectively serving students on campus and meeting community needs is never a static dynamic, it is always changing. Efforts to improve service to meet those changing needs is truly a continuous process, and can be witnessed in the operation of every unit of the institution from the records office, financial aid, the business office, bookstore, academic affairs and each academic unit, human resources, information technology, the library, on line learning, marketing and promotion, and in senior administration. Everyone understands that to better serve students, and in turn keep the institution as vibrant as possible, improvement is a continuous fact of our daily operation. Category 8 reflects the current state of processes utilized for implementing improvement and illustrates our understanding of this concept. The responses in this category demonstrate that we are moving from the level of systematic to aligned in a number of areas.

The College has made significant progress in aligning its systems for long-term and short-term planning. Those processes are now more closely tied to an annual review of our mission, vision, and values that serves to keep these core concepts fresh in the minds of employees. Along with this review, our annual planning process aligns the mission, vision, and values with the college's strategic priorities; budgeting process; goal setting for divisions, departments, and units; and AQIP Action Plans. At the same time, the College is doing a better job of communicating these long-term and short-term plans. The 2014 Employee Satisfaction Survey showed that nearly 87% of the 126 employees responding to the survey reported being extremely well-informed, well-informed, or moderately well-informed about the college's mission and goals, college events, important campus information.

Our processes for planning continuous improvement help us to target AQIP Action Project where they will do the most good. Those processes also helped the College as it managed a major institutional change in the conversion from the quarter system to the semester system and then weathered two years of enrollment decline and related budget reductions. Despite these challenges, the college is on a firm financial foundation, processes for supporting student success are becoming increasingly more effective, and the state has recognized WSCC as being one of the top five two-year colleges in terms of overall course completion (see [6R2](#)).

WSCC still has much work to do for consistency in planning continuous improvement; for example, we recognize some inherent limitations within our committee structures. We do have well developed plans, but too often we maintain limited documentation of actions taken and lack focus on continued development once a plan is in place. We find ourselves spending more time planning than doing, and we sometimes lack clear delineation of responsibility for action. Continued development of our division/department/unit goals process with more emphasis on closing the loop will help us with these challenges.

It must be noted too that the Board of Trustees is well informed of the overall mission and vision of the College. Presentations were made at regular meetings regarding the new State funding formula and the WSCC planned response. As well, the Board of Trustees is now engaged in an annual strategic planning retreat which allows for additional guidance by our governing body. Such activity and involvement of the Board is yet another means for continuous improvement.

8P1: Key planning processes

Washington State Community College uses four intersecting planning processes to manage the work of the college and respond to changes in the environment.

- **Strategic Planning** – The College conducts in-depth strategic planning every three to four years. This process uses focus groups of both internal and external stakeholders as well as institutional and environmental data to help determine strategic direction and create a document that reflects overall strategic initiatives, measurable objectives, and specific action items that are aligned with the College’s mission, vision, and values. The strategic priorities for any given year are drawn from this document. Departments across the College develop specific tactics to support measurable outcomes through the annual process for budgeting and department/unit goal setting.
- **Mission Review and Selection of Annual Strategic Priorities** – The College reviews its mission, vision, and values statements annually to make sure that its policies, procedures, and activities are aligned to respond to environmental changes and stakeholder needs. Along with this review, the specific strategic priorities to be addressed in that particular year are selected and published as part of a two-page document that sets the year’s strategic agenda. (Follow this [link](#) to see the Strategic Priorities document for 2014-15). Additionally, attention is given to how AQIP Action Projects may help the college support those priorities. In some years significant changes are made to the mission, vision, and values statements; in other years, the statements may be revised only slightly or not at all. For example, 2012 was a year of significant revision. The process began with a summer retreat that included all departments. The recommendations generated at the retreat were modified and augmented by input from both the President’s Cabinet and Executive Cabinet and then posted to SharePoint for further review and comment by faculty and staff. Finally, the revised statements were presented to the Board of Trustees who reviewed, provided additional input, and adopted the updated statements and strategic priorities.
- **Budgeting and Goal Setting** – Divisions, departments, and units set and prioritize their short-term goals (six months to one year) and mid-range goals (up to two years) through the annual budgeting process which is directly linked to the College’s mission and strategic plan. Goals such as those to improve programs, enhance department organization, provide faculty support, and develop student activities are identified, documented, and annually reviewed for alignment with the mission, vision, and values, our continuous improvement projects, and the AQIP categories. This process is further outlined in [8P2](#).
- **Continuous Improvement** – The College’s Continuous Improvement Team works in conjunction with the Executive Cabinet and President’s Cabinet to implement AQIP Action Projects and other continuous improvement projects to support the mission, vision, values and strategic priorities of the college. Continuous quality improvement tools and activities are imbedded in all of the college’s approaches to planning.

8P2: Selection of short-term and long-term strategies

- **Short-Term Strategies** are selected and implemented through (1) the annual Budgeting and Goal Setting process and (2) through the selection and implementation of AQIP Action Projects and other continuous improvement projects.

- **Budgeting and Goals Setting** – Each division, department, and unit prepares goals that are aligned with the College’s strategic priorities and integrated with the AQIP Categories. Those goals are presented through a series of hearings with the Executive Cabinet through which the annual budget is assembled. There are four major divisions composed of multiple departments and units: Academics, Student Services, Finances and Physical Plant, and Direct Reports to the President. Each department/unit/direct report also creates a mission statement in support of the overall mission of the college. Outcomes are added to the grid as they become available.

Figure 8-1 provides an example of two of the five goals from the “grid” created in 2012-2013 for the Outreach Department, a unit of the Student Services Division.

Figure 8-1: Example of Unit Goals Grid for Short-Term Planning				
Unit Mission Statement: The Outreach Department will provide exemplary services to target area high school students and adults aimed at improving post-secondary access and success.				
Goal	Strategic Priority	Evaluation Method	AQIP Category	Outcome
Achieve 65% college going rate for 2013 Outreach grant (high school) graduates	College of first choice for high school graduates	All 2013 grant participants will be submitted to the National College Clearinghouse and HEI.	Accomplishing Other Distinctive Objectives	Over 65% college going rate achieved.
Complete Tech Prep Regional Center and AmeriCorps grant applications for 2012-14	Partnerships, Student Success	All grant applications submitted with appropriate reviews/approvals by deadline	Building Collaborative Relationships	Grants were submitted in a timely manner and approved.

The College also uses **AQIP Action Projects** to support strategic initiatives, create strategies, and implement new processes. Action Projects are usually one year in duration, but frequently create new processes that become business as usual for the long-term. For example, the college recently altered its assessment processes to tie student performance and instructional needs more closely to the academic budget. This process began as a department goal within liberal arts, which was then quickly expanded to the Division as part of the preparation for budget hearings, and then identified with such significant importance to student success and performance it was addressed not only in individual budgets, but also College-wide through the development of an AQIP Action Project. School-wide assessment processes were redesigned to better quantify student performance, thereby generating data which instructors can use to improve instructional strategies in individual classes (See [1P18](#)).

Long-Term Strategies are developed through strategic planning as described in [8P1](#). Such planning generally involves the assistance of outside consultants who help the college look at its mission and long-term investments in time, personnel, and finances through a wider lens. The consultants generally work with focus groups and assemble data to guide discussions leading to planning documents. Examples of such planning include the 2010-13 Strategic Plan ([link](#)), the College Foundation Strategic Plan ([link](#)), the Six-Year Capital Plan 2015-2020 ([link](#)), and the Master Facilities Plan ([link](#)).

8P3: Developing key action plans to support organizational strategies

Action plans may be developed through the Continuous Improvement Team or may be initiated at the department level or committee level.

- The Continuous Improvement Team gathers input on potential AQIP Action Projects through the annual process of mission review and the selection of annual strategic priorities (see [8P1](#)) as well as from input from the Executive Cabinet and the President's Cabinet. A list of potential action projects is assembled and then a plus/delta for each project is conducted in order to arrive at the vital few for a particular cycle of projects. Once the projects are identified team leaders and team members (often the individuals championing the project concepts) are assigned, and a project outline is created and presented to the CI Team and then to the Executive Cabinet for input and finalization. Projects are implemented and monitored by the project team and the CI team throughout their duration. Final outcomes are reported to the Executive Cabinet, President's Cabinet, College employees (at in-service meetings and through campus publications) and the Board of Trustees.
- In a less formal way, divisions, departments, and units of those departments regularly develop action plans to address specific needs or strategies for improvement identified by those groups. Using the plan, do, check, act cycle, the groups create and carry out plans that support the institution's strategic priorities. A recent action project, *Tracking Continuous Quality Processes*, created a new searchable data base to track these projects and monitor outcomes. The database also links the projects to the institution's strategic priorities and to the AQIP categories. (See [7I1](#) for additional detail.)

8P4: Coordinating and aligning planning processes, strategies, and action

The Executive Cabinet and the Continuous Improvement Team monitor planning processes and organizational strategies across the institution. The Executive Cabinet is comprised of the senior leaders of the institution including representatives from the employee senates. The Continuous Improvement Team is led by the Vice President for Academic Affairs who is both a member of the Executive Cabinet and also the Accreditation Liaison for the College. Members of the CI Team represent the major divisions, both academic and non-academic, of the College. These two groups, one a senior leadership team and the other focused on continuous quality improvement processes, work together to assure that action projects and other continuous improvement efforts are aligned with the mission, vision, values, and strategic priorities of the institution.

Additionally, the annual processes for reviewing the mission, setting annual strategic priorities, budgeting, and creation of division, department, and unit goals requires that departments and individuals proposing goals and projects also demonstrate the links among their proposals, the College's strategic priorities, the AQIP categories, and the college budget. (See [8P1](#) and [8P2](#).)

8P5: Defining objectives, selecting measures, and setting performance targets

Long-range goals are developed as part of multi-year strategic planning. Those goals set direction, but may not include specific evaluative criteria for outcomes. For example, the 2013-14 annual strategic priorities document ([link](#)) lists five strategic priorities. Among those is *College of First Choice for High School Graduates* with this descriptor, "In order to increase the number of students at WSCC, we must become the college that students plan to attend, inasmuch as we offer both technical and transfer degrees. We must share our message of outstanding quality so that students, parents, and guidance counselors recognize the benefits of a WSCC education: excellence, affordability, and academic and professional success. To that end, we must develop a recruitment strategy that attracts traditional students,

illuminates the benefits of a WSCC education, and provides incentives such as scholarships for students to attend.”

This priority is operationalized during the annual budgeting and goal setting process (see [8P2](#)) through specific goals set at the division, department, and unit level. For example, the Coordinator of the Morgan County Learning Center created the following goal in support of this priority: “Expand course offerings at the MCLC by adding two new general education classes. Continue to focus on courses which meet general education requirements for a wide range of majors.” That goal was also aligned with AQIP Category 3, Understanding Students’ and Other Stakeholder’s Needs, and used the following measure for evaluation of success: “Enroll at least 10 students per course to ensure that they (the courses) will run at the MCLC.”

AQIP Action Projects are also aligned with strategic priorities. For example, a new action project for 2014-2015 is aimed at creating a more structured training for advisers. The project supports the strategic priority of *Student Success*: “WSCC will provide an affordable student-centered environment that empowers students to identify and fulfill their educational and career goals within a timeframe that meets their needs and improves their lives.” The AQIP Action Project includes the following objectives: “(1) establish an advising manual which standardizes advising practices and sets expectations for advisors; (2) schedule training opportunities to ensure that all advisors, established and new, have the information and resources necessary to meet advising expectations.” The project outcome will be measured by pre-project and post-project surveys of both advisers and their advisees to determine how the advisor training/standardization has enhanced overall student success and improved student completion, at both the course and degree level.”

8P6: Linking strategy selection and action plans, taking into account levels of current resources and future needs

As noted in [8P2](#), WSCC has integrated the annual planning process and the annual budgeting process to assure that funds are available to support institutional initiatives and action plans. The budgeting process also assures that the college has adequate funds for operating its academic programs and conducting other activities in accordance with its mission. Chapter 2 of the Policies and Procedure Manual ([link](#)) establishes the responsibilities of the Board of Trustees as the governing body of the College to oversee sound, ethical fiscal policy. Chapter 2 also sets the role of the College Treasurer with regard to sound fiscal policy. Chapter 6, Business Office Procedures and Regulations ([link](#)), establishes the specific accounting and business processes of the organization. These policies and procedures insure that the College has the human, physical, and financial resources necessary to adequately support its operations in whatever form those take. **(5.A.1)** The Board also reviews and approves the College’s long-term strategic plans as well as its mission, vision, and values statements and its annual strategic priorities.

Washington State Community College is a state-supported, non-profit institution. The members of the Board of Trustees are appointed by the Governor of Ohio (Policy 2.100), and there is no superordinate entity of the college. Trustees are required to “represent the people of the entire Washington-Morgan State Community College district in providing Community College programs that best serve the needs of the citizens within the limits of the budget” (Policy 2.500). That section of the Policy also delineates the responsibilities of the Board to “review and approve financial matters including the annual budget, capital expenditures relative to facilities or major repairs, modifications and replacement to established facilities.” The Policy also directs the Board to establish policies, procedures, rules, and regulations for its own governance and for control and governance of the Washington-Morgan

State Community College district; select and appoint a President of the Community College and conduct annual performance evaluations of the President; review and approve the recommendations of the president regarding the appointment of full time faculty, Administrators, and Professional staff positions and the establishment of salary and personnel policies; elect a treasurer, who is not a member of the board, to serve at its pleasure; review and approve areas of curriculum, establish schedules of fees and tuition for state residents and out-of-state residents; authorize persons to sign payroll and operating checks; grant appropriate associate degrees to students successfully completing the Community College programs and certificates of achievement to those students who complete other programs; and keep the people of the Washington State Community College district intelligently informed of the purpose, value, and condition, of program and course offerings of the State Community College. **(5.A.2; 5.A.3)**

The College's personnel policies, published in Chapter 4 of the Policy and Procedures Manual ([link](#)), set policies for hiring, qualifications of full-time and part-time faculty, code of ethics, evaluation of employees, and other policies that insure that the College hires and retains staff that are qualified in all areas of operations. **(5.A.4)**

In doing the work outlined above, the Board also approves the annual budget that is prepared by the President, Treasurer, and Budget Committee and oversees its implementation in accordance with good accounting procedure and Ohio Law. Again, Chapter 6 of the Policy and Procedure Manual, Business Office Procedures and Regulations, establishes the specific accounting and business processes of the organization. Annual audits are conducted by an outside firm and recommendations from those audits are incorporated into the operating practices of the College. **(5.A.5)**

8P7: Assessing and addressing risk in planning processes

The College assesses risk in multiple ways as part of its regular planning of operational processes.

- The College uses research, advisory groups, and a program viability rubric ([link](#)) to assess risk in starting new academic programs.
- The program review process reviews program viability through use of a rubric for program health ([link](#)) factors as well as a 4-year cycle of in-depth program reviews (Follow this [link](#) for an example).
- The College's Key Performance Indicators (KPIs) ([link](#)) track factors related to student success and institutional risk with regard to student loan debt.
- The budget development process and financial audit carefully examine factors related to financial viability.
- The data security audit process examines factors related to security of data information systems and online processes.
- The Behavioral Intervention Team examines processes and risks related to student conduct.
- Campus security constantly monitors the campus environment for safety and security risks.
- The Chemical Hygiene Officer assesses environmental risks associated with lab safety and use of chemicals.

The College addresses risks that are identified.

- Following adequate research, only programs that score high on the program viability rubric are initiated.
- Indicators of program viability are used to make decisions about program continuation, revision, or discontinuation.

- KPIs are used to identify student success factors that require specific attention. For example, an action project such as the *Student Voice* reviews factors related to students' satisfaction and success in line with results of CCSSE and SENSE outcomes.
- The college participates in an annual financial audit and takes steps to address any financial risk issues that may be identified.
- The college audits its information management system for risk and takes action to maintain security, longevity, and accuracy of data.
- The Behavioral Intervention Team meets bi-weekly and as needed to monitor and resolve potential risks related to students' behavior.
- Campus security takes actions as needed to ensure campus safety.
- The Chemical Safety Hygiene Officer works to resolve any lab safety issues that arise.

WSCC also maintains a Safety Committee that oversees the College's Emergency Response Plan and works with local law enforcement and other public safety agencies to plan, stage, and evaluate emergency drills such as active shooter scenarios.

8P8: Ensuring the development and nurturing of employee capabilities to address changing requirements

Washington State strives to embed continuous quality improvement principles (CQI) across the work of the college and to provide opportunities for professional development to support employees in their work.

- The annual planning process that includes reviewing the mission; reviewing and analyzing data related to the mission: setting institutional priorities; selecting action projects; and setting division, department, and unit goals in alignment with the budget helps keep employees engaged with CQI principles and practices as well as the changing requirements of organizational strategies and action plans.
- The membership of faculty and staff on the various standing committees is rotated regularly; most committee members serve a two-year term. Committees are encouraged to use CQI tools such as plus/delta, process mapping, and the plan, do, check, act cycle to carry out their work.
- Faculty and staff are given the opportunity and encouraged to participate in Action Project teams and other continuous improvement projects. The College archives continuous improvement projects (those developed within departments or campus-wide) in a database and the campus community recognizes these efforts during faculty and staff meetings.
- The college provides training in CQI tools. Most recently, a training was provided on process mapping and how to use Microsoft's Visio software. In spring 2015, the college will be providing foundational training in continuous quality improvement practices particularly aimed at new hires from the last two years.
- The college sends employees to professional development events to gain knowledge and outside perspectives about CQI processes and best practices. For example, WSCC participates in the Ohio AQIP Alliance and regularly sends faculty and staff to attend the workshops that are offered. Likewise, the college annually sends a team to Chicago to attend both the AQIP workshop and the HLC Conference.

8R1: Regularly analyzed measures of effectiveness for planning processes and systems

Figure 8-2 provides summary of measures of effectiveness for planning processes and systems.

Figure 8-2: Measures of Effectiveness for Planning Processes and Systems		
Measure of Effectiveness	Description	Frequency
Feedback on AQIP Action Projects	Reviewers comment on action project strengths and weaknesses and make recommendations for improvements to processes.	Annually
AQIP Action Project Reviews	Reviewer provides feedback on AQIP Action Projects, their alignment with continuous quality improvement practices, and their success or lack thereof.	3 times per year
The AQIP Systems Appraisal	A team of outside reviewers analyze the effectiveness of the college's planning processes and systems in nine categories and provide specific, actionable feedback for improvement.	Every 3-4 years
Key Performance Indicators including CCSSE and SENSE results	The college uses a set of Key Performance Indicators to measure effectiveness in both academic and non-academic areas (link). Performance areas include enrollment, retention/persistence rates, developmental education success, transfer rates, licensure/certification pass rates, job placement rates, students' median loan debt, and loan default rates, CENSE and CCSSE results. Additional KPIs are under construction for economic development activities, Evergreen Arts & Humanities Series, Evergreen Child Development Center, grants/College access, Workforce Development, Bookstore, and WSCC Foundation.	Annually or bi-annually
Division/Department/Unit Goals	Divisions, departments, and units within departments set goals for continuous improvement that align with the college's strategic priorities, the AQIP Categories, and the institutional budget (see 8P2).	Annually
Financial Audit Reports	Outside auditors review financial stability and accounting processes and make recommendations for improvements.	Annually
Data System and Security Audits	Outside auditors review data system with regard to data security and make recommendations for improvements.	Annually
Internal Surveys and Focus Group Data	Major surveys include employee satisfaction and employee training needs. Other surveys and focus groups are used as the need arises to gain insight into challenges and opportunities.	Annually and as needed

8R2: Performance results for accomplishing organizational strategies and action plans

Figure 8-3 summarizes performance results for accomplishing organizational strategies and action plans.

Figure 8-3: Performance Results for Accomplishing Organizational Strategies and Action Plans	
Measure of Effectiveness	Performance Results
AQIP Action Projects	Since the College's entry into AQIP in 2004, we have completed 13 action projects. An additional 3 are in the process of being retired or re-declared. The college has continually used these projects to move its processes and systems more into alignment with continuous quality improvement practices, particularly in the areas of data collection, analysis, and use for informed decision making. Reviewers have commented that all of the projects, but one have been at least moderately effective and some have been characterized as exemplary projects. That

Figure 8-3: Performance Results for Accomplishing Organizational Strategies and Action Plans	
	one project, focused on identifying financial efficiencies, was never completed due to changes in personnel.
AQIP Systems Appraisal	To date, the college has submitted two Systems Portfolio and received detailed reviews on each from a team of AQIP reviewers. The 2007 appraisal recognized that the institution was still in the formative stages of transitioning to CQI processes and systems. The 2010 appraisal recognized some improvements, but appraisers felt that more improvements should have been put in place in response to the 2007 review than were evident. In particular, appraisers cited strategic issues related (1) choosing action projects that “could provide the maximum focus and prioritization that will lead to significant change;” (2) better evaluation of the processes for continuous improvement; (3) defining measures and using specific results for improvement; (4) better processes for communication, building trust with employees, and professional development. It is hoped that the 2014 Systems Portfolio will demonstrate significant improvement in each of these areas.
Key Performance Indicators	The College’s Key Performance Indicators (link) demonstrate how college processes, systems, and action projects are resulting in institutional and student success. In general, the college’s KPIs show that the College is performing above the state and/or national average in most areas including time to degree, licensure pass rates, median loan debt, and loan default rates. Loan default rates climbed from 2008 to 2010, but have leveled off and began to decline in the last two years.
Division/Department/Unit Goals	Each year since 2011-12, divisions, units and departments have set goals that align with the College’s strategic priorities, the AQIP Categories, and the budgeting process. While this process has been effective in aligning the college’s processes, we are better at setting goals than we are reporting outcomes. While this reporting function has improved from 20% to 27% over time. Tracking outcomes of goals remains an outstanding opportunity for the college. Follow this link for a summary of goals per year as they relate to the AQIP Categories.
Financial Audits	For each of the last three years, the college has received an unmodified (formerly unqualified) opinion on its financial statements. This is evidence of the strong fiscal discipline the college has been under for the last several years during a period of declining enrollment. We have also addressed internal control recommendations as presented in the Auditor’s Management Letters. The nature of these items has lessened in severity demonstrating our commitment to continuous improvement in our operations. Opportunities still exist for further improvement in several areas including capital assets, timely deposit of auxiliary funds, leave accruals, student account adjustments, and information technology. The audit also identified an opportunity for improvement in financial aid timely returning Title IV funds. (link)
Data Security Audits	As part of the annual financial audit management summary, the College received a "significant deficiency" statement for the lack of system backups and verification of the backup data. By implementing new systems and processes, the College has successfully corrected items related to the deficiency showing the College's commitment to data security, as evidence by the action taken prior to the FY 2013 audit

Figure 8-3: Performance Results for Accomplishing Organizational Strategies and Action Plans	
	results (link) being published. Removal of the deficiency in the FY 2014 management letter (link) further verifies the College's commitment to continuous improvement.
Internal Surveys and Focus Groups	The employee satisfaction survey provides data on the College's success and challenge areas for Valuing People and Leading and Communicating. Outcomes for these surveys can be found in 4R2 and 5R2 .

8R3: Projections and targets for performance of action plans and strategies for the next 1-3 years

During the past 2 ½ years WSCC has faced challenges unseen in the past. Rectifying an extremely negative cultural climate that resulted in a forced change in senior leadership has meant implementing strategies for rebuilding trust and transparency. Changing the culture of any organization takes short term and long term actions that are implemented on a daily basis. In addition, the mandated change from the quarters to semesters systems was another significant cultural shift which resulted in a downturn in enrollment, while as with all of higher education the improved economy has also caused fewer adult students to choose education as their option when presented employment opportunities.

However, this semester, through concerted focus on a new mission involving student success and workforce development enrollment has been stabilized, state share of assistance had increased, and cautiously it is felt funds for institutional development are becoming available. But the reality is that WSCC is not serving a growing community, rather it is one declining in overall population by 2% in the last census, and our data shows an expected decline in K-12 populations. With no prospect of a major employer locating in the immediate area, this is not a formula for potential growth in the region, and consequently for the college.

Nonetheless, we are fully aware of the need for planning so the college may remain a vibrant force in the community. Our six year facilities plan is an example of future planning, and our master plan, which was adopted by the Board of Trustees in the spring of 2013 is in the process of revision. That document, which is to include an environmental scan, should be complete in April of 2015. The annual retreat for reviewing the Mission/Vision/Values/ Strategic Priorities is focused on a long term strategy with one year goals for completion.

In addition, the goals of the college President, which are endorsed by the Board of Trustees includes revising the college master plan, increasing the college foundation endowment by 100% over several years, completing a full review and adoption of a new compensation plan which should serve to improve employee morale and equity, identifying employment needs of regional industry and structuring academic programs to align with those needs, and targeting new populations of students including veterans, adults interested in online learning, and the 65% of the high school graduates who do not go to college to consider WSCC as a viable option.

Our 1 – 3 year planning is manifested in our annual strategic planning retreat and resulting Mission/Vision/Values/Strategic statement, while extended planning is seen in the six year facilities plan, the college master plan, and in the goals of the president as approved by the Board of Trustees ([link](#)).

8R4: Comparing results for planning continuous improvement

The College does not currently compare itself in the area of planning continuous improvement with organizations outside of higher education. However, for comparisons within the higher education community, our primary method is the AQIP Systems Appraisal Report. While there does not seem to be any specific standard of comparison, we look to AQIP's use of OO, O, S, and SS ratings and set

institutional benchmark of achieving the “S” or strength rating for at least 80% of the Portfolio questions. For our 2010 Systems Appraisal, the College fell well short of that goal with the following results: 35% S or SS and 65% O or OO. This review also showed us that in 2010 we had the most room for improvement in Accomplishing Other Distinctive Objectives, Valuing People, Leading and Communicating, Measuring Effectiveness, and Planning Continuous Improvement.

8R5: Evidence that the system for planning continuous improvement is effective?

The college asks some basic questions about its operations to determine if it is effective in planning continuous improvement. Among those are the following: (1) Are our students completing courses and graduating at a rate that is equal to or higher than other 2-year institutions in Ohio? *Answer: Yes.* (2) Are our employees satisfied with their employment circumstances? *Answer: Too many employees indicate that morale is low, that they don't feel valued, and that they feel stressed. However, we have seen strong improvement in these areas between 2013 and 2014.* (3) Are the college's advising and support processes serving students' needs? *Answer: SENSE and CCSSE data indicate that we are doing as well or in most cases better than the national average for the majority of these indicators.* (4) Is the campus environment safe? *Answer: Yes. The crime rate is extremely low and the college has recently improved handicapped accessibility.* (5) Is the college meeting its fiscal and data security responsibilities? *Answer: Yes. Audit results show the college to be in good financial shape with sufficient reserves despite two years of significant enrollment decline. The College is meeting data security requirements.*

Secondly, the college uses the survey question, “How well informed are you with regard to the college's mission and goals, college events, important campus information, etc.?” to determine the level of knowledge about the college's planning processes and activities. In 2013, 82% of full-time and part-time employees responding to the survey indicated that they were moderately well informed, well informed, or extremely well informed. That percentage increased to 87% in 2014. In both years, less than 5% reported not being informed at all.

8I1: Recent improvements for planning continuous improvement?

WSCC's processes and performance results for Planning Continuous Improvement are more systematic than they were in 2010. In many cases they are aligned, but we have not yet reached the level of integrated processes. We have made significant improvements in integrating our processes for strategic planning; reviewing the mission, vision, and values; setting annual strategic priorities; planning continuous improvement, and budgeting. While we do a good job of closing the loop on reporting outcomes for major initiatives such as Action Projects, we have much work to do on closing the loop on division, department, and unit goals by consistently posting outcomes data for goals. We are doing a much better job of being inclusive in planning and communication processes for planning continuous improvement through intentional efforts to involve all stakeholders in our processes.

8I2: Culture and infrastructure for selecting specific processes and improvement targets for planning continuous improvement

Our current President came to WSCC in 2011 and brought a different philosophy with regard to inclusion and communication in planning and decision-making processes. He welcomes input and encourages continuous improvement efforts from any level of the organization. The inclusion of representatives from the three employee senate organizations as part the College's Executive Cabinet has enhanced transparency and facilitated input that supports continuous quality improvement.

Category 9 – Building Collaborative Relationships

Introduction

In keeping with its mission, vision and values, Washington State Community College makes building collaborative relationships an institutional priority. Two of the College's values statements relate to building collaborative relationships.

- Excellence – To reach our maximum potential as a community college through continuous improvement, institutional growth, excellence in teaching, and community engagement.
- Teamwork – To foster a culture of collaboration within the campus community that supports our mission, our students, our employees, and the surrounding area.

Currently, processes for building collaborative relationships exhibit a range of maturity levels from the reacting level to the aligned level.

Relationships with secondary, and several postsecondary institutions through the Outreach department are generally aligned and increasingly integrated through specific articulations and memorandums of understanding. With student success and completion at the core of the College's activities, the College and its secondary partners have sought to develop a variety of pathways for high school students to earn college credit and get an early start to associate degree completion. However, our processes in the area of dual enrollment are at the reacting level with respect to a new state program called College Credit Plus. Even the state agencies charged with implementation of this program are having problems with interpreting the legislation that created it.

Washington State Community College maintains bilateral credit articulation and reciprocity agreements with several baccalaureate granting institutions to allow students to continue their education beyond the associate degree level. These collaborations are often at the reacting stage because curriculum is constantly evolving at each institution and it is difficult to keep bilateral articulations up-to-date.

The Dual-Enrollment Committee, Data Action Team, Business Action Team and other groups meet regularly and maintain institutional tracking, data reporting and communication regarding collaborative efforts. Use of these teams to manage various collaborations are systematic but not yet fully aligned.

Most academic programs recruit and maintain advisory committees which provide industry and community input on curriculum and degree creation, and ensure real-world relevance of coursework. Faculty and program staff maintain strong ties to local industry to provide student internship and practicum placement, and to recruit adjunct faculty with real-world experience. Most of these efforts are systematic and at times aligned, but as new faculty are hired it takes time for them to be fully informed and active with these processes.

Workforce Development provides customized employee training to local businesses and offers short-term certificate programs in a variety of fields, including: information technology, chemical operator technician, and allied health fields. The addition of a Business Action Team aimed at more systematic response to these needs has moved the college from reacting to systematic in this area.

The College's Outreach and Access department – through the Upward Bound, Educational Talent Search, OCAN Connect to Success, Perkins Post-Secondary grant and College Tech Prep grant funded programs – maintains working relationships with regional secondary institutions, developing pathways to postsecondary education and providing programs focused on college and career awareness. WSCC also

provides direct services to students for guidance in these areas. These services, with their grant-funded objectives and outcomes, tend to be either aligned or integrated in most instances.

The Student Services department collaborates with governmental and grant agencies to provide financial support to displaced workers, veterans, low-income, first-generation students, and others with special financial needs. These processes are often at the reacting level because state and federal laws and policies change frequently.

9P1: Creating, prioritizing and building relationships with educational institutions from which WSCC receives students

Student success is the College's primary focus of institutional mission and a top priority for the college. WSCC continues to develop services to support traditional and non-traditional populations and prepare other pathways for early college credit completion.

Outreach to Local School Districts

The Outreach and Access Department – consisting of Upward Bound, Educational Talent Search, OCAN Connect to Success, Perkins Post-Secondary grant and College Tech Prep programs – is the primary department tasked with building relationships with educational institutions from which WSCC receives students. Outreach provides direct services to low-income, first-generation or career-technical high school students for college access, and post-secondary pathway development. These programs also provide enrichment activities including:

- Upward Bound Summer Academy and Summer Bridge
- College tours, and cultural field experiences

This department maintains a close working relationship with other secondary and post-secondary institutions in the regional service area. Upward Bound services eight local secondary schools, Educational Talent Search services thirteen local secondary schools, and the College Tech Prep department services six local postsecondary, and sixteen local career-technical planning districts.

By working with secondary and joint vocational school instructors and administrators to identify overlapping curriculum and utilizing Ohio Department of Education approved mechanisms design to develop pathways into higher education, the College has expanded the number of secondary schools with which it maintains bilateral credit articulation agreements from three to over thirty-five. The College has recently undertaken an effort to develop pathways for associate degree completion for students enrolled in adult technical training programs in the service area. A listing of these agreements can be found through this [link](#).

As the lead agency in two grant-funded consortiums – the Southeast Regional Tech Prep Center and the Carl D. Perkins Two-Year Post-Secondary grant – Washington State Community College has served as a regional hub for collaborative efforts among community colleges in the eighteen county region of southeast Ohio. The College hosts monthly conference calls and quarterly in-person meetings to discuss collaborative efforts, and has representation on a variety of statewide committees that direct the activity of these grants.

During school year 2012-2013, the Morgan County Learning Center, an additional location for the college, worked directly with Morgan County High School to capture more traditional students with onsite admissions, advising and registration in order to ensure that classes form solid cohorts. The Center has initiated a block formatted scheduling of general education courses and, it has increased services available to Morgan county residents it now serves as a “One Stop” for business related to Washington

State Community College. As a result, the Morgan County community is saved the cost of time and traveling to and from the main campus.

The College also maintains a Dual Enrollment Team that is tasked with working with local school districts to create and manage dual enrollment partnerships that align with the requirements of the Ohio Board of Regents, the Ohio Department of Education, and the Higher Learning Commission. This team meets bi-weekly to monitor, review, and improve processes related to dual enrollment. The team maintains regular communication with dual enrollment partners and works to improve institutional relationships and student learning outcomes.

Outreach to the Community

College staff members participate in the community-wide Building Bridges to Careers committee, a college and career readiness council. This committee is comprised of local business leaders, Family and Children First Council members, elected officials, public school administrators and concerned citizens. Its primary focus is to develop job shadowing/internship opportunities, pathways to careers and postsecondary education, and improve academic college readiness.

College employees are also involved in a variety of non-profits and advisory boards including:

- Connect to Success
- United Way of Washington County
- Washington County Suicide Prevention Coalition
- Family and Children First Council
- Ely Chapman (after school and summer programs for elementary school students)
- Follow [this](#) link for a more complete list

This participation provides opportunities to network with business, community and education leaders from around the region and to ensure the College is serving the needs of the community.

Through articulation agreements between WSCC and the Washington County Career Center, adult career education pathways and articulated credit to a WSCC degree now include

- Certified Medical Assistant
- Information Technology Professional
- Instrumentation and Electricity
- Chemical Plant Operator

9P2: Creating, prioritizing, and building relationships with the educational institutions and employers that depend on the supply of WSCC students and graduates

State-Wide Collaboration – WSCC collaborates with the Ohio Board of Regents and the public colleges and universities across the state in the alignment of curriculum for ease of transfer. This process has created the Transfer Module (TM), the Transfer Assurance Guides (TAGs), the Career and Technical Assurance Guides (CTAGs), and is currently creating Military Transfer Assurance Guides (MTAGS). The College prioritizes this work above all other relationship building with regard to meeting the organizational requirements for students graduating and transferring to other institutions. This process has proven to be extremely effective in aligning institution to institution transfer in Ohio.

Institution to Institution Collaboration – Secondly, the College has partnered with several public and private universities to provide “2 + 2” pathways for those students seeking to complete a baccalaureate degree in their field of study. These partner institutions include

- Ohio University

- Franklin University
- Marietta College
- Rio Grande University
- Ohio Valley University
- Muskingum University

These pathways consist generally of associate degree completion in a specific field, followed by an additional two years of study at the partner university. Currently, the college is working to update these agreements following the quarter to semester conversion that occurred in 2012.

For those students seeking to enter the workforce immediately upon graduation, possessing the skills necessary to succeed is paramount. To ensure this, each program area maintains an active advisory committee of educators and industry professionals to provide input on program development. Section [1P4](#) provides additional information regarding advisory committees.

The Business Action Team meets biweekly to guide college efforts in aligning credit and non-credit training with needs of local business and industry. For more information regarding the Business Action Team, see [2P1](#) and [3P3](#).

9P3: Creating, prioritizing, and building relationships with organizations that provide services to students

WSCC creates, prioritizes, and builds relationships with organizations that provide services to our students through identification of students' needs related to successful academic completion. The College then works to form collaborative relationships with the agencies that can best support those needs.

Economic Development and Workforce Needs

- **Displaced Workers** – Recently, due to an economic downturn in the area, the College has increased collaboration with the Ohio Jobs and Family Services Division (OJFSD). Assigned college personnel processed, monitored, and worked with over 114 students in FY12 and 57 students in FY13 who are OJFSD clients. The College maintains close contact with case managers to ensure that students complete their degrees and or get back into the work force.
- **Industry-Specific Programs** – The Washington-Morgan Community Action Program and Washington State Community College continue to provide services to the rural areas of our service district. An effort to increase services and to collaborate with the industries in this area has led to the creation of the Multi-craft Certificate, which provides training and skills in a variety of high-demand career fields in the area. Morgan County Learning Center actively promotes this program. Classes began there in the March 2013 mini-semester and will be offered again in the spring semester 2015.
- **Internships and Practicums** – The College's collaborative relationships continue to lead to a number of valuable internships and practicum experiences for our students. Many of the internship providers and other professional contacts are members of our advisory committees. Internships and practicum experiences supplement classroom work, and provide real-life experiences to the students. They also support needs of local businesses and industries. Recently WSCC collaborated with Marietta College.
- **Aligning Business and Industry Needs with Programs of Study** – The Business Action Team ([2P1](#), [3P3](#)) seeks out cooperative partnerships with local business and industry. The BAT collects and reports on current trends and conducts “futuring” interviews with business leaders to determine potential opportunities in the local economy. These relationships and the

information collected drive new program creation, and ensure that existing programs are relevant to local industry.

- The Southeast Ohio Port Authority offices are located on the WSCC campus. By having the primary economic development function of Washington County and the region operating in the college buildings, the President, VPAA, and Business and Workforce Development functions of the institution are closely aligned in purpose and function. The college feels very fortunate to have this partnership strengthened by a close physical proximity.

Veteran Services

- According to a 2010 Department of Veteran's Affairs study and WSCC's own internal research, over 4000 veterans between the ages of 18-40 were eligible to attend college in the service area. An outreach program was initiated with the assistance of local churches and the local Department of Veteran Services to encourage and help these potential students enroll at WSCC.

Service Learning

- Phi Theta Kappa (see [9P5](#)) has a long history of building and sustaining community partnerships in southeastern Ohio. Through it, our students have the opportunity to participate as a servant-leader, which is one of the cornerstones of Phi Theta Kappa. WSCC's Alpha Rho Gamma Chapter of Phi Theta Kappa works with the Zonta community group twice a year to raise funds for student scholarships through the Washington State Community College Foundation. Phi Theta Kappa members who participate in the Relay For Life become eligible for the Alpha Rho Gamma Scholarship that is awarded by the Foundation.

Scholarships

- The WSCC Foundation (discussed extensively in [Category 2](#)) is a non-profit entity founded in 2003 to identify and generate new resources to support the College's mission and to enhance its institutional goals through fund raising and philanthropic activities designed to produce a positive and beneficial impact upon both the College and the community. The Foundation offers 32 scholarship opportunities to support WSCC students (the Marietta Community Foundation provides fiduciary services and scholarships for the Outreach department Connect to Success program).

Supporting Student and Community Needs

- The Evergreen Child Development Center serves students, employees, and the community with quality child-development services. Up to 69 children can be accommodated at the Center, which is licensed by the Ohio Department of Job and Family Services. ECC also serves as a learning site for adult students at WSCC and provides practicum experiences, as well as opportunities for observation of appropriate early childhood teaching techniques.
- College staff members also participate in the Marietta Career Awareness Initiative and the Family and Children First Council Career Exploration Initiative, which provides students job shadowing and career awareness programming. The College also has staff representation on the Building Bridges to Careers committee, a Race to the Top initiative.

9P4: Creating, prioritizing, and building relationships with the organizations that supply materials and services to your institution

Washington State Community College continues to seek ways to reduce costs and eliminate redundant services. Relationships with external vendor organizations are created and managed through

numerous departments due to our decentralized procurement practices. We have made significant progress in strategic sourcing through collaborative purchasing groups including the Inter-University Council of Ohio Purchasing Group, State of Ohio Cooperative Purchasing Program, Ohio Association of Community Colleges (OACC) Risk Management and Insurance Program, National Association of Education Procurement (NAEP), and the Cooperative Purchasing Network to name a few. Contracts with external vendors follow state purchasing and contract requirements, with bidding and contract negotiations coordinated by the Vice President for Finance and Operations.

The College decided, after review, to use the State of Ohio's Ohio Means Success website for assisting students in discovering the best career-field choices. This website ([link](#)) has saved the college costs and can be used by students and college staff and faculty at no cost. Additionally, the college is a member of the Ohio Two Year College Career Services Association (O2YCCSA) which is comprised of 16 community colleges in the state. O2YCCSA has their own website which is maintained by its members ([link](#)). This website includes a discussion forum where members can share tips and cost-saving ideas.

The College hosts on-campus vendors such as Just Lunch, the Bookstore, and the Evergreen Child Development Center, who provide support services to WSCC students, staff, faculty and the community.

9P5: Creating, prioritizing, and building relationships with education associations, external agencies, consortia partners, and the general community

To serve the educational needs of the local community and regional service area in an affordable and effective manner, the College maintains membership or representation in a variety of external agencies and educational partnerships. Partnerships are prioritized on the basis of congruency with the mission, vision, values and strategic priorities. Highest priority is given to those activities which help students transition to college and successfully complete a certificate or degree. High priority is also given to partnerships which support economic development and community growth. Partnerships are built by active and significant participation on boards and committees with further the work of these organizations and partnerships.

Relationships that Transition Students from High School to College

- Building Bridges to Careers – College staff participates in the community-wide Building Bridges to Careers committee, a college and career readiness council. This committee is comprised of local business leaders, Family and Children First Council members, elected officials, public school administrators and concerned citizens. Its primary focus is to develop job shadowing/internship opportunities, pathways to careers and postsecondary education, and improve academic college readiness.
- Connect To Success Board - Provides oversight to Ohio College Access Network grant activities with emphasis on grant development and scholarships, including AmeriCorps College Guides.
- Family and Children First Council – Job Shadowing and Career Exploration Board
- Upward Bound Parents Association - Provides program and advocacy support for Upward Bound students. Performs fund-raising for student scholarships

Relationships that Help Students Succeed in College

- National/Ohio ACTE – To better serve career-technical students, and stay apprised of developments in career-technical education, College representatives maintain memberships in

- the state and national Associate of Career Technical Educators. ACTE conferences provide opportunities to discover innovations in career-technical curricula, and network with career-technical faculty and staff nationwide.
- Ohio College Access Network - Establishes professional development and grant opportunities for K-16. Advocates educational issues to state legislature. Provides administrative services for the AmeriCorps College Guide grant program.
 - Ohio Diversity Officers Collaboration Executive Board - Promotes awareness of diversity related issues and programming opportunities both regionally and statewide.
 - Ohio TRiO Executive Board – Provides professional development and promotes access and success issues for low-income/first-generation students.
 - Perkins Post-Secondary Grant – The College, as a consortium partner with Eastern Gateway Community College, receives funding from the Perkins Post-Secondary grant. As a grant recipient, the college must maintain a stakeholder committee with representatives from business and industry, postsecondary education, student groups and community members.
 - Phi Theta Kappa is an international Honor Society for two-year colleges and academic programs. The purpose of Phi Theta Kappa is to recognize and encourage scholarship among two-year college students. The Alpha Rho Gamma chapter of Washington State is very active in building relationships with community organizations to facilitate the development of leadership and service. These organizations include the YMCA, Humane Society, Habitat for Humanity, Marietta Memorial Hospital, Eve Inc., Empty Bowls, and the Washington County Relay For Life.
 - Southeast Regional Tech Prep Center – College faculty and staff serve on the Southeast Regional Tech Prep Center steering committee along with representatives from local business and industry, and secondary career-technical schools.
 - Washington-Morgan County Community Action Board

Relationships to Support Economic Development and Community Growth

- The President serves on the Port Authority Board, a group that develops economic opportunities for Southeastern Ohio. In addition, the offices of the Port Authority are located on the WSCC campus.
- The President serves on the Marietta Chamber of Commerce Board.
- The Business Action Team strives to participate in local economic development events such as Business after Hours meetings and Chamber of Commerce in all of the towns in our service area.
- Senior leadership and other college employees serve on numerous community organization boards and committees including Rotary, Lions, Civitan, Harvest of Hope, and local Arts Councils.
- The College provides meeting space, often free of charge, for groups that promote economic and community development.

9P6: Ensuring that partnership relationships meet the varying needs of those involved

Collaborations and partnerships serve to help two or more organizations fulfill their respective missions and address their priorities within those missions. WSCC enters into collaborative relationships that support the College's mission, vision, values, and strategic priorities. We respect that our partners are working to do similar things when they choose to partner with us. In addition to participating in regular

meetings to realize the work of each collaborative effort, WSCC always strives to maintain open communication with all partners.

Additionally, the College maintains Memoranda of Understanding and other partnership agreements that specify the parameters of each formal relationship and define the methods of addressing disagreements that may arise through the partnership. Each MOU is reviewed and often revised by the Ohio Attorney General's office before it is signed.

9P7: Creating and building relationships between and among departments to assure integration and communication

Inter-departmental communication is key to coordinating activities, and avoiding duplication of effort. The college uses several groups and means of communication to keep college employees informed.

- The Executive Cabinet meets weekly and the President's Cabinet meets biweekly to coordinate activities, enhance communication, and enable integration across the activities of the college.
- A weekly newsletter, *On Campus*, is distributed via email to all faculty, staff and students. The President's office releases a weekly memo with updates regarding campus activities, and the Vice President for Academic Affairs provides an "Academic Update" every two to three weeks for all full and part-time faculty.
- Faculty and Staff Senates meet monthly to discuss current projects and college business with representation from all departments. Faculty and staff senate representatives serve on the Executive Cabinet and take information back to their respective groups to enhance communication.
- Meetings for all full-time and part-time employees occur several times throughout the year, usually during in-service days. These meetings serve to share important information regarding institutional priorities and collaborative efforts. Meetings are recorded and webcast so that all employees can receive the information regardless of their work schedule.
- The internal SharePoint server is used for collaboration, document sharing, and discussion. For example, all division, department, and unit goals are posted to SharePoint and visible to all employees. SharePoint also serves as the repository for reports, forms and committee minutes.
- The Data Action Team was formed with cross-campus representation to develop key performance indicators that illustrate the "health" of the institution. This team provided input and data on the creation of a campus-wide Key Performance Indicator Dashboard, which is accessible by all faculty and staff to disseminate trend data and reports. The Dashboard is accessible from on-campus wired connections at <http://kpi.wsc.edu>, which makes trend data and reports available to all faculty and staff.

9R1: Regularly tracked measures of building internal and external collaborative relationships

The College regularly tracks (1) the number of advisory committees and the membership of those committees to make sure that a broad cross-section of businesses and agencies are represented, (2) the number of articulation agreements it maintains for career and technical education, (3) the participation of its employees in professional and community groups, (4) the number of dual enrollment courses and students on an annual basis, (5) the number of course approvals for the Transfer Module, Transfer

Assurance Guide, and Career and Technical Assurance Guide, (6) the number of displaced workers receiving services in conjunction with area agencies, and (7) the number of Veteran's served.

As part of the Washington State Community College/Eastern Gateway Community College consortium, the Perkins grant coordinator maintains a grant stakeholder committee which meets annually with college and community representation. Biannually, an extensive review of Perkins grant records and activities is conducted by the grant coordinators and Ohio Department of Education staff members to ensure all grant requirements and activities are met. The Perkins grant coordinator additionally conducts monthly conference calls with the Eastern Gateway coordinator to ensure alignment and coordination of grant activities.

The Southeast Regional Tech Prep Center – located at the college – maintains a regional database of all secondary to postsecondary credit articulation agreements and programs of study. These are collected and analyzed annually. The most recent analysis is available at this [link](#).

9R2: Performance results for building key internal and external collaborative relationships

Figure 9-1 summarizes outcomes for the measures described in [9R1](#).

Figure 9-1: Performance Results for Internal and External Collaborative Relationships		
Measure	Outcome	Analysis
Number of Advisory Committees and Breadth of Membership	29 programs listed on SharePoint as having committee minutes posted with well over 200 total members. (There is overlap with individuals serving on more than one Committee).	Advisory committee membership represents a broad cross-section of business, industry, and governmental agencies needed for strong programs and relationships.
Number of Career and Technical Articulation Agreements	More than 180 agreements completed for Washington State Community College serving over 35 individual secondary and joint vocational schools in an 18 county area in southeast Ohio.	Articulation agreements reflect numerous collaborations with secondary and vocational schools well outside the usual service district of the college.
Participation of Employees in Community Groups and Boards	List of employees participating in community groups and boards shows representation in 40 different organization just among the President's Cabinet members.	The list shows a breadth of employee involvement among community groups and boards, but is limited in scope to only those serving on President's Cabinet. A more inclusive list of all employee involvement is an opportunity for improvement.
Number of Dual Enrollment Partnerships, Courses, and Students Enrolled	The College's dual enrollment offerings have expanded from 9 courses in 2011, to 31 in 2012, to 58 in 2013.	Expansion of dual enrollment shows good collaboration with local school districts; however, as collaborations expand, managing partnerships becomes

		more challenging. The Dual Enrollment team now meets bi-weekly to manage and enhance these partnerships.
Number of Transfer Module (TM), Transfer Assurance Guide (TAG), and Career and Technical Assurance Guide (CTAG) courses approved	108 TM, 84 TAG, and 14 CTAG courses approved.	WSCC's approvals for TM, TAG, and CTAG courses are appropriate for the college's size and breadth of programming.
Number of Displaced Workers Served	Trade Adjustment Act (TAA) 2011-12: 37; 2012-13: 15; 2013-14: 9. Workforce Investment Act (WIA): 2011-12: 50; 2012-13: 31; 2013-14: 34.	While the partnerships that promote and financially support training for displaced workers remain strong, the number of students needing these services have declined as the economy has improved and the unemployment rate has declined.
Number of Veterans Served	2011-12: 57; 2012-13: 41; 2013-14: 41; 2013-14: 45	The college continues to serve a relatively large veteran population for its size. These numbers demonstrate the need for more focused veteran's services and programming.

9R3: Comparison of results for building collaborative relationships

The college has little data on how performance processes for Building Collaborative Relationships compare with those of other higher education institutions or organizations outside of higher education.

One point of comparison exists with regard to articulation agreements for career and technical education. Five other postsecondary institutions comprise the Southeast Region for College Tech Prep. To date, the College has developed nearly twice as many articulation agreements than the next highest institution (approximately 90 for Belmont College, over 180 for Washington State Community College). These agreements serve over 35 individual secondary and joint vocational schools in an 18 county area in southeast Ohio.

9I1: Recent improvements for building collaborative arrangements

Washington State has made a number of improvements in the area of Collaborative Arrangements since the 2010 Systems Portfolio was submitted. We view the status of much of our work at the levels of systematic to aligned. However, we also find ourselves in the reacting mode as state and federal policy changes and we await clarification of how new legislation will affect our operations. This has been particularly true in the areas of dual enrollment and programs for veterans.

Much work has been done to improve collaboration with secondary school partners in the areas of career and technical education articulation of credit and in the area of dual enrollment.

- WSCC has streamlined the process for students to access articulated credit by reducing the number of unnecessary forms, and by collaborating with high schools and joint vocational schools to bulk-process annual credit recommendation form submissions. Additionally, the College has continued to develop pathways for adult students seeking to complete an associate degree through bilateral credit articulation agreements in collaboration with the Washington County Career Center Adult Technical Training programs.
- The Dual Enrollment Team created a formal process and checklist for the implementation of their programs to ensure that proper procedures are followed and all stakeholders are informed of developments.
- Washington State has partnered with the Washington County Career Center to serve as a regional competition site for SkillsUSA, bringing many visitors and 46 competitors to campus to compete in the areas of architectural drafting, technical drafting, automotive, crime scene investigation and criminal justice.
- The College is partnered with the Adult Basic Literacy Education (ABLE) and English Speakers of Other Languages (ESOL) programs to provide opportunities for GED completion, and pathways for associate degree completion for students served by these programs. These programs are located on the College's campus and work closely with faculty and staff. The new ACE program blends both GED coursework and some limited college coursework to provide a smooth transition to college for these students.
- The College has recently partnered with the regional Workforce Investment Board (WIB), the organization that oversees the distribution of federal workforce funds and projects. The President of the College has been invited to serve on the Board.

Likewise, much work has been done to improve collaboration with higher education and business partners to strengthen pathways to transfer and employment once students have completed their work at WSCC.

- Through a partnership with Marietta College, the two schools share an employee who facilitates placement of interns in local business and industry.
- The college has worked very hard to have a long list of courses approved for statewide transfer through the Transfer Module, Transfer Assurance Guide and the Career and Transfer Assurance Guide. This effort has been particularly intense given the college's transition from quarters to semesters, the need to rewrite every course syllabus, and submit it for statewide approval as a semester-based course.
- The Business Action Team, a new group created in 2012, works to collaborate closely with local business and industry to make sure that the programs the college offers are the programs they need to develop their workforce.

9I2: Selecting specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships

In 2011, a new president came to WSCC. He has emphasized teamwork, inclusiveness, close connections with all stakeholders, and strong collaboration both internally and externally as means of achieving the college's mission and living out our vision and values. He brought members of the employee senate groups onto the college's Executive Cabinet, initiated the Business Action Team, and worked to improve communication at all levels of the college. The annual goal setting process that is now

integrated with the review of the mission, vision, values and the budgeting processes of the college allows for all departments and units to have a voice in achieving the strategic priorities of the college.

The creation of the Dual Enrollment Team to manage partnerships with secondary partners and a renewed emphasis on the use of data in decision making has also enhanced collaborative work internally and externally.

Departmental working groups regularly evaluate current processes to identify departmental goals. College and grant funded improvement initiatives follow a regular schedule of progress evaluation.

The College has revised its performance evaluation process for professional and support staff members to focus on the development of personal goals which support departmental goals, which in turn support institution-wide goals. An external consulting firm was hired in Spring Semester 2013 to evaluate job descriptions, departmental organization, and employee pay grades.

While much work remains to be done, the College is a much more collaborative environment than it was when the 2010 Portfolio was submitted and that trend will continue into the future.