Wayne County Community College District

WCCCD Holistic Assessment Plan and Handbook
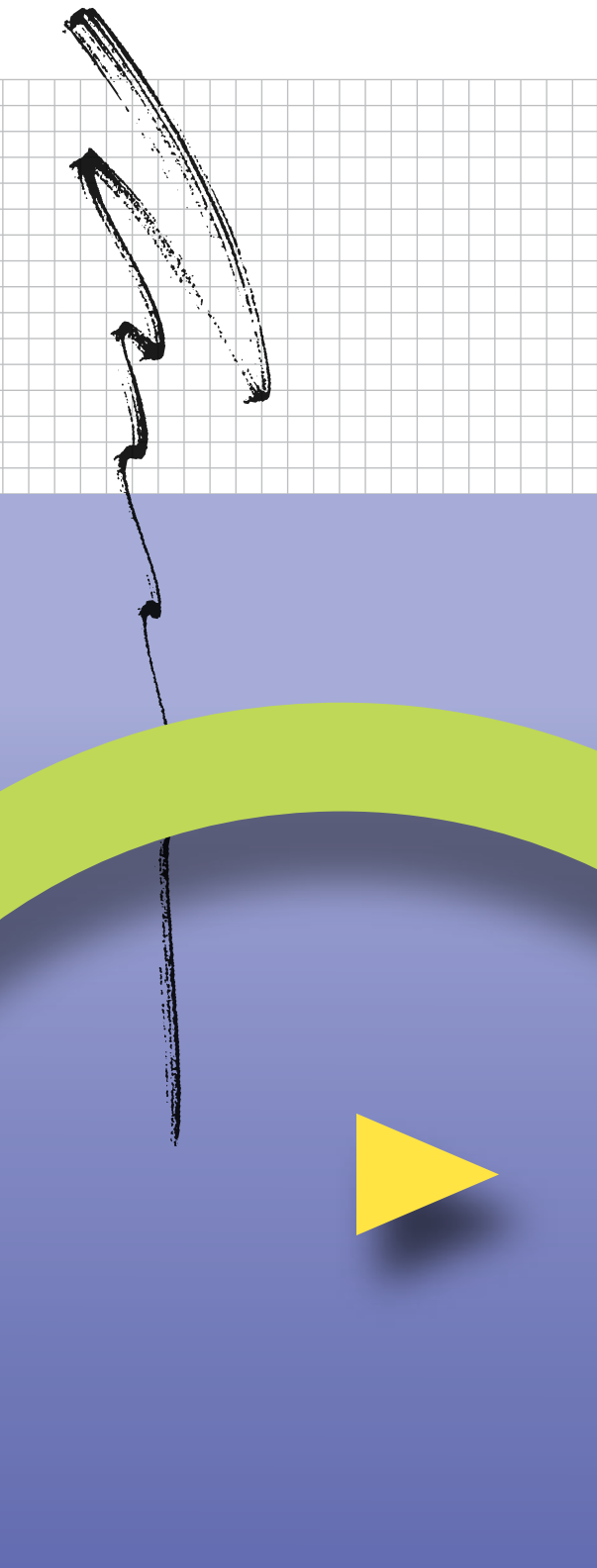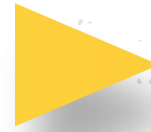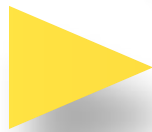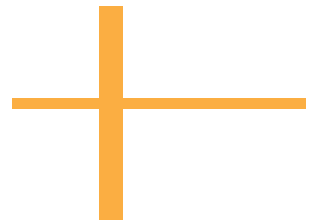
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Wayne County Community College District (WCCCD), charged by its mission to "empower individuals, businesses and communities to achieve their higher education and career advancement goals", which emphasizes the importance of assessment and its connection to a learning institution. It is based on this belief that WCCCD values the importance of evaluating both academic and non-academic units to support effective teaching and student learning.

WCCCD engages in a continuous improvement process to define and implement ongoing assessment of student learning outcomes and their learning experiences at the student, course, program and institutional level. While there are many approaches to assessing student outcomes and institutional effectiveness available that may be employed in this process, district-wide engagement in student learning and success serves as the foundation to the assessment process.

This holistic assessment approach allows the District to:

- Empower faculty to guide, develop and assess program and course competencies and objectives for student learning
- Provide comprehensive and measurable outcomes in teaching, learning, and services through an approach that is easy to understand and practical to implement
- Link annual administrative and academic planning to our mission and institutional priorities
- Build a culture of continuous improvement
- Align efforts in assessment between the District office and each campus
- Build a culture of evidence to support ongoing reflection and decision-making District-wide

This plan provides a view of the ways in which the new holistic assessment model works district-wide. It also serves as a guide for faculty and staff to implement good practices of assessment to ensure a systematic collection of evidence and data to evaluate student learning outcomes and institutional effectiveness. The plan describes the process, measures, types of evidence, data sources, technological tools, and documents used for efficient management of district-wide planning and assessment.

Background

The College District's inception grew out of a community demand within Wayne County for access to higher education in 1967. The college has given continuous service to 32 cities and townships within its service region and beyond in numerous ways to enrich its community and constituents it serves with 6 campus locations. It continues to fulfill all functions of a comprehensive community college by providing: career and transfer programs, student support services, workforce development opportunities and continuing education, and –distance learning opportunities.
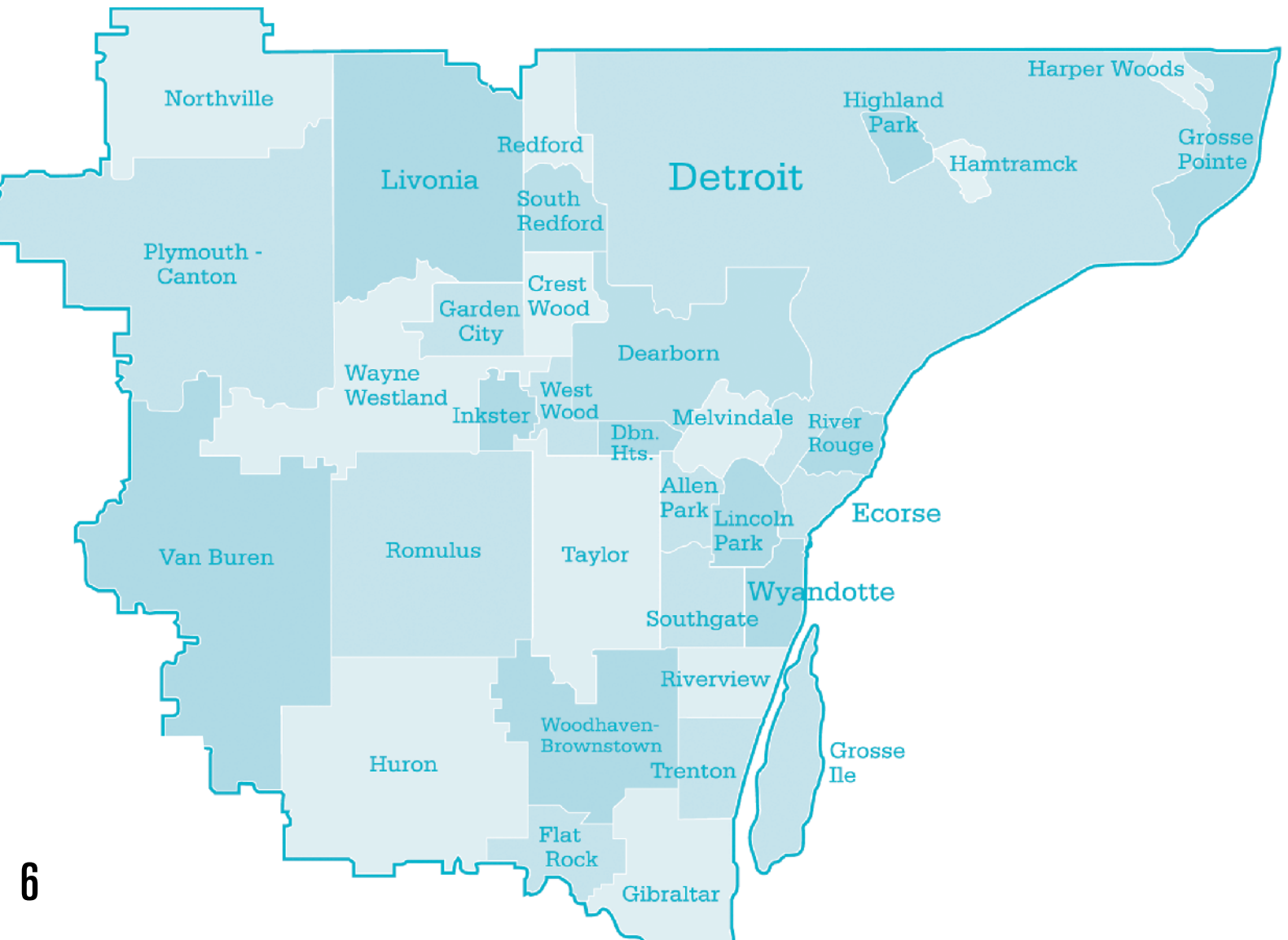
In 1997 the faculty guided and adopted the Philosophy of Education which provides statements related to the knowledge, skills, attitudes, and "core abilities" a student is expected to achieve as part of its general education programs. WCCCD began reshaping its assessment framework and shared values for the assessment in 2000. The Office of Institutional Effectiveness and Information Technology were joined to ensure the appropriate use and development of data reports used to evaluate institutional performance. Many reports were designed to monitor and evaluate discipline statistics, completion, retention, and persistence to support both internal and external evaluation reporting needs. In 2001, the college focused its efforts on developing worksheets and creating mapping tools to align its assessment initiatives with its strategic plan.

In 2007, WCCCD became one of the second round institutions to join the Achieving the Dream (ATD). ATD focused on helping institutions retool and institutionalize a culture evidence through in depth research and redesign of systems. As part of this research, WCCCD identified focus areas based on gaps revealed in longitudinal analysis and student achievement. The focus areas included academic advising process, performance of developmental English students, fall-to-fall retention, and expand institutional effectiveness capacity. As a result, the District realized that the institutional effectiveness function required a dedicated space, personnel and technology autonomous from Information Technology. Therefore, both institutional effectiveness and information technology were able to evolve to keep pace with the institutional research, reporting and technology demands of the District.

In 2009, WCCCD revised its assessment plan and adopted its core indicators of effectiveness that were aligned to the District's mission. These core indicators of effectiveness were aligned with institutional measures that helped strategically collect data and analyze its effectiveness and performance to achieve its mission.
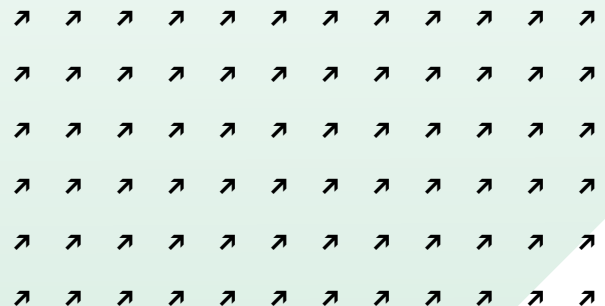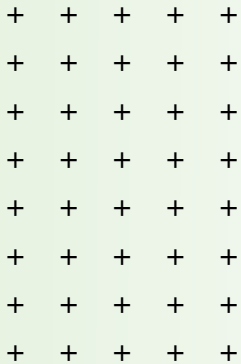
Background cont.

WCCCD focused its efforts to prepare for its reaffirmation with HLC as well as redesign its planning process to align with its strategic plan goals. In 2015-2016, the District reviewed and redesigned assessment tools, forms, and web-based applications have been integrated into the District's assessment program that are described throughout the updated assessment plan. Additionally, it piloted writing across the curriculum to support assessment of general education outcomes and launched training and presentations to engage faculty from multiple disciplines to participate in measuring "read, write, speak, and critical thinking. Through its use and growth of its assessment framework, the college maintains good standing with its accrediting bodies, participates in national and statewide initiatives such as Community College Student Survey of Engagement (CCSSE), MI Transfer, Guided Pathways, National Community College Benchmarking Project, Credit When It's Due, and Detroit Drives Degrees.
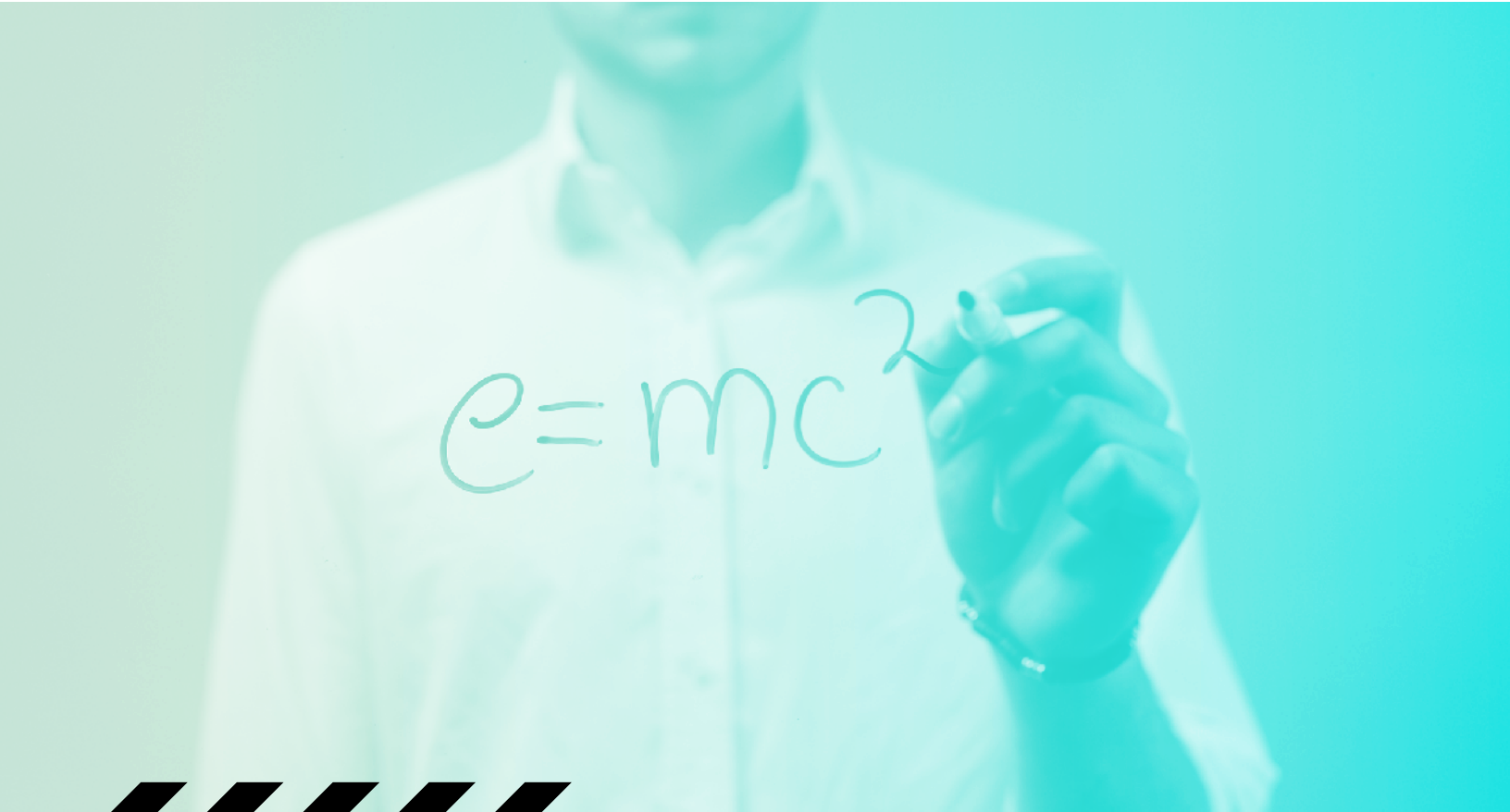
Assessment of Student Learning Framework

Academic assessment at the District focuses on the evaluation of student learning outcomes at the program, course, and institutional level. The assessment cycle begins with the identification of measurable goals, objectives and competencies that can be measured with multiple direct and indirect forms of assessment (Appendix A). The faculty lead the development of program and course objectives that are aligned with the institutional career and technical as well as general education outcomes and are evaluated according an annual and five-year schedule. The goals of academic assessment include:

1. Articulate clear and measurable goals for student learning outcomes

2. Identify and collect consistent measures and benchmarks for achievement

3. Systematically collect data and information that evidence student knowledge, skills, or habits as a result of course and program completion

4. Analyze and evaluate the results of the data collected as evidence of learning

5. Use findings to demonstrate strengths and opportunities for improvement

6. Document artifacts of student learning and their experiences

Figure 1. Academic Assessment Cycle

The academic assessment process highlights six important actions to support improvement of student learning outcomes to achieve the goals of the assessment program. Figure 1 provides a summary of this process that occurs annually for both academic and non-academic units.

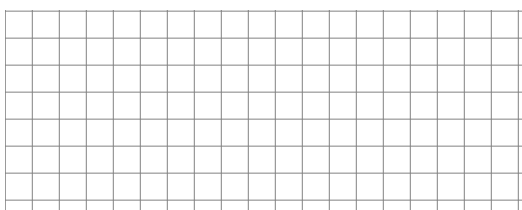# Cycle for the Assessment of Student Learning Outcomes (CASLO)
(Student, Faculty, and Administrator
Collaboration to Improve Student Learning)

The *Cycle for the Assessment of Student Learning Outcomes* (CASLO) is WCCCD's approach to creating a learner-centered environment in which students, faculty, and administrators collaborate to improve student learning. The focus of CASLO is on (1) assessing the degree to which students achieve the stated goals and learning outcomes for courses, programs, and disciplines, and (2) sharing of assessment results among students, faculty members, and administrators as a basis for making and acting upon decisions regarding the improvement of student learning, teaching, curricula, institutional practices, and measurement/assessment processes. The assessment of student learning outcomes for general education and career and technical programs occur according to the institutional continuous improvement model (plan, do, measure, learn). This process is supported by the assessment management system Improve formerly Tracdat, a web-based tool for managing CASLO and WCCCD's planning process and evidence of institutional effectiveness.

CASLO is a part of WCCCD's *holistic assessment plan*, a comprehensive approach to evaluating the effectiveness of the college in achieving its mission, values, functions, vision, and strategic goals.

Effectiveness is the state of having achieved a high standard of performance in terms of student, business, community, faculty, and staff success and satisfaction. Institutional effectiveness is the outcome of continuous improvement based on self-evaluation and data-informed judgments about quality.

Core indicators of WCCCD's effectiveness include student goal achievement (including preparation to compete in a global economy), contribution to business and community goal achievement, excellence of higher education and career advancement programs, accessibility of programs and services, and provision of culturally diverse experiences.

Principles of CASLO

A. To update and clarify student learning outcomes and methods of measuring outcomes for all WCCCD disciplines, programs, and courses.

B. To record assessment data from all courses and programs into the assessment management system

C. To strengthen the annualized process of measuring student learning outcomes, engaging faculty and staff in learning from outcomes data about needed interventions, and integrating faculty and staff conclusions about needed interventions into the annual planning and budget development cycle.

D. To enhance WCCCD's assessment initiatives for measuring student learning outcomes

E. To move to a new level of reporting of assessment data, including enhanced access to data for faculty and staff members.

F. To provide the faculty and staff orientation and professional development experiences needed to make this program a success.

G. To address the assessment of student learning outcomes as an integral element of WCCCD's holistic assessment plan.

Principles of **CASLO** cont.

CASLO has been designed to align with WCCCD's holistic assessment plan, which features the annual Plan/Do/Measure/Learn continuous improvement process grounded in the Deming Theory. The key steps in WCCCD's assessment of student learning outcomes cycle are as follows:

PLAN

1. Identify or update student learning outcomes (objectives) at the course, program, and/or discipline levels (general education and program or discipline student learning outcomes).

2. Identify or update assessment methods to be used (classroom assessment techniques, exhibits, portfolios, projects, etc.).

3. Determine or update methods to measure learning (testing, certification measures, state boards, student retention data, follow-up studies, employer surveys, etc.).

DO

1. Delivery of instruction based on the stated student learning outcomes and the planned assessment processes.

2. Classroom assessment techniques (focus on faculty/student dialogue on ongoing improvement of learning and teaching).

3. Delivery of instructional support to classrooms and other teaching/learning environments such as clinical sites serving Health Sciences programs.

MEASURE

1. Collect data on the degree to which students achieved stated learning outcomes using identified measurement methods.

2. Present evidence to demonstrate the quality of student learning: Faculty and instructional administrators make judgments about the level of student learning in relation to stated learning outcomes of the course, program, or discipline levels.

LEARN

1. Faculty and staff learning based on the measurement data and evidence regarding the strengths and areas for improvement in student learning, teaching, curriculum, assessment processes, measurement methods, and institutional practices.

2. Faculty and staff dialogue to recommend improvements to be included in the Plan phase of the next Plan/Do/Measure/Learn cycle.

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General Education

In 2010, WCCCD completed its reaffirmation of its HLC accreditation with no findings. However, the commission recommended the District adopt more structured process for assessing its student learning outcomes. As a result, the District reviewed and reaffirmed its general education outcomes and integrated into its assessment plan in a more formal manner. There were several workshops and professional development workshops to provide best practices in using and development assessments to evaluate general education outcomes. As a result, the institution reaffirmed its general education outcomes as outlined in the "Philosophy of Education" and updated its curriculum mapping to align with each outcome.

The District General Education program provides a range of required and elective courses for the purposes related to four general education degrees to include an Associate of Arts, Associate of General Studies, Associate of Science, and Associate of Applied Science. The program serves as the foundation in helping students achieve their goals of transfer to four-year degree programs, preparation for a two-year career program, gain personal, social, and professional enrichment and/or preparation students for specialized certificate programs. To that end, students that complete an associate degree will be able to:

❯ **Read, Write, and Speak Effectively**

❯ **Understand and appreciate the role of culture and the arts in both society and personal life**

❯ **Know the principles and be able to apply the methods of science**

❯ **Have mathematical and technological skills (computer skills) sufficient for personal and career need**

❯ **Know the principles and methods of the social sciences, and understand the basic social, political, and economic issues of the contemporary world**

❯ **Understand and appreciate both our common humanity and the diversity of cultures-historically, around the globe, and within contemporary America**

❯ **Be able to identify, define, and think critically about the issues that arise in daily life, both personally and professionally**

❯ **Have the skills needed to work ethically and effectively with others**

❯ **Become a life-long learner**

General Education cont.

General education assessment of student learning outcomes is reviewed to determine and identify which courses will be evaluated throughout the District. The *General Education Outcomes Mapping Summary* (Appendix B) outlines the outcomes with the required and elective courses in the general education curriculum aligned to the years that the courses are evaluated. Faculty facilitate the discussions and gather input from representative faculty in humanities, English, social sciences, natural sciences, and mathematics to develop their assessment plans for the year. As a result, faculty conduct their assessment plans to ensure curriculum alignment, improvement of student learning, and currency of the course objectives to help students achieve their goals. The General Education Student Learning Outcomes Summary (Appendix C) is a form used to document and identify the learning outcome, course, measures/methods for assessment, benchmark, results, reasons for results, and actions taken to improve student learning.

In Summer 2016, Writing Across the Curriculum (WAC) was piloted and led by faculty to evaluate how students were writing and achieving the general education outcome "Read, Write, and Speak Effectively" and critical thinking. Each year, student writing artifacts are submitted by faculty from different disciplines for review by the WAC review team. Each discipline provides samples of writing from completed assignments by students with their identifying information redacted to ensure anonymity. The WAC review team assess students writing according to the *Rubric for Assessing Writing Across the Curriculum* (Appendix D). Each writing sample is evaluated by two different reviewers to ensure interrater reliability. Summary reports are prepared and shared with faculty during professional development days such as Assessment Awareness Day, Faculty Convocation, and Assessment Conversations to discuss findings from the reviews and determine areas for improvement by discipline.

The Office of Institutional Effectiveness serves as a support to facilitate the *General Education Outcomes Mapping Summary/calendar* (Appendix B) for the general education outcomes and collaborates with faculty to support development of their assessments, data collection and reviews of plans to improve student learning. More recently, the Office of Institutional Effectiveness records the assessments in Nuventive Improve, a web-based assessment management system to help align the outcomes to institutional objectives and provide summary reports for review by faculty, administration, and academic staff.

Career and Technical CTE

Each year, the career and technical education (CTE) program goals, outcomes, and course competencies are reviewed by the deans, faculty and division of Educational Affairs. The review focuses on relevancy, currency, and alignment to industry-recognized and accrediting body standards to ensure high skill development and compliance. The program goals and outcomes are defined in the catalog as well as the program one pagers that are made available on the website. The CTE programs are evaluated annually and on a 5-year cycle for program review at the institutional and program level. The institutional level assessment measures program outcomes based on the core performance indicators to include licensure/certification pass rates, student placement, degree and certificate completion, retention, and non-traditional completion. The program level assessment focuses on student learning outcomes, enrollment, completion, licensure/certification, strengths and areas for improvement. The Division of Educational Affairs facilitates the schedule for reviews and evaluation in accordance to the institutional and state timeline (program review schedule maintained by educational affairs).

The career and technical programs are scheduled for review every 5-years. The general education programs are reviewed with the program review process. However, they are not evaluated each year. The general education outcomes are evaluated at the course level as part of the general education assessment calendar and within five years. The comprehensive program review process primary goals are to:

- Provide a standardized methodology for collection of data and review of program delivery, capacity, resources and program outcomes.
- Inform and integrate program review with institutional planning
- Maintain a collaborative relationship with 4-year colleges and universities, advisory committee members, business and community partners, and potential employers that provide input for relevancy and currency of programs
- Ensure quality and excellence of academic program that respond to the needs of faculty, students, businesses, and the workforce.
- Institutionalize continuous improvement and foundation for data-driven decisions for each program
- Maintain resources that promote program quality and excellence.
- Make recommendations and strategies concerning future directions and opportunities based on comprehensive feedback and review of data.

Career and Technical cont.

The program review process evaluates the following areas:

- Enrollment and admission patterns
- Course and program completion
- Career and technical market demand analysis
- Core performance indicators (licensure and certification pass rates, employment rates, retention, persistence, traditional and non-traditional enrollment and completion)

Surveys are implemented to gather input on experiences and satisfaction from students, faculty, employers, business partners and advisory committee members as well as required instruments for accrediting agencies and the Carl D. Perkins Career and Technical Education grant. Below is a list of survey summary reports that are used to support the program review and improvement process.

- Graduate Exit Survey
- Alumni Survey
- Perceptions of Occupational Education programs (faculty, students, advisory committee)
- Entering Student Experiences Survey
- Clinical Experiences Survey
- Employer Survey
- Perkins Leavers survey
- Employee Skills index
- Course Evaluations (SSOI)
- End of the Program survey

Faculty and instructional staff are integral in the program review process to facilitate the feedback process and provide the basis for informed decision making. Findings from the program review process are reported to the Division of Educational Affairs to support modifications and improvements through the completion of the *Program Review Summary Report* (Appendix E). The summary report is an important tool used to inform and link with potential budget planning and strategic initiatives for the upcoming year.

The career and technical education programs are assessed using the new *CASLO Program Annual Report* (Appendix F) which outlines the program goals and objectives and instructional resources needed for the year along with core data and information related to student enrollment, demographics, completion. This report was recently updated to include items that will help in decision-making related to institutional and instructional resources or needs to inform program improvements. These reports for the scheduled programs are due at the end of the Summer in preparation for the upcoming academic year.
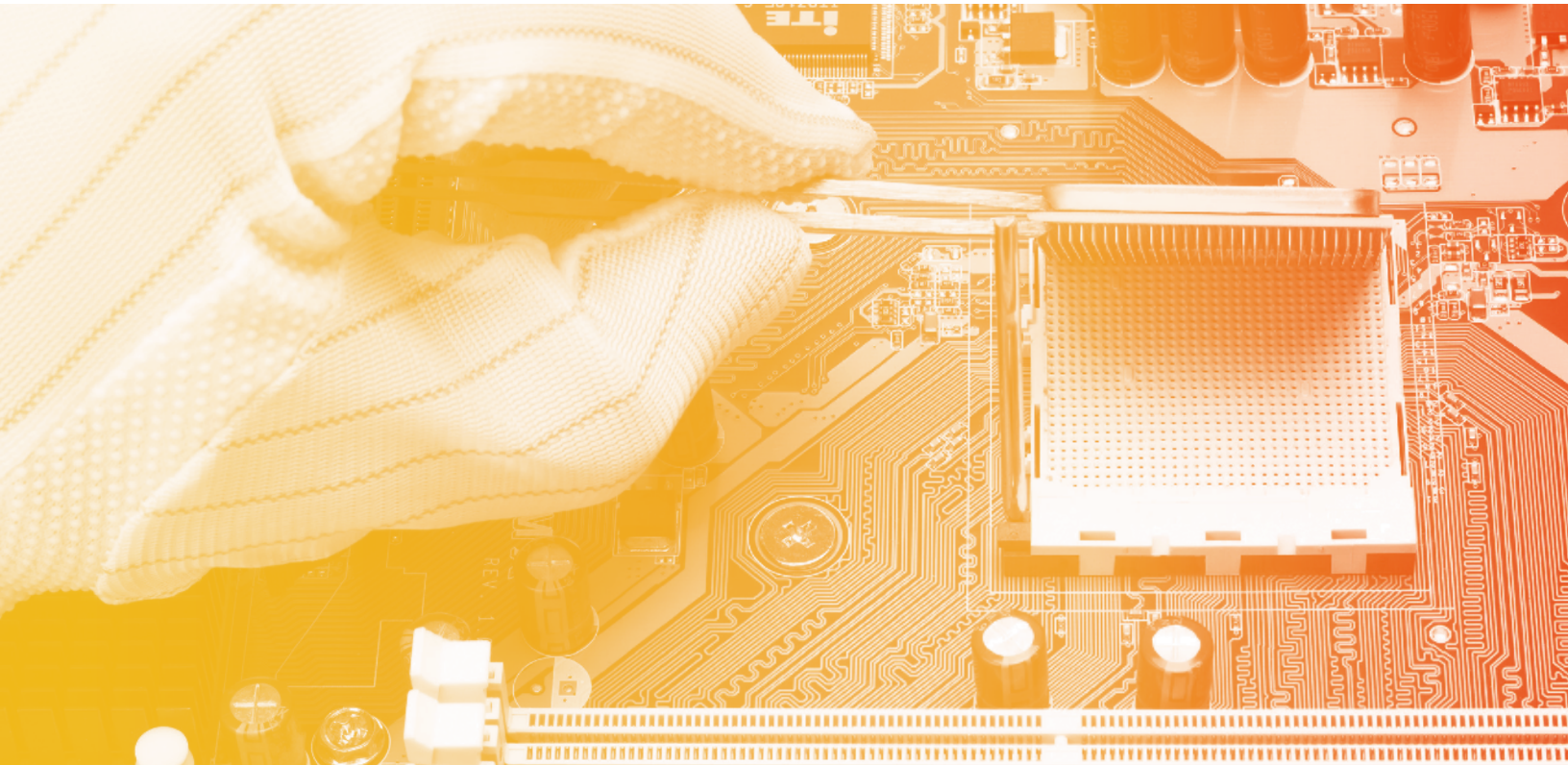
Assessment Planning Timeline

The assessment planning timeline is ongoing and aligned with important curriculum activities for defining program outcomes and course competencies as well as aligning to the district-wide planning priorities and budget. The table below outlines the major activities in the assessment planning process along with the months that they are completed for each year.

Fall	Spring	Activity
September	January	Curriculum Program Outcomes and Goals Review
August	January	Review and Define Course Competencies
October	March	Discipline lead, dean, or designated faculty selects work group and determines general education outcomes and program outcomes to be assessed for the year and develops Student Learning Outcomes/General Education Assessment Summary Plan
End of Fall Semester (December)	End of Spring Semester (May)	Discipline lead, dean, and faculty implement the assessment plan, collect, and analyze the results.
December	May	General Education/Student Learning Outcomes Summary Reports are completed and submitted to the Office of Institutional Effectiveness
January	June	Documentation of plans, findings, action plans are archived in Nuventive Improve assessment management system.
February	June	Educational Affairs reviews and discusses findings from student learning outcomes/ general education reports with discipline leads, deans, and faculty to identify plans for improvement and budget needs.
July-August		Educational affairs aligns plans with institutional priorities and budget planning and submit budget requests.

Web-Based Assessment Management

The online assessment management system Nuventive Improve uses the District's website and standard web browsers on desktop computers to archive and manage assessment planning for the entire District. Nuventive Improve is a technology-based assessment management system that supports the holistic framework to include assessment at the institutional (administrative), academic, and non-academic levels to facilitate assessment alignment and integration into institutional planning platforms such as the Chancellor's Annual Action Priorities, strategic plan goals, and curriculum development. This tool assists the college in sharing real-time reports with decision-makers to include administrative, academic, course, and non-academic unit level to improve student experiences and learning. The Office of Institutional Effectiveness facilitates the collection, data entry, and reporting for Improve and provides reports to administrative and programmatic units to ensure consistency, alignment, and intentional collection of assessment at the institutional, program, course, and co-curricular level. Although the Nuventive Improve was launched in Fall 2018, the District hopes to achieve full implementation and integration by 2021. The major milestones for integration of the Nuventive Improve system. Figure 2 summarizes major milestones and plans for Nuventive Improve.
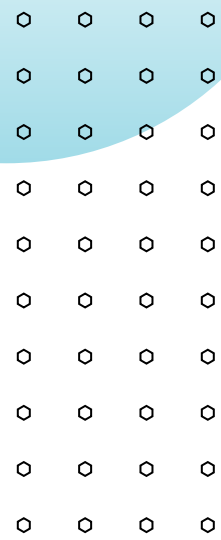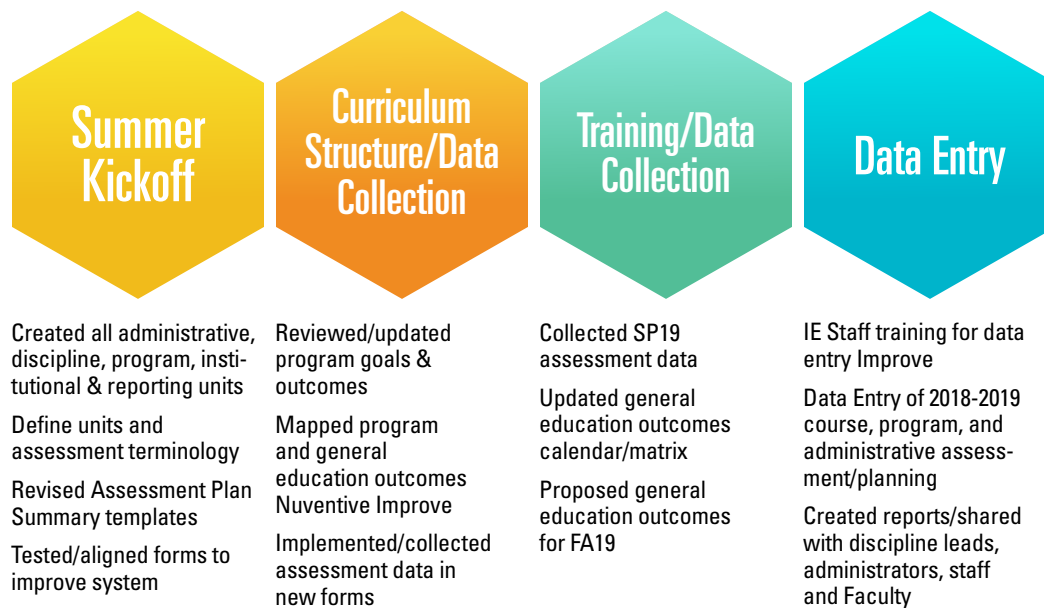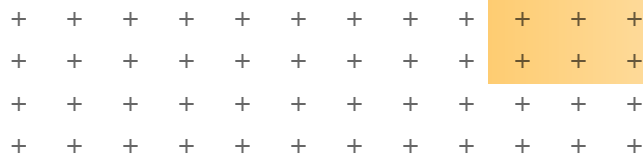
Figure 2: Nuventive Improve Milestones

Summer Kickoff	Curriculum Structure/Data Collection	Training/Data Collection	Data Entry
Created all administrative, discipline, program, institutional & reporting units	Reviewed/updated program goals & outcomes	Collected SP19 assessment data	IE Staff training for data entry Improve
Define units and assessment terminology	Mapped program and general education outcomes Nuventive Improve	Updated general education outcomes calendar/matrix	Data Entry of 2018-2019 course, program, and administrative assessment/planning
Revised Assessment Plan Summary templates	Implemented/collected assessment data in new forms	Proposed general education outcomes for FA19	Created reports/shared with discipline leads, administrators, staff and Faculty
Tested/aligned forms to improve system			

Web-Based Assessment Management cont.

The Nuventive Improve assessment management system provides the institution with the capacity to align assessment activities with planning at the institutional, administrative, academic and non-academic, and point of service levels. Following full implementation and integration of Nuventive Improve, the District will maintain access to reports that will highlight assessment activities and outcomes that will inform decision-making at each level. Below is a snapshot of the types of summary reports that will be provided annually to the executive cabinet, campus, and District divisions.

Figure 3: General Education Outcomes Summary

General Education Outcomes Summary

Program - Accounting AAS, Certificate

Program Outcomes	Measures/Methods	Results	Actions
SLO 1 - Demonstrate use of technology, software and integrated computerized accounting software to perform basic accounting and bookkeeping task.			
SLO 1 - Demonstrate use of technology, software and integrated computerized accounting software to perform basic accounting and bookkeeping task.			
SLO 2 - Demonstrate proficiency in preparing and processing payroll records and reports in compliance with state and local requirements.			
SLO 2 - Demonstrate proficiency in preparing and processing payroll records and reports in compliance with state and local requirements.			
SLO 3 - Competently prepare and analyze financial statements in accordance with generally accepted accounting principles.			
SLO 3 - Competently prepare and analyze financial statements in accordance with generally accepted accounting principles.			
SLO 4 - Recognize and interpret the fundamentals of individual income			

Non-Academic and Support Assessment

WCCCD holistic approach to assessment planning is focused on student-centered evaluations related to both their academic and social experiences. In 2015, the Chancellor appointed an assistant to the Chancellor of Student Success that evolved into the Student Success Center. The Student Success Center leadership facilitates and student success centered environment where student services, support services, co-curricular programs, learning support, and campus life and activities merge to provide students with a holistic experience. As part of the CASLO model, these services and programs are assessed to inform district-wide improvement of learning support and student experiences at each campus. In conjunction with Student Services, the student success center evaluates services and student satisfaction to inform decision-making that promotes alignment, sustainability, effectiveness, and impact for student success. The goals related to non-academic and learning support are aligned with the District's institutional priorities and strategic plan to achieve accessibility, usage, awareness, completion, and student success. These major goals were designed to provide students with student-centric learning support and services, co-curricular programs, and campus life activities at each campus location that are measured at the campus and institutional level with annual summary reports/plans using assessment methods include national and local surveys, tracking tools, and other assessment tools. These major goals are organized and grounded according to the Guided Pathways model integrate both academic support and student engagement elements. The Student Success Center goals include:

Focus Areas	Goals
Student Engagement	• Increase student satisfaction and use of support services such as Degreeworks, Smartthinking, etc to help students self-serve and resolve student support needs. • Increase student awareness and participation in campus life and student organizations. • Strengthen partnerships with community resources and increase student awareness of available services.
Retention	• Increase the number of students that declare their majors and/or complete plan of work. • Decrease the number of students that withdraw or drop out
Completion	• Increase the number of students that complete degrees, certificates, and short-term certificates • Increase the number of students that complete 15 or more credits in their first-year at WCCCD

Non-Academic and Support Assessment cont.

The District Student Services collects data to evaluate student participation in co-curricular activities through surveys, essays, and focus groups to understand how to better support student college experiences inside and outside of the classroom. The table below provides a description of example co-curricular activities and the types of data that is collected to evaluate student experiences.

Co-Curricular Activity	Description	Data Sources	Collection
Study Abroad	Students are provided the opportunities to understand and embrace other world cultures through a comprehensive educational immersion dynamic.	- Student Essays - Surveys - Transcript Data - Graduate Data	Bi-Annual
Phi Theta Kappa	The honor society program recognizes and cultivates academic excellence through active participation in coursework and seminars, study abroad opportunities, service learning projects, internships and mentoring. Participants selected for the program will also have opportunities to present papers at local conferences and attend special events.	- Transcript Data - Graduate Data - Student Demographics	Annual
Athletics	The athletics program offers both males and females the opportunity to participate and compete in sports to include bowling, golf, basketball, and cross country	- Transcript Data - Graduate Data - Student Demographics	Annual
STEM Research Programs	Provide participating students with an engaging, supportive environment to complete degrees and acquire skills that allow them to fully engage in the STEM economy within the region or in preparation to transfer to a tertiary institution of higher learning to pursue additional STEM research and training opportunities. STEM programs include: Summer Research At WCCCD, Symposium At University Of Michigan, Summer Research At University Of Michigan, Summer 2018 MiCUP Research Opportunity At MTU, Michigan Community College Summer Research Fellowship, Fall MICUP Bus Trip To MTU	- Surveys - Transcript Data - Transfer Data	Semester
TriBeta	The honor society for students with a focus in the biological sciences, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research.	- Transcript Data - Surveys - Student Demographics	Annual
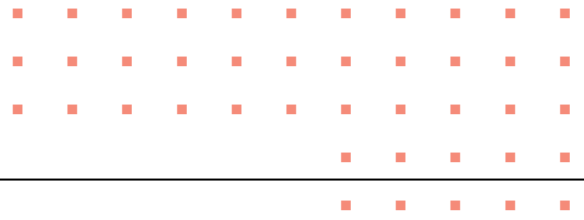
Annual Planning at WCCCD

Each new fiscal year all **administrative units** and **academic departments** are required to review their goals and objectives for congruency with the Chancellor's Action Priorities, the Strategic Plan in order to define or redefine strategic initiatives, and/or educational outcomes that align with the institutional mission and vision of the college.

An integral aspect of this process are the strategic initiatives overviews, during which project owners are afforded the opportunity to introduce briefly describe proposed projects, initiatives. During this process, the administrative units include an overall description of the strategic initiative demonstrating its relationships to the institutional plans (strategic, annual, mission, etc.), plans for expected outcomes, and requested resources if necessary. Implementation of project related activities must occur within the fiscal year, and documented evidence of actual results must be documented in the Year-End Achievement reports (annual reports). Using the Year-End Achievement summary reports, college administrators can monitor assessment unit planning and achievement.

Institutional Strategic and Annual Planning Calendar

The office of Institutional Effectiveness facilitates and oversees the coordination of the planning process. This oversight ensures that institutional and individual units are aligned with the District's mission. The strategic and annual planning cycles follow the timetable outlined below:

Figure 4: Annual Planning Calendar

September	October	November	December	February	Mar-May
Report prior FYI results to Dsitrict and Board of Trustees	Review strategic planning, performance funding, and institurional effectiveness results of prior fiscal year	Update strategic goals and plan	Establish planning priorities for next fiscal year	Plan unit operations and objectives for next fiscal year	Plan budgets to support unit plans

The Chancellor begins each planning cycle by positing his Annual Action Plan. Each division and departmental unit at the District and campus level uses the Chancellor's Annual Action Priorities to prepare divisional, campus, and campus unit plans. The figure below reflects the stages of goal development and institutional and individual unit involvement in the annual planning cycle.

Figure 5: WCCCD Goal Development Cycle

Chancellor's Annual Action Plans based on environmental scanning	Divisional & Departmental Annual Goals & Objectives	Campus Annual Goals & Objectives	Individual Unit Annual Goals & Objectives	District-Wide Annual Plan

Student Success
Key Performance Indicators (KPI)

OVERVIEW

Wayne County Community College District understands the student population and community it serves and aligns institutional priorities and services to achieve its goals for retention, persistence, and completion for student success. Student Success Key Performance Indicators (KPIs) are goals and metrics defined to support the institutions ability to assess how well the college is doing to support student success in key areas focused on completion, persistence, retention, and transfer. WCCCD establishes realistic goals for graduation and transfer, retention, persistence, credit momentum, CTE outcomes, and college English and Mathematics completion. Benchmarks are established based on review of trends in each category and comparisons with national, Michigan community colleges, peer institutions and campus-based rates and outcomes in each area. The data used to develop metrics on completion, retention, and persistence are gathered through credible sources and benchmarking tools such as IPEDS, Center for Educational Performance and Information (CEPI), National Community College Benchmarking Project (NCCBP), Michigan Governor's dashboard and Perkins Core Indicators to establish realistic goals and benchmarks for WCCCD student performance related to student success.

Each KPI is analyzed annually to inform decision-making and planning for continuous improvement in services, instructional delivery, and student satisfaction. As a result, the District establishes goals and initiatives in each of these categories that are relevant and aligned to its mission to serve its constituents and provide educational opportunities that support student success.

Student Success
Key Performance Indicators cont.

| Key Performance Indicator (KPI)	Student Success Performance Metric
Retention	• Percent of students that retain from Fall to Fall • Percent of Full-time students that retain from Fall to Fall • Percent of Part-time students that retain from Fall to Fall
Persistence	• Percent of students that retain from Fall to Spring • Percent of Full-time students that retain from Fall to Spring • Percent of Part-Time students that retain from Fall to Spring
Credit Momentum	• Percent of students who complete 6 or more college level credits in their first term • Percent of students who complete 12 or more college level credits in their first year • Percent of students who complete 15 or more college level credits in their first year • Percent of students who complete 24 or more college level credits in their first year • Percent of students who complete 12 or more career and technical credits in their first year
College Level Course Completion	• Percent of students who attempt and successfully completed college level English 119 or 120 in their first year • Percent of student who attampt and successfully complete college level Math 155 in their first year
Graduation	• Graduated within 2 years • Graduated within 3 years • Graduated within 5 or more years • Percent of completed awards in Health Sciences • Percent of completed awards in STEM Fields • Percent of completed awards in STEM Fields by women • Percent of completed awards in career and technical education (CTE) • Percent of non-traditional (based on gender) completers of career and technical education (CTE) awards
Transfer	• Percent of students that transfer out • Percent of graduates that transfer to four-year colleges and universities • Percent of graduates that transfer to four-year colleges and universities within 1 year • Percent of graduates that transfer to four-year colleges and universities within two years
Graduate Outcomes	• Percent of students that successfully pass licensure and certification exams • Percent of students employed following completion of an award • Percent of graduates that graduated from four-year colleges and universities

Role of Office of Institutional Effectiveness

The Office of Institutional Effectiveness strives to facilitate the integration of institutional research, planning, assessment, and reporting to support continuous improvement of instruction and administrative services of the District. It is a centralized function that guides the assessment and planning process while facilitating the systematic collection, analysis, reporting and archiving of student learning and institutional data that is used by faculty, staff, administrators, and external agencies for timely decision-making and continuous improvement. The assessment framework provides the foundation for the implementation of two evaluative pathways to include Academic/Co-curricular and Non-Academic Functions.

Core Process of Institutional Effectiveness - A fundamental challenge for IE is the creation of the *Holistic* approach to district-wide institutional planning and assessment. *Holism* used in this context, refers to the assessment of objectives set by all units of the college district; administrative as well as academic departments. The underlying assumption to this approach is that all processes implemented within the college district have an impact upon student success. The core cycle of institutional effectiveness is illustrated in Figure 6 below. It is grounded in the Deming Theory that reflects an annual continuous improvement cycle that links planning, assessment, and the use of results to strengthen the college's purpose, plans, programs, and services.

Figure 6

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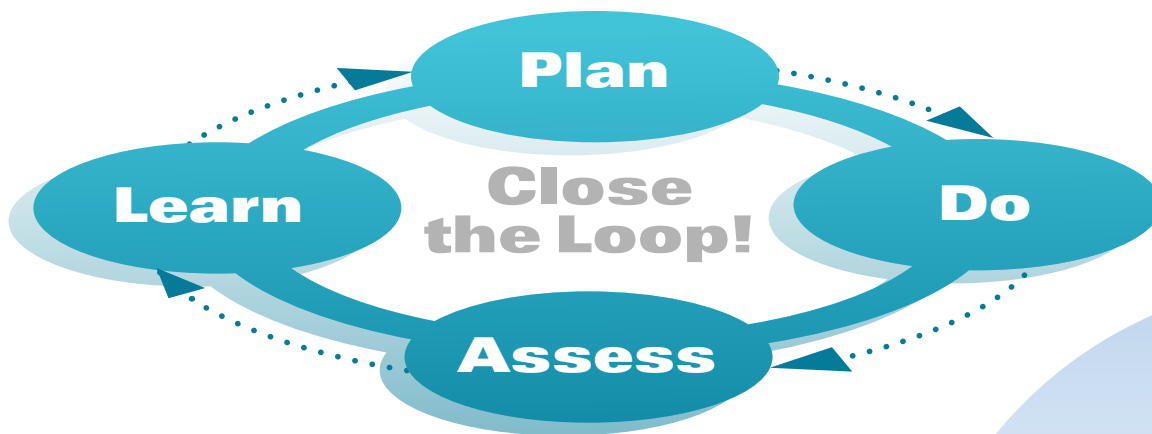
Role of Office
of Institutional Effectiveness cont.

The role of Institutional Effectiveness is exemplified by objectives designed to support the following activities:

1. Ongoing collection of data and reports through surveys, assessments, institutional records, and institutional data (Banner)
2. Review and process appropriate internal and external data requests for institutional data such as enrollment, student outcomes statistics, student demographics, survey design, and core performance indicators according to policy and federal regulations.
3. Facilitate the assessment plan schedule and timelines for both academic and non-academic pathways.
4. Prepare and submit reports to state, federal, accrediting, and institutional initiatives
5. Develop and share routine reports such as dashboards, scorecards, program summaries, and transparencies shared with faculty, staff, students, and the community.
6. Communicate institutional data with constituencies through multiple channels and platforms to include the website, institutional publications, newsletters.
7. Provide staff training/professional development related to data management, use, and assessment best practices for faculty, staff, and administrators

Each of the Institutional Effectiveness activities support and inform the following core functions and goals:

- Strategic and evaluation planning
- Institutional assessment of academic and operational units
- Continued accreditation review and compliance reporting
- Institutional research and analytical studies
- Analysis of college effectiveness
- Compliance with external reporting requirements
- Respond to external and internal requests for information and data while maintaining its integrity and reliability
- Provide timely, appropriate, accurate information to senior administrators, faculty, and staff to promote informed decision-making and continuous improvement of programs and services
- Conduct routine scans of the internal and external region to effectively respond to the college constituent needs within its community
- Create, stimulate, and nurture an organizational planning and assessment culture throughout the College District

The overall impact of institutional effectiveness allows the college to focus its efforts on providing data and information to promote institutional transparency, accountability and data-driven improvements to achieve its mission and facilitate planning, budgeting, evaluation, and management processes.

Glossary

Assessment - The systematic measurement of performance to inform decisions about improving student, business, community, and faculty and staff satisfaction and success. Assessment data provides the basis for specific improvement actions at the classroom, program, discipline, campus, and district levels. Assessment is an ongoing process that is embedded within WCCCD's holistic assessment plan and is designed to help faculty and staff make informed professional judgments about quality and effectiveness.

Assessment of student learning outcomes - The systematic gathering, documenting, sharing, analyzing, and interpreting information about student learning outcomes (objectives) as a guide to making decisions about improving student learning, teaching, curricula, and institutional practices.

Career and Technical Education (CTE) - Programs and courses that are focused on career preparation based on both academic and career-specific courses to provide students with technical and professional skills aligned with specific applied sciences, skilled trades, and industry-recognized certifications that lead to employment in the field.

Chancellor's Annual Action Priorities - The Chancellor's annual action plan and institutional goals developed each year based the Chancellor and leadership team evaluation and review of its mission, service region, changing workforce, and higher education trends to keep pace with the evolution and needs for students, staff, faculty, community, and higher education. These priorities initiate the annual planning and budget development process.

"Closing the Loop"- Each unit completes its institutional effectiveness cycle after assessment-based action has been implemented and the operational changes have been recognized in the next planning phase. When changes based upon assessment results have made the desired impact, the determination can be made that the district or unit has improved effectiveness. Some major changes may require years to be observed and documented.

Co-curricular Assessment - The collection of data and information to inform the assessment of non-academic programs and activities such as study abroad, athletics, and honors programs that enrich student experiences outside of the classroom.

Course-embedded assessment - A method in which evidence of student learning outcomes for the program is obtained from assignments in particular courses in the curriculum.

Course-level assessment - Assessment conducted by each faculty to determine the extent to which a specific course is achieving its learning goals and course competencies to inform instructional delivery improvements for each semester. *(For comparison, see Program assessment and institutional assessment).*
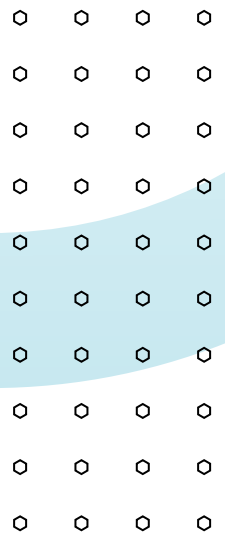
Glossary cont.

Course mapping - A matrix showing the coverage of each program learning outcome in each course. It may also indicate the level of emphasis of each outcome in each course and general education outcomes.

Culture of evidence - Refers to a district-wide spirit of self-reflection and continuous improvement based on data, and the ingrained acceptance of the need for evidence as a tool for decision making at all levels. The nurturing of a culture of evidence starts at the top of the organization, and involves the creation of an institutional climate supportive of the collection of performance evidence and of continuous improvement at the district and campus levels and in all academic departments, student services, and district units.

Cycle of Assessment of Student Learning Outcomes (CASLO) - WCCCD's approach to creating a learner-centered environment in which students, faculty, and administrators collaborate to improve student learning. The focus of CASLO is on (1) assessing the degree to which students achieve the stated goals and learning outcomes for courses, programs, and disciplines, and (2) sharing of assessment results among students, faculty members, and administrators as a basis for making and acting upon decisions regarding the improvement of student learning, teaching, curricula, institutional practices, and measurement/assessment processes.

Direct assessment - A type of measure that directly assesses student learning outcomes based on observation of their applied skill, demonstration of student outcome, exams, assignments, presentations, etc. (For comparison, see Indirect assessment).

Evidence - Documented artifacts, reports, samples of learning that verifies the degree to which students are able to demonstrate student learning outcomes for the course, program, and discipline levels as well as data and information in the form of reports that are used to evaluate effectiveness of services and satisfaction for the purpose of informed decision-making.

Indirect Assessment - A type of assessment that indirectly measures student learning outcomes based on students reported experiences, level of what they learned, or perspectives from their learning experience.

Institutional Level Assessment - The systematic collection and analysis of data and outcomes related to degree completion, licensure/certification, employment rates, retention, persistence, enrollment, and student engagement to inform improvements related to curriculum, business operations, admissions, recruitment, and student success.

Key Performance Indicators (KPIs) - Key performance indicators are Institutional performance measures or benchmarks established internally and externally to help understand how well the college is doing in key areas such as retention, completion, credit momentum, and graduate outcomes that inform continuous improvement and planning.

Nuventive Improve - A web-based assessment management system to organize/archive data related to institutional assessment with a focus on both academic, administrative units, and student learning outcomes. This assessment management system serves as a tool for managing (1) multiple levels of assessment, (2) reports of assessment results, and (3) evidence-based decision-making at all levels of the college.

Philosophy of Education - The General Education Outcomes adopted by the faculty to assess student learning outcomes across the curriculum to include the liberal arts and general studies programs. These are the basic academic and social skills aligned to course requirements for general and liberal studies programs.

Planning - Each administrative unit or educational department of the college clarifies its role within the context of the district's mission and specifies results that should be achieved (see figure 2). Academic programs emphasize the attainment of student educational outcomes while administrative and supportive units emphasize the achievement of operational goals, objectives and the performance of quality services.

Program Level Assessment - The systematic collection of data and information on how well students achieve program learning outcomes and the effectiveness of program services, retention, and completion to inform decision-making on curriculum modifications and impact of student learning.

Strategic Initiatives - Administrative projects and initiatives that serve the purpose of achieving the Chancellor's Annual Action Priorities and five year strategic goals as well as unit plans for improvement. These initiatives are developed and evaluated by District divisions and campuses (student services, educational affairs, human resources, finance and administration, information technology, institutional effectiveness, campuses).

Writing Across the Curriculum - An assessment strategy used by the District to evaluate student essential writing skills and promote critical thinking based on assignment comprehension, organization, level of content, development, language usage and style, and grammar and mechanics.

Year-End Achievement Reports (Annual Reports) - The annual reports that are submitted by all administrative units and campuses to evaluate and measure progress in achieving its strategic initiatives and institutional goals outlined by Chancellor's Action Priorities and strategic plan.

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Appendix A

Assessment Techniques & Tools

DIRECT	INDIRECT
Quizzes (Graded)	Course Evaluations
Course Exams	Learning logs
Assignments (Graded)	Concept Maps
Student Portfolios	Student Satisfaction Surveys
Free Writing Essays/ One Minute Written Summaries	Exit Interviews
State Licenses/certifications	Student Self-Assessments
Standardized Tests	Quizzes (non-graded)
Oral Exams	Student Field Work Reflections
Presentation Projects	Student Peer Evaluations
Rubrics (Assignments, etc.)	Student Course Journals
Field Work Evaluations	Course Grades

Appendix B

General Education Outcomes Mapping Summary

General Education Outcomes Course Mapping Summary

The general education outcomes outlined in the philosophy of education identifies core abilities and skills that a graduate may achieve as part of completing a degree or certificate at WCCCD. Below is a matrix mapping the elective and required courses to general education outcomes (core abilities) and the timeline for course assessment.

Outcomes "Students Will Be Able to..."	Core Abilities/Skills	Courses
Read, Write, and Speak Effectively	Communication	ENG 119, ENG 120, SPH 101, SPH 105
Understand and appreciate the role of culture and the arts in both society and personal life	Cultural Appreciation	AAS 175, ANT 154, ANT 201, HUM 211,
Know the principles and be able to apply the methods of science	Scientific Methods	BIO 155, BIO 240, BIO 250, BIO 252, BIO 295, CHM 105
Have mathematical and technological skills (computer skills) sufficient for personal and career need	Mathematic & Technical Skills	MAT 110, MAT 113, MAT 121, MAT 122, MAT 155, PHY 115, PHY 235, BUS 225, CIS 110
Know the principles and methods of the social sciences, and understand the basic social, political, and economic issues of the contemporary world	Socioeconomic Understanding	AAS 131, PS 101
Understand and appreciate both our common humanity and the diversity of cultures-historically, around the globe, and within contemporary America	Diversity & Inclusion	AAS 140, ANT 201, ENG 212, HIS 151, HIS 152, HIS 220, HIS 249, HIS 262, HUM 101, HUM 102, HUM 126, HUM 141,HUM 231, ENG 212, ENG 261, ARA 100, CHN 100, FRE 101, SPA 101
Be able to identify, define, and think critically about the issues that arise in daily life, both personally and professionally	Critical thinking	SOC 103, SOC 120, SOC 245, ENG 280, ENG 285, PHL-101, PSY 225, PSY 235
Have the skills needed to work ethically and effectively with others	Teamwork	SOC 100, SOC 104, SPA 101, SPA 102, SPA 201, ANT 150, PHL 221, PS 160, PSY 230
Become a life-long learner	Life Long Learning	OIS 280

Appendix C

General Education: Student Learning Outcome Summary Map

Considerations as you review your course outcomes data:
- Does the activities and outcomes tell you what and how well students are learning?
- What are your suggested action plans to improve student learning?
- What data is needed to evaluate student learning?
- What challenges have been identified that impede student achievement on specific learning goals? (Can you address prior knowledge or content differently or develop a different method/tool?)

Student Learning Outcome: Student's will........ (Please select outcomes)	Course	Measures/Methods (Test, Midterm, Rubric, Survey, Research paper, self-assessment, etc)	Benchmark	Results	Reasons for Results	Action Taken
SAMPLE *Read, write, and speak effectively*	*ENG 119 SPH 101*	*Research Paper* *Mid Term Exam*	*80% of students will score a 14 or greater on writing rubric.*	*75% of students scored 12 on the writing rubric.*	*Majority of students scored below a 3 on APA style category of Rubric.*	*A class session added to visit the LRC for research techniques.*
Select Outcome						
Select Outcome						
Select Outcome						
Select Outcome						

Appendix D

Rubric for Assessing Writing Across Curriculum (WAC)

Writing Across the Curriculum Rubric

Course/Discipline: _____ Semester/Date: _____ Reviewer: _____

Criteria	1	2	3	4
Assignment Objectives & Purpose SCORE: _____	Paper does not fulfill assignment requirements. Paper lacks main idea. Writer's purpose is not evident. The appropriate audience is not addressed	Paper shows limited awareness of the purpose and is sometimes vague or not focused. Vague sense of main idea throughout paper. Main idea is not clearly presented or is not maintained. Vague sense of the appropriate audience.	Paper shows some awareness of the purpose. There is a main idea supported throughout most of the paper. The paper presents and maintains a main idea. The appropriate audience is not consistently addressed.	The writer's purpose is clear and specific. Paper fulfills all the assignment requirements. Clearly presents a main idea and supports it throughout the paper. The writer consistently addresses appropriate audiences.
Organization SCORE: _____	Opening does not support the focus of the paper. Writing lacks logical organization. Paragraph breaks are illogical with no transitions. Most of the ideas are not logically connected. There is no closing to paper	Opening does not adequately support the focus of the paper. Some ideas are not logically connected. Sometimes paragraph breaks are illogical with limited transition. Closing of paper is inadequate.	Opening supports the focus of the paper. Good overall organization of ideas that clearly support main idea. Transitions used between ideas and paragraphs to create coherence. Closing of the paper is sufficient.	Opening supports the focus of the paper and is well-thought out. Ideas are logically connected and well-developed. Unity clearly leads the reader to the conclusion. Closing is thought provoking completes the paper.
Level of Content SCORE: _____	Content is not sound, shows little thinking and reasoning and most ideas are underdeveloped.	Content demonstrates some thinking and reasoning. Ideas are present with some general evidence.	Content is well presented and argued. Ideas are developed and detailed with sufficient evidence.	Content indicates synthesis of ideas and exceptionally well-presented. Ideas are clear and well-developed with specific and relevant facts that are supported by examples.

Appendix E

Program Review Summary Report

Program Evaluated: _____

(All Degree & Certificates)   Date of Evaluation: _____

Program and Course Enrollment

1. Describe any enrollment changes (increases, decreases, no change) in the last 3 years.
2. Explain any challenges and opportunities for program and course enrollment in the last 3 years.
3. Provide recommendations for the future for program and course enrollment for the program.

Recruitment and Admissions

1. Describe any recruitment or admissions strategies used to support program enrollment in the last 3 years.
2. Explain any challenges and opportunities for recruitment in courses and the program in the last 3 years.
3. Provide recommendations for the future related to recruitment and admissions.

Program Capacity & Activity

1. Describe any changes in fill rates, number of sections (increases, decreases, no change) in the last 3 years.
2. Provide recommendations for the future for meeting program capacity and sufficient program fill rates.
3. Describe any changes to program outcomes or curriculum in the last 5 years (if applicable).

Program Instructional Support and Teaching

1. Describe the number of faculty that are currently teaching in the program.
2. Are the credentials for the faculty up to date? If not, Describe the plan to have the credentials updated?
3. Please describe any improvements made to lab spaces (if applicable), equipment, facilities etc. in the last 5 years
4. Provide recommendations for the future related faculty development and instructional support.

Program Outcomes

1. Describe any changes in retention, completion, licensure/certification pass rates if applicable, employment rates (increases, decreases, no change) in the last 3 years.
2. Describe recommendations and program improvements to increase program outcomes and student success, retention, completion, employment, or licensure/certification rates (if applicable).

Summary of Program Achievements (Please describe)

Program Strengths (Please describe)

Program Areas for Improvement (Please describe)

Recommendations/Actions for Improvement (Please describe)

Other comments and information related to program. (Please describe if applicable)

Appendix F

CASLO Program Annual Report

Program: _____

Completed By: _____ Date: _____ / _____ / _____

As part of the CASLO assessment processes for evaluating student outcomes, each program must submit an annual report focused on student learning and achievement. There are five major categories that guide the evaluative process for continuous improvement of the District's programs.

1. Program Goals and Objectives
2. Student Enrollment Characteristics
3. Student Outcomes and Perceptions
4. Graduate/Alumni Outcomes
5. Instructional Resources and Needs

PLEASE PROVIDE THE FOLLOWING INFORMATON

Program Goals and Objectives

1. Briefly describe the program goals and objectives.

   Please describe any changes to these goals and course objectives during 20XX-20XX.

   Was there a review of the course syllabi for the program in 20XX-20XX? Please describe any changes made to the course syllabi for the program.

Student Enrollment Characteristics

2. How many students are currently enrolled in the program?

Race/Ethnicity	Male	Female	Total
Black/African American			
Hispanic			
White/Caucasian			
American Indian			
Asian			
More than one Race			
Other			
Unknown			
Total			

Age	Total
Under 18 years	
18-19	
20-21	
22-24	
25-29	
30-34	
35-39	
40-49	
50-64	
65 and Over	

CASLO Program Annual Report cont.

How many are first year students? _____

Approximately how many credits were generated by these students in 20XX-20XX?

Please describe any changes made to instructional delivery or services as a result of the enrollment characteristics above.

Student and Graduate Outcomes

Approximately, how many students withdrew from the program? _____

Please describe the reasons why students withdrew from their courses and/or program.

Please describe the strategies implemented to help students successfully complete their program and/or courses.

How many students took a licensure/certification in 20XX-20XX (if applicable)? _____

How many passed the licensure/certification in 20XX-20XX (if applicable)? _____

Please describe how this compares to the pass rates from last year (if applicable).

What improvements will be made to increase or maintain the pass rates for next year (if applicable)?

How many graduates completed the program in 20XX-20XX (Fall, Spring, Summer)?

Degree Type	Male	Female	Total
Associate's			
Certificates			
Total			

Did the number of students that completed Associate's degrees increase or decrease from the previous year? Please explain reasons for the change (if applicable):

Did the number of students that completed a certificate increase or decrease from the previous year? Please explain reasons for the change (if applicable):

Please describe any improvements or activities implemented to increase the number of students completing degrees and certificates in the program in the last year.

How many of the graduates above are currently employed? _____

How many of the graduates transferred to a 4-year college/university? _____

Was there an increase in the number of students that are employed or transferred to a 4-year college/university?

Please describe any barriers that you think are causing students not to complete the program.

Please describe any improvements or strategies implemented to help students find employment in their discipline or advance their education to 4-year college/university this year.

Instructional Resources and Needs

How many part-time/full-time faculty members
are teaching in 20XX-20XX for the program? Full-Time: _____   Part-Time: _____

Are all the faculty credentials up-to-date?

If no, please provide a brief description of the action plan to ensure all faculty have submitted the proper credentialing information to Human Resources.

Following review of classroom instructional materials, are there any needs or suggestions for instructional materials for the upcoming year?

As it relates to labs and instrumentation, are there any needs or suggestions for materials, equipment, and instruments?

Please describe the use of technology (software, applications, hardware) by both faculty and students.

Are there any suggested technology needs for faculty or students? If yes, are there any suggestions for technological resources for the upcoming year?

Were there any faculty that participated in professional development activities or scholarship opportunities (published articles, white papers, etc)? If so, please describe the activities and/or conferences that were attended in 20XX-20XX?

Summary of Findings

Please highlight 3 notable achievements for the program in 20XX-20XX.

Please describe 3 major goals for the upcoming year related to the program and identify the WCCCD Strategic Plan goal it supports.

Appendix G

Student Learning Outcome Summary Map

Program Name: _____ __   Semester/ Year: _____

Student Learning Outcome Summary Map

Considerations as you review your course assessment data:
- Does the assessment activities and outcomes tell you what and how well students are learning?
- What are your suggested action plans to improve student learning?
- Is additional information or data needed to evaluate student learning?
- What challenges have been identified that impede student performance on specific learning goals? (Can you address prior knowledge or content differently or develop a different assessment tool?)

Student Learning Outcome: Student's will.........	Course	Measures/Methods (Test, Midterm, Rubric, Survey, Research paper, self-assessment, etc)	Benchmark	Results	Reasons for Results	Action Taken
			EXAMPLE			
☐ Read, write, and speak effectively **EXAMPLE**	ENG 119 SPH 101	Research Paper Mid Term Exam	80% of students will score a 14 or greater on writing rubric. 95% of students will complete exam with C or better.	75% of students scored 12 on the writing rubric	Majority of students scored below a 3 APA style.	A class session added to visit the LRC for research techniques
☐						
☐						
☐						

IE
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