HLC Interim Monitoring Report

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Core Components:
4.B. – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

4.C. – The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

5.C. – The institution engages in systematic and integrated planning.

Areas of Focus:
1) The college must clearly articulate what elements of its cocurricular programming will be or are being assessed.

2) The college must establish metrics for student retention, persistence, and completion.

3) The college must create a document that clearly explains the linkage between assessment of student learning, evaluation of operations, planning, and budgeting.
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Introduction and Report Structure

West Shore Community College (WSCC) submitted its mid-cycle Assurance Argument on July 20, 2020, and received feedback from the HLC Review Team on September 25. While the majority of the criteria for accreditation were met without concerns, the Review Team did recommend institutional follow-up on three areas of focus. These included (1) a clear articulation of what elements of cocurricular programming will be or are being assessed; (2) an establishment of metrics for student retention, persistence, and completion; and (3) the development of a document that clearly explains the linkage between assessment of student learning, evaluation of operations, planning, and budgeting. The Institutional Actions Council of the Higher Learning Commission (HLC) met on December 15, 2020, to accept the Review Team’s recommendations and officially require this interim monitoring report.

This report addresses these areas of focus sequentially, with a separate section dedicated to each. This method is used to ensure adequate attention is paid to each topic and to comply with the interim monitoring report length requirement of seven pages per area of focus. WSCC recognizes the interrelated nature of each of these topics, however, so references are frequently made to information contained within other sections of the report and duplicated information between sections is minimized. Therefore, the report is best read sequentially, but the reader should also find it easy to skip directly to a particular section of interest.

Focus Area 1 – Cocurricular Assessment

Upon reviewing the WSCC Assurance Argument and considering additional evidence submitted by the college, the HLC Review Team suggested that WSCC should “further focus and improve its cocurricular assessment practices” for continued progress in high-quality, effective assessment. Specifically, the Review Team requested that the college prepare a monitoring report addressing the following items:

The college must clearly articulate what elements of its cocurricular programming will be or are being assessed. This must include, at minimum:

- How program elements were chosen
- Timeline for data collection
- Individuals engaged in the assessment process
- How the college will integrate cocurricular assessment into its larger assessment plan

WSCC recognizes the importance of cocurricular programming to student engagement and learning and is committed to providing robust, meaningful cocurricular student experiences and attendant assessments. The college has invested considerable effort towards improving its overall assessment practices since 2018 when it joined the HLC Assessment Academy. Participation in this Academy provided an excellent platform for addressing these additional questions about cocurricular assessment, so the college leveraged this opportunity and its existing Assessment Team to take the lead on this area of focus. This faculty-led team is comprised of faculty in arts and sciences and occupational programs, as well as administrators, including the vice president of academics and student services, deans of arts and sciences and occupational programs, and the directors of advising and retention, institutional research, learning management systems, and nursing. Through discussion, collaboration across campus, and the
incorporation of feedback, this team’s efforts since receiving the HLC Review Team’s feedback report have led to the development of a WSCC Cocurricular Assessment Plan (Appendix A).

The first task of this team was to define cocurricular assessment at WSCC. After extensive consideration, discussion, and consultation with the college’s HLC Assessment Academy mentor, the Assessment Team defined cocurricular learning as that which occurs outside of the classroom and for which students receive no credit or grades. The team further decided that the goals of the college’s cocurricular programming, and thus cocurricular assessment, should align with the college’s three core abilities. These core abilities are institution-wide learning outcomes that prepare students for success in life, school, and work. WSCC’s core abilities are as follows:

**Communicate Effectively** – WSCC defines effective communication as a student’s ability to (1) organize communication according to purpose and audience, (2) apply the English language correctly (spelling, grammar, structure), and (3) use language with clarity and coherence.

**Think Critically and Creatively** - WSCC defines critical and creative thinking as a student’s ability to (1) demonstrate the ability to research, evaluate, interpret, and apply knowledge across contexts, (2) apply information to the solving of problems and decision making, and (3) evaluate information as a guide to belief and action.

**Act Professionally** – WSCC defines professionalism as a student’s ability to demonstrate personal and professional integrity and ethics.

Cocurricular programming at WSCC provides many opportunities for students to develop, enhance, and demonstrate proficiency in communicating effectively, thinking critically and creatively, and acting professionally. Therefore, the Assessment Team concluded that aligning cocurricular learning and assessment with these institution-wide goals would serve the dual purpose of advancing the college’s mission and improving WSCC’s cocurricular assessment practices. Most importantly, data collected from these assessments will provide the information necessary for continuous improvement of student learning.

### Selection of Cocurricular Program Elements

After defining cocurricular programming and aligning WSCC’s cocurricular goals with the institutional core abilities, the next step for the Assessment Team was to identify existing cocurricular programs at the college and determine which of these would be initially chosen for assessment. In order to do this, identifying a list of cocurricular program elements was necessary. These elements would help the team narrow down all possible cocurricular learning experiences into a short list of those that were most ready to begin assessment activities. Once again, the team used internal discussion, collaboration with individuals across campus, and consultation with the HLC Assessment Academy mentor to identify a specific list of cocurricular program criteria. For example, after drafting a definition and list of possible criteria, the faculty leader of the Assessment Team presented the team’s recommendations to the Academic Leadership Team (ALT), at an all-faculty meeting, and at a college in-service event. After incorporating feedback received from these various channels, the following elements were chosen in the fall 2020 semester by the Assessment Team:

1. Significant learning experiences outside of the classroom without credit or grades awarded
2. Programming aligned with WSCC’s core abilities
3. Strong institutional commitment to ongoing support of the program
Although the requirements of the interim monitoring report ended at articulating the programs that will be assessed and developing a timeline for data collection, WSCC elected to take the additional step of beginning data collection for several cocurricular programs during the 2020-2021 academic year. However, based on advice from the HLC Assessment Academy mentor and the judgment of the WSCC Assessment Team, the implementation of the new Cocurricular Assessment Plan would best be done in phases. Therefore, after careful review of how each of WSCC’s cocurricular programs aligned with the elements listed above, the following cocurricular programs were selected as the initial participants in the new assessment process:

**WSCC’s Student Senate** is a student-led governing body representing student input and concerns at WSCC. The senate oversees a wide range of tasks, including events, activities, programs, policies, and initiatives to cultivate student engagement and strengthen camaraderie across campus. The Student Senate represents a central leadership opportunity for students at WSCC.

**Phi Theta Kappa (PTK)**, the official honors society for two-year colleges, offers opportunities for academic and leadership development, and engages students in various community and college-oriented service projects. Currently, over 40 students are active members of the society at WSCC. PTK connects students with scholars and resources worldwide.

**HumanKind** is an ongoing educational initiative that examines the cultural, social, and political parallels between the United States and the world. Each year, HumanKind explores the question, “What does it mean to be human?” Focus areas are selected by faculty and students. HumanKind began in the 2017-2018 academic year with a focus on West Africa, followed by the Middle East, Cuba, and the British Isles. For the 2021-2022 academic year, the focus of HumanKind will shift from regional exploration to a global exploration of the theme of movement, allowing for culturally-responsive, inclusive, and timely programming options. HumanKind is the largest community-focused learning initiative at WSCC.

**Data Collection Timeline, Assessment Plans, Findings, and Action Items**

For the cocurricular programs listed above, collection of assessment data began in the fall 2020 semester. Initial results are described for each program in the sections below, but WSCC recognizes that establishing the systematic and integrated process of cocurricular assessment was the truly important work of the past year. As is outlined in the Cocurricular Assessment Plan, data collection for these and other programs will typically occur during the fall and winter semesters, with analysis to inform improvement of student learning to occur in summer semesters. As analysis is conducted, special focus is applied to insights relating to one of WSCC’s core abilities, thus ensuring that future program improvements are tied to one of these overarching institutional goals.

**Student Senate**

**Assessment Plan**

As a first step towards collecting cocurricular assessment data, Student Senate members participated in an end-of-year reflection/focus group meeting. Students were encouraged to reflect on accomplishments of the academic year, how their participation developed them professionally and personally, and where they would like to see the Student Senate go in the future. The Assessment Team chair facilitated the meeting and the faculty representative took notes.
Following the meeting, an analysis session was held in which the Assessment Team chair and faculty representative produced a summary highlighting themes, accomplishments, and ways forward. Findings were shared with the Student Senate faculty advisor (Appendix B). The Assessment Team chair and Student Senate faculty advisor collaborated to determine action items in response to findings.

**Findings**
Student Senate participants highlighted many ways their participation in Student Senate contributed to their growth as professionals and communicators. Students discussed the following areas of growth as a result of their participation in Student Senate. Following each item is an identification of related core abilities.

- Developing more confidence (professionalism)
- Feeling more connected to other students and WSCC (professionalism)
- Gaining a sense of purpose through contributing positively to the college (professionalism)
- Developing communication skills by having to interact with people different than them, like faculty, administrators, and other students (communication, critical and creative thinking, professionalism)
- Developing diplomacy with people who hold different views (communication, critical and creative thinking, professionalism)
- Improving teamwork skills (communication, critical and creative thinking, professionalism)
- Learning about how larger organizations work (professionalism)
- Developing problem-solving abilities (critical and creative thinking)

In general, this list reflects favorably on the positive impact of Student Senate participation. However, Student Senate participants expressed concern about uneven participation among members and low participation by the student body in senate events. This concern heavily influenced the action items for the coming year in the hope that more broader and more diverse participation will distribute the above benefits more widely through the student body.

**Action Items**
1. The Student Senate will develop and offer training around increasing members’ participation in meetings, thus highlighting the opportunities to practice and improve core abilities.
2. The Student Senate will consider changes to recruitment practices which currently rely heavily on personal connections to increase diversity of student representation.

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**Phi Theta Kappa**

**Assessment Plan**
As with the Student Senate, PTK members participated in an end-of-year reflection/focus group meeting. The goals, format, and facilitation of this event were identical to that of Student Senate. Findings were shared with the PTK administrative advisor (Appendix C), and the Assessment Team chair and PTK administrative advisor collaborated to determine action items in response to those findings.
Findings
PTK representatives spoke about the many ways that their participation contributed to their development as professionals and communicators. The following list contains highlights from this focus group, as well as an identification of closely related core abilities.

- Developing teamwork skills and improving their ability to work with others (communication, critical and creative thinking, and professionalism)
- Developing problem-solving skills (critical and creative thinking)
- Gaining confidence in themselves (professionalism)
- Improving their professional skills, such as how to participate in a formal meeting and how to create agendas (communication and professionalism)

As with the Student Senate, this list of findings is a positive reflection on the PTK program. However, PTK representatives also expressed concern about the student body’s lack of knowledge about PTK and its benefits, which once again influenced the program’s action item for the coming year.

Action Item
The administrative advisor will work with PTK members to develop a campaign to enhance participation that directly addresses the opportunities PTK provides to hone effective communication, critical and creative thinking, and professionalism.

HumanKind

Assessment Plan
During the first year operating under the new Cocurricular Assessment Plan, HumanKind attendees were asked to complete an evaluation form to assess their experience of an event. This instrument used Likert scale questions, with five denoting strong agreement. Three questions for assessing the impact of HumanKind programming in regard to WSCC’s core abilities were included.

1. Because of this program, I am more willing to find similarities between myself and people from other cultures (critical and creative thinking).
2. Because of this program, I am more willing to talk openly with people of different cultures (communication).
3. Because of this program, I am more willing to interact with people from other backgrounds (communication).

The Assessment Team chair compiled the survey data, and findings were shared with the HumanKind faculty chair (Appendix D). The assessment chair and HumanKind chair collaborated to determine action items in response to findings.

Findings
Survey results suggest that HumanKind participants perceive the experience had a positive impact on students’ perceptions of their ability to think critically and creatively (average of 4.58/5) and communicate effectively (averages of 4.00 and 4.42/5). The sample size was small (12 students responded to the survey), limiting the utility of the results. Further, the assessment instrument could be improved to provide more actionable information.
**Action Items**

1. The Assessment Team will work with the HumanKind Team to determine a redesigned or alternate method of assessing the impact of participation in HumanKind events that would yield more useful information regarding core abilities.

2. The teams will co-present at the fall 2021 faculty in-service on the benefits of incorporating upcoming HumanKind events in course curriculum to foster core ability practice and competence and to encourage greater student participation.

The Assessment Team incorporated the results for all of these programs into the Assessment Team End-of-Year Highlights report for 2020-2021 (Appendix E), which will be used during the summer 2021 semester to plan for the upcoming year’s cocurricular assessment activities. Including the cocurricular results in the same report as academic assessment results will hopefully emphasize and encourage the alignment of these activities in the mind of college employees. All results and plans will be shared institution-wide at the fall 2021 in-service.

**Expansion of Cocurricular Assessment**

The aforementioned activities represent a great start for an institution new to cocurricular assessment, especially in a year in which most cocurricular programs were held virtually or postponed. However, WSCC recognizes that it must continue to expand the number of cocurricular programs included in its assessment practices in the coming years. In the winter 2021 semester, two additional programs were chosen to begin cocurricular assessment in the fall 2021 semester:

**Performing Arts** programming at WSCC provides a wide range of artistic events for students and the broader community, including musical performances, theatre, and art exhibits, several of which are aligned and cross-promoted with the HumanKind series. Performing arts programming exposes students and the surrounding community to the arts to broaden knowledge and perspectives. Taking part in the various aspects of the creation and delivery of performing arts programming provides extensive opportunities for students to learn and demonstrate skills in effective communication, critical and creative thinking, and professionalism.

**WSCC’s Learning Center and Writing Center** offer student peer tutoring and coaching in a variety of subjects both in person and virtually. Peer tutors are trained to provide tutoring and study skills guidance to meet the unique needs of each student seeking assistance. Writing coaches are trained to provide experienced writing support for students at any stage in the writing process. Effective communication, critical and creative thinking, and professionalism are the pillars of peer tutoring and writing coaching training and evaluation.

While the full breadth of cocurricular assessment activities is still being developed, the current plan is for participants in these programs to participate in reflection/focus-groups paralleling the assessment plans utilized for the Student Senate and PTK. Possibilities also exist for surveys administered to attendees of performing arts events or users of the Learning Center and Writing Center immediately after their participation.
Individuals Engaged in the Cocurricular Assessment Process

One of the requirements of the interim monitoring report is to identify which individuals have been and will be engaged in the cocurricular assessment process. Due to the direct involvement and leadership of the college’s overall Assessment Team, participation in cocurricular assessment has already included a broad representation of administrators, faculty, staff, and students. Current individuals engaged in the cocurricular assessment process include the members of the Assessment Team (administrators and faculty), the HumanKind Team (administrators, faculty, and staff), the Student Senate (director of advising and retention, faculty advisor, and students), and Phi Theta Kappa (administrative advisor and students). Future participants will include members of the Performing Arts Team (faculty, staff, and students), as well as staff in the Learning Center (director of tutoring, professional tutors, student peer tutors, and tutorial coordinator) and the Writing Center (faculty writing center coordinator and writing coaches). All employees of the college will be exposed to cocurricular assessment and have an opportunity to participate through presentations during in-service and at other committee meetings.

Integration of Cocurricular Assessment into Larger Assessment Plan and Action Items

Cocurricular assessment will parallel program-level assessment procedures, utilizing the same annual timeline for data collection and analysis and attendant reporting forms (Appendix F). WSCC’s 2021-2022 action items for fully integrating cocurricular assessment into the college’s larger assessment plan are as follows:

- Update Cocurricular Assessment Plan to include cocurricular program expansion and reporting requirements, thus paralleling curricular assessment analysis for all selected cocurricular programs in summer 2021.
- Share 2020-2021 end-of-year highlights and updated Cocurricular Assessment Plan at institution-wide fall 2021 in-service to plan for the upcoming year’s assessment activities.
• Combine curricular, cocurricular, and core abilities assessment plans into a single WSCC Assessment Plan to include integrated timeline, process, and forms in winter 2022.
• Create a public-facing assessment site to complement existing internal assessment site in summer 2022.

Additionally, WSCC has budgeted to hire an instructional designer/assessment coordinator in the fall of 2021, with 50% of work time dedicated to assessment of student learning. Adding this position will allow the college to better support faculty and staff in creating and improving high-quality, authentic curricular and cocurricular assessments. Assessments will be designed, monitored, analyzed, and acted upon to provide valid, reliable information regarding student achievement and guide faculty and staff to analyze the effectiveness of instructional strategies. An institution-wide commitment to and emphasis on data-driven decision making and continuous improvement will support and enhance WSCC’s burgeoning culture of assessment.

Overall, WSCC believes the considerable steps it has taken in the past year represent a strong beginning to the process of cocurricular assessment that goes beyond the minimum requirements of the interim monitoring report. This momentum will only grow as the college improves its assessment instruments, integrates new cocurricular programs into its process, and begins implementing improvements based on assessment data.

Focus Area 2 – Retention, Persistence, and Completion

Within its Assurance Argument in the summer of 2020, WSCC recognized that its lack of explicit goals for retention and completion was an opportunity for improvement. While the college frequently reviewed and used student performance numbers through the course of its planning processes, this was often an informal practice. WSCC suggested that its efforts to improve student retention, persistence, and completion could be strengthened by establishing data-driven targets that informed future student success initiatives. Thus, the college made a commitment to develop interim goals through a college-wide collaborative effort. The HLC Review Team supported this self-assessment and requested an interim report on the college’s progress. This report was to include both the process used by the college to develop retention, persistence, and completion metrics and a summary of the final goals established.

Part of this commitment was to integrate these new retention, persistence, and completion metrics into the college’s strategic plan. Given that the strategic plan was last updated in 2018, members of the President’s Leadership Team (PLT) decided that, as part of this effort, all metrics contained on the strategic plan should be reviewed and updated. This update would not represent a fundamentally new strategic plan, but rather a mid-cycle update to the objectives, measurements, and goals (the full strategic planning cycle is further described within the section dedicated to focus area three). Therefore, at the February 2021 meeting of the Board of Trustees, the trustees were provided with an overview of the current strategic plan and were asked for permission to undergo a college-wide process of reviewing data and updating metrics (Appendix G). This process, which is described in the following pages, was successfully completed during the special board meeting on June 7, 2021 (Appendix H).
Process Used for Establishing Metrics

The first step towards establishing retention, persistence, and completion goals was to clearly define those terms. This task was given to the college’s Institutional Effectiveness Team (IET), which is led by the vice president of academics and student services and is further comprised of the director of institutional research, the professor of sociology, the director of information technology, the dean of arts and sciences, and the director of human resources, among others. During a meeting of this team on October 20, 2020, the group debated several possible definitions based on the historical experience of the team members and the way in which these metrics were defined on national survey instruments. Ultimately, the college’s HLC liaison was consulted. Through this connection, the team was directed to an HLC publication from February 2019 titled Defining Student Success Data: Recommendations for a Glossary of Terms. This proved to be a perspective-shifting document that unified the diverse opinions of this team into a single, common understanding of student retention, persistence, and completion.

In short, student retention was defined as the number of students who either completed a credential or were still enrolled at WSCC during the target semester (e.g., fall to winter, fall to fall). In this way, retention is understood as an institutional measure in which the focus is on how many students have been successful at WSCC specifically. Conversely, persistence was defined as a student-focused measure that resembles retention but also includes the number of students who have a record of transferring to another college or university. This is a useful metric in that it also recognizes the value of helping students to continue their education elsewhere, even if they did not earn a credential at WSCC. Lastly, completion was defined as the percentage of students who earned a certificate or degree from WSCC. As with retention and persistence, completion can be measured across different time frames, such as the percentage of students who earn a degree within one, two, or three years.

After arriving at a shared definition of these terms, the next step in the process was to pull historical data on which to base the college’s goals. The IET decided that using longitudinal data cohorts would be most appropriate for each of these metrics. Rather than simply taking all of the enrolled students in any given semester and measuring their retention to a future semester, students are grouped into cohorts based on the year in which they first became a student. This format is useful because it better allows the college to measure the impact of its interventions. For example, if a new first year seminar course is implemented to improve retention, longitudinal cohorts will allow for easy comparison of students who experienced the revised seminar to those who had enrolled before its implementation. Student cohorts are therefore defined as an unduplicated count of non-dual-enrolled students who are taking their first semester at WSCC within the last seven years. Accordingly, members of the local ASM Tech Early College do count as part of the population, as do both full- and part-time students. To ensure easy comparison between student cohorts and the resulting student experiences, only fall-semester starts have been initially counted. The

<table>
<thead>
<tr>
<th></th>
<th>Retention Rate*</th>
<th>Persistence Rate*</th>
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<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Fall to Winter Retention %</td>
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<td>72.5%</td>
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<tr>
<td>2019</td>
<td>308</td>
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</tr>
<tr>
<td>2016</td>
<td>273</td>
<td>81.3%</td>
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*Continued WSCC enrollment or earned a WSCC credential.

*Continued enrollment, transferred, or earned a WSCC credential.
college does have plans to develop winter-start cohorts, however, and to measure their success in a similar fashion. Aggregate retention and persistence data for the last five years has been included as Table 1, while completion data has been included as Table 2.

Once data for the previous five years had been gathered, the IET established rough draft goals for each of the metrics. This process began by establishing “baseline” figures that represented the lowest acceptable score within each metric, as well as “stretch goals” that were typically slightly beyond anything the college had achieved during the five-year period. The historical data and these goal ranges were then presented to various committees and groups across campus for further input and discussion. These presentations and conversations were held with the Academic Leadership Team (ALT), at All-Faculty Meetings, with the PLT, and during the winter in-service. Feedback from these groups was extremely useful and helped to identify data errors, better refine student cohort definitions, and establish final goal recommendations.

Considerable conversation also took place throughout this process regarding external comparisons for the purposes of benchmarking. The Voluntary Framework of Accountability was selected to serve as a reasonable comparison for two-year completion data and has been included in Table 2. The college is still searching for similar comparable external comparisons for retention and persistence. Sources like IPEDS were considered, but the differentiation in the way cohorts are defined makes for poor direct comparisons. Members of the IET have considered connecting with peer institutions to form a data-sharing agreement with common definitions, but that work is still in progress. WSCC is open to suggestions from the HLC for suitable sources of benchmarking data.

**Resulting Metrics and Goals**

After nearly a full year of discussing retention, persistence, and completion and reviewing historical results, the college settled on specific goals. In each case, the final goal ended up being the “stretch goal” that had been originally defined by the IET and later modified through conversations across campus. These goals were chosen because they often surpass what has been achieved at WSCC in the past and/or will require significant effort to achieve in the coming year. Thus, these stretch goals hold the most promise for engaging the creativity and effort of the administration and faculty. Each of these metrics were placed within the broader strategic focus area of Foster Student Success. The full list of strategic objectives, measurements, and goals can be found in Appendix I.

For retention, WSCC chose a target of 80% for the percentage of incoming students who are retained from their first fall semester at the college to the subsequent winter semester. Again, this metric is defined as the percentage of credential-seeking students who continue their enrollment or earn a credential from
WSCC. Although the college will also be monitoring retention percentages for fall-to-fall and into subsequent years, a first-year fall-to-winter goal seemed appropriate from a strategic standpoint. This provides a relatively early look at whether students are starting their college lives in a successful manner. This is one of the rare instances in which a goal was chosen that is lower than two prior years within WSCC’s five-year historical data. The recent pandemic significantly impacted the retention percentage for 2020, knocking it down to just 72.5%. The college felt it was appropriate to spend a year trying to recover from this situation and return to former levels of retention. If achieved, this goal would represent a full 7.5% increase over last year. At that time, the retention goal could then be raised to something higher than WSCC has achieved in the past.

For persistence, WSCC set its initial target at 68% for fall-to-fall, which includes students with a record of transferring to another institution of higher education. Historical results show that WSCC students typically persist from fall-to-fall at a rate of between 60% and 65%, although 68.2% was achieved with the 2019 cohort. Given that fall 2021 enrollment numbers are not yet available, results from the pandemic-impacted 2020 cohort are still being determined. However, expectations are that this percentage will have dropped sharply, especially considering the steep decline in the 2020 cohort’s fall-to-winter retention. Therefore, a goal of 68% essentially aims to return the college to pre-pandemic levels of achievement. As with retention, this goal will be increased upward next year if this target is met.

Finally, the three-year completion goal was set at 28%. Although the college is monitoring other time frames for completion, three years seemed appropriate from a strategic standpoint. This time period gives WSCC’s heavily part-time student population sufficient time to complete a credential, while also not unduly delaying the analysis of results. Historical data shows that three-year completion rates fall around 26-27%, but there is significant interest at WSCC to see how the pandemic impacts the cohorts who are currently within this three-year timeframe. A goal of 28% will require considerable thought and effort to achieve within this broader environmental context.

**Additional Strategic Goal Updates**

In addition to setting targets for retention, persistence, and completion, WSCC took the opportunity to update all of its strategic goals (Appendix I). Although these are not the focus of the interim monitoring report, the changes are worth summarizing in order to show the breadth of the college’s efforts. Within the strategic focus area of Innovate and Collaborate, the ALT chose to reaffirm its commitment to ensuring the quality of online learning environments and assessing the college-wide core abilities of communication, critical and creative thinking, and professionalism.

In order to measure the quality of online learning environments, the college will use an internally-developed rubric to evaluate the online components of 20 courses each year. A pre-evaluation will occur at the beginning of the year, and associated faculty will be provided with both an overall and detailed score. Those faculty will then be given support throughout the year to help improve their courses’ weakest areas. The goal is to have 100% of sampled courses achieve a score of at least 85% on that rubric by the end of the year.

For the assessment of core abilities, faculty will be asked to identify program learning outcomes that are related to one of these overall learning goals. For example, the science general education category has a program outcome indicator that reads “Express scientific ideas clearly and concisely, with consideration for audience.” In addition to being an appropriate outcome for science students, this indicator also clearly
relates to the college’s overall core ability of effective communication. Therefore, this indicator, and indicators like it from across all of WSCC’s programs, will be tagged in a way that allows the college to aggregate and measure how well students are performing on communication-related learning outcomes. Likewise, program outcomes will be tagged for their applicability to professionalism and critical and creative thinking, which will allow the college to measure student performance across the institution on all of its core abilities. The strategic goal is that 75% of students will demonstrate competency across all of these assessment points.

Lastly, within the strategic focus area of Innovate and Collaborate, the college chose to shift its focus away from developmental math and instead focus on gateway course attainment. Since the time when the college adopted this strategic plan in 2018, developmental math has changed significantly. Recent statewide and national efforts to encourage accelerated learning models make further changes to the developmental math sequence likely, thus making it challenging to develop a strategic metric that will stand the test of time. By shifting the focus to gateway course success, this problem is resolved. Furthermore, virtually all WSCC students will be impacted by gateway courses in math and English, whereas only students who test into developmental math were included in the previous strategic goal. The college has initially set a target of 68% for the percentage of incoming students who earn a C or better or otherwise receive credit for English Composition within their first year and a target of 40% for those who earn a C or better or otherwise receive credit for a gateway math course. Historical data for these metrics has been included as Table 3 to demonstrate the appropriateness of these targets.

The remaining sections of the strategic plan are less academic in focus, but nonetheless serve as important strategies for achieving organizational success. They can be reviewed in detail by referring to Appendix I. In short, they concern developing better connections with alumni, hosting events that boost community engagement, ensuring employees are receiving professional development and a robust onboarding experience, and implementing at least 20 continuous improvement initiatives each year. As with the academic sections of the plan, each of these objectives were developed through a series of cross-functional committee discussions that eventually received approval from both the PLT and the Board of Trustees.

**Process for Ongoing Monitoring and Improvements**

WSCC recognized in its Assurance Argument that more regular and structured reviews of its strategic objectives and goals were needed. Therefore, a revised annual process has been developed that includes frequent data updates to the PLT. This regular data review will be the basis for executive-level conversations about strategic investments, new/modified initiatives, and the establishment of new goals. In addition to creating a culture of data-driven decision making throughout the year, this formalized
process will also tie directly into the college’s budgeting process. Capital equipment decisions will be made based on each item’s applicability to strategic goals and its likelihood of positively impacting either those goals or academic/cocurricular assessment results. This process is fully described in the section of this report dedicated to the linkage between assessment, evaluation, planning, and budgeting.

There are three aspects of this process that are worth describing here due to their impact on the college’s use of its new goals for retention, persistence, and completion. These are (1) the use of disaggregated data, (2) the use of formative and summative indicators, and (3) plans for improving metric performance. As WSCC pulled historical data for retention, persistence, and completion, student demographic information was also included in cohort data files. This data includes gender, race/ethnicity, program of study, age, full-time/part-time status, Pell eligibility, and more. WSCC recognizes that the overall strategic targets described above are only the first step towards making meaningful improvements to student success attainment rates. As part of their ongoing data review, committees across WSCC’s campus will also be viewing and discussing disaggregated data using these demographics. This is a critical aspect of improving strategic objective performance, since the disaggregation of data can point to achievement gaps that can be targeted with strategic interventions. For example, by improving the retention rate of certain low-achieving subpopulations, the overall retention needle can be moved.

Another important aspect of WSCC’s plans for improving its retention, persistence, and completion rates is to use both formative and summative data. The college recognizes that the strategic goals described above are lagging indicators (summative) that do not provide results until after students have made the decision to stay or leave higher education. In order to maximize the impact on these metrics, leading indicators (formative) must also be used. To help the college identify, review, and respond to this formative data, WSCC made a significant investment during the past year to purchase early alert software and hire a full-time director of advising and retention. The early alert software is a retention module within Jenzabar (the college’s student information system). It will be used to identify students who are at risk of failure and proactively provide targeted outreach and support. The new director of advising and retention will be the individual primarily responsible for managing this system and leveraging campus resources to direct support options to students in need. WSCC sincerely hopes that this investment will have a significant positive impact on students’ retention, persistence, and completion success.

Lastly, the revised process for monitoring data performance will include regular opportunities to identify interventions and initiatives to help students succeed. Data review will become a regular part of not only the PLT, but also the ALT, the IET, the Student Success Team, and others. These groups will be charged with discussing both overall and disaggregated results, formative and summative data, and ongoing efforts aimed at improving strategic performance. Initiatives that are created as a result of this work will themselves be tracked as part of the college’s revised strategic objective to implement at least 20 continuous improvement projects each year.

Final Comments on Retention, Persistence, and Completion

Approximately one year has passed since WSCC completed the Assurance Argument and received HLC’s feedback about the need to establish explicit retention, persistence, and completion targets. In a year unlike any other, classes were held mostly online and employees worked almost exclusively from home. Despite these obstacles, WSCC is proud of the progress it has made on establishing these goals and updating the broader strategic plan. Through numerous virtual meetings, the college created consistent definitions for retention, persistence, and completion. Historical data was pulled and analyzed, which led
committees, employee meetings, and the Board of Trustees to consider and finalize appropriate goals. A full update to the strategic plan was completed, including to the process of reviewing strategic metric performance on an annual basis. Finally, the college created and filled a new director of advising and retention position and installed early alert software.

As stay-at-home and social distancing orders come to an end, WSCC is better positioned to measure and improve student success than ever before. A new excitement surrounds the college’s strategic objectives, as well as a genuine eagerness to begin the true work of improving performance within retention, persistence, and completion.

Focus Area 3 – Alignment of Assessment and Planning

The HLC Review Team recognized that WSCC makes resource allocation decisions based on academic or community benefit and applauded the positive impact these decisions were having on students and community members. However, no documentation existed that linked the assessment, evaluation, planning, and budgeting functions of the college. Furthermore, while the team recognized the degree to which WSCC has “embraced its strategic planning process as a key part of its institutional activities,” it suggested that the college “may benefit from creating a document that describes its strategic planning process.” Therefore, WSCC administrators, staff, and faculty collaborated to clearly articulate its existing processes, adjust them to ensure greater alignment of these functions, and document the final processes and the integration between them.

Much of this work was done within the broader context of completing the mid-cycle update to the strategic plan. The President’s Leadership Team (PLT) was responsible for this effort, although much of the detailed work was delegated to the Institutional Effectiveness Team (IET), the Academic Leadership Team (ALT), and various other committees and ad hoc groups across campus. The requested documentation was developed in the form of an addendum to the strategic plan, with the intention of adding this information into the official strategic plan document during the next full revision. The document clearly articulates the five-year strategic planning cycle, as well as an annual timeline that highlights the overlaps between assessment, evaluation of operations, planning, and budgeting (Appendix J). The content of this document is presented below in response to the HLC Review Team’s recommendation, but the true value of these diagrams and information will be the positive impact they have on strengthening the WSCC strategic planning document and its associated processes.

Strategic Planning Cycle

The first step towards improving the strategic planning process was to articulate and document the five-year planning cycle. WSCC’s current strategic plan was developed in May 2018 as part of a presidential transition. The process was led by an ad hoc Strategic Planning Team and involved a wide variety of stakeholders including college administrators, staff, faculty, the Board of Trustees, students, and community stakeholders. Although no changes were made to the mission, vision, or values of the college at that time, a thorough review and reaffirmation of these elements was conducted. A major goal of this process was to simplify the previous strategic plan, which contained too many objectives to reasonably achieve. The revised plan reduced the number of objectives to 11, helping employees to focus their efforts while alleviating uncertainty and disengagement.
This strategic plan revision was never intended to be permanent, however. Within the opening paragraph of the strategic plan document, the college indicates that the plan “is intended for implementation throughout the next five years.” Unfortunately, the details of this five-year process were not clear, leading to the HLC’s appropriate suggestion that WSCC create a document that better describes its strategic planning process. The following diagram has thus been developed to summarize each year of the five-year process and has been included in the strategic plan addendum.

The 2017-2018 academic year in which the current plan was developed was considered year one of this process. This year in the cycle calls for numerous meetings of internal and external stakeholders; a full review or revision of the mission, vision, and values of the college; and data-driven modifications to the strategic objectives and targets. The second year of the process is the first year of implementation, although formative data and assessment data will still be used to adjust to strategies as needed. Year three of the process includes reviewing summative and assessment data from year two, as well as continuing to
make mid-year adjustments to strategies based on formative data as it is collected. Year four of the process was the 2020-2021 academic year, during which a mid-cycle review of all strategic objectives was conducted. The mission, vision, and values were not changed, but rather reaffirmed and used as the foundation for updates to the objectives. The full breadth of the updates made during the past year is explained in the section of this interim report relating to retention, persistence, and completion. Finally, year five of this process will be marked by implementing strategies relating to the revised objectives and continuing the collection and use of formative, summative, and assessment data. The cycle then repeats with the development of a new strategic plan through the collaboration of both internal and external stakeholders. The next complete strategic plan revision will occur at WSCC in two years, during the 2022-2023 academic year.

Under this model, the strategic plan is truly a living document that undergoes constant monitoring and modification as data is collected. Strategic priorities and objectives are not updated every year, but the specific actions or strategies being employed to achieve these objectives are adjusted based on insights obtained from data. This diagram also clearly shows the importance of assessment data in every year of the process. Along with formative and summative data relating directly to strategic objectives, both academic and cocurricular assessment data is used throughout each year of the process to evaluate institutional operations and plan the strategies to be employed to achieve strategic goals.

**Linkage Between Assessment, Evaluation, Planning, and Budgeting**

The preceding strategic planning cycle provides a high-level overview of the planning process and suggests that assessment data is used regularly. However, more detail is needed to demonstrate the frequent linkages between assessment, evaluation of operations, planning, and budgeting activities. Curricular and cocurricular assessment of student learning at WSCC has a far-reaching influence that goes beyond its direct impact on students. As a key component of the college’s strategic plan, core abilities assessment is an institutional priority as well as a performance measure. Throughout the academic year, monitoring of student learning outcome attainment provides data which can lead to changes in curriculum, pedagogy, programming, and purchasing. Assessment is at the core of WSCC’s institutional culture, providing critical data for informed decision making and continuous improvement.
Annual Timeline for Assessment, Evaluation, Planning, and Budgeting

Throughout the year, activities relating to these various organizational functions overlap and interact, influencing one another as insights and decisions from one process impact those from another. In effect, these seemingly disparate activities are actually part of one cohesive process of continuous quality improvement. By considering how these activities fall on an annual timeline, the interactions between these organizational functions can be visualized. While many of these activities have been in place at WSCC for some time, others have been developed or enhanced as a result of the HLC’s feedback. For example, greater emphasis has been placed moving forward on the regular and dedicated review of historical data by the PLT.

Each academic year, a beginning-of-year assessment report is completed by all academic programs during fall in-service in August. This provides faculty and administrators with an opportunity to evaluate last year’s results and plan for the coming year. As these plans are implemented and formative data and assessment results are collected throughout the semester, curriculum changes are planned and submitted. The college budget may later be adjusted to accommodate needed equipment or personnel to enact these curriculum modifications and additions. A mid-year assessment report is also completed, which asks faculty to anticipate any budget or capital requests for the coming year based on their analysis of assessment results thus far.

Program reviews are conducted for all occupational programs and general education categories on a five-year rotation. These reviews are typically finalized in April and include sections dedicated to evaluating past performance data, analyzing assessment results, planning for future budgetary needs, and making recommendations for program improvements. In effect, the program review ties all of these functions together for each individual academic program and provides them with a strategic roadmap for the coming years. Consideration is also being given at WSCC to requiring cocurricular program reviews, which will further integrate the college’s academic processes with those from administrative departments.

End-of-year assessment reports are then completed in May, along with the finalization of the capital equipment request process and departmental budgetary adjustments. Assessment data for the year is reviewed alongside formative and summative data from the strategic plan by the PLT, thus setting the stage for executive-level planning discussions as the new academic year approaches.

---

**August - December**
- Planning for achieving strategic goals
- Beginning-of-Year Assessment Reports
- Curriculum changes are submitted

**January - April**
- Mid-Year Assessment Reports w/ anticipated budget requests
- Program Reviews
- End-of-Year Assessment Reports

**May - July**
- Data results reviewed; planning for next year begins
- Budget/Capital Process Concludes

Assessment data is reviewed alongside formative and summative data; strategy adjustments are made as needed
Lastly, a full annual timeline has been developed to provide extra detail regarding the processes described above. This information further identifies related activities conducted throughout the year to ensure that assessment, evaluation, planning, and budgeting are related processes all symbiotically focused on improving student learning and achieving the mission of WSCC.

### Annual Timeline of Assessment, Evaluation, Planning and Budgeting Activities

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PLT reviews the prior year’s summative and assessment results. Discussions are held about executive-level initiatives for improving performance.</td>
<td>• Fall In-service – Faculty are given time to update curriculum maps, review last year’s assessment findings, and plan fall assessment activities.</td>
</tr>
<tr>
<td>• The new fiscal year begins. Approved capital requests can be purchased.</td>
<td>• Beginning-of-year assessment reports are due.</td>
</tr>
<tr>
<td></td>
<td>• Fall semester classes begin.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic committees begin meeting. The prior year’s summative data and assessment results are reviewed. Strategies for improving performance are implemented.</td>
<td>• Formative data for strategic plan objectives are reviewed by PLT and other relevant committees. Any needed adjustments to strategies are made.</td>
</tr>
<tr>
<td>• Academic and cocurricular assessments are administered.</td>
<td>• Academic and cocurricular assessments are administered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curriculum changes for the winter semester are due at the beginning of the month.</td>
<td>• Academic and cocurricular assessments are administered.</td>
</tr>
<tr>
<td>• Formative data for strategic plan objectives are reviewed by PLT and other relevant committees. Any needed adjustments to strategies are made.</td>
<td>• Curriculum changes for the following fall semester are due mid-month. Curriculum submitted in November for the winter semester is approved by the Board (rare).</td>
</tr>
<tr>
<td>• Academic and cocurricular assessments are administered.</td>
<td>• Students take final exams and fall classes end.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Winter In-service – Faculty review assessment results from fall and plan any needed adjustments to pedagogy or the assessment process within their programs.</td>
<td>• Capital equipment request forms are emailed to faculty.</td>
</tr>
<tr>
<td>• Mid-Year assessment reports are due. This includes an identification of any anticipated budgetary requests for the coming year as a result of assessment results.</td>
<td>• Formative data for strategic plan objectives are reviewed by PLT and other relevant committees. Any needed adjustments to strategies are made.</td>
</tr>
<tr>
<td>• Summative and assessment data from the fall semester are reviewed by PLT and other relevant committees. Any needed adjustments to strategies are made.</td>
<td>• Academic and cocurricular assessments are administered.</td>
</tr>
</tbody>
</table>
### March
- Formative data for strategic plan objectives are reviewed by PLT and other relevant committees. Any needed adjustments to strategies are made.
- Academic and cocurricular assessments are administered.

### April
- An All-Faculty Meeting is dedicated to reviewing faculty capital requests. Each request is prioritized and tied to an assessment insight or strategic objective.
- Departmental budgets are reviewed with faculty and deans. Any needed adjustments for the coming year are discussed.
- Program reviews are conducted through the ALT. These are distributed among programs and general education categories on a five-year rotation. Among other things, all program reviews include a review of historical assessment results/insights, as well as a discussion of needed equipment or technology.
- Formative data for strategic plan objectives are reviewed by PLT and other relevant committees. Any needed adjustments to strategies are made.
- Academic and cocurricular assessments are administered.

### May
- Students take final exams and the winter semester ends.
- Faculty complete an end-of-year assessment report and submit any remaining data. The focus of this report is to identify insights from the recently-completed year’s assessment activities.
- The vice president of academics and student services meets with the CFO and capital coordinator to review faculty capital equipment requests and make funding recommendations based on the impact to strategic objectives and student learning.

### June
- A budget proposal, including capital equipment funding recommendations, is presented to the Board Administrative Committee and the Board of Trustees.
- Summer semester classes begin.
- The fiscal year ends.

### Concluding Comments
The Institutional Actions Council’s request for an interim monitoring report providedWSCC with the opportunity to refine cocurricular assessment; establish clear metrics for student retention, persistence and completion; and document the linkage between assessment of student learning, evaluation of operations, planning, and budgeting. Each of these requirements has a common theme—closing the assessment loop to ensure data-driven decision making throughout the institution. The college has a strong record of collecting data, but lacked established processes to ensure that results were used to make changes to improve student learning and institutional effectiveness.
Assessment and strategic planning work completed over the past year have mobilized the campus in a time of great uncertainty and challenge resulting from the pandemic. Faculty, staff, students, and the Board of Trustees collaborated on improving and aligning student learning within and outside of the classroom, forging stronger connections among stakeholders. Cocurricular assessment now fully parallels curricular assessment, utilizing the same processes, timeline, and reporting requirements. Clear metrics for retention, persistence, and completion in the revised strategic plan provide measurable objectives to unify and align efforts. Finally, documenting the connections among student learning, operational evaluation, strategic planning, and budgeting provided the college with a comprehensive framework for assessment. WSCC is in a stronger position to foster, measure, and improve student success, helping the college to achieve its mission of making the community a better place in which to learn, live, work, and prosper.
Cocurricular Assessment Plan, 2020-2021

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Overview of Document

This document outlines West Shore Community College’s cocurricular assessment plan. The Assessment Team developed the plan as part of our college’s ongoing commitment to using assessment to improve student learning.

Definition of Cocurricular Programs

At West Shore Community College, we define cocurricular learning as the learning that occurs outside of the classroom in which students receive no credit or grades. Our cocurricular assessments are directly linked to our institution’s core abilities: “institution-
wide learning outcomes that prepare students for success in life, school, and work.”
WSCC’s core abilities are as follows:

Communicate Effectively – WSCC defines effective communication as a student’s ability to
● Organize communication according to purpose and audience.
● Apply the English language correctly (spelling, grammar, structure).
● Use language with clarity and coherence.

Think Critically and Creatively – WSCC defines critical and creative thinking as a student’s ability to
● Demonstrate the ability to research, evaluate, interpret, and apply knowledge across contexts.
● Apply information to the solving of problems and decision making.
● Evaluate information as a guide to belief and action.

Act Professionally – WSCC defines professionalism as a student’s ability to
● Demonstrate personal and professional integrity and ethics.

Cocurricular programming at WSCC provides many opportunities for students to develop, enhance, and demonstrate proficiency in communicating effectively, thinking critically and creatively, and acting professionally. Cocurricular assessment data will provide information critical to the continuous improvement of student learning at WSCC.

Program Selection

After several meetings, the Assessment Team, which is composed of the vice president, several faculty, and staff representatives, selected the following programs for inclusion in our cocurricular assessment strategy in the fall 2020 semester: 1) Student Senate; 2) Phi Theta Kappa; and 3) HumanKind. Cocurricular program elements to be assessed were chosen in the fall 2021 semester by the Assessment Team, in consultation with our HLC Assessment Academy Mentor, using the following three criteria:

1. Significant learning experiences outside of the classroom without credit or grades awarded
2. Programming aligned with WSCC’s core abilities
3. Strong institutional commitment to ongoing support of the program

Below is brief description of each cocurricular program and a rationale for its inclusion in our assessment strategy.
1. **WSCC’s Student Senate** is a student-led governing body representing student input and concerns at WSCC. The senate oversees a wide range of tasks, including events, activities, programs, policies, and initiatives to cultivate student engagement and strengthen camaraderie across campus. The Student Senate represents a central leadership opportunity for students at WSCC.

2. **Phi Theta Kappa** (PTK), the official honors society for two-year colleges, offers opportunities for academic and leadership development and engages students in various community and college-oriented service projects. Currently, over 40 students are active members of the society at WSCC. PTK connects students with scholars and resources worldwide.

3. **HumanKind** is an ongoing educational initiative that examines the cultural, social, and political parallels between the United States and the world. Each year HumanKind explores the question, “What does it mean to be human?” Focus areas are selected by faculty and students. HumanKind began in the 2017-2018 academic year with a focus on West Africa, followed by the Middle East, Cuba, and the British Isles. For the 2021-2022 academic year, the focus of HumanKind will shift from regional exploration to a global exploration of a theme, allowing for culturally-responsive, inclusive, and timely programming options. HumanKind is the largest community-focused learning initiative at WSCC.

**Connecting Cocurricular Assessment to WSCC Core Abilities**

Cocurricular assessment methods are directly linked to West Shore Community College’s three core abilities: communication, critical and creative thinking, and professionalism. In particular, focus group interview guides include specific question prompts to assess how students perceive their participation contributed to their ability to communicate effectively, think critically and creatively, and act professionally.

**Cocurricular Assessment Plan Table**

The following table outlines the method that will be used for each element of our cocurricular assessment plan, a project status column, and the respective people responsible for overseeing the implementation of the plan.
<table>
<thead>
<tr>
<th>Cocurricular Program</th>
<th>Assessment Plan</th>
</tr>
</thead>
</table>
| Student Senate       | ● Student Senate will participate in an end-of-the-year reflection/focus group meeting to reflect on the accomplishments of their year, how their participation has developed them professionally and personally, and where they would like to see Student Senate go in the future.  
● The Assessment Team chair will facilitate the meeting and the faculty representative will take notes.  
● Following the meeting, an analysis session will be held in which the assessment chair and faculty representatives will produce a summary highlighting themes, accomplishments, and ways forward.  
● Findings will be shared with the Student Senate faculty advisor.  
● The Assessment Team chair and Student Senate faculty advisor will collaborate to determine action items in response to findings. |
| Phi Theta Kappa      | ● PTK participants will participate in an end-of-the-year reflection/focus group meeting. The meeting encourages students to reflect on the accomplishments of their year, how their participation has developed them professionally and personally, and where they would like to see PTK go in the future.  
● The Assessment Team chair will facilitate the meeting and the faculty representative will take notes.  
● Following the meeting, an analysis session will be held in which the assessment chair and faculty representatives will produce a summary highlighting themes, accomplishments, and ways forward.  
● Findings will be shared with the Phi Theta Kappa administrative advisor.  
● The Assessment Team chair and the Phi Theta Kappa administrative advisor will collaborate to determine action items in response to findings. |
| HumanKind | ● HumanKind attendees will be asked to complete an evaluation form to assess their experience of the event.  
● Three Likert scale questions appearing on the form are linked to two of WSCC’s core abilities: communication and critical and creative thinking.  
● At the end of the academic year, the three Likert scale questions will be used to assess the extent to which the HumanKind Project supported the institution’s core abilities.  
● The Assessment Team chair will compile the survey data.  
● Findings will be shared with the HumanKind faculty chair.  
● The Assessment Team chair and the HumanKind faculty advisor will collaborate to determine action items in response to findings. |
Focus Group Interview Guide

1. Overview of the purpose of the focus group/individual introductions
2. Motivations for joining Student Senate
3. Mission, current actions/projects
4. Contributions to their development as individuals, connections to WSCC
   a. Probe for:
      i. Professionalism (P)
      ii. Critical and Creative Thinking (CT)
      iii. Communication (C)
5. Think about your personal and professional goals, how might we re-organize the Student Senate to better facilitate your development as a person and professional?
   a. Probe for:
      i. Skills you want to develop more
      ii. Training
      iii. Community service work
      iv. Leadership
      v. Is participation in Student Senate meeting expectations?
6. Recommended changes to Student Senate

Summary of Findings

Motivations
- Student senate participants expressed a variety of reasons for joining the council. These included:
  - Developing leadership skills
  - Learning how to become a better communicator
  - Expanding their social networks
  - Building experiences that would look good on their resume
  - The desire to contribute to WSCC and student life
  - To develop aspects of personality--become less shy, more outgoing--by doing something outside their comfort zone

- Many of the current members of the student senate joined because they had pre-existing relationships with existing members. Some knew each other from high school or previous WSCC courses. The encouragement from an already participating member motivated their willingness to join.
○ **Chair’s note:** This was interesting and not surprising. But it is somewhat problematic in that it leads to a rather homogenous student senate that may not be representative of the student body. It is an exclusive club to some extent - - I would recommend figuring out new recruitment strategies to “diversify” student senate. The mismatch between student senate make up and the larger student body may also be a reason for lack of take-up with respect to planned activities.

**Contributions to their Development**

- Student senate representatives spoke about many ways that their participation contributed to their development as individuals. Some highlights included:
  - Developing more confidence (P)
  - Feeling more connected to other students and WSCC (P)
  - Providing them with a sense of purpose through contributing positively to the College (P)
  - Developing their communication skills by having to interact with people different than them, like faculty, administrators, and other students (C, CT, P)
  - Developing their diplomacy with people who had different views (C, CT, P)
  - Improved team-work skills (C, CT, P)
  - Learning about how larger organizations work (P)
  - Problem-solving opportunities (CT)

**Future Goals/ Changes**

- Expressed concern about student body participation in senate events. They want to continue to tackle this issue in the future.
  - Recommendation: More strategic thinking around outreach.
- Some expressed concern about uneven participation among student senate members.
  - Recommendation: training around increasing participation in meetings.
- Increasing the representations of the diversity of students on student senate
  - Recommendation: Consider changes to recruitment practices which right now rely heavily on personal connections.
Major Themes Emerging from PTK Focus
Group Academic Year 2020-21
Focus Group held on May 19, 2021

Focus Group Interview Guide

1. Overview of the purpose of the focus group/individual introductions
2. Motivations for joining Phi Theta Kappa
3. Mission, current actions/projects
4. Contributions to their development as individuals, connections to WSCC
   a. Probe for:
      i. Professionalism (P)
      ii. Critical and Creative Thinking (CT)
      iii. Communication (C)
5. Think about your personal and professional goals, how might we re-organize Phi Theta Kappa to better facilitate your development as a person and professional?
   a. Probe for:
      i. Skills you want to develop more
      ii. Training
      iii. Community service work
      iv. Leadership
      v. Is participation in Student Senate meeting expectations?
6. Recommended changes to Phi Theta Kappa

Summary of Findings

Motivations
- PTK participants expressed a variety of reasons for joining the council. These included:
  - The desire to get more involved on campus
  - PTK activities aligned with their roles on Student Senate
  - Access to scholarships
  - Desire to meeting new people and to network

- Many of the current members of PTK joined because they received the invitation letter and thought it was a good idea. Others were encouraged by professors or fellow students. This encouragement motivated their willingness to join.

Contributions to their Development
- PTK representatives spoke about many ways that their participation contributed to their development as individuals. Some highlights included:
  - Developing team-work skills and improving their ability to work with others (C, CT, P)
- Developing problem-solving skills (CT)
- Gaining confidence in themselves (P)
- Improving their professional skills, such as how to participate in a formal meeting, create agendas, etc. (CP)

**Future Goals/ Changes**

- Expressed concern about student body’s lack of knowledge about PTK and its benefits.
- Participants wanted to develop an educational campaign that would enhance participation in the group.
- One member discussed an idea to create a “campus retreat” in which PTK members and other students would assist each other in filling out and submitting scholarships to transfer school. She thought that this retreat would be a good opportunity to help students and spread the word about PTK as an organization.
Humankind 2020-2021: The British Isles

1. Which program are you answering the survey about?

   Mark only one oval.
   ○ Crossing the Divide with Sean Henne - Wednesday, March 17
   ○ Black History of Northern Michigan with Jamon Jordan - Thursday, March 25
   ○ Dragons Can Be Beaten: Learning from the Literature of the British Isles - Tuesday, April 13
   ○ “2 Holtwood Cottages: a Winterage” by Lucy Cash and Mark Jeffery - Friday, April 16
   ○ Other: ______________________________________________________

2. This experience added value to my life.

   Mark only one oval.
   ○ Yes
   ○ No

3. Because of this program, I am more willing to find similarities between myself and people from other cultures.

   Mark only one oval.

   1  2  3  4  5
   Strongly Disagree  ○  ○  ○  ○  ○ Strongly Agree
4. Because of this program, I am more willing to talk openly with people with different opinions.

Mark only one oval.


Strongly Disagree   Strongly Agree

5. Because of this program, I am more willing to interact with people from other backgrounds.

Mark only one oval.


Strongly Disagree   Strongly Agree

6. What is your affiliation with the college?

Mark only one oval.

☐ Student
☐ Employee
☐ Community member

7. If you would like to receive information about future Humankind events, please provide your email address.
8. Comments?

This content is neither created nor endorsed by Google.

Google Forms
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<tr>
<th>Timestamp</th>
<th>Which program are you answering the survey about?</th>
<th>Because of this program, I am more willing to find similarities between myself and people from other cultures.</th>
<th>Because of this program, I am more willing to talk openly with people with different opinions.</th>
<th>Because of this program, I am more willing to interact with people from other backgrounds.</th>
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<td>4/14/2021 9:37:51</td>
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<tr>
<td>4/19/2021 21:57:17</td>
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<tr>
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<td>Dragons Can Be Beaten: Learning from the Literature of the British Isles - Tuesday, April 13</td>
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</tr>
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<td>Average</td>
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Table of Contents

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Overview of Document
This document provides a snapshot overview of 2020-2021 assessment activities at West Shore community College.

Section 1. Curricular Assessment

Overview of the Academic Year
- The 2020-21 academic year constituted the first full year in which WSCC utilized the new curricular assessment procedures, which were developed during the 2019-2020 academic year.
- At the beginning of the 2020-221 academic year, the Assessment Teams main goal was to support each academic program with the collection of their assessment data and to guide each program through the three required assessment reports.
- The Program-Level curricular assessment procedures entailed that each program submit three reports: a start of the year report in September, a mid-year check-in report in January, and a year-end report in May.

Curriculum Maps and Report Completion Status
- Table 1 below indicates the submission status of program curriculum maps and the three reports. As of May 28, 2021, 8/18 Occupational Programs and 3/5 General Education Programs completed their curriculum maps and submitted all three reports. The Assessment Team does anticipate some late submissions in early June.
- Table 2 provides some highlights from each program’s Year End Report. For more detailed explanations, please see the full Year End report.
- An important goal for next academic year will be to offer more targeted support to those programs that have had difficulty completing curriculum maps and/or submitting reports.
Table 1. Curriculum Map and Reports Completion Status

<table>
<thead>
<tr>
<th>Program</th>
<th>Curriculum Map</th>
<th>Start-of-Year Report</th>
<th>Mid-Year Report</th>
<th>Year End Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Computer Support Services</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Corrections</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Game Design and Animation</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Marketing/Management</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No*</td>
</tr>
<tr>
<td>Medical Office Information Systems</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Multi-Skilled Healthcare</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Network Services</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Nursing - PN</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Nursing - ADN</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Office Information Systems</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes*</td>
</tr>
<tr>
<td>Welding</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No*</td>
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</tbody>
</table>

**General Education Programs**

<table>
<thead>
<tr>
<th>Communications</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Fine Arts</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No*</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Please Note that the * indicates those programs that completed a Program Review for the 2020-21 Academic Year.*
<table>
<thead>
<tr>
<th>Program</th>
<th>Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Faculty expressed satisfaction with student achievement</td>
</tr>
<tr>
<td></td>
<td>No changes will be made to data collection process</td>
</tr>
<tr>
<td></td>
<td>No negative change in student achievement after converting all courses to online modalities</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>Final report not yet submitted</td>
</tr>
<tr>
<td>Computer Support Services</td>
<td>Faculty requires more data to determine trends on student achievement</td>
</tr>
<tr>
<td></td>
<td>Faculty will be researching how to integrate data collection into Canvas</td>
</tr>
<tr>
<td></td>
<td>Faculty will refine laboratory assignments to increase their difficulty</td>
</tr>
<tr>
<td>Corrections</td>
<td>Final report not yet submitted</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Final report not yet submitted</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Faculty expressed satisfaction with student achievement</td>
</tr>
<tr>
<td></td>
<td>Students in ECE101 struggle with completion of developmental assessment charts. Future instruction will focus on including more practice in completing these assessments</td>
</tr>
<tr>
<td></td>
<td>Ability to &quot;collect&quot; across every class, including those taught by adjuncts, need to be top priority</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>Final report not yet submitted</td>
</tr>
<tr>
<td>Program</td>
<td>Status</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| Game Design and Animation     | Final report not yet submitted | Faculty expressed satisfaction with student achievement  
Assessment Point 1 for Indicator 2 of the Program Outcome 3 was a lower pass rate than expected at 76.3%. This had to do with high numbers of non-submissions  
Faculty have been making changes along the way and feel in a manageable place now |
| Law Enforcement               | Final report not yet submitted          |                                                                                                                                                                             |
| Marketing/Management          | Faculty expressed satisfaction with student achievement | Points of concern related to program enrollment and employment opportunities upon completion  
This program will go through a complete program review during the 2021-22 academic year. The review will be comprehensive and will likely reveal additional insights into the program |
| Medical Assistant             | Final report not yet submitted          |                                                                                                                                                                             |
| Medical Office Information Systems | Faculty express satisfaction with student achievement | Points of concern related to program enrollment and employment opportunities upon completion  
This program will go through a complete program review during the 2021-22 academic year. The review will be comprehensive and will likely reveal additional insights into the program |
| Multi-Skilled Healthcare      | Final report not yet submitted          |                                                                                                                                                                             |
| Network Services              | Faculty requires more data to determine trends on student achievement  
Faculty researching how to integrate data collection into Canvas  
Faculty will refine laboratory assignments to increase their difficulty |                                                                                                                                                                             |
| Nursing - PN                  | Faculty express satisfaction with student achievement | Faculty will tweak some of our assessment points in order to gain a broader understanding. For example, there are some assessment points that are tied to one particular test/final exam question; this presents a very narrow scope when asking about signs and symptoms or nursing interventions as a whole |
In the PN level, there was one point of concern: only 52% of Fundamentals students implemented evidence-based nursing interactions during their clinical rotation. This will be looked into more thoroughly and adjustments made if necessary.

Multiple areas of assessment in curriculum maps were not able to collect data because the program was unable to conduct the activities listed. Other activities were substituted, but were not able to be assessed in those particular areas.

<table>
<thead>
<tr>
<th>Nursing - ADN</th>
<th>See above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Information Systems</td>
<td>Faculty express satisfaction with student achievement</td>
</tr>
<tr>
<td></td>
<td>To date trends include declining program enrollment but successful course completion</td>
</tr>
<tr>
<td></td>
<td>Faculty's points of concern are related to declining program enrollment</td>
</tr>
<tr>
<td>Welding</td>
<td>Final report not yet submitted</td>
</tr>
</tbody>
</table>

**General Education Programs**

<table>
<thead>
<tr>
<th>Communications</th>
<th>Faculty express satisfaction with student achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A point of concern regarding student learning is the use of evidence.</td>
</tr>
<tr>
<td></td>
<td>The following steps to address areas of concern.</td>
</tr>
<tr>
<td></td>
<td>1. Have meta-conversations with students about Program Outcomes and learning indicators. These conversations can assist students in better understanding the goals of the course and specific assignments</td>
</tr>
<tr>
<td></td>
<td>2. Next year, we plan on correlating students’ evaluations of how they have met Program Outcomes and specific indicators with our evaluations</td>
</tr>
<tr>
<td></td>
<td>3. Identify consistent assignments for assessment. For example, all ENG III (Comp I) sections will use a rhetorical analysis for Program Outcome 1 and indicators 1.1-1.4</td>
</tr>
<tr>
<td></td>
<td>4. Our fall division meeting will reinforce consistency with specific assignments and rubrics</td>
</tr>
<tr>
<td></td>
<td>5. We will use the Program Outcomes as our rubric for the designated assignments. In the past, the outcomes have been an “add-on” to existing rubrics</td>
</tr>
</tbody>
</table>
| Humanities and Fine Arts | Faculty express satisfaction with student achievement  
No new initiatives are needed to address the areas of concern. In those cases, pass rates were still in an acceptable range and there are no clear problems to address in order to achieve improvements  
Efforts to address learning gaps resulting from the Covid-19 pandemic may help to improve pass rates overall. It is not clear that achieving 100% pass rates across the board is realistic or necessary, but it certainly would be ideal. |
| Mathematics | Final report not yet submitted |
| Science | Final report not yet submitted |
| Social Sciences | Faculty express satisfaction with student achievement. 82% of our students demonstrated proficiency for Program Outcome 1. 81% of our students demonstrated proficiency for Program Outcome 2.  
There was variation of proficiency among the assessment points for Program Outcome 1 and 2. This discrepancy may be due to the nature of the assessment point.  
Faculty want to figure out ways of encouraging our students to utilize the writing center  
Faculty want to be more proactive in attaching students to tutors earlier in the semester |
Section 2. Cocurricular Assessment

Overview of the Academic Year

● A substantial amount of the Assessment Team’s energy this academic year was spent developing the Cocurricular Assessment Plan.

● Our participation in the Assessment Academy and its required third-year consultation meetings with our Assessment Academy mentor assisted greatly in the development of the cocurricular plan. We anticipate additional adjustments to the cocurricular strategy through the summer of 2021.

Cocurricular Data Collection Process

● After several meetings in the Fall 2020 semester, the Assessment Team selected the following programs for inclusion in our interim cocurricular assessment strategy: Student Senate, Phi Theta Kappa (PTK), and HumanKind. The full cocurricular plan provides the rationale for selecting these programs for the interim cocurricular assessment.

● Table 3 outlines the methods that were used for each element of our interim cocurricular assessment plan.

Table 3. Methods Used in Interim 2020-21 Cocurricular Assessment Plan

<table>
<thead>
<tr>
<th>Cocurricular Program</th>
<th>Assessment Plan</th>
</tr>
</thead>
</table>
| Student Senate       | ● Student Senate members participated in an end-of-the-year reflection/focus group meeting. Students were encouraged to reflect on accomplishments of the academic year, how their participation has developed them professionally and personally, and where they would like to see the Student Senate go in the future.  
● The Assessment Team chair facilitated the meeting and the faculty representative took notes.  
● Following the meeting, an analysis session was held in which the Assessment Team chair and faculty representative produced a summary highlighting themes, accomplishments, and ways forward.  
● Findings were shared with the Student Senate faculty advisor. The Assessment Team chair and Student Senate faculty advisor collaborated to determine action items in response to findings. |
| Phi Theta Kappa      | ● PTK members participated in an end-of-the-year reflection/focus group meeting. Students were encouraged to reflect on accomplishments of the academic year, how their participation has developed them professionally and personally, and where they would like to see PTK go in the future.  
● The Assessment Team chair facilitated the meeting and the faculty representative took notes. |
Following the meeting, an analysis session was held in which the Assessment Team chair and faculty representative produced a summary highlighting themes, accomplishments, and ways forward. The findings were shared with the PTK administrative advisor. The Assessment Team chair and PTK administrative advisor collaborated to determine action items in response to findings.

HumanKind

HumanKind attendees were asked to complete an evaluation form to assess their experience of an event in response to Likert scale questions, with five denoting strong agreement. The Assessment Team chair compiled the survey data. Findings were shared with the HumanKind faculty chair. The assessment chair and HumanKind chair collaborated to determine action items in response to findings.

Cocurricular Assessment Results and Action Items: Student Senate, PTK and HumanKind

Student Senate Results and Action Items

Results

- Student Senate representatives participated in an end-of-the-year focus group to reflect on the accomplishments of their year, how their participation has developed them professionally and personally, and where they would like to see Student Senate go in the future. The Assessment Team chair facilitated the meeting and the faculty representatives took notes. Following the meeting, a short analysis session was held in which the Assessment Chair and faculty representative produced a summary of the results.

- Overall, student discussed the following areas of growth as a result of their participation in Student Senate:
  - Developing more confidence
  - Feeling more connected to other students and WSCC
  - Gaining a sense of purpose through contributing positively to the College
  - Developing their communication skills by having to interact with people different than them, like faculty, administrators, and other students
  - Developing their diplomacy with people who had different views
  - Improving team-work skills
  - Learning about how larger organizations work
  - Developing problem-solving abilities

- Student participants expressed concern about uneven participation among members of Student Senate and low participation by the student body in Senate events. They want to continue to tackle these issues in the future by:
  - Evening out participation among student senate members by offering training around increasing participation in meetings
Increasing the representations of the diversity of students on student senate by considering changes to recruitment practices which currently rely heavily on personal connections.

Action Items
1. The Student Senate will develop and offer training around increasing members’ participation in meetings, highlighting the opportunities to practice and improve core abilities.
2. The Student Senate will consider changes to recruitment practices which currently rely heavily on personal connections to increase diversity of student representation.

PTK Results and Action Items

Results
● PTK student representatives participated in an end-of-the-year reflection/focus group meeting to reflect on the accomplishments of their year, how their participation has developed them professionally and personally, and where they would like to see PTK go in the future. The Assessment Team chair facilitated the meeting. Following the meeting, a short analysis session was held to produce a summary of results.

● PTK participants expressed a variety of reasons for joining the group. These included:
  o The desire to get more involved on campus
  o PTK activities aligned with their roles on Student Senate
  o Access to scholarships
  o Desire to meeting new people and to network

● PTK representatives spoke about many ways that their participation contributed to their development as individuals. Some highlights included:
  o Developing team-work skills and improving their ability to work with others
  o Developing problem-solving skills
  o Gaining confidence in themselves
  o Improving their professional skills, such as how to participate in a formal meeting and how to create agendas

● PTK representatives expressed concern about the student body’s lack of knowledge about PTK and its benefits. Participants wanted to develop an educational campaign that would enhance participation in the group. One member discussed an idea to create a “Campus retreat” in which PTK members and other students would assist each other in filling out and submitting scholarships to transfer schools. She thought that this retreat would be a good opportunity to help students and spread the word about PTK as an organization.

Action Item:
1. The administrative advisor will work with PTK members to develop a campaign to enhance participation that directly addresses the opportunities PTK provides to hone effective communication, critical and creative thinking, and professionalism.
HumanKind Results and Action Items

Results

- Students attending a HumanKind event were asked to complete an evaluation form in which three questions were developed to assess how their experience of the event linked to our institution’s core abilities: communication and critical and creative thinking. In particular, students were asked to indicate their agreement to the following three statements:

  o Question 1: “Because of this program, I am more willing to find similarities between myself and people from other cultures.” (Critical and creative thinking)
    - Result: 10/12 respondents agreed or strongly agreed with this statement.

  o Question 2: “Because of this program, I am more willing to talk openly with people with different opinions.” (Communication)
    - 8/12 respondents agreed or strongly agreed with this statement.

  o Question 3: “Because of this program, I am more willing to interact with people from other backgrounds.” (Communication)
    - 10/12 respondents agreed or strongly agreed with this statement.

- These results suggest that participants attending the Humankind Project perceive that the experience has positive benefits. However, the small sample size (only 12 students responded to the survey) limits the utility of these results. Table 4 presented below presents these results in more detail.

Table 4. HumanKind Survey Responses

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
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</tr>
<tr>
<td>11</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
The Assessment Team should discuss revisions to the HumanKind Cocurricular Assessment tool for the 2021-22 academic year. Are there other methods of assessing the impact of participation in HumanKind events that would yield more useful information for cocurricular assessment?

**Action Items:**
1. The Assessment Team will work with the HumanKind Team to determine a redesigned or alternate method of assessing the impact of participation in HumanKind events that would yield more useful information regarding core abilities.
2. The teams will co-present at the fall 2021 faculty in-service on the benefits of incorporating upcoming HumanKind events in course curriculum to foster core ability practice and competence and to encourage greater student participation.

**Expansion of Cocurricular Assessment in 2021-22 Academic Year**

In the winter 2021 semester, two additional programs were chosen to measure cocurricular learning at WSCC beginning in the fall 2021 semester:

1. **Performing Arts** programming at WSCC provides a wide range of performing arts events for students and the broader community, including musical performances, theatre, and art exhibits, several of which are aligned and cross-promoted with the HumanKind series. Performing arts programming exposes WSCC students and the surrounding community to the arts to broaden knowledge and perspectives. Taking part in the various aspects of the creation and delivery of performance arts programming provides extensive opportunities for students to learn and demonstrate skills in effective communication, critical and creative thinking, and professionalism.

2. **WSCC’s Learning Center and Writing Center** offer student peer tutoring and coaching in a variety of subjects both in person and virtually. Peer tutors are trained to provide tutoring and study skills guidance to meet the unique needs of each student seeking assistance. Writing coaches are trained to provide experienced writing support for students at any stage in the writing process. Effective communication, critical and creative thinking, and professionalism are the pillars of peer tutoring and writing coaching training and evaluation.

Participants in these programs will participate in reflection/focus-groups paralleling the assessment plans for the Student Senate and PTK.
Section 3. Core Abilities Assessment

Overview of Academic Year
We did not focus on assessing core abilities outside of cocurricular assessment. However, one of the Assessment Team’s goals next year is to develop a plan to assessment core abilities. We have already begun discussing methods of integrating this assessment into our existing assessment procedures.
Overview of Program-Level Assessment Procedures
2020-2021

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Overview of Document

The Assessment Team envisions that assessment of student learning for the 2020-2021 academic year will progress through three main steps for faculty.
Step 1: Fall In-Service Program Meetings

- During our Fall 2020 in-service, programs will meet to review their curriculum maps and discuss their assessment plans for the 2020-2021 academic year. These meeting times will be built into the in-service agenda.
- The goal of this meeting is to provide faculty with the needed time and space to prepare their assessment tasks. The Assessment Team will provide programs with suggestions on how to organize their assessment efforts.
- Please note that the Assessment Team's recommendations are precisely that: we trust that each program will decide on assessment goals that meet their particular pedagogical needs.

Step 2: Winter In-Service Check-In

- During our Winter 2021 in-service, programs will convene to discuss their progress on collecting learning assessment data, have a "first-look" at their data, and troubleshoot any emergent issues.
- The goal of this meeting is to provide faculty with the time and space to work on assessment tasks.
- The Assessment Team will provide programs with suggestions on how to organize the Winter in-service check-in.

Step 3: Year-End Meeting and Preparation of the Final End-of-Year Program Reflection

- Near the end of the academic year, programs will be asked to gather for a final review of their assessment data. The goal of this meeting is to provide faculty with the time and space to work on assessment tasks and analyze their assessment data from the year.
- During this meeting, each program will complete a short end-of-the-year reflection form and upload the reflection form to Canvas to submit to the Assessment Team. The end-of-the-year assessment reflection form is designed to help programs "think through" their assessment data.
Program-Level Assessment Cycle

Assessment Data Collection and Activities Through the Year

- Program meeting at Fall in-service
- Each program would review curriculum maps and discuss assessment goals

August

January

April/May

- Program meeting at January in-service
- End of the year program meeting to review assessment data
- Completion of the End of the Year Assessment Reflection

Insights from assessment used to feed into instructional decisions for the next year
Start-of-the-Year Assessment Check-in
2020-2021 Academic Year

Purpose
To support faculty, the Assessment Team is interested in learning about the status of student learning assessments across the campus. This short activity will help us do this.

Instructions
Please organize a 1 to 2-hour program meeting and review your curriculum map and any student learning assessment data your program has collected over the past year. In the space below, please provide a summary of your program’s status regarding student learning assessment. Your summary should include a discussion of:

A. the status of your program curriculum map,
B. your program’s data collection plans for this academic year,
C. any additional information you think is essential to share with the assessment team, and
D. any help you may need from the Assessment Team regarding student learning assessment for this academic year.

Please limit your summary of no more than 250-300 words.

Please upload this Start of the Year Assessment Check-in using the submission button on the WSCC Canvas Assessment Page. If you have any questions, please contact the Assessment Team Chair.

Program name:

Please answer here . . .
Mid-Year Year Assessment Check-in
2020-2021 Academic Year

Purpose
To support faculty, the Assessment Team is interested in learning about the status of student learning assessments across the campus. This short activity will help us do this.

Instructions
Please organize a 1 to 2-hour program meeting and review your curriculum map and any student learning assessment data your program has collected over the last semester. In the space below, please provide a summary of your program’s status regarding student learning assessment. Your summary should include a discussion of:

a. how data collection is progressing and any changes,
b. any changes, if any, your program plans to make to assessment procedures,
c. any additional information you think is essential to share with the assessment team,
d. any help you may need from the Assessment Team regarding student learning assessment for this academic year, and
e. any anticipated budget or equipment requests based on your observations of student learning

Please limit your summary to no more than 250 words.

Please upload this Start of the Year Assessment Check-in using the submission button on the WSCC Canvas Assessment Page. If you have any questions please contact the Assessment Team Chair.

Program name:

Please answer here . . .
End-of-the-Year Assessment Report
2020-2021 Academic Year

Purpose
The purpose of this assessment report is to assist programs in evaluating the student learning assessment data they have collected throughout this academic year. Information from this report will also be used by the Assessment Team to create external reports and modify our activities to help support faculty.

Instructions
Please organize a 1 to 2-hour program meeting and review the student assessment data you have collected for this academic year. A list of the programs can be found on the Canvas Assessment page. Then, answer the questions below. Please send your curriculum map with the completed data collection page and your answers to these reflection questions to the WSCC Assessment Team via the Canvas Assessment Site upload link.

Please submit this report and the accompanying curriculum map by May 15, 2021.
If you have any questions, please contact the Assessment Team Chair.

Program name:

Question 1: Please List Your Program Outcomes

Please answer here

Question 2: Please reflect on the meaning of your assessment data by answering the following questions.

A. What trends do you notice about student learning in your program?
B. Are students meeting your expected levels of performance?
C. Have you observed any points of concern regarding student learning? If so, what are those points of concern?

Please answer here
Question 3: Think back to your answers to question 1 and 2, and answer the following questions.
   A. Are there any changes to your data collection process that you would like to make for next academic year? If so, what changes will you make and why?
   B. If you identified areas of concern, what reasons might explain this trend?

   Please answer here

Question 4: Think back to your answer to question 3 and answer the following question
   A. Please describe any initiatives, if any, your program will implement next academic year to address areas of concern identified by your analysis of student data.

   Please answer here

Question 5: Additional Comments
   A. Please use the box below to make any additional comments that you would like to share with the Assessment Team. You can use this box to reflect on challenges your program faced or successes you experienced.

   Please answer here

President Ward stated the College has an excellent foundation of a strategic plan that does not need to be modified. The one piece that needs to be modified is the strategic objectives as they don’t fit. He stated as an example of developmental math continues to undergo significant changes from when it was originally added as a strategic objective. He provided examples of the objectives that would be relevant and help meet the HLC criteria.

MOTION: A motion was made by Mr. Richard Wilson and seconded by Dr. Anthony Fabaz to authorize the president to update the strategic plan’s goals to be presented for Board of Trustee approval. Roll call vote: Barker – aye, Fabaz – aye, Kaminski – aye, Smith – aye, Tomaszewski – aye, Wilson – aye and Wyman – aye. Motion carried: 7 – ayes and 0 – nay.

The Board of Trustees all had the opportunity to provide comments regarding today’s meeting, which included welcoming the new Dean of Arts and Sciences, Darby Johnson, thanking Dr. Wendy Gradwohl Wells for her presentation on the Talent Pipeline and Dr. Kinney for the Winter Enrollment Report.

There being no more business before the Board of Trustees, the meeting was adjourned at 5:30 p.m.

MOTION: A motion was made by Dr. Anthony Fabaz and seconded by Mr. Bruce Smith to adjourn the meeting at 5:30 p.m. Roll call vote: Barker – aye, Fabaz – aye, Kaminski – aye, Smith – aye, Tomaszewski – aye, Wilson – aye and Wyman – aye. Motion carried: 7 – ayes and 0 – nay.

Respectfully submitted,
Anthony Fabaz, Secretary

Recorded by: Lisa M. Stankowski
Approved:_______________
MOTION: A motion was made by Mr. Richard Wilson and seconded by Mr. Randy Tomaszewski to approve the Board Resolution honoring Mr. Bruce Smith for his 18 years of dedication and outstanding service to the Board of Trustees. Motion carried.

Mrs. Sherry Wyman, Chair, invited anyone from the public to address the Board of Trustees at this time. There were no public comments.

Mr. Randy Tomaszewski stated a resolution must be passed every year to give the College the authority to assess the property tax levy. The Resolution proposes to levy the full permitted levy for operations and capital improvements less an adjustment for Truth and Taxation. There is no Headlee Amendment rollback this year, but there is a Truth and Taxation base rate fraction of 0.9897. President Ward’s recommendation is to assess the full operational millage and capital millage with the Truth and Taxation base rate fraction reduction.

MOTION: A motion was made by Mr. Richard Wilson and seconded by Dr. Anthony Fabaz to approve the resolution to certify the 2021 Property Tax Levy. Motion carried.

Conny Bax, Chief Financial Officer, presented the FY 2021 Audit Schedule. She noted the Board Administrative Committee will be meeting with the auditors from Rehmann Robson at their committee meeting on June 16, 2021.

Vice President Mark Kinney and Executive Director of College Relations Crystal Young presented the Strategic Plan. The Strategic Plan needs to be a living document and updates must be made as work is completed, new initiatives are undertaken, and the broader educational landscape shifts. The feedback the College received back from the Higher Learning Commission, metrics were a considerable topic of conversation where we need to improve. Definitions of the metrics were developed and we believe these renewed objectives serve as an excellent overall barometer of student success within our organization. Crystal stated we have made numerous revisions to better reflect our goals for connecting with our students, alumni, employees, and the community by the power of virtual events, a renewed emphasis on employee professional development and onboarding, and a desire to solidify our culture of continuous improvement by better tracking the positive changes to our processes each year.

The members of the Board of Trustees had the opportunity to provide comments regarding today’s meeting, which included thanking Bruce Smith for his mentorship, dedication, and commitment to the Board of Trustees for eighteen years and wished him a happy retirement. They also thanked President Ward, Crystal, and Mark for their work on the Strategic Plan and the progress we have made in the last three years.
## Appendix I - Updated Strategic Objectives and Goals

### Improve Student & Customer Experience

<table>
<thead>
<tr>
<th>STRATEGIC FOCUS</th>
<th>OBJECTIVE</th>
<th>MEASUREMENT</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOSTER STUDENT SUCCESS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will retain students at WSCC, help them persist in higher education, and help them complete a credential.</td>
<td>Retain students at WSCC from their first fall semester to the winter semester</td>
<td>Percentage of credential-seeking students who continued enrollment or earned a credential at WSCC</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Help students to persist in higher education from their first fall semester to their second fall semester</td>
<td>Percentage of credential-seeking students who continued enrollment, earned a credential at WSCC, or transferred</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>Have students earn a credential from WSCC within three years of their first fall semester</td>
<td>Percentage of credential-seeking students who completed a degree or certificate at WSCC</td>
<td>28%</td>
</tr>
<tr>
<td><strong>INNOVATE &amp; COLLABORATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will use innovation and collaboration to develop quality learning environments and successful student experiences.</td>
<td>Help students to successfully progress through a gateway course in Math or English within their first year of enrollment</td>
<td>Percentage of credential-seeking students who pass a gateway course in English with a grade of &quot;C&quot; or better and in Math with a grade of “C” or better</td>
<td>68% 40%</td>
</tr>
<tr>
<td></td>
<td>Ensure the quality of online learning environments</td>
<td>Percentage of sampled courses incorporating 85% or more of online best practices by year-end</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Improve student skills in critical thinking, effective communication, and professionalism</td>
<td>Percentage of core abilities assessment metrics evaluated as having met learning standards</td>
<td>75%</td>
</tr>
<tr>
<td><strong>SERVE OUR COMMUNITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will build new partnerships and enhance existing relationships with individuals and community, academic, business and governmental organizations.</td>
<td>Develop new opportunities for alumni to volunteer, reconnect and foster lifetime engagement with the College, including encouraging philanthropic support for the next generation of alumni, in partnership with the Foundation.</td>
<td>Develop touch points to communicate/engage with alumni and host events (in-person or virtual) to build relationships with alumni base.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Increase Community Engagement.</td>
<td>Host events off Campus and events with Partner Organizations that exceed 50 attendees, Virtual events included.</td>
<td>15</td>
</tr>
<tr>
<td><strong>STRENGTHEN OUR ORGANIZATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will enhance our operational efficiency &amp; effectiveness.</td>
<td>Support employee development.</td>
<td>Percent of permanent employees obtaining professional development annually.</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Ensure successful implementation of multiple stages of Continuous Improvement initiatives</td>
<td>Number of Continuous Improvement Initiatives that were implemented</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Improve employee onboarding.</td>
<td>Percent of new employees who complete comprehensive onboarding.</td>
<td>100%</td>
</tr>
</tbody>
</table>
Curricular and cocurricular assessment of student learning at WSCC has a far-reaching influence that goes beyond its direct impact on students. As a key component of the college’s strategic plan, core abilities assessment is an institutional priority as well as a performance measure. Throughout the academic year, monitoring of student learning outcome attainment provides data which can lead to changes in curriculum, pedagogy, programming, and purchasing. Assessment is at the core of WSCC’s institutional culture, providing critical data for informed decision making and continuous improvement.

Throughout the year, activities relating to these various organizational functions overlap and interact, influencing one another as insights and decisions from one process impact those from another. In effect, these seemingly disparate activities are actually part of one cohesive process of continuous quality improvement. By considering how these activities fall on an annual timeline, the interactions between these organizational functions can be visualized.

Each academic year, a beginning-of-year assessment report is completed by all academic programs during fall in-service in August. This provides faculty and administrators with an opportunity to evaluate last year’s results and plan for the coming year. As these plans are implemented and formative data and assessment results are collected throughout the semester, curriculum changes are planned and submitted. The college budget may later be adjusted to accommodate needed equipment or personnel to enact these curriculum modifications and additions. A mid-year assessment report is also completed, which asks faculty to anticipate any budget or capital requests for the coming year based on their analysis of assessment results thus far.
Program reviews are conducted for all occupational programs and general education categories on a five-year rotation. These reviews are typically finalized in April and include sections dedicated to evaluating past performance data, analyzing assessment results, planning for future budgetary needs, and making recommendations for program improvements. In effect, the program review ties all of these functions together for each individual academic program and provides them with a strategic roadmap for the coming years.

End-of-year assessment reports are then completed in May, along with the finalization of the capital equipment request process and departmental budgetary adjustments. Assessment data for the year is reviewed alongside formative and summative data from the strategic plan by the President’s Leadership Team, thus setting the stage for executive-level planning discussions as the new academic year approaches.

All of this activity falls within the broader context of the strategic planning cycle, which is a five-year process similarly aimed at continuous improvement. The first year in the cycle calls for numerous meetings of internal and external stakeholders; a full review or revision to the mission, vision, and values of the college; and data-driven modifications to the strategic objectives and targets. The second year of the process is the first year of implementation, although formative data and assessment data will still be used to make adjustments to strategies as needed. Year three of the process includes reviewing summative and assessment data from year two, as well as continuing to make mid-year adjustments to strategies based on formative data as it is collected. During the fourth year, a mid-cycle review is conducted in which all of the strategic objectives are thoroughly reviewed and updated. The mission, vision, and values are unlikely to be changed at this point, although they may be reaffirmed and used as the foundation for updates to the objectives. Finally, year five of this process is marked by implementing strategies relating to the revised objectives and continuing the collection and use of formative, summative, and assessment data. The cycle then repeats with the development of a new strategic plan through the collaboration of both internal and external stakeholders. The next complete strategic plan revision will occur at WSCC during the 2022-2023 academic year.
Under this model, the strategic plan is truly a living document that undergoes constant monitoring and modification as data is collected. Strategic priorities and objectives are not updated every year, but the specific actions or strategies being employed to achieve these objectives are adjusted based on insights obtained from data. This diagram also clearly shows the importance of assessment data in every year of the process. Along with formative and summative data relating directly to strategic objectives, both academic and cocurricular assessment data is used throughout each year of the process to evaluate institutional operations and plan the strategies to be employed to achieve strategic goals.

A full annual timeline is provided on the following pages to add extra detail to the processes described above. This information further identifies related activities conducted throughout the year to ensure that assessment, evaluation, planning, and budgeting are related processes all symbiotically focused on improving student learning and achieving the mission of West Shore Community College.
## Annual Timeline of Assessment, Evaluation, Planning and Budgeting Activities

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PLT reviews the prior year’s summative and assessment results.</td>
<td>• Fall In-service – Faculty are given time to update curriculum maps,</td>
</tr>
<tr>
<td>Discussions are held about executive-level initiatives for</td>
<td>review last year’s assessment findings, and plan fall assessment</td>
</tr>
<tr>
<td>improving performance.</td>
<td>activities.</td>
</tr>
<tr>
<td>• The new fiscal year begins. Approved capital requests can be</td>
<td>• Beginning-of-year assessment reports are due.</td>
</tr>
<tr>
<td>purchased.</td>
<td>• Fall semester classes begin.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic committees begin meeting. The prior year’s summative</td>
<td>• Formative data for strategic plan objectives are reviewed by PLT</td>
</tr>
<tr>
<td>data and assessment results are reviewed. Strategies for</td>
<td>and other relevant committees. Any needed adjustments to</td>
</tr>
<tr>
<td>improving performance are implemented.</td>
<td>strategies are made.</td>
</tr>
<tr>
<td>• Academic and cocurricular assessments are administered.</td>
<td>• Academic and cocurricular assessments are administered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curriculum changes for the winter semester are due at the</td>
<td>• Academic and cocurricular assessments are administered.</td>
</tr>
<tr>
<td>beginning of the month.</td>
<td>• Curriculum changes for the following fall semester are due mid-</td>
</tr>
<tr>
<td>• Formative data for strategic plan objectives are reviewed by PLT</td>
<td>month. Curriculum submitted in November for the winter semester is</td>
</tr>
<tr>
<td>and other relevant committees. Any needed adjustments to</td>
<td>approved by the Board (rare).</td>
</tr>
<tr>
<td>strategies are made.</td>
<td>• Students take final exams and fall classes end.</td>
</tr>
<tr>
<td>• Academic and cocurricular assessments are administered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Winter In-service – Faculty review assessment results from</td>
<td>• Capital equipment request forms are emailed to faculty.</td>
</tr>
<tr>
<td>fall and plan any needed adjustments to pedagogy or the</td>
<td>• Formative data for strategic plan objectives are reviewed by PLT</td>
</tr>
<tr>
<td>assessment process within their programs.</td>
<td>and other relevant committees. Any needed adjustments to</td>
</tr>
<tr>
<td>• Mid-Year assessment reports are due. This includes an</td>
<td>strategies are made.</td>
</tr>
<tr>
<td>identification of any anticipated budgetary requests for the</td>
<td>• Academic and cocurricular assessments are administered.</td>
</tr>
<tr>
<td>coming year as a result of assessment results.</td>
<td></td>
</tr>
<tr>
<td>• Summative and assessment data from the fall semester are</td>
<td></td>
</tr>
<tr>
<td>reviewed by PLT and other relevant committees. Any needed</td>
<td></td>
</tr>
<tr>
<td>adjustments to strategies are made.</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>April</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>• Formative data for strategic plan objectives are reviewed by PLT and other relevant committees. Any needed adjustments to strategies are made.</td>
<td>• An All-Faculty Meeting is dedicated to reviewing faculty capital requests. Each request is prioritized and tied to an assessment insight or strategic objective.</td>
</tr>
<tr>
<td>• Academic and cocurricular assessments are administered.</td>
<td>• Departmental budgets are reviewed with faculty and deans. Any needed adjustments for the coming year are discussed.</td>
</tr>
<tr>
<td></td>
<td>• Program reviews are conducted through the ALT. These are distributed among programs and general education categories on a five-year rotation. Among other things, all program reviews include a review of historical assessment results/insights, as well as a discussion of needed equipment or technology.</td>
</tr>
<tr>
<td></td>
<td>• Formative data for strategic plan objectives are reviewed by PLT and other relevant committees. Any needed adjustments to strategies are made.</td>
</tr>
<tr>
<td></td>
<td>• Academic and cocurricular assessments are administered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students take final exams and the winter semester ends.</td>
<td>• A budget proposal, including capital equipment funding recommendations, is presented to the Board Administrative Committee and the Board of Trustees.</td>
</tr>
<tr>
<td>• Faculty complete an end-of-year assessment report and submit any remaining data. The focus of this report is to identify insights from the recently-completed year’s assessment activities.</td>
<td>• Summer semester classes begin.</td>
</tr>
<tr>
<td>• The vice president of academics and student services meets with the CFO and capital coordinator to review faculty capital equipment requests and make funding recommendations based on the impact to strategic objectives and student learning.</td>
<td>• The fiscal year ends.</td>
</tr>
</tbody>
</table>