Institutional Effectiveness Plan

Student Focused. Learning Centered. Success Driven

Westmoreland County Community College
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Westmoreland County Community College
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Introduction

Purpose

Westmoreland County Community College (WCCC) is committed to implementing a college-wide Institutional Effectiveness Plan that will produce clear evidence that the institution is achieving its mission. Hence, the purpose of this manual is to educate, provide guidance and direction regarding institutional effectiveness and ensure that WCCC is complying with the requirements of accrediting bodies, specifically Middle States Commission on Higher Education.

Institutional Effectiveness, Planning, Budgeting, and Assessment Relationship

The institution will guide and support individual facilitators in the systematic process of planning, budgeting, implementation, and assessment. As illustrated in Figure 1 (page 2), these processes are interrelated and comprise a major operational function informed by the institution’s mission and strategic thrusts, ultimately, resulting in improved student learning and success. The IE process will be employed at each institutional unit/level. It is expected that each unit within the College will develop and implement its own assessment plan designed to systematically inform on-going practices, planning, and active reflection of decision-makers. Furthermore, as a part of the assessment process, each unit is responsible for determining its purpose, objectives/outcomes, actions, and measures. Finally, the IE process closes the loop by the interpretation and use of the assessment results to improve and validate the educational enterprise, inform strategic planning, improve effectiveness, and provide a direction for resource allocation. Included in this manual is a more detailed description of the IE process at WCCC.
Mission, Vision, and Values

The overarching goal of institutional effectiveness is to evaluate the success of an institution in achieving its published mission. Hence, WCCC has adopted a clear set of statements regarding its mission, vision, and values which serve as the basis for the College’s Strategic Plan and the Institutional Effectiveness Plan. Additionally, it is the basis upon which each academic program or discipline and administrative unit is established and functions. The College’s mission, vision, and values have been amended numerous times since its inception but remain the official documentation of the College’s purpose or reason for being. WCCC annually reviews its mission, vision, and values at the College’s Strategic Planning Summit which includes input from all major stakeholders (students, faculty, staff, alumni, and community members). Subsequently, any recommendations for emendations are considered by the Strategic Planning Steering Committee and the Board of Trustees which has the final approval.

Mission:

WCCC improves the quality of life for everyone we touch through education, training and cultural enrichment.

Vision:

WCCC is a learning-centered college focused on student success, a catalyst for economic growth, a leader in workforce development, and a hub for cultural and artistic experiences.

Values:

WCCC has a framework of cultures and values that embraces:
1. Commitment to Teaching and Learning (personal attention, individual choices, academic excellence, adaptive, promotes curiosity)
2. Accountability (responsibility, stewardship of resources, empowerment, results-oriented)
3. Diversity (respect for self and others, inclusion, value uniqueness)
4. Collaboration and Cooperation (teamwork, community partnerships)
5. **Social Responsibility** (promoting active interest, awareness of the world, being a good steward)
6. **Integrity** (honesty, ethical standards, dedication)
7. **Innovation** (creativity, commitment to growth, forward thinking)
Planning

Planning is an on-going process that is informed by the continuous flow of data from institutional research and assessment activities which take place during the year. The planning process benefits the College in a variety of ways:

- creates a framework for determining the direction the college should take to achieve its desired future,
- allows the College to set priorities,
- provides a framework for achieving competitive advantage,
- aims to align the College with its environment,
- allows all College constituencies to participate and work together towards accomplishing goals,
- allows dialogue between the participants which results in improving understanding of the institution’s vision, fostering a sense of ownership of the strategic plan and belonging to the College.

To this end, WCCC engages in both annual (short-range) planning and strategic (long-range) planning.

**Annual (Short-Range) Planning**

Annual plans (Academic Support and Administrative Unit Assessment plans, Annual Academic Program/Discipline Review) are those developed using the results from the many assessment and evaluation processes concurrently taking place at WCCC. Most importantly, effective short-range planning is dependent upon the effective use of results to improve on student learning or program outcomes. It is from these efforts that a holistic picture of the College’s effectiveness can be gleaned and decisions can be made.

All assessment results are reviewed carefully by each senior administrator and planning recommendations are developed by the senior administrator in consultation with mid-level administrators and their staff members. The decisions on final recommendations, except for
budget recommendations, rest with the Institutional Effectiveness Committee and the respective senior administrator.

**Strategic (Long-Range) Planning**

The 2007-2011 Strategic Plan at WCCC is the result of nine months of work by the College’s trustees, faculty, staff, and students, along with input and review by more than 100 external stakeholders. The process was initially led by 40 college employees representing all classifications of employment along with several trustees, foundation board members, and students. The development of the Strategic Plan began by acknowledging that the College mission should be used to ground the planning effort. Hence, the Strategic Planning Committee discussed and drafted a new mission, vision, and values statement. After the document was shared with the entire college community for input, it was adopted by the WCCC Board of Trustees on May 23, 2007.

In conjunction with revising the mission, vision, and values, the Strategic Planning Committee worked through a process of (1) assessing the internal environment of the college—strengths and weaknesses and the external environment—opportunities and threats; (2) establishing goals or thrusts; (3) crafting strategy—tactics and actions—to achieve the mission and thrust, and (4) establishing an effective organizational vision for the future—what should the institution look like in four years? Their work was then shared at the planning summit held at the college on June 15, 2007 with our external stakeholders representing elected officials, business and industry, education, public safety, allied health, and community organizations. After their input, the plan was finalized and submitted to the WCCC Board of Trustees for their approval and it was formally adopted September 25, 2007.
To ensure that the strategic plan at WCCC remains a living document, the college periodically assesses the plan to examine whether it continues to serve the institution in the ways intended. Annually, the College convenes a Strategic Planning Summit with the purpose of evaluating the progress of the strategic plan and recommending improvements, if appropriate. Appendix A contains the most current version of WCCC’s 2007-2011 Strategic Plan.
Budgeting

The concept of resources involves financial, human, and physical types, and at WCCC, all of these resources are included in its resource allocation process. Budgeting at WCCC involves all divisions and departments of the College and is informed by institutional effectiveness plans. Upon reviewing the institutional effectiveness plans, division and unit administrators develop itemized budgets for the ensuing academic year. The process, which begins in January for the next fiscal year, includes a timetable, comprehensive instructions, and documents (see Appendix B) designed to ensure a uniform format for presentation of budget requests as they move through the College toward ultimate consideration and approval by the Board of Trustees at the June meeting.

Additionally, WCCC’s budgeting process is driven by the College’s Strategic Plan. Any budget request for additional personnel or expense increase must include a justification that links to a specific portion of the Strategic Plan. The budget request must identify specifically (by letter and number) the strategic thrust or tactic to which it is related.
Assessment

Assessment takes place at all levels and organizational units of WCCC. The primary purpose of assessment is to facilitate the ongoing improvement and enhancement of the institution and to inform decisions about the future plans for the academic program/discipline or administrative unit, ultimately improving student learning and development. The overarching assessment activities at the institution involve Annual Academic Program/Discipline Review, Five Year Academic Program Review, Annual Administrative and Academic Support Unit Assessment Plans, and Three Year Academic Support Periodic Review.

**Academic Program/Discipline Review**

The purpose of academic program and discipline review at WCCC is to establish and maintain a comprehensive, systematic, ongoing process for collection, analysis, and assessment of academic program and discipline outcomes in order to: improve student learning, improve the quality of instruction, meet accountability mandates, and demonstrate institutional effectiveness consistent with the mission and goals of the College. The faculty and administration assess each academic program and discipline on an annual basis and conducts a more extensive periodic review that is completed for each program and discipline at least once every five years. The process and timeline for both reviews are included in the *WCCC Academic and Discipline Review Handbook* (Appendix C).

**Administrative and Academic Support Unit Assessment and Review**

Administrative and academic support units are those areas, primarily administrative, whose main purpose is to provide services other than teaching for students; thus, the assessment plans for the administrative and academic support units parallel that of academic programs. Furthermore, the purpose of administrative assessment is to establish and maintain a
comprehensive, systematic, ongoing process for collection, analysis, and assessment of academic support program/administrative outcomes in order to: improve program outcomes, improve the quality of services provided to students, faculty, and staff, meet accountability mandates, and demonstrate institutional effectiveness consistent with the mission and goals of the College. Each administrative and academic support program unit is required to submit an annual assessment plan and to conduct a more extensive review at least once every three years. The process and timeline for both reviews are included in the *Administrative Unit Assessment Handbook* (Appendix D).

**Student Assessment**

**Achieving the Dream**

Westmoreland County Community College is an Achieving the Dream College. The goal is to increase the persistence, retention, and academic success of students, specifically, academically underprepared first-time, degree-seeking students. As a part of its Achieving the Dream initiatives, WCCC reviews its placement tests and scores to ensure students are placed in appropriate courses. Additionally, the College has revised its developmental studies program to reflect a more comprehensive integrated program that enable students to develop the knowledge and skills to be successful in gatekeeper and subsequent courses. Standardized and locally developed tests/assessment instruments are used at WCCC to place first time, full-time students in first-year mathematics, reading, English, and computer courses. Those students that test in the three lowest developmental courses are required to take their developmental courses and enroll in Personal Development (PDV) 155 ("College Success") for their first semester of attendance. Students who place into any two or three developmental level courses are required to take their developmental courses in the first academic semester along with PDV 160 ("Strategies for
Academic Success”), and are encouraged to take additional courses, PDV 155 (“College Success”), PDV 165 (“Introduction to Higher Education”), and PDV 170 (“Career Exploration”).

**Institutional Learning Outcomes**

Institutional learning outcomes have been adapted from Learning Outcomes for the 21st Century and have been approved as the framework for general education at WCCC (Appendix E). Through its institutional learning outcomes, the College provides students with the knowledge, understanding, and skills that our society expects from any college-educated individual. These outcomes are embedded across the curriculum in all degree programs. As part of the five year periodic review, each program or discipline is required to provide an analysis of practices used to assess institutional learning outcomes and how the assessments have been used to inform course instruction (Appendix F).

**Surveys**

To inform instruction and services offered to students at WCCC, data is collected annually on entering and continuing students such as statistical facts, demographics, program/discipline enrollment, non-credit enrollment, credit/non-credit FTEs, and graduation rates. Additionally, the Community College Survey for Student Engagement (CCSSE), Non-Returning, Graduate Exit, and Graduate Follow-up surveys are administered to students which are used to inform decisions as it relates to student learning, satisfaction, and success.

**Student Evaluation**

During a designated period in the fall and spring semesters, students have the opportunity to evaluate part-time faculty as it relates to the instruction of their courses. Full-time, probationary faculty are evaluated each semester during the first year of probationary status and once per academic year for the final two probationary years. Full-time, non-probationary faculty
are evaluated every three years for years four through nine, and full-time, non-probationary faculty with more than ten years of service are evaluated every five years. The assessment is done via an instrument that uses primarily multiple choice questions and one opened ended question in which students rate various aspects of the instructor or instruction (Appendix G). The instrument is scanned and the results are distributed to the faculty member through the division deans. Additionally, the information is used in the completion of the Faculty Evaluation.

**Faculty Evaluation**

Faculty evaluation is designed to promote teaching effectiveness. Furthermore, it is used to assist WCCC’s faculty in identifying their strengths and to promote overall total quality by offering constructive methods for improvement if needed. Formal evaluation procedures consist of student perception of performance (Student Evaluation, Appendix G) and a completed *Faculty Evaluation Report* (Appendix H) by the applicable dean/administrator. The procedure for faculty evaluation is included in Appendix I.

**Staff Evaluation**

Annual performance evaluations for non-administrative staff and administrators (Appendices J and L, respectively) are instruments used by supervisors to assess the work effectiveness of the personnel in their respective areas. Similar to the faculty evaluation, this process is designed to help the employee improve and/or enhance job performance, and therefore, services provided by the college. The procedure for non-administrative and administrative staff evaluations is included in Appendices K and M, respectively.
President Evaluation

The WCCC Board of Trustees conducts regular performance and effectiveness reviews of the College President. The purpose of the evaluation is to:

- assess the strengths, weaknesses, and accomplishments of the President,
- evaluate the President’s effectiveness and management skills in improving institutional performance,
- strengthen the working relationship of the Board and President and improve effectiveness of directing the future of WCCC,
- insure that the President receives appropriate recognition, guidance, and assistance from the Board,
- assist in renewing the President’s contract.

The Personnel/Education Committee conducts an annual performance evaluation (Appendix N) and a 360 degree effectiveness evaluation (Appendix O), conducted every three years. The procedure for presidential evaluations is included in Appendix P.

Board Evaluation

Annually the Board of Trustees at WCCC are administered an evaluation that assesses the effectiveness of their role and responsibilities. The instrument (Appendix Q) used to collect the assessment data is categorized into six areas: (1) background, (2) knowledge of the institution, (3) board and committee meetings, (4) fundraising and public relations, (5) trustee concerns, and (6) recommendations for improvement/development. The results of the evaluation are used to inform priorities for the following year, the design of the orientation program for new board members, and agenda items for future board workshops and retreats.
Policymaking and Assessment

The President’s Council (Vice Presidents and Directors) is charged with monitoring the effectiveness of policy at the institution. At the end of the fiscal year (June 30), the President and the Board requires the President’s Council to submit existing policy, which includes Board Policy, College Regulations, and College Procedures, that does not continue to meet the needs of the institution along with indicators, benchmarks, or other data that define the “success” of the policy. If the President approves the suggestion for amending the policy, then the policymaking process will begin. The aforementioned course of action entails monitoring the effectiveness of policy and “closes the loop” of the policy-making cycle.

Assessment of the Institutional Effectiveness Plan

Annually, a member of the Institutional Effectiveness (IE) Committee garners input from the individuals preparing and implementing the plans and reviews to determine what worked well and recommendations for improvement. The data is collected using various assessment methods including focus groups, surveys, structured interviews, etc. Subsequently, the data is presented to the IE Committee for review and approval and the IE plan is modified accordingly. Additionally, the members of the IE Committee stay informed of evolving research and best practices as it relates to assessment and IE. Hence, the plan is continuously monitored by the committee to ensure that it continues to serve the College in the ways intended and that WCCC engages in best practices.
Role of WCCC in the Institutional Effectiveness Process

Everyone at WCCC has a role in ensuring that the concept and process of Institutional Effectiveness is being learned, adopted, and incorporated.

Role of the President

The President has the ultimate responsibility for ensuring that institutional effectiveness is incorporated at WCCC. He has dedicated financial resources, human resources, and physical resources (including technology) to make sure that the process is working properly. The day-to-day responsibility for assessment matters is cosigned to the Associate Vice President of Academic Affairs, the Institutional Effectiveness Committee, and Institutional Research and Data Services.

Role of the Institutional Effectiveness Committee

The role of the Institutional Effectiveness (IE) committee is to educate, guide, and direct institutional assessment efforts and ensure that WCCC is complying with the requirements of accrediting bodies, specifically Middle States Commission on Higher Education. The IE committee is responsible for tracking the Academic Program/Discipline and Academic support and Administrative Assessment and Review process including submission, review, and distribution to appropriate parties of reports.

The Associate Vice President of Academic Affairs serves as the chair of the IE committee and serves as the liaison between administration, IE committee, and programs/units. The chair of the IE committee reports to administrative supervisors and academic heads the end results of an assessment review, disseminates evolving research and assessment trend information to academic programs/administrative units to assist individuals working on
assessment, and handles scheduling and logistics for IE committee meetings. Additionally, the
IE committee is responsible for maintaining and updating information on the IE website
(www.wccc.edu/IE). The IE website is used to communicate results to major stakeholders, for
education and dissemination of best practices, and it spotlights programs/units engaged in
substantive assessment activities.

**Role of Institutional Research and Data Services**

The role of the Office of Institutional Research and Data Services is to coordinate and
oversee assessment activities such as collecting and analyzing data, assessment method
identification, and instrument design and administration (i.e. surveys). The department also
serves as a repository for all institutional data. The department maintains trends that can be
further mined, depending on the needs of the unit/program. The Director of Institutional
Research and Data Services is a standing member of the IE committee, serving to steer the
direction of assessment at WCCC.

**Role of the Academic Division**

Academic programs/disciplines must begin assessment by studying the mission of the
program/discipline to ensure that the focus is directed toward student learning outcomes.
Additionally, the academic programs/disciplines analyze the missions of the
programs/disciplines to ascertain congruence with the College’s mission and that institutional
goals are being supported. It is the responsibility of the Dean of each division to make sure that
the Five Year and Annual Review is prepared and submitted in a timely manner, periodically
reviewed throughout the assessment cycle and updated with measured outcomes information,
and most importantly, that the results are used for continuous improvement (closing the loop).
Role of the Faculty

The role of faculty is critical to the institutional effectiveness process since the ultimate goal of institutional effectiveness is student learning and success. The primary role of faculty is assessment of student learning at the course, program, and institutional level. On the course and institutional level this entails developing student learning outcomes, establishing performance standards and criteria, selecting appropriate assessment measures, and collecting, analyzing, and interpreting results to inform/improve, for example, instruction and curriculum design. Additionally, a designated faculty member along with input and assistance from the dean and other faculty members are responsible for conducting the Annual Review and a more comprehensive Five Year program or discipline review. The review is intended to enhance the quality of the programs, to assess strengths and weaknesses, to assist in determining a program’s ability to respond to the future challenges and opportunities, and to determine future priorities.

Role of the Administrative Units

Administrative units must begin assessment by studying the mission of the unit to ensure that there is compatibility with the College’s mission and that institutional goals are being supported. Administrative units play a vital role in the ability of the College to operate and to support students in their efforts to obtain a quality education. It is the responsibility of the unit supervisor and the Vice President of the administrative unit to make sure that the Annual Assessment Plans and Three Year Periodic Review reports are prepared and submitted in a timely manner, periodically reviewed throughout the assessment cycle, and updated with measured outcome information, and most importantly, that the results are used for continuous improvement (closing the loop).
Role of the Board of Trustees

The Board of Trustees is ultimately accountable to the community for the performance and welfare of WCCC. One of the primary responsibilities of the Board is to monitor the effectiveness of the institution. The President along with appointed college staff periodically report information that assists the Board with evaluating institutional progress. Once the information is received it serves three major purposes: tracking accomplishments; educating the Board; and identifying problems and areas for improvement.

First, if the information indicates that progress is being made and that college operations are sound, then Board members celebrate college accomplishments and make sure that the success is publicized to the community. Second, the information helps to educate the Board. During discussion of the information, trustees learn about the college and the conditions needed for success, and finally, the information helps identify when and what improvements might need to be made. When the Board receives reports that indicate that problems exist, they:

- seek to understand what challenges are affecting college performance.
- assess board standards. The standards may need to be adjusted in light of the challenges.
- identify what corrections are expected from the President.
- establish a schedule for the President to report on how the problems are being addressed.
- ask what leadership and support is needed from the Board to help the President solve the problems. Provide leadership and support.
- if problems persist over time, encourage outside assistance from experts in the field.
APPENDIX A

STRATEGIC PLAN
2012-2016
A. Move WCCC from “Good to Great”. Promote a college-wide organizational culture that embraces the principles of “Good to Great”.

A1. Develop Disciplined Leadership. Create disciplined, strategic leaders at all levels of the organization and cultivate and refine the managerial talents needed to move WCCC towards its strategic objectives.

A1a. Conduct a needs assessment to determine what skills or leadership competencies are needed.

A1b. Using competencies develop and deliver professional development training for all levels of administrators and administrative staff.

A1c. Develop and implement a leadership institute training program.

A1d. Benchmark, develop and implement a college succession plan for the purpose of hiring, developing, and retaining quality staff.

A2. Get the Right People on the Bus. Review and enhance Human Resources systems, processes, procedures, and policies using continuous quality improvement to maximize utilization of human capital.

A2a. Review/Revise the employee evaluation process to ensure that it aligns with achieving the strategic outcomes and identifies areas for professional development.

A2b. Perform an extensive review of job descriptions and responsibilities and qualifications through administrative program review to ensure that they are aligned with the goals/purpose of the division/unit/department and perform job reclassifications, if necessary.

A2c. Review/revise recruitment processes.

A2d. Develop a process that ensures equitable allocation of resources for staff development and aligns with the strategic plan.

A3. Confront the Brutal Facts. Create a culture where the institution continuously examines itself to identify areas of needed improvement.

A3a. Identify, revise, develop and implement a plan of action of all outdated processes and policies.

A3b. Assess current technology usage at WCCC in order to maximize institutional operations.

A3c. Review, update, and distribute a revised emergency response plan.

A3d. Develop a continuity of operations plan.

A3e. Develop, fund, and implement a marketing plan.

A4. Create a strong communication network throughout the college community.

A4a. Identify silos in communication channels and develop and implement a plan for improvement.

A4b. Provide a training program for staff and faculty to enhance communication.
A5. Area of Distinction. Foster a culture of excellence in customer service with internal and external constituents.

A5a. Assess present level of customer service (internal and external).

A5b. Develop and disseminate customer service standards.

A5c. Ensure all employees receive customer service training.

A5d. Identify and train students and community members to assess effectiveness of the training program (i.e. secret student shopper).

A5e. Using customer service feedback, select two areas of customer service to improve annually.

A6. Foster a Culture of Discipline. Create a culture that requires staff/faculty to adhere to a consistent system, but also gives them freedom and responsibility within the framework of the system.

A6a. Develop and implement a system to reward exemplary employee performance (i.e. an incentive plan based on achieving measurable performance objectives).

A6b. Develop and implement a system to rectify unsatisfactory performance (i.e. remediation plan).

A7. Turning the Flywheel. Foster a culture of evidence and implement a continuous quality improvement program at WCCC.

A7a. Continue to implement the WCCC Institutional Effectiveness process.

A7b. Purchase software to automate the Institutional Effectiveness process.

A7c. Provide training to staff and faculty regarding planning, assessment, and evaluation.

A7d. Explore the implementation of other Continuous Quality Improvement programs to augment the institution’s Institutional Effectiveness process.

B. Student Access, Readiness, Completion and Success. As an ATD Leader College, WCCC aspires to become a center of excellence for college readiness, programs and services to enhance access to higher education and enable all students to achieve their educational and career goals.

B1. Develop a plan and strategies to enhance the teaching proficiency of all faculty members.

B1a. Design and implement a WCCC faculty development plan that provides for remediation and renewal of all faculty.

B1b. Promote the value of seeking advanced degrees or certification to faculty.

B1c. Promote the number of faculty seeking relevant professional development opportunities.

B1d. Develop and implement a plan for part-time faculty.
B1e. Expand the number of faculty participants in the TSW workshops.

B1f. Continue and enhance the mentoring program for full-time faculty.

B2. Increase graduation rates.


B2b. Establish baseline rate(s) in aggregate and for programs.

B2c. Develop targets or goals for each graduation rate.

B2d. Develop and implement plan for increasing program graduation rates.

B2e. Develop and publish interactive results (e.g. Dashboards).

B2f. Develop and implement strategies to enable students to complete AA degree prior to transferring to four year institutions.

B2g. Continue to develop and implement comprehensive articulation agreements with four year institutions.

B2h. Promote and advertise transfer opportunities.

B3. Area of Distinction. Design and implement an undergraduate research program based on CUR.

B3a. Support the core group of faculty who are interested in implementing this Program.

B3b. Obtain a basic budget for this activity for its first year through obtaining a Mini Grant from the WCCC Education Foundation.

B3c. Recruit more faculty to participate in CUR.

B3d. Provide research opportunities for more students each year.


B4a. Formulate and implement the ATD Leader College Plan.

B4b. Advertise Leader College status by becoming a resource for other ATD colleges.

B4c. Promote Leader College status by increasing conference participation nationwide.

B4d. Institutionalize ATD gatekeeper course development strategies and interventions.

B5. Area of Distinction. Foster Excellence in Instructional Technology.

B5a. Develop and implement a plan to increase and excel in the use of technology in instruction.

B5b. Determine instructional technology needs to improve courses.

B5c. Enhance the quality of online and distance learning courses.
B6. Promote excellence in data usage through the development and use of Key Performance Indicators (KPIs) for student related information.

B6a. Identify appropriate KPI measurable outcomes to be included in a dashboard display system.

B6b. Establish baseline data for each KPI.

B6c. Develop and publish interactive updatable dashboards.

B6d. Configure iStrategy to produce interactive, updatable, dashboard results.

B6e. Develop drill down data features for select dashboards.

B6f. Assess results as they relate to institutional effectiveness.

B6g. Benchmark WCCC outcomes against other community colleges.

B6h. Disseminate and discuss implementation strategies and initiatives to improve student success.

B7. Identify “Programs of Excellence” and promote program accreditation.

B7a. Define standards of Programs of Excellence.

B7b. Showcase these Programs of Excellence.

B7c. Provide support to develop Programs of Excellence.

B7d. Foster and support program accreditation.

B8. Develop and Implement Student Service Strategies to best serve student needs.

B8a. Design new student services strategies to move from good to great.

B8b. Develop and implement an Admissions Plan based on Noel Levitz and other benchmarked strategies.

B8c. Develop and assess long term and realistic enrollment projections that will maintain or increase enrollment levels.

B8d. Further strengthen relationships with parents, students, high school counselors, superintendents and technology centers to enable high school students to meet college expectations.

B8e. Explore the development of a housing plan.

B8f. Create and maintain a list of available housing for students to be used until the development of a housing plan.

B8g. Strengthen Student Services Staff development.

B8h. Develop a recruitment, admissions, and retention plan that utilizes the newly purchased tracking software.
B8i. Develop and implement a plan to increase student participation in student activities and athletics.

B8j. Support Foundation’s efforts to increase funds available for financial aid.

B8k. Improve process for Accuplacer testing and student scheduling.

B8l. Develop and implement an appropriate process for identifying tutors and matching them with the right students.

B8m. Assess and fine tune broader “open house” for career programs. Workshops for broader audience.

B8n. Refine job placement and tracking methods to meet new federal guidelines.

B8o. Display job placement data on program websites.

B8p. Expand internship and cooperative learning experience opportunities for students.

B9. Develop and implement a comprehensive advising program for credit students.

B9a. Develop an ad hoc committee consisting of a faculty representative from each division, one full time counselor, the Dean of Students, the Director of Admissions, the VP for Academic and Student Services and the President. The Administrative Assistant to the VP for Academic and Student Services will serve as a recording secretary.

B9b. Analyze current college practices to determine strengths and weaknesses.

B9c. Review literature and identify best practices and advising models among community colleges.

B9d. Formulate a comprehensive model of advising for credit students that delineates outcomes, engages the academic and student services components of the college, and identifies resources needed. Forward recommendations to Cabinet for approval.

B9e. Develop and implement training of faculty for advising program.

B9f. Implement comprehensive advising program.

B9g. Evaluate first year experience with advising program and adjust as necessary.

B10. Ensure WCCC offers programs linked to high-priority occupations to improve student access to prepare students for gainful employment and reflecting future trends.

B10a. Develop and implement feasible high priority credit and non-credit academic programs.

B10b. Develop appropriate STEAM (STEM/arts) related degrees, diplomas and certificates.

B10c. Create programs that utilize stackable credentials for degree attainment.

B10d. Explore current programs for potential discontinuance or modification to reallocate resources.
WESTMORELAND COUNTY COMMUNITY COLLEGE
Board Approved 2012-2016 Strategic Plan

B10e. Develop WCCC concurrent enrollment programs with area school districts and technical centers.

B10f. Expand, maintain, and/or enhance relationships with CTCs and area high schools.

B10g. Provide career awareness workshops for WCCC and high school students.

B10h. Develop and expand career counseling and placement services for students.

B10i. Reassess the current programs and level of support for job placement services.

B10j. Promote student awareness of job placement services.

B10k. Pilot integration of “soft skills” in career programs.

B11. Expand and utilize education centers, distance education, including online courses to enable targeted underserved populations to achieve their goals.

B11a. Establish priorities for serving the underserved populations.

B11b. Assess learner needs of population defined in B11a.

B11c. Continue to expand the Pathways program.

B11d. Customize class schedule and support services needed.

B11e. Recruit and retain new cohorts of underserved students.

B11f. Assess current programs and services for underserved.

B11g. Assess the need to expand online course offerings to include populations such as high school students, out of PA, military, etc.

B11h. Explore moving New Kensington, Laurel, Greene, Fayette and Indiana to Campus status.

B12. Promote student development and leadership through engagement with increased academic and extracurricular activities.

B12a. Develop, implement and integrate service learning across the campus by integrating community service components into more academic and extracurricular programs.

B12b. Tie service learning to course learning outcomes.

B12c. Assess the effectiveness of using service as a learning tool.

B12d. Expand leadership opportunities for students through engagement in student government, organization membership, leadership development programs, and college service projects.

B13. Continuously monitor, update, replace and generate support for the resources (human, technical, instructional and support) needed to accomplish student access.

B13a. Find external sources of money.
B13b. Refocus on obtaining grant funding for academic program supports.

B13c. Develop partnerships for entrepreneurial ventures.

B13d. Involve members of OACs more effectively.

C. Leaders in workforce/economic development, Marcellus Shale, continuing education, homeland security, public safety, and community development. Demonstrate leadership and excellence in the strategic areas of community development, continuing education, homeland security, Marcellus Shale, public safety, and workforce/economic development.

C1. Area of Distinction. Design, develop, and implement a Workforce Training and Technology Center.

C1a. Develop a fiscal operational plan that addresses the on-going operational budgetary need for a Workforce Training and Technology Center.

C1b. Develop a three-year capital budget to include instructional equipment, facility furniture, maintenance equipment (fork lift, etc.) and IT equipment to support operational and instructional functions at the WCCC Workforce Training and Technology Center location.

C1c. Develop a three-year marketing plan and budget to support the branding and promotion of the WCCC Workforce Training and Technology Center location.

C1d. Develop a three-year Information Technology (IT) plan and budget to support the staff and instructional delivery at the WCCC Workforce Training and Technology Center location.

C1e. Develop a facility relocation plan that will include the move of staff and instructional equipment, lab equipment from the BIC location to the WCCC Workforce Training and Technology Center location. The plan will need to address cost, staff and materials for the disassembly, reassembly, storage, and transportation of the instructional labs.

C1f. Development of the academic schedule to accommodate the WCCC Workforce Training and Technology Center facility relocation plan.

C1g. Create an image/brand for the WCCC Workforce Training and Technology Center that identifies the Division as a center of excellence in trades and technology education.

C1h. An instructional programming review of the WCCC Workforce Training and Technology Center will be conducted with National Council of Advanced Technology Centers (NCATC).

C1i. The instructional programming review of the WCCC Workforce Training and Technology Center will be shared with ASTORINO.


C2a. Fully implement ShaleNet grant years 2 and 3.

C2b. Develop a WCCC Marcellus Shale education, training, and resource center.

C2c. Design and implement WCCC ShaleNET hands-on training facility for implementation of stackable credentials related to shale.
C2d. Present WCCC ShaleNET at local, regional, national, and global conferences.

C2e. Formulate and implement a WCCC ShaleNET brand.

C2f. Develop education and training programs to meet industry needs in collaboration with WFD/continuing education programs to expand programming related to energy, Marcellus, and natural gas.

C3. Area of Distinction. Provide high-quality, LERN approved continuing education and customized training.

C3a. Conduct a LERN program review to assess processes and staffing.

C3b. Implement LERN’s principles and standards.

C4. Area of Distinction. Develop an exemplary training and education model for homeland security.

C4a. Attain national certification status for the homeland security program.

C4b. Collaborate with government and private sector partners to develop stackable credit and homeland security-related certificates and credentials that meet partner’s needs.

C4c. Develop a strategy for online delivery of the Homeland Security certificate and degree. Stackable certificate and credential program will be added to meet needs of partners.

C5. Area of Distinction. Develop a comprehensive training and educational model for an all-hazardous training center (AHTC) and the Public Safety Training Center (PSTC).

C5a. Develop a business plan for a public safety AHTC.

C5b. Pursue funding for the implementation of the AHTC.

C5c. Depending on funding source, consideration of 501(c) (3) or Auxiliary Enterprise for PSTC.

C5d. Develop a strategic and fiscal plan that addresses the ongoing operational budgetary needs for the PSTC.

C5e. Develop a three year capital budget to include instruction equipment, facility management and IT equipment to support operational and instructional functions at the PSTC.

C5f. Develop a three year operational marketing plan and budget to support the branding and promotion of the PSTC.

C5fg Develop a three year information technology plan and budget to support staff and instructional delivery at the PSTC location.

C5h. Develop continuing education and customized training programs to meet community public safety needs, i.e., law enforcement, EMS, firefighting, search and rescue, emergency management, homeland security, and Marcellus Shale Gas Industry.

C6. Area of Distinction. Senior community service employment program (SCSEP) will continue to be recognized as a national model by the National Council on Aging (NCOA).
C6a. Meet the six DOL performance measures for the SCSEP grants.

C6b. Maintain excellent client and financial records.

C6c. Partner with businesses and community organizations for training opportunities and unsubsidized employment.

**C7. Area of Distinction. Achieve national recognition for the Culinary Arts Center.**

C7a. Stackable credit certificate will be developed in the area of Foods Service Management. (Title may change).

C7b. Stackable credit one year Technical Diploma will be developed in the area of Foods Service Management. (Title may change).

**C8. Recognize the limits of the division’s resources and align them with activities to achieve the areas of distinction.**

C8a. Evaluate new opportunities for alignment with areas of distinction. Opportunities that do not align will NOT be pursued.

**D. Resources for Sustainability, Growth & Successful Outcomes.** Demonstrate leadership and excellence in developing, acquiring, managing and deploying strategic resources (human, fiscal, and physical) to support, sustainability, growth and the strategic plan of the College.

**D1. To develop strategic leaders as related to responsible human, fiscal, and physical resource planning and allocation.**

D1a. Develop and implement training and development with administrators regarding planning and allocation of resources.

D1b. Work with individual departments to develop and implement collaborative plans (strategic plans, budget plans, hiring plans) to achieve the college strategic goals.

D1c. Develop and implement a business plan template to use when proposing new programs/processes.

**D2. Review the college’s organization chart in order to effectively assess staffing levels and staff skill needs and characteristics to accomplish the college’s mission and to insure the required human resources are in place for succession and college sustainability.**

D2a. Identify Key Performance Indicators (KPIs)/benchmarks as they relate to effective/efficient utilization of human resources.

D2b. Conduct a cost analysis as it relates to staff skill needs for academic and administrative departments.

**D3. Recognizing the need for cultural change, intensify economic and resource strategies for additional revenue streams in the form of grant development and management and entrepreneurial opportunities that align with strategic college goals.**
D3a. Develop and implement a rubric to determine if new grant opportunities align with college goals.

D3b. Develop and implement standard college procedure for submitting grant proposals.

D3c. Provide resource development education and training to empower faculty and staff to research, apply for, obtain and administer additional resources of funding to support strategic plan outcomes.

D3d. Collaborate with local businesses (local chambers, trade associations) to increase entrepreneurial opportunities.

D4. Area of Distinction. Continue to be recognized nationally, regionally, and locally as the best at effective and efficient use of resources.

D4a. Collaborate with all institutional divisions to assess the program review results for the purpose of expansion, modification, or elimination of programs.

D4b. Continue to be recognized as fiscally credible by potential funders.

D4c. Enhance and expand facility operating systems related to:
   - Energy management
   - Fire warning
   - Emergency calling
   - Building temperature control
   - Building access
   - Facility surveillance
   - Internal and external lighting control
   - Utility usage monitoring

D5. Create a mechanism to ensure that resource development and allocation are aligned with College goals.

D5a. Develop detailed rubric for decision making to include the deployment of the following resources: fiscal, human, equipment, and physical for the purpose of maintaining the “Areas of Distinction” and to determine viability of new opportunities for deployment of new “Areas of Distinction”.

D6. Provide necessary resources to implement the College’s Master Facilities Plan.

D6a. Implement projects identified in Phase 1 of the college’s Master Facilities Plan.

D6b. Develop and implement a long range facility maintenance plan.

D7. Provide the College stakeholders a level of technology resources that promotes growth and sustainability.

D7a. Implement web-based Datatel User Interface throughout the user community for the purpose of ubiquitous access.

D7b. Develop and deploy new Disaster Recovery site at the New Kensington Education Center.

D7c. Implementation of Datatel Recruiter Module.
D7d. Implementation of Datatel Colleague Advancement.

D7e. Successfully implement a student one-card system.

D8. Obtain required resources to establish an institutional advancement office to integrate all resource and development services, including but not limited to grants, marketing, public relations, government relations, corporate relations, donor relations and alumni relations.

D8a. Develop a plan for establishing an Institutional Advancement Office.

E. Foster a culture that values and promotes diversity/inclusion, civility, and personal and cultural awareness. Develop a college culture that values and promotes diversity/inclusion, civility and personal and cultural awareness.

E1. Increase awareness of and accountability for diversity and civility matters college-wide among members of the college leadership team.

E1a. Justify the creation of a chief diversity officer position/office.

E1b. Conduct diversity & civility training for the college leadership team.

E1c. Discuss diversity & civility programs, activities regularly at President’s Cabinet, President’s Council & the Human Resources, Student Services & Academic Affairs committees meetings.

E2. Increase the diversity of faculty, staff and student populations.

E2a. Develop & implement a multi-cultural recruitment & retention plan for students.

E2b. Develop & implement a multi-cultural recruitment & retention plan for faculty & staff.

E3. Conduct & analyze data relevant to the recruitment and retention of minority students, faculty and staff.

E3a. Complete a longitudinal study of minority students’ academic success rates for the purpose of designing support mechanisms to ensure achievement of their educational goals.

E3b. Track past & future African-American Banquet awardees enrollment at WCCC for the purpose of recruitment.

E3c. Conduct an affirmative action utilization study for the purpose of informing recruitment decisions of faculty & staff.

E3d. Conduct a campus climate survey focusing on students’ experiences, attitudes about diversity issues & suggestions for improving the climate for diversity.

E4. Area of Distinction. Make the college a model of civility in the workplace and the classroom.

E4a. Add civility as a “value” to the WCCC mission, vision & values statement.

E4b. Develop programs that educate students on issues of civility.
E4c. Develop programs that educate faculty & staff on issues of civility.

E4d. Establish civility as part of the brand & culture of Westmoreland County Community College.

E4e. Establish a “Center for the Study of Civility” and provide training, education, speakers, and other resources at a cost.

E5. Encourage divisional/departmental accountability for the long-term institutional sustainability of Thrust E

E5a. Use the program and discipline review process to track the status of Tactic E5.

E5b. Use the administrative department periodic review process to track the status of Tactic E5.

E6. Focus programming on diversity/inclusion, civility and personal and cultural awareness

E6a. Develop a process/instrument that allows the college to collect information on all programming and events in order to keep track of Tactic E6 status.

E6b. Promote cultural awareness through Music, Art and Theater programming.

E6c. Increase programming that emphasizes diversity and inclusion.

E6d. Establish a Diversity Mini-Grant program.

E7. Coordinate, connect and move to some degree of collaboration the following college committees/departments: Black Awareness, Diversity, Affirmative Action, Cultural Programming & Student Life.

E7a. Form an exploratory group representing named committees and the office of student life to develop an action plan for complete collaboration and sharing of resources to be finalized by the 2013 WCCC budget proposal deadline.

E7b. Aggressively develop partnerships with multicultural organizations, for example, 100 Black Men of Pennsylvania, African American Chamber of Commerce, interested in securing grants focused on the recruitment and retention of students of color. Explore the possibility of hiring a grant writer as a college consultant for this specific purpose.

E7c. Hold annual fundraiser each year that will brand, nurture, grow, and market the event relevant to recruitment and retention of students of color.

E8. Identify and develop resources to support the civility initiative of Thrust E

E8a. Aggressively develop partnerships with local school districts in an effort to seek grant funding for programming focused on bullying, civility and social media.

E8b. Connect the civility initiative to academic research conducted by faculty and students with the goal of securing funding to support the study of civility.
APPENDIX B

BUDGET REQUEST GUIDELINES, TIMELINE, AND FORMS
INSTRUCTIONS

1. No budgeting is needed for current staff wages. Complete 'Additional Personnel' form to request new staff. Contact Human Resources if unsure of classification.

2. Enter the budget amount requested for each non-wage account under the 2009-10 column on each departments 'Budget Request' form.

3. If requesting an increase from the current 2008-09 budget, complete the 'Expense Increase' form. Detail the reason for the increase along with the amount of increase. No budget detail is needed, unless you are requesting an increase from the current 2008-09 budget for an account.

4. If requesting a new account not on your current budget, complete the 'New Account' form. Detail the reason for the expenses along with the amount.

5. See 'Account Titles & Descriptions' list for detailed budget instructions for each detail account.

6. Capital/Small Equipment budget requests will be distributed at a later time.

***** Any Requests For Additional Personnel Or Expense Increases Must Include Justification That Refers To A Specific Portion Of The Strategic Plan. *****

TIMETABLE

January 5, 2009
Distribute budget request instructions and forms to President's Council.

January 5 - 29, 2009
Staff generates budget requests & reviews with respective Vice President/President. All departmental Budget Request forms, Additional Personnel forms, Expense Increase forms, and New Account forms must be provided to the respective Vice President/President for approval.

January 30, 2009
Vice Presidents/President must provide the original of all approved Budget Request forms, Additional Personnel forms, Expense Increase forms, and New Account forms for all departments within their area to the Controller by this date.

Due to the Proposed Budget being presented to the Board sooner than the prior year, it is important to adhere to the January 30 deadline. Departmental requests not received by this date will be budgeted the same as the current 2008-09 budget.

March 11 - 13, 2009
First Draft of Proposed Budget Book reviewed by President, Vice President of Administrative Services and Controller.

March 18 - 20, 2009
Second Draft of Proposed Budget Book and Budget Requests reviewed by President's Cabinet and Controller.

March 25 - 27, 2009
Third Draft of Proposed Budget Book reviewed by President, Vice President of Administrative Services and Controller.

April 8, 2009
Tentative 2009-10 Proposed Budget Book complete.

April 15, 2009
Board of Trustees Initial 2009-10 Proposed Budget Review Meeting.

May 20, 2009
Board of Trustees Final 2009-10 Proposed Budget Review Meeting.

May 27, 2009
Board of Trustees Tentative 2009-10 Budget Approval.

May 29, 2009
Departmental Tentative 2009-10 Approved Budgets distributed to President's Cabinet.

June 24, 2009
Board of Trustees Final 2009-10 Budget Approval.
WESTMORELAND COUNTY COMMUNITY COLLEGE
CAPITAL GUIDELINES

Listed below are guidelines and terminology, which may help in determining whether an expenditure is Operating or Capital. There may be certain items, which do not exactly fit into any of these guidelines. A determination will have to be made by Purchasing or Accounting for these items.

I  Capital Equipment and Renovations

An expenditure should be classified as Capital if all of the following criteria are met:

1) The item can reasonably be expected to be operational or provide usefulness for 3 years, and

2) The item is not consumed or depleted with use, and

3) The item does not change its shape or form with use.

Even if an item meets the above mentioned criteria, WCCC imposes a minimum unit cost of $750 for an item to be considered Capital.

Included as Capital is computer software with a unit cost of $750 or greater. Software costing less than $750 should be charged to the appropriate supply account in the Operating Fund.

II  Extraordinary Repairs

Expenditures to restore an asset to its normal fit condition upon breakdown and which will also materially extend its useful life beyond that originally estimated are referred to as “Extraordinary Repairs”.
Extraordinary Repairs usually materially add to what the normal value of the item would be at that point in time. These items should be charged to the Capital Fund.

III  Improvements

From time to time a component part of an equipment item may be replaced with an improved or superior part. For example a small motor may be replaced with a larger, more powerful one. These expenditures results in a better and more efficient running equipment item, but not necessarily one having a longer life and are referred to as "Improvements". Improvement items should be charged to the Capital Fund.
Sample of Budget Preparation Forms

Westmoreland County Community College
Proposed Budget
2008-09
Expense Increase Request

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Detail of expense increase

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<th>Amount</th>
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<td>Enter Current Budget</td>
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TOTAL BUDGET
APPENDIX C

WCCC ACADEMIC PROGRAM AND DISCIPLINE REVIEW HANDBOOK

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WESTMORELAND COUNTY COMMUNITY COLLEGE

ACADEMIC PROGRAM

AND

DISCIPLINE REVIEW

Spring 2013 Revision
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GENERAL INTRODUCTION

INSTITUTIONAL EFFECTIVENESS – IMPROVING STUDENT OUTCOMES

Assessment of Student Learning by Way of Academic Program and Discipline Review

Westmoreland County Community College (WCCC) has developed an Academic Program and Discipline Review document to guide academic departments in providing their yearly assessment plan.

*For institutional effectiveness and assessment the Academic Program and Discipline Review document will serve as the yearly and five-year review process for the Academic Division. The purpose of program and discipline review is to enhance the quality of academic programs, to provide guidance for academic planning decisions, and to enable the institution to determine an appropriate level of support for its programs. While we can agree that the primary importance is on program improvement, the actual review process should also direct the identification of those academic programs that are most central to WCCC’s strategic priorities and therefore are most appropriate for growth and increased investment. The program review needs to be evaluative as well as descriptive, directed toward improvement, resulting in specific actions, and be aimed at coordinating programs’ objectives with institutional mission, vision and priorities. The academic program review method and process, as stated earlier, will be found in the separate Academic Program and Discipline Review document and will explain the process, schedule and results in detail.

As we look at the whole picture of assessment we know that there is a set of core principles that drive the entire course of action. These nuclear beliefs can be summarized best as:

- The ultimate goal of good assessment is to improve student performance.
- Assessment requires clarity of purpose, goals, standards and criteria.
- Assessment requires a variety of measures.
- Assessment requires attention to outcomes and processes.
- Assessment is ongoing rather than episodic.
- Assessment is more likely to be embraced when it is part of a larger practice that promotes change.
- Assessment values the use of information in the process of improvement.
- Assessment works best when involvement occurs from across the stakeholders of the educational community.
- Assessment works best when we recognize that our students’ educational experience is multidimensional and integrated and may not occur merely in the classroom.
Middle States Commission on Higher Education identifies the following: What is the
Assessment of Student Learning (Standard 14)?

Assessment of student learning demonstrates that the institution’s students have knowledge, skills, and competencies consistent with institutional goals and those students at graduation have achieved appropriate higher education goals.

The American Association for Higher Education’s (AAHE) 9 Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what’s easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students’ educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – those derived from the institution’s mission, from faculty intentions in program and course design, and from knowledge of students’ own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students “end up” matters greatly. But to improve outcomes, we need to know about student experience along the way – about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, “one-shot” assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that
responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment’s questions can’t be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni members, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return “results”; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution’s planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the societies that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation — to ourselves, our students, and society — is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Authors
Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewells; Pat Hutchings; Theodore J. Marchese; Kay M. McClennen; Marcia Menckowski; Margaret A. Miller; e. Thomas Moran; Barbara D. Wright
This document was developed under the auspices of the AAHE Assessment Forum (Barbara Cambridge is Director) with support from the Fund for the Improvement of Post-Secondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction. AAHE site maintained by: Mary C. Schwarz mjjoyce@aahe.org
Modification Date: Thursday, July 25, 1996.
Purpose of Program Review:

The purpose of program review is to enhance the quality of academic programs, to provide guidance for academic planning decisions, and to enable the institution to determine an appropriate level of support for its programs.

While program review primarily looks at program improvement, the review process should also lead to identification of those academic programs that are most focal to the strategic priorities of the institution. This process may result in:

- Program expansion
- Continuation of program in current format
- Phasing down or reduction of the program
- Continuation of program, but with significant modifications (funding levels, program modifications)
- Continuing review
- Appropriate discontinuation

WCCC has adopted a clear set of statements regarding its mission, vision, values and expected student outcomes. These components serve as the basis for the College’s Strategic Plan and the Institutional Effectiveness Plan:

Mission:

WCCC improves the quality of life of everyone we touch through education, training and cultural enrichment.

Vision:

WCCC is a learning-centered college focused on student success, a catalyst for economic growth, a leader in workforce development, and a hub for cultural and artistic experiences.

Values:

WCCC has a framework of cultures and values that embraces:

1. **Commitment to Teaching and Learning** (personal attention, individual choices, academic excellence, adaptive, promotes curiosity)
2. **Accountability** (responsibility, stewardship of resources, empowerment, results-oriented)
3. **Diversity** (respect for self and others, inclusion, value uniqueness)
4. **Collaboration and Cooperation** (teamwork, community partnerships)
5. **Social Responsibility** (promote active interest, awareness of world, being a good steward)
6. **Integrity** (honesty, ethical standards, dedication)
7. **Innovation** (creativity, commitment to growth, forward thinking)
WCCC has also defined **Learning Outcomes Assessment** at the course, degree and institutional levels which will be considered in the evaluation.

Specific learning outcomes are essential components of all credit courses and are delineated in the course outline and syllabus. Students should expect to receive the course outline and syllabus at the start of each class. Assessment of the learning outcomes throughout the course provides the basis to determine the extent to which student learning has occurred. Procedures for evaluation of learning outcomes are delineated in the course syllabus. Questions regarding course learning outcomes should be first addressed to the instructor of the course and then the appropriate division dean.

Student learning outcomes at the program level are delineated in the respective competency profiles for each degree, diploma and certificate. Students achieve competency of the outcomes by satisfactory completion of all program course requirements.

Institutional learning outcomes have been adapted from *Learning Outcomes for the 21st Century* and have been approved as the framework for general education at WCCC. Students are expected to achieve competency in all of these outcomes through satisfactory distribution and program course requirements for all associate degree programs.

Institutional learning outcomes include:

**Communication** *(reading, writing, speaking, listening)*

1. Students will be able to read, understand and apply information from written materials.
2. Students will be able to illustrate through their writing, the ability to interpret and explain their own ideas as well as those of others.
3. Students will be able to write and speak, using correct grammar.
4. Students will be able to interpret ideas expressed verbally and apply these ideas to classroom discussion and assignments.

**Computation** *(understanding and applying mathematical concepts and reasoning, analyzing and using numerical data)*

1. Students will be able to interpret and apply information from graphs, charts and tables.
2. Students will interpret and apply statistical data.
3. Students will be able to integrate and apply mathematical skills to solve quantitative problems.

**Community** *(citizenship, diversity/pluralism, local community, global environmental awareness)*

1. Students will demonstrate citizenship through active participation in service learning projects.
2. Students will demonstrate an understanding and appreciation of cultural diversity.
3. Students will demonstrate an understanding and appreciation of global society.
4. Students will demonstrate an awareness of environmental issues.
5. Students will be able to identify responsibilities of citizenship at the local, state and national levels.
6. Students will be able to compare and contrast different forms of governments and economic systems.

**Critical Thinking** *(analysis, synthesis, evaluation decision making, creative thinking)*

1. Student will be able to collect, analyze and evaluate information to support decision making.
2. Students will be able to analyze and solve problems.
3. Students will formulate accurate conclusions based on data.
4. Students will be able to demonstrate the ability to support arguments with relevant evidence.
5. Students will use divergent thinking for problem-solving applications.

**Information Literacy Skills** *(collecting, analyzing, and organizing information for a variety of sources)*
1. Students will demonstrate an awareness of the variety of information resources for use in a learning environment.
2. Students will be able to differentiate the relative merit of information sources.
3. Students will be able to locate, retrieve and evaluate electronic and printed materials for research and information purposes.
4. Students will be able to demonstrate the ability to present information in an appropriate, organized manner.
5. Students will be able to develop the skills to collect and analyze relevant information.

**Interpersonal** *(teamwork, relationship management, conflict resolution, workplace skills)*
1. Students will be able to work effectively in groups.
2. Students will be able to resolve interpersonal conflicts in a respectful and positive manner.
3. Students will demonstrate appropriate workplace protocol.
4. Students will develop and will be able to utilize effective listening skills.
5. Students will appreciate the value of others’ viewpoints and contributions

**Personal** *(ability to understand and manage self, management of change, learning to learn, personal reasonability, aesthetic, responsiveness, wellness)*
1. Students will demonstrate time-management skills.
2. Students will be able to identify and demonstrate socially acceptable behavior in academic and professional settings.
3. Students will demonstrate an awareness of healthy lifestyles.
4. Students will demonstrate an understanding of, and commitment to, academic integrity.

**Technology** *(computer literacy, Internet skills, retrieving and managing information via technology)*
1. Students will be able to recognize the need to adapt to changing technology.
2. Students will be able to develop an awareness and appreciation of the impact of computer technology in the contemporary world.
3. Students will be able to demonstrate computer literacy through the effective use of technology.
4. Students will be able to integrate technology into their program of study.
5. Students will be able to compose and transmit a document.
Strategic Plan:

The Mission, Values and Visions statements provide an umbrella for the college and its services. The Strategic Plan (refer to Westmoreland County Community College 2012-16 Strategic Plan, Approved by the Board of Trustees) provides a way for the College to identify and move toward the desired future. The Thrusts of the Strategic Plan are how the College plans to drive forward with its course of action or position. And the Tactics are how the College plans to implement these actions. The Strategic Plan is the overarching document that captures what WCCC hopes to accomplish in a defined period of time. Central and intertwined in these above components is the institutional effectiveness process which provides the assessment and analysis of data and information on how outcomes are truly improved.

Westmoreland County Community College 2012-16 Strategic Plan, Approved by the Board of Trustees identifies the following Thrusts:

A. Move WCCC from “Good to Great.”
Promote a college-wide organizational culture that embraces the principles of “Good to Great.”

B. Student Access, Readiness, Completion and Success.
As an ATD Leader College, WCCC aspires to become a center of excellence for college readiness, programs and services to enhance access to higher education and enable all students to achieve their educational and career goals.

Demonstrate leadership and excellence in the strategic areas of community development, continuing education, homeland security, Marcellus Shale, public safety, and workforce/economic development.

D. Resources for Strategic Plan Successful Outcomes.
Demonstrate leadership and excellence in developing, acquiring, managing and deploying strategic resources (human, fiscal, and physical) to support sustainability, growth, and the Strategic Plan of the College.

E. Foster culture that values and promotes diversity/inclusion, civility, and personal and cultural awareness.
Develop a college culture that values and promotes diversity/inclusion, civility, and personal and cultural awareness.

Keep in mind that as you complete this review you will be able to tie together in the final recommendations Mission, Vision and Values (page 7), Critical Success Indicators for the Periodic Review (page 17), Institutional Learning Outcomes (page 8), Annual Review (page 12) with the current Strategic Plan (page 10) of the College.
GUIDELINES FOR ACADEMIC PROGRAM AND DISCIPLINE REVIEW PROCESS

Purpose: The purpose of academic program and discipline review at Westmoreland County Community College (WCCC) is to establish and maintain a comprehensive, systematic, ongoing process for the collection, analysis, and assessment of academic program and discipline outcomes in order to: improve student learning, improve the quality of instruction, meet accountability mandates, and demonstrate institutional effectiveness consistent with the mission and goals of the College.

Goal: The goal of academic program and discipline review is to establish a collaborative process that facilitates continuous assessment and improvement of student learning outcomes through the college's curriculum and its academic support services.

Principles: Academic program and discipline review is predicated on these principles:

- Program and discipline reviews are collaborative. They involve faculty, administrators, students, and external groups.
- Results and recommendations are incorporated into the college's planning process.
- Reviews focus on program and discipline objectives and anticipated outcomes.
- Program and discipline reviews are regular and systematic. They yield comparative results across the college on an anticipated calendar.
- Program and discipline reviews are information driven. They require ongoing assessment of program and discipline measures and add to the overall college assessment plan.
- Program and discipline reviews includes external validation.

The academic program and discipline review process consists of an annual and five-year periodic review. The faculty and administration assess each academic program and discipline on an annual basis. Data for all programs and disciplines are collected on a continuous basis. A more extensive periodic review is completed for each program and discipline at least once every five years. The process and procedures for both reviews are included in this document.
Annual Academic Program and Discipline Review

The annual academic program and discipline review is a process for the ongoing, systematic collection of data for each academic program and discipline. The review provides quantitative and qualitative data relating to program and discipline inputs such as: enrollments, class efficiencies, and costs. Outcome measures such as completion and retention indicators, measures of goal attainment, and indicators of student satisfaction are also provided.

Program and discipline data are collected at specified intervals with college designed instruments throughout the calendar year. There are five components that comprise the sources for program and discipline data. These include:

1) the student database
2) the college academic database,
3) the non-returning student survey,
4) the graduate exit survey,
5) the six-month graduate follow-up survey.

This process surveys all students regardless of completion or noncompletion of a program. The data are reported for each specific program and discipline. An operational definition of each program and discipline measure from each instrument is presented below.

Quantitative and qualitative data from the annual program and discipline review provides the basis for annual review, analysis, and planning by program and discipline faculty and the division dean. Program and discipline faculty meet with their division dean to review data and prepare a summary review. This is done during each academic year. The academic program and discipline review process is the primary means for documentation of assessment of student learning outcomes at the institutional, program and course levels.

The summary review provides the basis for program and discipline operational and strategic planning. The summary review consists of an evaluation of the extent to which programs and disciplines learning outcomes have been satisfied. The summary review consists of these essential components: a statement of the strengths and/or concerns revealed by the analysis of the data, program/discipline recommendations that may be incorporated into an operational and/or strategic plan, and activities that may be implemented within the year (or other short term) to address a particular concern or facilitate improvement. A template for the summary review is provided. The summary review is submitted to the Division Dean and Vice President of Academic Affairs and Student Services. The Vice President transmits the summary review to the President.

Data from the program and discipline review will also be shared with lay advisory committees on an annual basis. Their responses may be incorporated as part of the summary review. In addition, annual data and summary reviews will comprise essential components of the Five-Year Periodic Review.

Programs with special accreditation status and/or approval are not exempt from the annual review. Programs with special accreditation status and/or approval will be required to complete a Modified Periodic Review (page 25) on a five-year cycle. The time frame for graduate surveys and employer surveys may differ if the accreditation agency identifies a precise time frame.
Definitions of Academic Program and Discipline Measures

Changes to Program Inputs, Trends, and Outcomes

Full time: The number of students by major code registered for 12 or more credits for the fall term.

Part-time: The number of students by major code registered for 1 to 11 credits.

Total: The number of full and part-time students by major code.

New for fall: The number of students, full and part-time, by major code that enrolled for the first time.

Credits generated college-wide by majors: The total number of credits in all disciplines taken by students in this major code.

Full-time: The number of credits in all disciplines taken by full-time students in this major code.

Part-time: The number of credits in all disciplines taken by part-time students in this major code.

FTE generated college-wide by majors: The total number of FTE's in all disciplines taken by students in this major code.

Full-time: The number of FTE's in all disciplines taken by full-time students in this major code.

Part-time: The number of FTE's in all disciplines taken by part-time students in this major code.

Student Characteristics

By Program:

Age: The number and percentage of full- and part-time students by program in each designated category.

Gender: The number and percentage of full- and part-time students by program in each designated category.

Ethnicity: The number and percentage of full- and part-time students by program in each designated category.

Annual Revenues & Expenses:

Program revenues for all services and direct expenses reported on an annual basis in accordance with formula established by Pennsylvania Department of Education.
Completion Rates:  Attainment of a certificate, diploma or degree at one and a half times, calculated over a three year period.

Program Persistence:  The number and percentage of cohort students who re-enroll after one year in each program. The number and percentage of cohort students who re-enroll after two years.

Employment Rates:  The number and percentage of completers employed in their field or a related field six months after completion.

Enrollment Information for Discipline:

Registrations:  The total number of fall registrations for all sections in this discipline.

Credits generated by discipline:  The total number of credits for all sections in this discipline.

Sections offered:  The total number of sections offered in this discipline. Sections taught:

Sections cancelled:  The total number of sections conducted in this discipline. Sections cancelled:

Average section size:  The total number of students in all sections for this discipline divided by the number of sections.

Sections/full-time faculty:  The number of sections in this discipline taught by full time faculty. This number includes averages.

Sections/part-time faculty:  The number of sections in this discipline taught by part-time faculty.

Grades:  The average G.P.A. for all sections in this discipline based on final grade rosters.

Cost/credit for discipline:  The direct instructional cost for all sections in this discipline divided by the number of credits generated.

Role of Academic Division Dean in Annual Review Process:

Each year the Academic Division Dean will complete the "Academic Program and Discipline Review – Annual Review" certification form (page 26) and submit it to the Vice President of Academics and Student Affairs by June 30. A one-page summary report will be submitted with the form.
FIVE-YEAR PERIODIC PROGRAM AND DISCIPLINE REVIEW PROCESS

The periodic academic program and discipline review is a comprehensive analysis of an academic program or discipline. The primary focus of the review is to assess and validate program or discipline objectives and student learning outcomes. The “Portfolio Guidelines and Critical Success Indicators of the Periodic Review” provides the framework and guidelines for completion of the review process. A written report that addresses each of these indicators is the expected product of the review process. A template for the written report is provided.

New programs adopted by the College will automatically be placed in the review cycle schedule at the beginning of the academic year following Board approval and implementation. In order to allow sufficient graduates and data collection, new programs will be assigned to enter the program review cycle in the fifth year of the program offering. This will allow two years of graduates to be included for data collection.

Procedures:

1. Each academic program and discipline will be reviewed once every five years. The calendar for reviews is developed and maintained by the Vice President for Academic Affairs and Student Services via the Institutional Effectiveness Committee (IEC).

2. The Vice President for Academic Affairs and Student Services, upon the recommendation of the Division Dean, will designate a faculty coordinator to implement a program review process.

3. Programs with special accreditation may use the program accreditation report in place of the periodic program review and submit a Modified Program Review for Programs with special accreditation (page 24) provided the report addresses each of the critical success indicators. If the program does not receive accreditation then a full Academic Program Review must be done in the academic year following the feedback report.

4. The faculty coordinator and the Division Dean will establish a task force for program/discipline review. The faculty coordinator will serve as chairperson of the committee and will be responsible for preparing a written report. The Division Dean will serve as a resource person for the committee. Committee membership should be representative of the following constituents: program faculty, advisory committee members, administrative staff, one non-program faculty, and students.

5. The program review requires two semesters for completion. During the fall semester, the program review coordinator and task force develop a plan and collect data. In the spring semester, data is analyzed and interpreted. The written report is based on Critical Success Indicators and provides findings, conclusions, and recommendations which complete the periodic review process for that assigned year.

6. The report is forwarded to the Vice President for Academic Affairs and Student Services.

7. Reports from programs are presented to their program advisory committees for additional review and comments.
8. The Vice President for Academic Affairs and Student Services transmits the report to the President.

9. A copy of the report is also forwarded to the College’s Institutional Effectiveness Committee.¹

¹ KAM May, August, 2008
Academic IE Review – 9/2013
1. **Cover Page** includes college name, name of the program being reviewed, and year of the review (i.e. 2009-2010).

2. **Table of Contents**

3. **Certification Page** (Includes committee recommendation, certification statement, and signatures of faculty coordinator, and dean of the division).

4. **List of Exhibits** (Includes tables, graphs, charts, etc.)

5. **Executive Summary** (Include a description of the overall quality of the program/discipline and the indicators used to assess the quality; include a brief summary of the strengths and weaknesses of the program, findings that resulted from the review, and recommendations for changes that have resulted from this review).

6. **Critical Success Indicators of the Program Review**
   In order to address the following Critical Success Indicators, the committee will need both qualitative and quantitative data. Some of the data will be available and some data will need to be collected. Included with these guidelines is a Data Collection Matrix used to assist with identifying data sources needed to address each Critical Success Indicator.

1. **The Program/Discipline Goals, Objectives, Outcomes and Assessment plans**
   1. **Identify and assess the goals and objectives of the program or discipline**
      a. Provide a written statement of goals and objectives in terms of specific intended learning outcomes.
      b. Relate stated goals and objectives to the college mission, vision, and values.
      c. How do goals and objectives reflect findings of what students should be learning and as determined from (for example):
         * Program employers
         * Program alumni
         * Requirements of receiving institutions
         * Literature reviews
         * Recommendations from professional associations
         * Advisory committee member surveys or interviews

   2. **Assess student learning outcomes for the program or discipline**
      a. Provide a description of assessment practices or methods beyond the awarding of individual grades, used to determine student attainment of program outcomes [complete Assessment Methods forms].
      b. Provide a description of assessment based progression, beyond individual grades, used to notify student of attainment of program outcomes.
c. Provide documentation and analysis of the above assessment practices to validate
the extent to which students successfully attain program outcomes. (Suggestion:
use direct evidence of students' performance including various types of student
products, i.e. portfolios of students' writing assignments, videotapes and written
evaluations of students' oral presentations, samples of student projects.)
d. Provide an analysis of program or discipline practices used to assess institutional
learning outcomes.
e. Determine if outcomes are clearly defined, articulated to institutional outcomes
[complete Learning Outcomes Documentation form] and are clearly available to
internal and external stakeholders in an easily accessible mode.
f. Determine if there is adequate and ongoing guidance and support for assessing
student learning outcomes (including administrative support, technological
support, financial support, facilities professional development, governance
structures, and policies and procedures).
g. Verify that the course acknowledges the importance of ADA requirements
h. Provide documentation that curriculum content and outcomes are transferable and
in line with current trends in the field or discipline.

II. Program/Discipline Content
1. Evaluate program and discipline courses
   a. Examine course outline and syllabi for congruency, content, measureable
      outcomes, knowledge and skills and competencies that learner should
      exhibit at end of course, and appropriate format.
   b. Evaluate the frequency and sequence of course offerings to facilitate program
      completion in a timely manner.
   c. Provide a summary analysis of student survey responses complied for all courses
      utilizing distance learning technology.
   d. Provide evidence that the course sequencing/prerequisites support student learning
      and are appropriate.
   e. Provide evidence that transfer programs and/or discipline courses are transferable
      to four year universities.
   f. Determine if the time (lecture, lab, practicum) allotted for this course is sufficient
      to achieve learning outcomes.
2. Evaluate instructional methods and materials
   a. Identify current pedagogical practices and assess their efficiency in meeting the
      needs of students.
   b. Provide documentation of those experiences that provide purposeful opportunities
      for students to achieve learning outcomes.
   c. Evaluate instructional materials essential for effective pedagogy.
   d. Identify the results of assessment that were used to improve teaching and learning.
   e. Verify instructional materials have sufficient breadth, depth, and currency for the
      student to learn a subject.
   f. Provide evidence that the instructional materials are logically sequenced and
      integrated.
   g. Verify reading level of the course and program material is appropriate.
   h. Evaluate that all resources and materials used in the course are appropriately cited.
   i. Identify various types of student learning activities utilized in program and/or
      courses (i.e. field trips, case studies, group work, community service,
      demonstrations, etc.).
j. Identify supplemental instructional materials (including overheads, A.V. medial tutorials, electronic presentations, readings, tests, etc.) are current and up to date, readily available to students and appropriate quality.

k. Insure students are clear on availability of instructor for feedback, grades and remedial help (i.e. e-mail, test review, office hours, etc.).

3. Evaluate course technology resources and adequacy
   a. Verify that tools and media support learning objectives and are appropriately chosen to deliver the content of the course.
   b. Provide evidence that course design allows the instructor to be actively engaged with students.
   c. Demonstrate that instructions on how to access resources at a distance or online are sufficient and easy to utilize.
   d. Verify that distance or online course instructions articulate or are linked to a clear description and access of the technical support offered.

III. Resources and Support Services
1. Evaluate the adequacy of resources and support services
   a. Provide an analysis of facilities, equipment, and operating funds that support the program discipline.
   b. Identify the results of assessment that were used to impact planning decisions and resource allocation decisions.
   c. Define quality of current facilities and capital equipment used by the program.

IV. Trends in Student Demographics, Enrollment, Retention, and Graduation
1. Evaluate quantitative and qualitative data from the annual program reviews
   a. Review and analyze data from the annual program review [Annual Review form] and provide a summary of significant trends.
   b. Identify how annual program review impacted on future changes.
   c. Identify if additional data collection is needed for future reviews.
   d. Identify specific activities and suggestions utilized to support student retention.

2. Define Graduation review process
   a. Define what job markets are available for graduates of your program.
   b. Identify articulation agreements available for graduates of your program.
   c. Identify services/courses offered in other degree programs.
   d. Define how the program communicates graduate outcomes to the potential employers.

V. Recommendations and Future Needs
1. Develop recommendations and address future needs
   a. The review process should yield prioritized recommendations that focus on the improvement of learning, curriculum, and instruction.
   b. Identify if recommendations and results have contributed to appropriate decisions and improvements in curricula and pedagogy.
   c. Provide a summary that evaluates the extent to which recommendations from the annual program reviews have been accomplished.
   d. Identify if assessment and program review results have been shared with appropriate stakeholders.
   e. Describe current and long-range opportunities and challenges facing the program.
   f. Define what specific professional development activities faculty could benefit from in the immediate future and long term.
VI. General Components of Review Process
   1. Define significant General Components of Review Process
      a. Define any gaps or omissions of external requirements (such as: safety factors, OSHA, CDC, ADA).
      b. Define strengths and weaknesses of faculty (part-time and full-time ratio as to coverage of discipline courses, adequate pool of adjunct faculty, and stability of all faculty in return teaching).
      c. Programs should provide evidence of formal relationships between the program and external communities of interest and how they are maintained, such as an advisory committee.
      d. If your program or discipline has an advisory board, provide a brief overview of the board, noting some of the key members. A full list should go in the appendix and include dates of all meetings for past four years.

VII. References
References should be appropriately cited using either American Psychological Association (APA) or Modern Language Association (MLA).

VIII. Appendix
   • In compiling the five-year periodic program and discipline review, reviewers should include documentation of data and information as an appendix.
   • Include catalog pages of ALL program of studies and/or discipline course descriptions in the appendix (especially important if program of studies was modified since last review or within five years) mark them either PREVIOUS or CURRENT. If program of studies and/or discipline course descriptions are in process of changing (but not approved) include them in the appendix and mark them TENTATIVE. For courses in discipline indicate how frequently each is offered.
   • Annual Academic Program Review and Discipline Review reports should be included in appendix.
   • All documents included in the appendix should be referenced in the body of the Program Review document.
   • Do not include the following in the notebook for program review:
     o copies of faculty diplomas or other faculty credentials
     o printouts of data elements
     o names, addresses, and phone numbers of your students
     o the actual surveys returned
     o anything else not asked for specifically in the document
General Guidelines

- All reports must be prepared using Microsoft Word, using 11 or 12 font in Times Roman.
- Document pages and appendix pages should be numbered.
- Although there is not a page limit, a good rule of thumb is to be to the point and succinct in explanation. If it can be said or demonstrated in a chart, please utilize that format.
- An original report in hard copy with appropriate signatures and an electronic copy submitted upon completion.
- The original report should be placed in a one-inch three-ring binder with front sleeve clear cover where the cover page can be inserted.

Data Use

The Institutional Research Department will need to review it to ensure that it fits with college data required for review.

Program and Discipline Review Recommendation:

At the end of the Program and/or Discipline Review Process, which may be found in the template entitled Westmoreland County Community College Five-Year Academic Review (page 51), the IE committee shall make a recommendation to:

- Institute Program expansion
- Continue of program in current format
- Phase down or reduce the program
- Continue program, but with significant modifications (funding levels, program modifications)
- Continue review of program based on findings and recommendations
- Discontinuation of program or discipline

Bringing the Process to a Close:

- You have reviewed the Mission, Values and Vision of the College in relationship to your program or discipline (that was completed in Section IIb of Critical Success Indicators).

- You have identified current placement and future inclusion of Institutional Learning Outcomes in courses and program (that was completed specifically in Section II2e of Critical Success Indicators).

- You have gathered annual program data and identified trends and implications for your courses and programs (that was prepared annually utilizing Academic Program and Discipline Review – Annual Review form).

- You have provided a comprehensive review of Critical Success Indicators for your courses and program which included significant stakeholders.

- You have tied all of the above together and made a summarization as to how this review affects the total College Strategic Plan.²

² NR May 2009

Academic IE Review – 9/2013
## Five-Year Periodic Review Data Collection Matrix

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<tr>
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<th>Source of Data Collection</th>
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</tr>
<tr>
<td>1. <em>Identify and assess the goals and objectives of the program or discipline</em></td>
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<td>2. <em>Assess student learning outcomes for the program or discipline</em></td>
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<tr>
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<td>3. <em>Evaluate course technology resources and adequacy</em></td>
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<td><strong>IV. Trends in student demographics, enrollment, retention, and graduation</strong></td>
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<tr>
<td>1. <em>Evaluate quantitative and qualitative data from the annual program reviews</em></td>
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<tr>
<td>2. <em>Define Graduation review process</em></td>
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<tr>
<td>Section</td>
<td>Content</td>
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<td>---------------------------------------------</td>
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<td><strong>VI. General Components of Review Process</strong></td>
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<tr>
<td>1. Define significant general components of review process</td>
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</table>
WESTMORELAND COUNTY COMMUNITY COLLEGE
FIVE YEAR ACADEMIC PROGRAM

[INSERT PROGRAM/DISCIPLINE NAME]

[INSERT YEAR]
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CERTIFICATION

We, the dean and faculty coordinator, do certify that the information contained in the Five Year Academic Review presents a fair and accurate description of the [Insert program/discipline name] at Westmoreland County Community College.

FOR THE DIVISION:

[Insert typed name of the dean]

Date:

FOR THE PROGRAM/DISCIPLINE FACULTY:

[Insert typed name of the faculty coordinator]

Date:

Program and Discipline Review Recommendation:
(check one only)

At the end of the Program and/or Discipline Review Process the IE committee makes a recommendation to:

___ Institute program expansion

___ Continue the program in current format

___ Phase down or reduce the program

___ Continue program, but with significant modifications (funding levels, program modification)

___ Discontinue the program or discipline
**LIST OF EXHIBITS**

<table>
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<th>Exhibit 1:</th>
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<tbody>
<tr>
<td>Exhibit 2:</td>
<td>Title of Exhibit 2..................................................................xxx</td>
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</table>
Criteria for Review

I. Identify and assess the goals and objectives of the program or discipline
Criteria for Review

II. Assess student learning outcomes for the program or discipline
PROGRAM/DISCIPLINE CONTENT

Criteria for Review

I. Evaluate program and discipline courses
PROGRAM/DISCIPLINE CONTENT

Criteria for Review

II. Evaluate instructional methods and materials
PROGRAM/DISCIPLINE CONTENT

Criteria for Review

III. Evaluate course technology resources and adequacy
RESOURCES AND SUPPORT SERVICES

Criteria for Review

I. Evaluate the adequacy of resources and support services
TRENDS IN STUDENT DEMOGRAPHICS, ENROLLMENT, RETENTION, AND GRADUATION

Criteria for Review

I. Evaluate quantitative and qualitative data from the annual program reviews
TRENDS IN STUDENT DEMOGRAPHICS, ENROLLMENT, RETENTION AND GRADUATION

Criteria for Review

II. Define Graduation Review Process
RECOMMENDATIONS AND FUTURE NEEDS

Criteria for Review

I. Develop recommendations and address future needs
GENERAL COMPONENTS OF REVIEW PROCESS

Criteria for Review

I. Define significant general components of Review Process
Westmoreland County Community College  
Student Assessment Activities

Please complete the matrix below and compile the requested information at the course level. In the first column, list the course within the division. Place an “x” in the cell that corresponds to the kind of student assessment that is conducted for the course in accordance with the legend below. (Mark all that apply.) Direct Measures= A-G and Indirect Measures= H-N.

### COURSE LEVEL

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A=Standardized examinations</th>
<th>H=Course evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>B=Locally developed examination</td>
<td>I=Percent of class time spent on service learning</td>
</tr>
<tr>
<td>C=Research projects</td>
<td>J=Number of student hours spent on homework</td>
</tr>
<tr>
<td>D=Portfolio</td>
<td>K=Number of hours spent at intellectual or cultural activities related to the course</td>
</tr>
<tr>
<td>E=Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances</td>
<td>L=Student perception surveys (i.e. student evaluations)</td>
</tr>
<tr>
<td>F=Artistic performances and products</td>
<td>M=Registration or course enrollment</td>
</tr>
<tr>
<td>G=Observations of field work, internship performance, service learning or clinical experiences</td>
<td>N=Identification and assessment of at-risk students</td>
</tr>
</tbody>
</table>

Academic IE Review – 9/2013 41
Please specify and describe other kinds of assessment activities below. Identify the course.

Please complete the matrix below and compile the requested information at the program level. In the first column, list the program within the division. Place an “x” in the cell that corresponds to the kind of student assessment that is conducted for the program in accordance with the legend below. (Mark all that apply.) Direct Measures= A-G and Indirect Measures = H-N.

### PROGRAM LEVEL

<table>
<thead>
<tr>
<th>Name of Program</th>
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</table>

A=Standardized Examination  
B=Locally Developed Examination  
C=Pass rates or scores on licensure, certification, or subject area tests  
D=Capstone course, projects  
E=Performance (Juried, Judged, Evaluated)  
F=Exhibition  
G=Observations of field work, internship performance service learning or clinical experiences  
H=Focus groups, interviews with students, faculty members, or employers  
I=Registration or course enrollment  
J=Department or Program Review data  
K=Employer surveys  
L=Alumni surveys  
M=Job placement  
N=Student perception surveys (i.e. student evaluations, CCSSE)

Academic IE Review – 9/2013 42
Please specify and describe other kinds of assessment activities below. Identify the program.

Please complete the matrix below and compile the requested information at the institutional level. In the first column, list the course within the division. In the second column, list the Institutional Learning Outcome. Place an “x” in the cell that corresponds to the kind of student assessment that is conducted at the institutional level in accordance with the legend below. (Mark all that apply.) Direct Measures= A-G and Indirect Measures= H-N.

**INSTITUTIONAL LEVEL**

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Institutional Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
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</table>


<table>
<thead>
<tr>
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<td>G=Observations of field work, internship performance, service learning or clinical experiences</td>
<td>N=Identification and assessment of at risk students</td>
</tr>
</tbody>
</table>

Please specify and describe other kinds of assessment activities below. Identify the course.

Institutional Learning Outcomes include: *(refer to the institutional learning outcome by alphabet and number in the matrix)*

### A. Communication *(reading, writing, speaking, listening)*
1. Students will be able to read, understand and apply information from written materials.
2. Students will be able to illustrate through their writing, the ability to interpret and explain their own ideas as well as those of others.
3. Students will be able to write and speak, using correct grammar.
4. Students will be able to interpret ideas expressed verbally and apply these ideas to classroom discussion assignments.

### B. Computation *(understanding and applying mathematical concepts and reasoning, analyzing and using numerical data)*
1. Students will be able to interpret and apply information from graphs, charts, and tables.
2. Students will interpret and apply statistical data.
3. Students will be able to integrate and apply mathematical skills to solve quantitative problems.
C. **Community** (*citizenship, diversity/pluralism, local community, global environmental awareness*)
   1. Students will demonstrate citizenship through active participation in service learning projects.
   2. Students will demonstrate an understanding and appreciation of cultural diversity.
   3. Students will demonstrate an understanding and appreciation of global society.
   4. Students will demonstrate an awareness of environmental issues.
   5. Students will be able to identify responsibilities of citizenship at the local, state, and national levels.
   6. Students will be able to compare and contrast different forms of governments and economic systems.

D. **Critical Thinking** (*analysis, synthesis, evaluation decision making, creative thinking*)
   1. Students will be able to collect, analyze and evaluate information to support decision making.
   2. Students will be able to analyze and solve problems.
   3. Students will formulate accurate conclusions based on data.
   4. Students will be able to demonstrate the ability to support arguments with relevant evidence.
   5. Students will use divergent thinking for problem-solving applications.

E. **Information Literacy Skills** (*collecting, analyzing, and organizing information for a variety of sources*)
   1. Students will demonstrate an awareness of the variety of information resources for use in a learning environment.
   2. Students will be able to differentiate the relative merit of information sources.
   3. Students will be able to locate, retrieve, and evaluate electronic and printed materials for research and information purposes.
   4. Students will be able to demonstrate the ability to present information in an appropriate, organized manner.
   5. Students will be able to develop the skills to collect analyze relevant information.

F. **Interpersonal** (*teamwork, relationship management, conflict resolution, workplace skills*)
   1. Student will be able to work effectively in groups.
   2. Students will be able to resolve interpersonal conflicts in a respectful and positive manner.
   3. Students will demonstrate appropriate workplace protocol.
   4. Students will develop and will be able to utilize effective listening skills.
   5. Students will appreciate the value of others’ viewpoints and contributions.

G. **Personal** (*ability to understand and manage self, management of change, learning to learn, personal reasonability, aesthetic, responsiveness, wellness*)
   1. Students demonstrate time-management skills.
   2. Students will be able to identify and demonstrate socially acceptable behavior in academic and professional settings.
   3. Students will demonstrate an awareness of healthy lifestyles.
   4. Students will demonstrate an understanding of, and commitment to, academic integrity.
H. Technology (computer literacy, internet skills, retrieving and managing information via technology)

1. Students will be able to recognize the need to adapt to changing technology.
2. Students will be able to develop an awareness and appreciation of the impact of computer technology in the contemporary world.
3. Students will be able to demonstrate computer literacy through the effective use of technology.
4. Students will be able to integrate technology into their program of study.
5. Students will be able to compose and transmit a document.⁴

NR March 2009

⁴ NR March 2009
Academic IE Review – 9/2013
WESTMORELAND COUNTY COMMUNITY COLLEGE INSTITUTIONAL EFFECTIVENESS – IMPROVING STUDENT OUTCOMES

Academic Program and Discipline Review
Learning Outcomes Documentation

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COMMUNICATION</th>
<th>COMPUTATION</th>
<th>COMMUNITY</th>
<th>CRITICAL THINKING</th>
<th>INFORMATION</th>
<th>INTERPERSONAL</th>
<th>PERSONAL</th>
<th>TECHNOLOGY</th>
</tr>
</thead>
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<td>1 2 3 4</td>
<td>1 2 3 4 5</td>
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<td>ALH 122</td>
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<td>X X X X X</td>
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<td>X X X X X X</td>
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</tbody>
</table>

Critical to improving student outcomes is to plan to develop and implement future changes in program, discipline and/or course/s. Identify those outcomes you plan to include or modify in the future.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LEARNING OUTCOME</th>
<th>FUTURE CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 122 Medical Terminology</td>
<td>Interpersonal #1</td>
<td>In this course I plan to incorporate a team assignment regarding identifying different viewpoints when talking about immunizations. Objective to be added to course syllabi.</td>
</tr>
<tr>
<td></td>
<td>Information Literacy Skills #5</td>
<td>Will incorporate a 1-3 page written assignment which will include documenting reliable sources found on the internet. Objective to be added to course syllabi.</td>
</tr>
</tbody>
</table>

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5 KAM
Academic IE Review – 9/2013
INSTITUTIONAL EFFECTIVENESS – IMPROVING STUDENT OUTCOMES

Modified Program Review for Programs with Special Accreditation

Purpose of Program Review:

The purpose of program review is to enhance the quality of academic programs, to provide guidance for academic planning decisions, and to enable the institution to determine an appropriate level of support for its programs.

Rationale for Modified Program Review:

The College Programs that undergo rigorous review by their nationally recognized external accrediting bodies are comprehensive and all-inclusive in scope and nature. These external agencies require that programs engage in systematic, on-going, detailed internal reviews. Therefore, specific programs that hold Special Accreditation status will complete the following forms only to serve as a modified program review:

- Academic Program and Discipline Review Learning Outcomes Documentation
- Yearly Academic Program and Discipline Review Documentation with one page summary
- A copy of the most recent Self-Study Report
- A copy of the report of findings from the most recent site visit
- A copy of any follow-up report due to the accrediting agency based on the report findings

The modified program review will only apply if the program has received a positive/passing report of findings (this includes those reports where recommendations might be included). That program where accreditation has been denied will be required to submit a full periodic review in the following year after denial has occurred.6
## Five-Year Rotation Schedule for Academic Program and Discipline Review

### PROGRAM REVIEW SCHEDULE

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<tr>
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<tbody>
<tr>
<td>Commercial Art &amp; Design + Discipline of Art - all</td>
<td>Criminal Justice - all</td>
<td>Graphics - all</td>
<td>Business - all</td>
<td>Accounting - all</td>
</tr>
<tr>
<td>Architectural Drafting &amp; Design</td>
<td>Office Technology - all</td>
<td>Human Services</td>
<td>Web Technologies - all</td>
<td>Library Science</td>
</tr>
<tr>
<td>Hotel/Motel Management - all (includes Travel &amp; Tourism)</td>
<td>Electronics Engineering Technology - all</td>
<td>Early Childhood Education - all</td>
<td>Restaurant/Culinary Management (includes Dining Room Management)</td>
<td>Fire Science Technology - all</td>
</tr>
<tr>
<td>Computer Technology - all</td>
<td>Engineering Technology</td>
<td>Radiology Technology</td>
<td>Welding - all</td>
<td>Heating, Ventilation, Air Conditioning &amp; Refrigeration - all</td>
</tr>
<tr>
<td>Robotics Technology</td>
<td>Baking &amp; Pastry - all</td>
<td>Horticulture</td>
<td>Machine Technology - all</td>
<td>Drafting and Design Technology - all</td>
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<tr>
<td></td>
<td>Bionanotechnology</td>
<td>Computer Numerical Control Technology</td>
<td>Manufacturing Technology - all</td>
<td>Multimedia &amp; Photography - all</td>
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<tr>
<td></td>
<td>Legal Assisting-all</td>
<td>Computer Systems - all</td>
<td>Computer Information Security - all</td>
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<td>Computer Information Security - all</td>
<td>Electronics Engineering Technology - all</td>
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<td>Technician/Nutritional Management</td>
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<td></td>
<td>Teacher Education</td>
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### DISCIPLINE REVIEW

<table>
<thead>
<tr>
<th>Psychology</th>
<th>History/Political Science Music Biology Chemistry</th>
<th>English &amp; Speech Geography Sociology Economics</th>
<th>Reading, Languages (ASL, French, Spanish &amp; Italian) Mathematics</th>
<th>Developmental Writing Philosophy</th>
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</thead>
<tbody>
<tr>
<td>Physics</td>
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</table>

### THE FOLLOWING PROGRAMS HOLD EXTERNAL ACCREDITATION STATUS AND WILL DO A MODIFIED PROGRAM

<table>
<thead>
<tr>
<th>Culinary Arts - all</th>
<th>Medical Assisting, Diploma</th>
<th>Dental Hygiene, AAS Dental Assisting, Diploma + EFDA</th>
<th>Nursing, AAS &amp; Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Medical Sonography, AAS</td>
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7 KAM September 2008 – Revised August 2009

Academic IE Review – 9/2013

49
Five-year Academic Program/Discipline

Review Timeline

In order to keep the institution on track, the following should be completed by these approximate dates and all deliverables should be submitted to the chair of the Institutional Effectiveness Committee:

**August-December** - Meetings with committee/advisory groups to plan for the review

**December 1** - Complete the Five-year Periodic Review Data Collection Matrix

**December 15** - Draft of Section I, Program/Discipline Goals, Objectives, Outcomes, Assessment Plans

**January 15** - Conduct assessments and evaluations of major stakeholders and gather data (refer to matrix) that will inform the review

**January 31** - Draft Section II, Program/Discipline Content

**February 15** - Draft of Section III, Resources and Support Services

**February 15** - Meeting to discuss Sections I and II

**March 1** - Draft of Section IV, Trends in student demographics, enrollment, retention, and graduation

**March 15** - Draft of Section V, Recommendations and Future Needs

**April 15** - Group meeting to discuss Section III and IV

**May 18** - Complete Draft due to Dean/Chair of IE Committee

**June 1** - Final document due to Vice President of Academic Affairs/Chair IE Committee
Westmoreland County Community College

Annual Academic Program Review
[Insert Program Name]

Author:
[Insert Academic Year]
A summary review consists of the following essential components. Please complete in brief statements.

**Essential Components**

I. Strengths Revealed by Analysis of the Data

II. Concerns Revealed by Analysis of the Data

III. Program Learning Outcomes

IV. Strategies to Achieve Results

V. Assessment Activities

VI. Assessment Results and Use of Results for Improvement

VII. Implementation of Activities other than Assessment
<table>
<thead>
<tr>
<th>VIII.</th>
<th>WCCC Strategic Plan Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX.</td>
<td>Progress of the Five Year Periodic Review Recommendations</td>
</tr>
<tr>
<td>X.</td>
<td>Other significant comments (optional).</td>
</tr>
<tr>
<td>Annual Academic Program Review</td>
<td>[Insert Program Name]</td>
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<td>--------------------------------</td>
<td>------------------------</td>
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<tr>
<td>[Insert Academic Year]</td>
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<td>Comments:</td>
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<th>Date:</th>
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</table>
I. **Strengths Revealed by the Data** - Discuss significant improvements in the annual review data.

II. **Concerns Revealed by the Data** - Discuss significant weaknesses in the annual review data.

III. **Program Learning Outcomes** - List the competencies that graduates must possess upon completion of the program. These statements should be specific and measurable.

IV. **Strategies to Achieve Results** - Discuss specific initiatives/interventions that the program plans to implement that will result in a proficient level of achievement of program learning outcomes.

V. **Assessment Activities** - Describe assessment activities conducted during the academic calendar year.

VI. **Assessment Results** - Discuss the actual assessment results using both qualitative (e.g. student focus groups, employer surveys) and quantitative data (e.g. the standard percentage and the actual percentage).

VII. **Use of Results** - Describe how the results will be used to improve program outcomes.

VIII. **Implementation of Activities other than Assessment** - List activities other than assessment that may be implemented within the year (or other short-term) to address a particular concern or to facilitate improvement.

IX. **WCCC Strategic Plan Recommendations** - List program recommendations that may be incorporated into the current WCCC Strategic Plan. Identify whether it would apply to a specific Thrust, Tactic, or Action.

X. **Progress of the Five Year Review Recommendations** - Discuss the progress made as it relates to the five year review recommendations.
Annual Academic Discipline Review

[Insert Discipline Name]

Author:

[Insert Academic Year]
A summary review consists of the following essential components. Please complete in brief statements.

**Essential Components**

<table>
<thead>
<tr>
<th>I.</th>
<th>Strengths Revealed by Analysis of the Data</th>
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<tbody>
<tr>
<td>II.</td>
<td>Concerns Revealed by Analysis of the Data</td>
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<td>Course Learning Outcomes</td>
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<td>Strategies to Achieve Results</td>
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**Comments:**

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Westmoreland County Community College
Annual Academic Discipline Review Guidelines

I. **Strengths Revealed by the Data** - Discuss significant improvements in the annual review data.

II. **Concerns Revealed by the Data** - Discuss significant weaknesses in the annual review data.

III. **Course Learning Outcomes** - List each course title, course code and number for the discipline. Under each course title, course code and number, list the competencies that students must possess upon completion of the course. These statements should be specific and measureable.

IV. **Strategies to Achieve Results** - Discuss specific initiatives/interventions that the discipline plans to implement that will result in a proficient level of achievement of course learning outcomes.

V. **Assessment Activities** - Describe assessment activities conducted during the academic calendar year.

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X. **Progress of the Five Year Review Recommendations** - Discuss the progress made as it relates to the five year review recommendations.
### WESTMORELAND COUNTY COMMUNITY COLLEGE

**Academic Program and Discipline Review Annual Review**

<table>
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<th>MAJOR:</th>
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<td>Credits generated college-wide by majors</td>
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<td>FTE’s generated college-wide by majors</td>
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<td>Full-time</td>
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<td>Not reported</td>
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<td><strong>ENROLLMENT INFORMATION</strong></td>
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<td>Registrations</td>
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<td>Credits generated by discipline</td>
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<td>Sections/full-time faculty (includes oversages)</td>
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<td>Sections/part-time faculty</td>
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<td><strong>GRADES</strong></td>
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<td>Estimated direct cost per credit</td>
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KAM
July 2008
### Annual Academic Program/Discipline Review Timeline

In order to keep the institution on track, the following should be completed by these approximate dates and all deliverables should be submitted to first the appropriate Vice President and next the chair of the Institutional Effectiveness Committee:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August-December</td>
<td>Meetings with committee/advisory groups to plan for the review and to discuss progress of current activities to facilitate improvement.</td>
</tr>
<tr>
<td>February 29</td>
<td>Annual Review Data submitted to the Deans by Institutional Research and Data Services.</td>
</tr>
<tr>
<td>June 30</td>
<td>Final document due to Vice President of Academic Affairs/Chair IE Committee</td>
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</tbody>
</table>
APPENDIX D

ADMINISTRATIVE UNIT ASSESSMENT HANDBOOK
The Administrative Unit Assessment Handbook
Measuring Student Services and Administrative Outcomes

Fall 2013

"Within institutional effectiveness, departments (academic and nonacademic) are free to stretch themselves to the limit and to attempt innovative approaches to provide services without fear of failure. Within institutional effectiveness, departments are not held accountable for failure or success, only for having in place a process for stating outcomes, measuring accomplishments, and using the results to improve programming."

James O. Nichols
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Introduction

Institutions of higher learning are becoming increasingly involved in conducting assessment within their academic administrative units and administrative support organizations. The desire to know how well the unit is doing and to improve in strategic planning efforts, decision support, resource allocation, and operational excellence are all motivators for conducting assessment. Westmoreland County Community College (WCCC) has established a goal that all academic and administrative units would develop mission/purpose statements and objectives/outcomes, identify appropriate assessment methods per each outcome, and assess and improve administrative units, operations, and services. Hence, the intent of this handbook is to provide department heads and staff with a framework for developing an assessment plan, with the purpose of improving the administrative unit.

Overview of Assessment

Why do administrative units need to conduct assessment?

Assessment can be defined as the systematic and ongoing method of gathering, analyzing, and using information from various sources about an administrative unit in order to improve student support services and student learning. Assessment, as it is addressed in this handbook, relates to measuring critical administrative processes in order to gather data that provides information about how the institution is meeting stakeholders’ needs and expectations.

A benefit of measuring performance among administrative support services is that it provides the basis by which the institution’s employees can gain a sense of what is going wrong and what is going right within the organization. This process ultimately establishes direction for improving quality and constituent satisfaction.

What are the costs of not measuring performance in administrative units?

- Decisions based on assumption rather than fact
• Failure to meet customer expectations
  o Reliability
  o Efficiency
  o Quality
  o Cost
  o Delivery
• Failure to identify potential improvement areas
• Lack of optimum progress toward organizational vision

What are the Characteristics of Effective Assessment?

Effective administrative unit assessment should answer these questions:
1. What are you trying to do?
2. How well are you doing it?
3. Using the answers to the first two questions, how can you improve what you are doing?
4. What and how does an administrative unit contribute to the development and growth of the students?
5. How can the student learning experience be improved?
(Hutchings and Marchese, 1990)

As we look at the whole picture of assessment, we know that there is a set of core principles that drive the entire course of action. These nuclear beliefs can be summarized best as:

• The ultimate goal of good assessment is to improve student performance.
• Assessment requires clarity of purpose, goals, standards and criteria.
• Assessment requires a variety of measures.
• Assessment requires attention to outcomes and processes.
• Assessment is ongoing rather than episodic.
• Assessment is more likely to be embraced when it is part of a larger practice that promotes change.
• Assessment values the use of information in the process of improvement.
• Assessment works best when involvement occurs from across the stakeholders of the educational community.
• Assessment works best when we recognize that our students’ educational experience is multidimensional and integrated and may not occur merely in the classroom.

**Developing an Assessment Plan**

**Introduction to Developing an Assessment Plan**

A crucial part of developing an assessment plan is to clarify the focus and content of your plan, which should be based on the needs of your administrative unit. The assessment approach will depend on your unit’s mission. Keep in mind that the purpose of assessment can be:

1. **To improve**- The assessment process should provide feedback to determine how the administrative unit can be improved.
2. **To inform**- The assessment process should inform unit heads and other decision makers of the contributions and impact of the administrative unit to the development and growth of students.
3. **To prove**- The assessment process should encapsulate and demonstrate what the administrative unit is accomplishing as it relates to students, faculty, staff, and outsiders.
4. **To support**- The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities such as accreditation.

Thinking of assessment in these terms will help you identify your need, which is the first phase, as well as help you in devising the assessment plan.

**Administrative Unit Assessment Plan Process**

Using a systematic approach will help you in developing an effective assessment plan that matches the needs of your administrative unit. The following steps should be followed in devising an effective plan.

**Step 1:** **Organize for assessment.**

Before assessment can begin, the key players, committee and structures must be identified. One or more persons may lead the unit assessment process, but it is crucial for all staff to assume the responsibility for designing, implementing, and
carrying out the assessment process.

Step 2: Define the purpose of the administrative unit.
The purpose is a broad statement of the administrative unit’s direction. The purpose should reflect each administrative unit’s contribution to the institution and the major stakeholders (i.e. students, faculty, staff, etc.).

Step 3: Define the objectives of the administrative unit.
The objectives of an administrative unit align with the goals of the institution or the strategic plan. The objectives provide the basis for assessment and therefore should be defined adequately and clearly. Objectives are short-term, measurable, specific activities having a time limit for completion that result in a specific outcome.

Step 4: Define outcomes of the administrative unit.
Outcomes are specific statements that reflect the objectives. Since the administrative unit is more of a student support entity, the administrative unit outcomes usually focus on process and student development rather than on student learning. The outcomes will primarily describe what their impact will be on students and other key stakeholders (faculty, staff, etc.)

Step 5: Identify performance criteria for each outcome.
Determine what standards are expected from services provided by your administrative unit, who will be assessed, when the assessment will be administered, and who will perform and analyze the data.

Step 6: Inventory existing and needed assessment methods.
Identify, list and describe all available approaches that can be used to conduct assessment. Referring back to the objectives and outcomes developed, identify what additional methods should be used to provide you with the necessary information needed for assessing what is going on within your unit.
Step 7: Determine how assessment results will be used for administrative unit improvement.

No matter how well assessment activities are planned and conducted, they are worthless to an administrative unit unless the plan incorporates a timely feedback mechanism. The results and information gained should be distributed to the appropriate parties to achieve continuous improvement.

Step 8: Submit assessment plan for review to your respective divisional heads.

Step 9: Implement the assessment plan, collect data, review data at appropriate intervals and continue to update where needed.

Step 10: Provide feedback to key members of the administrative unit so that data driven improvements can be made on a continuous basis.

Developing Objectives/Outcomes

Administrative objectives/outcomes describe the effectiveness of an administrative unit in carrying out its service or purpose.

Objectives are short-term measurable, specific, attainable activities having a time limit or timeline for completion that result in a specific outcome (INPUT).

Outcomes are what you want to accomplish or anticipate will happen as a result of the objective (OUTPUT).

Example:

Objective: To recruit and retain a highly qualified student population through the utilization of scholarship funding as an incentive and a reward.

Outcome 1: 70% of the highly qualified student population will be retained as a result of the scholarship funding incentive.

Outcome 2: Enrollment of highly qualified students will increase by 2% as a result of the scholarship funding incentive.
Identify the objectives/outcomes that are crucial to what you do. There may be many, but try to flush out the top three to five things that you do in your program or unit to improve student learning or to improve services. Ensure that the objectives/outcomes are compatible to the mission, and write statements that describe an expected learning outcome or an expected performance level.

Three to five measurable student learning outcomes/administrative outcomes are acceptable, although program/unit needs may dictate more than five. Regardless of the number of objectives/outcomes decided upon, it is imperative that they are measurable.

**Identifying Assessment Methods**

When determining the success of student learning or administrative objectives/outcomes, you need tools or assessment methods. When identifying an assessment method, you should keep in mind what you are trying to measure:

- Are you trying to measure an employer’s satisfaction with the quality of the program graduate?
- Are you trying to measure the results of a recruitment campaign for minority students?
- Are you trying to measure the student’s perception (affective) of the value of the internship completed through the program?
- Are you trying to measure the student’s/staff’s knowledge (cognitive) of learning that resulted from completion of the program?
- Are you trying to measure the unit’s efficiency in processing applications in a timely manner?
- Are you trying to measure the alumni’s interest in supporting the college?

Objectives/Outcomes can be assessed using both direct and indirect measures and incorporating both qualitative and quantitative data.

**Direct measures** evaluate actual performance such as reflected in a report about faculty activity or unit productivity, or student/staff competencies as reflected in a test score.
Indirect measures evaluate perceived performance such as the satisfaction with timeliness of services rendered, approval of the teaching style of the instructor, or the employer’s perception of the graduate’s skill.

Examples of Direct measures:
- Productivity reports
- Finance reports
- Rubrics

Examples of Indirect measures:
- Satisfaction Surveys
- Focus groups
- Self evaluations

Determining Assessment Criteria/Standards
Now that you have determined your assessment methods, you must set performance indicators or benchmarks. The performance indicator is a criterion established to measure success, and will describe how the level of accomplishment of a specific outcome will be determined.

Example:
Previous Measured Outcomes:
NCLEX: 92.9% pass rate for May 2004 graduates, 83.3% pass rate for December 2004 graduates.

Assessment Criteria/Standard:
80% of the graduates pass the NCLEX-RN on the first attempt.

Remember:
- Don’t set an indicator that is too low or one too high, but set indicators that are attainable.
- Research and review regional/national data to establish the appropriate performance indicator.
- Review existing data trends so that you are educated when setting your benchmark.
- Discuss expectations with peers at other institutions to determine what may be a realistic measure of success.

**Collecting and Analyzing Results**

**Collect the Data**

The administrative outcome and assessment criteria/standards will indicate what type of data should be collected for measurement.

**Remember:**

- Reviewing your outcomes with data collection in mind can help you determine if they are adequately specific and measurable.
- Maintain appropriate documentation as supporting evidence of your measured outcomes.

If you find that actual outcome measures are not useful in assessing performance, modify your strategy to identify more useful assessment methods.

**Analyzing Results**

Once you have reviewed pre-existing data and collected new data, it is time to analyze the results.

Questions to consider when analyzing **Administrative Outcomes** data:

- What does the data indicate about the quality of services provided?
- What does the data indicate about the satisfaction of the client?
- Are there specific areas where performance is outstanding or weak?
- Do you see specific areas where you would like or expect to see higher performance levels?
- What was the most valuable thing learned from the assessment results?
- Was the assessment tool sufficient or does it need revision?

**Using the Results for Continuous Improvement**

The administrative objectives/outcomes have been specified. The assessment criteria/standards for measuring success have been set. The cycle of data collection has passed and the actual outcomes have been measured against assessment criteria/standards. Assessment requires one more step to close the loop.
Closing the loop is the most important step in the assessment process, using the collected
data and the results for continuous improvement. Assessment is not a perfect science, so do
not be discouraged if the results of your outcomes fall below the assessment
criteria/standards you have set. If you continually monitor your assessment plan, you can
make notes along the way on how to improve your assessment approach.

How to Use Assessment Data

- **Focus on the Assessment Process Rather than the Results of the Process**—
  Make recommendations for ways to improve processes within the program.

- **Make Informed Decisions**—Use the findings to support planning and budgetary
decisions or to supplement existing program review processes.

- **Share the Good News**—Communicate findings with other campus programs or
  stakeholders.

- **Plan for Next Year**—Use the findings to create objectives and outcomes for the
  upcoming year.

- **Improve Future Assessment**—Consider ways to improve the assessment process
  (reflect upon the tools, target group, timing, objectives/outcomes, etc.)

**WCCC Annual Assessment Plans and Three-Year Periodic Review**

**Annual Assessment Plan**

Each academic support and administrative unit is required to develop and submit an
assessment plan both to their division head and to the Institutional Effectiveness committee
annually. The assessment plans include defining the purpose of the unit, developing three to
five objectives and outcomes, identifying appropriate assessment methods, criteria, standards,
and procedures, and reporting on the results and use of results. WCCC has adopted a
template that is a modified version of Dr. James O. Nichol’s model to ensure uniformity in
the submission of the plans and results. Included in this handbook is the timeline for
submission of the plan and results, guidelines for completing the template, the template, and
an example of a plan.
Three-Year Periodic Review

Every three years each academic support and administrative unit is required to submit a more extensive three-year periodic review. The primary purpose of this review is to take a more in-depth look at the mission/purpose, students/clients served, report on any improvements made in the last three years, and to make recommendations for improvement, ultimately resulting in improvement in student learning and student programs and services, meeting accountability mandates, and demonstrating institutional effectiveness consistent with the mission and goals of WCCC. Included in this handbook is an outline of the process for the three-year periodic review.
Annual Assessment Plan Timeline
Administrative Units

The following timeline will be used for submission of the administrative unit assessment plans.

**August-March**  
Units implement programs and services and conduct assessments and analyze the results for the current year. These plans were developed and approved during the previous academic year. In some cases assessment and analysis may need to extend to the end of the Spring semester.

**February**  
Submission of Proposed Annual Budget to Vice Presidents.

**November**  
Submission of Reallocation to budget plan.

**March 1**  
Utilizing the results from the current year assessment plan, unit leaders submit to the Institutional Effectiveness (IE) committee Annual Assessment Plans for the next year—first five columns of the IE matrix and budget.

**May 30**  
IE committee will review the assessment plans submitted and consult with appropriate units on plans that need clarification and/or revision. After all clarifications and revisions are received, the committee will submit the approved plans to the Vice President and Unit leaders.

**June 30**  
Submission of completed assessment plans—the last two columns.

**July 30**  
Institutional Effectiveness committee will review the completed assessment plans. The IE committee will consult with appropriate unit leaders on any plans that need clarification and/or revision. After all clarifications and revisions have been received, the committee will either approve or recommend further revision.

**August-September**  
Communication to stakeholders. Will post the approved plans to WCCC’s IE web page.
I. **Department/Unit Objectives**- A short-term, measurable, specific activity having a time limit or timeline for completion that results in a specific outcome. (INPUT).
   *List each appropriate unit objective with corresponding number. In the matrix, refer to the unit objective by number only.*

II. **Anticipated Outcomes**- What you want to accomplish or anticipate will happen as a result of the objective. (OUTPUT).

III. **Strategic Plan Thrust Area**- Identify the thrust area(s) of the Strategic Plan in which your objectives/outcomes are linked. *In the matrix, refer to the thrust area of the Strategic Plan by alphabet only.*

IV. **Method of Assessment**- Input the assessment method.

V. **Assessment Criteria, Standards, and Procedures**- Input the percentage level or standard of achievement, who will be assessed, when the assessment will be administered, and who will perform and evaluate the data.

VI. **Assessment Results**- To report the data, first indicate if the standards were met according to the following table. Next, clearly explain how the standard statement was achieved or not achieved using as much information as possible such as the standard percentage and the actual percentage achieved.

<table>
<thead>
<tr>
<th>Standards Statement</th>
<th>Level of Achievement</th>
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<tbody>
<tr>
<td>Not Meeting the Standard</td>
<td>Greater than 3% under criterion</td>
</tr>
<tr>
<td>Approaching Standard</td>
<td>Within 3% of criterion</td>
</tr>
<tr>
<td>Meeting Standard</td>
<td>Criterion level to x% or over</td>
</tr>
<tr>
<td>Exceeded Standard</td>
<td>x% and over</td>
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</table>

VII. **Improvement Statement based on Assessment Results “Use of Results”**- Describe how the results will be used to improve department/unit outcomes.

VIII. **Budget Amount**- List the budget amount and any capital request.

IX. **Adequacy of Resources**- If the resources provided are adequate to accomplish your objectives, indicate **Adequate** in the matrix. If the resources are inadequate indicate **Inadequate** in the matrix.

X. **Recommendation**- If you indicated that the resources are **Inadequate**, here is the time to identify additional resources that are needed to support your objectives/outcomes or recommendations for improvement. This may include funds to support equipment, purchases, software, staff, purchase of assessment instruments, facility changes, or process changes.
Westmoreland County Community College

Annual Assessment Plan

[Insert Unit/Department Name]

Author:
[Insert Calendar Year]
<table>
<thead>
<tr>
<th>Date Submitted or Resubmitted:</th>
<th>Term Submitted:</th>
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<tbody>
<tr>
<td>Form Submitted by:</td>
<td>Participating Staff:</td>
</tr>
<tr>
<td>Department/Unit:</td>
<td>Department/Unit Purpose:</td>
</tr>
<tr>
<td>Department Stakeholders</td>
<td>Department Primary Functions</td>
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<tr>
<td>How does the Unit Support WCCC Mission?</td>
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</table>
2. Complete table of **Unit Objectives**:
   Please list below each appropriate unit objective with corresponding number. In the matrix, refer to the unit objective by number only.

<table>
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<tr>
<th>#</th>
<th>Unit Objectives</th>
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3. Complete the table of **Methods of Assessment**:
   Narrative Explanation of Assessment Methods *Include: 1) the level of expected performance; 2) who or what will be assessed; 3) when assessment takes place; 4) who will conduct and interpret assessment matrix.*
   (Attach Methods of Assessment in Appendix A.)

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4. Complete the Summary Matrix for Administrative Units

| Unit Objectives # From Table 1 | Anticipated Outcomes | Strategic Plan Thrust Area | Method of Assessment # From Table 3 | Assessment Criteria, Standards, & Procedures *(4 parts)* | Assessment Results | Improvement Statement based on Assessment Results - "Use of Results"
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5. Budget

(Budget Attached in Appendix B.)

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<th>Adequacy of Resources</th>
<th>Recommendation</th>
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6. Comments and Signatures

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Westmoreland County Community College

EXAMPLE

Annual Assessment Plan
[Counseling Services]

Author: Dr. Jeannette Brown
[2008-2009]
<table>
<thead>
<tr>
<th>Date Submitted: (or Resubmitted)</th>
<th>February 18, 2009</th>
<th>Term Submitted:</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Submitted by:</td>
<td>Dr. Brown</td>
<td>Participating Staff:</td>
<td>Green, Red, White, Brown</td>
</tr>
<tr>
<td>Department/Unit:</td>
<td>Counseling Services</td>
<td>Department/Unit Purpose:</td>
<td>Counseling services provides comprehensive psychological services to meet mental health and developmental needs of students and others in the campus community. To help foster academic, personal, career development in students, a wide range of counseling, consultation, and educational services are offered. We support the academic goals of the College through consultation with faculty, staff, and campus organizations.</td>
</tr>
</tbody>
</table>

Unit Objectives: Please list below each appropriate unit objective with corresponding number. In the matrix, refer to the unit objective by number only.

1. To give academic and non-academic support to the students of WCCC on a daily basis.
2. To provide professional, confidential support to students by addressing personal crisis situations and offering
remedies and/or referrals.
3. To provide services such as peer tutoring to traditional and non-traditional students to reinforce and improve their academic skills, and to assist them in reaching their academic goals.
4. To assist each resident in developing a sense of individual responsibility and self-discipline.

<table>
<thead>
<tr>
<th>Department/Unit Objectives</th>
<th>Anticipated Outcomes</th>
<th>Strategic Plan Thrust Area</th>
<th>Method of Assessment</th>
<th>Assessment Criteria, Standards, and Procedures <em>(4 parts)</em></th>
<th>Assessment Results</th>
<th>Improvement Statement based on Assessment Results “Use of Results”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Demonstrate an understanding of the different ways to reduce psychological symptoms.</td>
<td>A</td>
<td>Counseling Session</td>
<td>100% of students entering the Counseling Center will be given different strategies to handle and reduce psychological symptoms. The Counselor will conduct and interpret the assessment.</td>
<td>Meeting the Standards-100% of students were given strategies from various resources to assist them in addressing and reducing psychological issues.</td>
<td>Send communication to faculty/staff and student list explaining services of the Counseling Center.</td>
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</table>
| 3 | Students being tutored will access and utilize tutorial services and academic resources efficiently. | A | Evaluation Question 6 & 12
75% of student tutees will answer “yes” to item #6 and #12 of the Tutoring Services Evaluation, Results will be interpreted by Administrative Secretary and ASC coordinator. |
| 4 | Demonstrate an understanding of the practices of respect, tolerance, civility, and safety. | A | Discipline case incident
1% reduction in relative discipline cases for resident students over the previous year. Terri Pink will conduct the assessment and Charles Green will interpret the results. |
|   |   |   | Approaching Standard- 96.5% of the tutees answered Yes to item #6. 47.6% of the tutees answered Yes to item #12. The combined percentage of appropriate answers is 72.2%.
Tutors will inform tutees of the resources available and implement the use of resources while tutoring. Before the tutee completes the survey, tutors will make sure the tutee completely understands item #12. |
|   |   |   | Exceeding Standard- There were 114 incident reports involving 177 students during fall semester 2007. We had 110 reports involving 185 students fall semester 2008. This reduction came even though the dorm population increased by 185 students.
Continue educating dorm students about rules and respect while continuing to enforce rules with appropriate consequences. |

Attachments of Methods of Assessments:
Attachment #1- Counseling Session Document
Attachment #2- Tutee evaluation questions
Attachment #3- Discipline Case Report
<table>
<thead>
<tr>
<th>Total Budget Amount</th>
<th>Adequacy of Resources</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>* $50,000</td>
<td>Adequate</td>
<td>N/A</td>
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*Budget Attached

**Comments:**

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<th>John Doc</th>
<th>Date:</th>
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<tr>
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<td>Ron Eberhardt</td>
<td>Date:</td>
</tr>
<tr>
<td>Institutional Effectiveness Committee Chair Signature</td>
<td>Donna Caruthers</td>
<td>Date:</td>
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</table>

*Include: 1) the level of expected performance; 2) who or what will be assessed; 3) when assessment takes place; 4) who will conduct and interpret assessment.*
Westmoreland County Community College
Three-Year Periodic Review Schedule
Administrative Units

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Administrative Services</td>
<td>Administrator</td>
<td>Administrator</td>
</tr>
<tr>
<td>College Service-Mail Room &amp; Copy Center</td>
<td>Ron Krivda</td>
<td>Ron Eberhardt</td>
</tr>
<tr>
<td>College Services-Bookstore</td>
<td>Chad Siebel</td>
<td></td>
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<tr>
<td>College Services-Children’s Center</td>
<td>Nancy Rustic</td>
<td></td>
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<tr>
<td>College Services-Purchasing</td>
<td>James Lutz</td>
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<tr>
<td>Information Technology</td>
<td>Pat McKula</td>
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<tr>
<td>Facilities</td>
<td>John Detisch</td>
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<td>Custodians</td>
<td>John Detisch</td>
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<td>Security</td>
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<tr>
<td>Accounting</td>
<td>Tim Stahl</td>
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<tr>
<td>Human Resources</td>
<td>Lauren Farrell</td>
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<tr>
<td>Faculty, Staff Development</td>
<td>Lauren Farrell</td>
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<tr>
<td>Foundations</td>
<td>Debbie Woods</td>
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<tr>
<td>Public Relations</td>
<td>Anna Marie Palatella</td>
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<tr>
<td>Events Services/Catering</td>
<td>Anna Peagler</td>
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IEC – REV. 9/2013 28
### 2012-2013, 2015-2016, 2018-2019

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Academic Affairs</td>
<td>VP Academic Affairs &amp; Student Services</td>
</tr>
<tr>
<td>Dean Workforce Development/Division Technology/Culinary Arts</td>
<td>Dr. Nicole Reaves</td>
</tr>
<tr>
<td>Dean Health Professions &amp; Natural Sciences</td>
<td>Dr. Kathy Malloy</td>
</tr>
<tr>
<td>Dean Computer Technology/Business</td>
<td>Edwin Nelson</td>
</tr>
<tr>
<td>Dean Public Service/Humanities/Social Sciences/Mathematics</td>
<td>Dr. Andrew Barnette</td>
</tr>
<tr>
<td>Dean of Student Services</td>
<td>Diane Hightower</td>
</tr>
<tr>
<td>Associate Vice President Academic Affairs</td>
<td>Dr. Donna Caruthers</td>
</tr>
<tr>
<td>Institutional Research and Data Services</td>
<td>Randy Finrock</td>
</tr>
<tr>
<td>Diversity</td>
<td>Dr. Andrew Barnette</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>Continuing Education, Workforce, &amp; Community Development</td>
<td>Vice President Continuing Education, Workforce &amp; Community Development</td>
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<tr>
<td>Associate Vice President of Continuing Education, Workforce Education &amp; Economic Development</td>
<td>Dr. Patrick Gerity</td>
</tr>
<tr>
<td>Workforce and Economic Development</td>
<td>Douglas Jensen</td>
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<td>Frank Kordalski &amp; Jim Hayes</td>
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<tr>
<td>Community Development</td>
<td>Sylvia Detar</td>
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<td>Grants</td>
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<td>Public Safety</td>
<td>Debbie Williams</td>
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<td>David Hauger &amp; Mildred Johnson</td>
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<td>Education Centers</td>
<td>VP Academic Affairs &amp; Student Services</td>
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<tr>
<td>Center-Mon-Valley</td>
<td>Dr. Nicole Reaves</td>
</tr>
<tr>
<td>Center-Latrobe</td>
<td>Janet Unger</td>
</tr>
<tr>
<td>Center-New Kensington</td>
<td>Cynthia Lucente</td>
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<tr>
<td>Center-Bushy Run</td>
<td>Patrick Coulson</td>
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<tr>
<td>Center-Greene</td>
<td>John Harvey</td>
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<tr>
<td>Center-Indiana</td>
<td>Amy Widdup</td>
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<tr>
<td>Center-Fayette</td>
<td>Grace Thachik</td>
</tr>
<tr>
<td></td>
<td>Marian Chambers</td>
</tr>
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</table>
The following is an outline of the process for the three-year periodic review.

I. The Unit/Program Profile
   A. The Mission/Purpose
      1. Role unit plays in the college mission
      2. Unit/program goals as they relate to the college’s mission
   B. The Staff
      1. Professional and administrative staff
         a. Position description/duties
         b. Credentials (full- and part-time, if any)
         c. Accomplishments (if applicable)
         d. Service to college, community, nation
         e. Professional development activities
      2. Classified Staff
         a. List of names and positions
         b. List of required credentials (if any)
   C. The Customer/Client Served
      1. Breakdown of students/faculty or staff by type of demographic information
         (thorough explanation of who is served)

II. Definition of Services or Program
   A. Definition of day-to-day duties of the unit
   B. Innovations, new projects, new initiatives, local statewide or national efforts
   C. Required functions of unit (description and status of compliance)
      1. Accreditation standards applying to the unit
      2. State mandates
      3. Federal mandates
      4. Other

III. Administrative Objectives and Student Outcomes (where appropriate)
   A. Administrative Outcomes (for the last 3 years, use annual assessment plans)
   B. Outcomes (or status if incomplete) of innovations, new projects, new
      Initiatives with effects at local, state or national levels
   C. Assessment explanation (what was assessed, who, when, how many)
   D. Results of Administrative Outcomes Based on Assessment

IV. Report on Improvements
   A. Strengths identified by external sources, faculty, staff, and students
   B. Weaknesses identified by external sources, faculty, staff, and students
   C. Report on the improvements made since the last review or in the last three years
   D. Recommendations by faculty, staff, external sources, and students to improve the unit’s
      services and programs
   E. Recommendations and strategies for change based on input from A-D
V. Future Issues - Resources needed for future efforts
   A. Market trends within the broad service unit or program area (based on best practices, the literature, or training received)
   B. Anticipated future changes and needs (based on market trends)
   C. Resources, equipment, space, staffing, and work load change needs for future growth or continuation
   D. Future plans of the unit
Sources


WESTMORELAND COUNTY COMMUNITY COLLEGE
THREE YEAR PERIODIC REVIEW
ADMINISTRATIVE UNITS

[INSERT UNIT NAME]

[INSERT YEAR]
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CERTIFICATION

We, the President/Vice-President and staff coordinator, do certify that the information contained in the Three Year Periodic Review presents a fair and accurate description of the [Insert Unit name] at Westmoreland County Community College.

FOR THE DIVISION HEAD:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Signature</th>
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<tbody>
<tr>
<td>[Insert typed name of President or Vice-President]</td>
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Date:

FOR THE UNIT STAFF COORDINATOR:

<table>
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Date:
# LIST OF EXHIBITS

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<tr>
<td>Exhibit 2</td>
<td>Title of Exhibit 2</td>
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</table>
EXECUTIVE SUMMARY
I. THE MISSION/PURPOSE

A. Role of the Unit with Respect to the College Mission

B. Unit’s Goals and Related Mission
II. THE STAFF

A. Professional and Administrative Staff (Add Curriculum Vitae or Resumes in Appendix)

Note: In a narrative form, discuss position description/duties, credentials, accomplishments, service to college, community, and/or nation.

Table 1

<table>
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<th>Position</th>
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B. Support Staff (Add Curriculum Vitae or Resumes in Appendix)

Note: In a narrative form, discuss position description/duties, credentials, accomplishments, service to college, community, and/or nation.

Table 2

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<th></th>
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III. THE CUSTOMER/CLIENT SERVED

A. Demographic Information
IV. DEFINITION OF SERVICES

A. Definition of day-to-day duties of the unit

Table 3 Day-to-Day Duties of the Unit

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<td>2.</td>
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B. Innovations, new projects, new initiatives

C. Required functions of the unit (Accreditation, State, Federal)
V. ADMINISTRATIVE OBJECTIVES AND STUDENT OUTCOMES

A. Administrative Outcomes

B. Outcomes of innovations, new projects, new initiatives

C. Assessment Explanation

D. Results of Administrative Outcomes Based on Assessment
VII. REPORT ON IMPROVEMENTS

A. Strengths identified by external sources, faculty, staff, and students

(Use a table to list these)
Table 4

<table>
<thead>
<tr>
<th>Strengths</th>
<th>External Sources</th>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
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<td>3.</td>
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B. Weaknesses identified by external sources, faculty, staff, and students

Table 5

<table>
<thead>
<tr>
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<th>External Sources</th>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
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<td>3.</td>
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C. Report on the improvements made since the last review or the last two years

D. Recommendations by faculty, staff, external sources, and students
VIII. FUTURE ISSUE-RESOURCES NEEDED FOR FUTURE EFFORTS

A. Market trends within the broad service unit or program area
B. Anticipated future changes and needs
C. Resources, equipment, space, staffing, and workload change needs
D. Future unit plans
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APPENDIX E

WCCC
INSTITUTIONAL LEARNING OUTCOMES
Institutional learning outcomes have been adapted from *Learning Outcomes for the 21st Century* and have been approved as the framework for general education at WCCC. Students are expected to achieve competency in all of these outcomes through satisfactory distribution and program course requirements for all associate degree programs.

**Institutional learning outcomes include:**

**Communication (reading, writing, speaking, listening)**
1. Students will be able to read, understand and apply information from written materials.
2. Students will be able to illustrate through their writing, the ability to interpret and explain their own ideas as well as those of others.
3. Students will be able to write and speak, using correct grammar.
4. Students will be able to interpret ideas expressed verbally and apply these ideas to classroom discussion and assignments.

**Computation (understanding and applying mathematical concepts and reasoning, analyzing and using numerical data)**
1. Students will be able to interpret and apply information from graphs, charts and tables.
2. Students will interpret and apply statistical data.
3. Students will be able to integrate and apply mathematical skills to solve quantitative problems.

**Community (citizenship, diversity/pluralism, local community, global environmental awareness)**
1. Students will demonstrate citizenship through active participation in service learning projects.
2. Students will demonstrate an understanding and appreciation of cultural diversity.
3. Students will demonstrate an understanding and appreciation of global society.
4. Students will demonstrate an awareness of environmental issues.
5. Students will be able to identify responsibilities of citizenship at the local, state and national levels.
6. Students will be able to compare and contrast different forms of governments and economic systems.

**Critical Thinking (analysis, synthesis, evaluation decision making, creative thinking)**
1. Student will be able to collect, analyze and evaluate information to support decision making.
2. Students will be able to analyze and solve problems.
3. Students will formulate accurate conclusions based on data.
4. Students will be able to demonstrate the ability to support arguments with relevant evidence.
5. Students will use divergent thinking for problem-solving applications.

**Information Literacy Skills (collecting, analyzing, and organizing information for a variety of sources)**
1. Students will demonstrate an awareness of the variety of information resources for use in a learning environment.
2. Students will be able to differentiate the relative merit of information sources.
3. Students will be able to locate, retrieve and evaluate electronic and printed materials for research and information purposes.
4. Students will be able to demonstrate the ability to present information in an appropriate, organized manner.
5. Students will be able to develop the skills to collect and analyze relevant information.

Interpersonal (teamwork, relationship management, conflict resolution, workplace skills)
1. Students will be able to work effectively in groups.
2. Students will be able to resolve interpersonal conflicts in a respectful and positive manner.
3. Students will demonstrate appropriate workplace protocol.
4. Students will develop and will be able to utilize effective listening skills.
5. Students will appreciate the value of others’ viewpoints and contributions.

Personal (ability to understand and manage self, management of change, learning to learn, personal reasonability, aesthetic, responsiveness, wellness)
1. Students will demonstrate time-management skills.
2. Students will be able to identify and demonstrate socially acceptable behavior in academic and professional settings.
3. Students will demonstrate an awareness of healthy lifestyles.
4. Students will demonstrate an understanding of, and commitment to, academic integrity.

Technology (computer literacy, Internet skills, retrieving and managing information via technology)
1. Students will be able to recognize the need to adapt to changing technology.
2. Students will be able to develop an awareness and appreciation of the impact of computer technology in the contemporary world.
3. Students will be able to demonstrate computer literacy through the effective use of technology.
4. Students will be able to integrate technology into their program of study.
5. Students will be able to compose and transmit a document.
APPENDIX F

STUDENT EVALUATION
WESTMORELAND COUNTY COMMUNITY COLLEGE

STUDENT OPINION QUESTIONNAIRE

We are asking for your participation in evaluation of this instructor. Your responses are anonymous; the compiled responses and comments will not be shared with the instructor until after grades have been submitted at the end of the semester.

DIRECTIONS

1) Do not put your name on any part of this sheet.
2) Use only a #2 pencil.
3) Fill in class number, section and instructor’s name.
4) Mark appropriate blocks as shown:

EXAMPLE: [a] [b] [c] [d] [e]

Class Number & Section

Instructor

For Questions 1 thru 10 use the following categories:

[a] strongly agree  [b] agree  [c] neutral
[d] disagree  [e] strongly disagree

Do not mark any of the blocks if the question is not applicable.

1. The instructor provided a syllabus with clear guidelines for assignments, exams, and grading procedures.

2. The instructor provided feedback on student progress including class participation, assignments, and grades.

3. The instructor provided timely and constructive responses to my questions and concerns.

4. My instructor provided a realistic time schedule and clear deadlines for assignments.

5. The instructor communicated high expectations by providing examples or models for students to follow.

6. The instructor provided opportunities for students to express their opinions and personal viewpoints on issues discussed in class.

7. My instructor encouraged interaction among students in this course.

8. The instructor discussed college resources available to students including: the Learning Resource Center; Learning Assistance Center; Computer Resource Center; and student advisement procedures.

9. The objectives of this course and anticipated student outcomes were explained to me by the instructor.

10. I would rate the overall effectiveness of this instructor as “very high.”

Please complete the back of this form.
11. Please feel free to add any comments here.
APPENDIX G

FACULTY EVALUATION REPORT
WESTMORELAND COUNTY COMMUNITY COLLEGE

Faculty Evaluation Report

Faculty Member's Name

Course Title

Academic Year

Semester

Evaluator

Part I: Teaching Materials and Activities Checklist

Evaluate the following aspects of Teaching Activities, College Activities and Professional Activities by responding to the questions and giving commendations and/or recommendations where appropriate.

I. Teaching Activities

A. Course Syllabus

1. Are course syllabi in agreement with course outline?

2. Is there adequate rationale for any variance?

3. Are course syllabi prepared in accordance with the guidelines established in the Faculty Handbook?

4. Are course objectives clearly defined?

5. Are classroom procedures clearly defined?

6. Are grading procedures fully explained? (scale, curve, etc.)

7. Are all course requirements fully explained?

8. Are specific instructions given for special projects, lab procedures, reports, etc.? (format, due dates, etc.)
9. Does the faculty member demonstrate a willingness to investigate new methods and approaches to instruction?

B. Examinations, Quizzes, Other Evaluations of Student Performance

1. Are examination items in agreement with course objectives?

2. Are examinations and/or other evaluations of students given often enough to ensure adequate evaluation of learning?

C. Advising of Students

1. Is the faculty member accessible to his/her advisees? (maintain office hours, accept and return phone calls promptly)

2. Does the faculty member take the initiative developing his/her skill and expertise as an advisor?

D. Scholastic Records

1. Are accurate scholastic records maintained on students enrolled in class?

2. Are required reports submitted on time?

II. College and Community Involvement

List any committees served on, student activities, speaking engagements, recruiting activities.

II. Professional Activities

List any meetings, conferences, staff development activities, continuing education or professional memberships which have contributed to the faculty member's professional growth.
V. Additional Comments

________________________
Signature

________________________
Date Completed

V. Faculty Member's Comments and Responses

________________________
Signature

________________________
Date Completed
Part II: Class Observation Report

What suggestions can you offer in the following areas to help the instructor to become a more effective teacher?

Record any observable information or suggestions that would be personally helpful to the instructor in the quest for excellence in teaching. These should accompany each item as a basis for improvement of instruction.

Faculty Member’s Name ____________________________________________

Academic Year ________ Semester ________

Observation By ____________________________________________________

Date ________ Location ________

Course Number and Name __________________________________________

I. With respect to SUBJECT MATTER, indicate strengths and/or weaknesses regarding the faculty member’s

A. Knowledge of subject or specialization

B. Interest in subject

C. Breadth and perspective: ability to relate subject matter to broader areas

II. With respect to TECHNIQUES, indicate strengths and/or weaknesses regarding the faculty member’s

A. Presentation of the subject matter clearly and intelligently

B. Presentation of the subject matter with concrete illustrations, pertinent subsidiary information, application to practical situations, etc.

C. Stimulation of lively, well-directed discussion (when applicable)

D. Adjustment of techniques and subject matter to the range of abilities of students while still maintaining high academic standards
III. With respect to ORGANIZATION/PREPARATION, indicate strengths and/or weaknesses regarding the faculty member's
   
   A. Evidence of planning and ability to present the subject matter in an organized manner

   B. Ability to keep the class focused on the topic

   C. Ability to provide an overview of the class period and to relate the topic to previous classes

IV. With respect to RELATIONSHIP/RAPPORT with students, indicate strengths and/or weaknesses regarding the faculty member's

   A. Demonstration of enthusiasm for the subject matter

   B. Ability to interact positively with students and encourage active participation in the class

   C. Willingness to provide individual help

   D. Sensitivity to diverse abilities and/or learning styles of students
Post Observation Discussion

Evaluator's Comments

Evaluator's Signature

Date of Discussion

Faculty Member's Comments

Signature

Date

VPAA/SS: Revised 10/15/96
3/16/77
A. **Purpose:** Faculty evaluation is designed to promote teaching effectiveness. It should assist WCCC’s faculty in identifying their strengths and promote overall total quality by offering constructive methods for improvement where needed.

B. **Procedure:** Formal evaluation procedures shall consist of a *Student Perception of Performance* and a completed *Faculty Evaluation Report* by the applicable dean/administrator. As part of the formal evaluation, faculty may request a peer observation and/or videotape of one or more classes. The peer evaluator would be selected by the Association, with consent of the administration.

1. **Student Perception of Performance**
   
   (a) A standard questionnaire shall be administered to students as follows:
      
      (1) A minimum of three (3) classes will be evaluated.
      
      (2) At the request of the dean or the faculty member, questionnaires may be administered to more than three (3) classes.
      
   (b) Completed questionnaires shall be returned to and retained by the appropriate dean until completion of the course, at which time they shall be forwarded to the faculty member, with a copy of the summary forwarded to the Director of Human Resources.
      
   (c) Faculty members may review completed questionnaires prior to any post-evaluation conference.

2. **Administrative Evaluation of Performance (Faculty Evaluation Report)**
   
   (a) Evaluations shall include at least one (1) class observation and an assessment of professional activities as set forth in the *Faculty Evaluation Report*. The *Faculty Evaluation Report* may be revised by mutual consent of both parties.
      
   (b) Class observations may take place at any time. Unless faculty and administration mutually agree otherwise, faculty will be given at least seven (7) calendar days notice prior to the week of any class observation.
      
   (c) The dean will provide a written report of the class observation to the faculty member as soon as possible, but not to exceed ten (10) calendar days of the observation.

3. **Post-Evaluation Conference**
   
   (a) Following completion of the evaluation process, a discussion will be held with the faculty member.
      
   (b) If the dean/administrator recommends improvement areas, the recommendations shall be discussed, and an action plan mutually developed and set forth in the *Faculty Evaluation Report*. The dean/administrator shall give the faculty member in writing specific, measurable areas for improvement of teaching effectiveness.
      
   (c) The faculty member shall have the opportunity to comment and respond in writing as part of the evaluation process.
      
   (d) The *Faculty Evaluation Report* shall be made a part of the faculty member’s personnel file, and a copy provided the faculty member.
4. Frequency of Formal Evaluation

(a) Probationary Faculty

Faculty will be formally evaluated each semester during the first year of probationary status; and once per academic year for the final two (2) probationary years.

(b) Non-Probationary Faculty

Non-probationary faculty will be formally evaluated every three (3) years for years 4 through 9. Non-probationary faculty with ten (10) or more years of service will be formally evaluated every five (5) years.

(c) In the event the dean/administrator notes significant change in performance, a formal evaluation, or any part thereof, may be conducted at any time, subject to appropriate notification to the respective faculty member.

(d) A formal evaluation or any part thereof, may be requested at any time by the individual faculty member.
APPENDIX I

NON-ADMINISTRATIVE STAFF EVALUATIONS
## Factors Affecting Performance

Place an 'x' in the column that appropriately describes the level of performance noted during this review period. Performance ratings are: 1) Does not meet expectations... 2) Meets expectations... 3) Exceeds expectations.

<table>
<thead>
<tr>
<th>Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Knowledge</strong></td>
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<tr>
<td>Understanding of the fundamentals and procedures to accomplish duties of the position; follows directions; asks questions if unsure</td>
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<tr>
<td><strong>Initiative</strong></td>
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<tr>
<td>Self-starter; willingness to accept and effectively discharge responsibility; resourcefulness</td>
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<tr>
<td><strong>Use of Time</strong></td>
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<tr>
<td>Effective use of assigned work hours; punctuality; timeliness</td>
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<tr>
<td><strong>Adaptability</strong></td>
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<tr>
<td>Ability to accept and respond to changing conditions, requirements, and technologies</td>
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<tr>
<td><strong>Organization Relations</strong></td>
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<tr>
<td>Achieving effective results with and through others; maintains a service-oriented attitude; communicates clearly, verbally, and in writing</td>
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<tr>
<td><strong>Accountability</strong></td>
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<tr>
<td>Keeps supervisor informed of work status; work product is neat, orderly, and error free</td>
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<tr>
<td><strong>Other (Optional)</strong></td>
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</tr>
</tbody>
</table>
Performance Summary

Supervisor's Signature ___________________________ Date ________________

Employee's Comments

Employee's Signature ___________________________ Date ________________

Signature does not necessarily imply agreement; rather it is an indication the summary has been discussed with the employee.

Reviewed By: ___________________________ Date ________________

Vice-President: ___________________________ Date ________________

Form 02/97
APPENDIX J

NON-ADMINISTRATIVE STAFF EVALUATION PROCEDURE
WESTMORELAND COUNTY COMMUNITY COLLEGE
Youngwood, Pennsylvania

PERFORMANCE EVALUATION SUMMARY

I. PURPOSE...To provide a consistent methodology for evaluating and summarizing employee performance.

II. OBJECTIVES:
   1) To establish common factors for performance evaluation;
   2) To ensure a performance-related communication process between employee and supervision; and
   3) To identify job-related self-improvement areas for employees.

III. SCOPE...This procedure applies to all full-time, regular part-time and regularly scheduled casual part-time hourly-rated personnel.

IV. PROCEDURE:

A. Employee performance will be summarized annually, and as such other times as deemed necessary by the supervisor. Evaluations will be accomplished on the Performance Evaluation Summary form (Exhibit 1), designed for that purpose.

   1. The reviewing supervisor shall have supervised the employee for a minimum of sixty (60) days immediately prior to completion of the Performance Evaluation Summary. When this is not possible due to a change of supervisors, completion of the Performance Evaluation Summary will be extended until such time as the sixty-day period is complete.

B. The Human Resources Department will forward Performance Evaluation Summary forms to appropriate supervisors annually each June. Basic information (including employee’s name, position, date assigned, and review period) will be completed by the Human Resources Department.

C. The supervisor will complete the Performance Evaluation Summary in accordance with the following:

   1. Section A—Factors Affecting Performance

      a) The supervisor’s rating for each factor shall be marked with an "x" in the appropriate column. The performance ratings and definitions are:

         • Does Not Meet Expectations...performance that is below the supervisor’s expectancies.
         • Meets Expectations...performance that meets the supervisor’s expectancies.
         • Exceeds Expectations...performance that exceeds the supervisor’s expectancies.

      b) Factors receiving an evaluation of Does Not Meet or Exceeds expectations shall be supported by specific examples of performance noted under comments in Section A.
2. Section B—Performance Summary

a) The supervisor may use this section to sum up employee performance; highlight exceptional performance; and/or provide suggestions for improvement—including specific actions the employee, the supervisor, or staff development can implement to assist the employee in improving performance.

b) Upon completion of Sections A and B, the supervisor will review the performance evaluation with the employee, at which time suggestions for improvement and specific plans or actions, if applicable, will be thoroughly discussed.

3. Section C—Employee Comments

a) Following review of the performance evaluation with the supervisor, the employee may use this section for comments/suggestions or to indicate specific actions for improvement, if applicable.

b) The employee will sign the completed Performance Evaluation Summary as an indication the summary has been discussed with the supervisor.

c) Signature by the employee does not necessarily signify employee agreement.

4. Reviews

a) The Performance Evaluation Summary will be reviewed on a one-on-one principle up to the appropriate vice-president.

b) Should any written comments be made after the employee has signed the Performance Evaluation Summary, a copy of the summary must be sent to the employee and immediate supervisor.

c) Performance evaluation summaries are to be completed no later than August 31.

d) The completed Performance Evaluation Summary will be forwarded to the Human Resources Department for placement in the employee's personnel file.
<table>
<thead>
<tr>
<th>Section I</th>
<th>Major Performance Objectives</th>
<th>Section II</th>
<th>Performance Results</th>
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<tbody>
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<table>
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<tr>
<th>Section III</th>
<th>Personal Growth Objectives</th>
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</table>
APPENDIX L

ADMINISTRATIVE STAFF EVALUATION PROCEDURE
WESTMORELAND COUNTY COMMUNITY COLLEGE
Youngwood, Pennsylvania

ADMINISTRATIVE
PERFORMANCE EVALUATION

I. OVERVIEW:

The Administrative Performance Evaluation program is applicable to all personnel classified as administrative and will include vice presidents, division chairs, directors, and coordinators. Evaluation of performance will be based upon a series of job performance objectives which will be mutually established by the individual employee and his/her supervisor.

Objectives are generally based upon the elements of responsibility as contained within the position description (although specific objectives relating to special projects or personal improvement objectives may also be listed). Objectives should be attainable within a 12-month period and must be:

1.- Based on college-wide goals.
2.- Based upon the position description.
3.- Measurable.
4.- Attainable and within the reach of the individual.
5.- Challenging and motivating.

II. PROCEDURE:

A.- Annually, administrative personnel and their respective supervisors will review the administrator's job responsibilities to determine mutually acceptable performance objectives for the coming year.

B.- The major objectives will be listed on the "Performance Evaluation" form (Exhibit A) under Section I—"Major Performance Objectives."

1.- Personal growth or improvement objectives, if any, will be listed under Section III—"Personal Growth/Improvement Objectives."

2.- A copy of the "Performance Evaluation" form will be retained by both the employee and the supervisor.

C.- Annually, a summary performance evaluation will be conducted; and the results will be noted as follows:

1.- Results for established job performance and/or personal growth/improvement objectives will be noted under Section II—"Performance Results" of the "Performance Evaluation" form.

2.- Overall performance (including strengths and/or improvement areas) will be summarized under Section IV—"Performance Summary."
II. **PROCEDURE:** (Cont’d.)

D.- The summary performance evaluation will be reviewed with the employee.

1.- The employee may note any comments with respect to the performance evaluation under Section V—"Employee Comments."

2.- The administrator will sign as evaluator and the employee will acknowledge his/her review by signing in the space designated.

3.- A copy of the summary performance evaluation will be retained by both the employee and the supervisor.

E.- All performance evaluations will be reviewed by the appropriate administrator, the Director of Human Resources & Assistant to the President, and the President prior to retention in the respective personnel file.
APPENDIX M

PRESIDENT’S
ANNUAL PERFORMANCE EVALUATION
WCCC President Annual Evaluation

Evaluation of: Evaluation Time Frame:

Instructions: Please circle the letter that best represents your evaluation of performance on each specific item.

If you do not work closely enough with the President in any area, please circle I. Insufficient Information.

Include specific supporting information with your rating in order to provide constructive input to the President.

Rating System
A. Distinguished Significantly exceeds expectations.
B. Effective Meets all expectations.
C. Implementing Progress shown, but short of expectations.
D. Improvement Required Falls significantly short of expectations.
I. Insufficient Information Evaluator lacks knowledge to rate this item.

Organizational Strategy/Advocacy

• Vision, Mission, Strategies
  Working with the Board, the President develops a shared vision for the future of WCCC, builds understanding around the current mission, and develops appropriate strategies and goals to advance that mission.
  Rating: A B C D I
  Supporting Events/Observations:

• Accomplishment of Management Objectives
  Working with the Board, the President established annual operational goals that support the strategic plan. The President successfully accomplishes the goals established with the Board.
  Rating: A B C D I
  Supporting Events/Observations:
- **Program Management**
The President promotes curricular and program changes in response to needs and interests of students and the community. The President gives leadership to the maintenance of a responsive curriculum to meet these needs. (Refer to key student success measures...such as enrolment, retention, etc.)
  
  Rating: A B C D I
  
  Supporting Events/Observations:

- **Staff Development**
The President is effective in implementing career development plans that build capable administrative skills and maintains educational excellence for the faculty.
  
  Rating: A B C D I
  
  Supporting Events/Observations:

- **External Liaison and Public Image**
The President maintains a positive professional role in the local community, and with appropriate legislators, county sponsors, and other community college officials. The President builds relationships and partnerships with community agencies and organizations.
  
  Rating: A B C D I
  
  Supporting Events/Observations:

**Resource Management**

- **Fiscal Management**
The President possesses a clear understanding of the institutions financial needs and communicates them clearly. It is the role of the President to see that WCCC’s strategic plan is the basis of the financial plan and corresponding budget. The President is effective in establishing appropriate plans, procedures, and internal controls necessary for management of the College.
  
  Rating: A B C D I
  
  Supporting Events/Observations:
• **Effectiveness in Fund Raising and Resource Development**
The President in partnership with the Foundation Board develops strategies to implement appropriate (alternative and external) fund raising and financial development. The President and foundation board use their combined strengths, knowledge and relationships to help WCCC achieve its objectives.

  Rating: A B C D I

  Supporting Events/Observations:

---

**Collaboration**

• **Operations Management**
The President is responsible for day-to-day management. The President is effective in managing, recruiting, and developing the staff and organization of WCCC and affiliated unions. Senior staff annual goals support the WCCC strategic plan.

  Rating: A B C D I

  Supporting Events/Observations:

---

• **The President/Board Partnership**
The President and Board must develop and maintain a strong working partnership to guide WCCC into the future. The President keeps the Board fully informed by committee structure on critical issues and makes informed professional recommendation(s) for strategic issues facing WCCC.

  Rating: A B C D I

  Supporting Events/Observations:
WCCC President Annual Evaluation

General Comments:

Evaluation Time Frame:

WCCC President: Signature/Date

Evaluation Committee: Signatures/Date

Board of Trustee's Chairman Approval
Chairman: Signature/Date
APPENDIX N

PRESIDENT’S 360 DEGREE EVALUATION
360 Degree Presidential Effectiveness Evaluation
Form B

President: Evaluation Time Period:

Instructions: Comments are intended to provide examples demonstrating the
Presidents capabilities in the specified category and any constructive suggestions for
improvement.
Please assign a numerical indicator of performance from 1 to 5 (with
five representing the highest level of excellence).
Please use “CJ” if you Cannot Judge based on your experience with
the President.

LEADERSHIP AND MANAGERIAL SKILLS

Provides leadership for the College and possesses the integrity, interpersonal skills and
vision required to earn the respect of others.
Ranking 1 2 3 4 5 CJ
Comments:

Develops and administers plans, strategies and budgets, and effectively recruit, manage
and motivate all faculty and staff at the College.
Ranking 1 2 3 4 5 CJ
Comments:

Exhibits good entrepreneurial and political skills.
Ranking 1 2 3 4 5 CJ
Comments:

INTERPERSONAL SKILLS
Has the professional presence, verbal and written communication skills necessary to
effectively represent Westmoreland County Community College in many different
situations with students, faculty, affiliated unions, alumni/ae, parents, civic organizations,
voluteer boards, donors, school district officials, state and local government leaders and
other constituents.
Ranking 1 2 3 4 5 CJ
Comments:
TEAM PLAYER

Performs successfully in a team environment and demonstrates evidence of effective team-building and delegation skills.

Ranking

1 2 3 4 5  CJ

Comments:

Is a leader who encourages involvement in the continuous improvement process through a collaborative decision-making process.

Ranking

1 2 3 4 5  CJ

Comments:

ENERGY LEVEL AND COMMITMENT

Demonstrates a significant time commitment and energy level who is capable of managing his time and priorities effectively.

Ranking

1 2 3 4 5  CJ

Comments:

Demonstrates ability to accomplish both broad, visionary assignments as well as complex, detailed projects on a timely basis.

Ranking

1 2 3 4 5  CJ

Comments:

Is decisive and has strong conceptual, creative problem-solving and consensus-building skills.

Ranking

1 2 3 4 5  CJ

Comments:

360 Degree Presidential Effectiveness Evaluation
General Comments:

Time Period Covered:

Evaluation Date:

President:

Evaluation Committee:
APPENDIX O

PRESIDENTIAL EVALUATION PROCEDURE
Presidential Evaluation Process

Purpose

The WCCC Board of Trustees shall conduct regular performance and effectiveness reviews of the college President. This activity shall be objective and viewed as a mutually beneficial and supportive experience by the Board and President.

The purpose shall be:

- to evaluate the strengths, weaknesses and accomplishments of the President
- to evaluate the President’s effectiveness and management skills in improving institutional performance
- to strengthen the working relationship of the Board and President and improve effectiveness of directing the future of WCCC
- to insure that the president receives appropriate recognition, guidance, and assistance from the Board
- to assist in renewing the President’s contract.

Procedure

- Educational Affairs/Personnel committee to do annual performance evaluation (using attached format).
  - Review to be conducted by evaluation subcommittee consisting of three committee members (Educational Affairs/Personnel committee co-chairs, committee member at large)
  - Evaluation subcommittee to obtain completed evaluation Form A (Attachment 1) from all trustees for reference in doing official evaluation. (Due within one month of end of Fiscal year.)
  - President to complete self evaluation using evaluation Form A (Attachment 1). (Due within one month of end of Fiscal year.)
  - Evaluation subcommittee to obtain Trustee Board Chair approval prior to meeting with the President.
  - Evaluation subcommittee to meet with the president to conduct evaluation and develop appropriate action plans. (Complete within two months of end of Fiscal year.)
  - Evaluation subcommittee to present executive summary of evaluation and recommended future actions to Trustees at the annual retreat.
• 360 degree effectiveness evaluation to be conducted every three years (except for new President, evaluation at end of first and final year of contract.)
  o Appropriate questions should be developed for each evaluation covering the following characteristics:
    ▪ Leadership and Management Skills,
    ▪ Interpersonal Skills,
    ▪ Team Player/Building Skills,
    ▪ Energy Level and commitment to WCCC.
  o Process to be conducted by evaluation subcommittee consisting of three Educational Affairs/Personnel committee members (committee co-chairs, committee member at large).
  o President to complete self evaluation with same Form B (Attachment 2) used for interviews.
  o A cross section of eight to twelve individuals who have significant professional contact with the President are to be interviewed, including (but not restricted to) following:
    President of Faculty Union       President of Staff Union
    Distinguished Professor          Division Chair(s)
    SGA President                   Alumni
    Trustee Chair( or designee)     Foundation Board Member(s)
    County Commissioner             State Legislator
    Office staff person working closely with the president.
  o All interviews are to be conducted in person.
  o Source of comments from individual Interviewee to remain confidential.
  o No written comments will be accepted from interviewees.
  o Summary of process comments to be reviewed (for information only) with Trustee Board Chair prior to reviewing with the President.
  o Evaluation subcommittee to summarize results and provide feedback to the President. Action plan to be jointly developed to address any identified weaknesses and or opportunities.
  o Evaluation subcommittee to present executive summary of evaluation and recommended future actions to Trustees at the annual retreat.

• President to submit self evaluation to evaluation committee, within one month after close of Fiscal year, including the following:
  o Achievements of personal goals for prior year.
  o Status of college strategic plan
  o Completion of appropriate evaluation form(s)

• All evaluation material to remain Confidential.
  o Results are to be summarized on final evaluation form(s)
  o Shred all notes and preliminary evaluation forms.
  o File the results with a trusted person in the office of the president, as part of his personnel file, not to be shared beyond WCCC institutional needs.
  o Use of any file information to have written approval of Trustee Board Chair and Educational Affairs/Personnel co-chairs.
APPENDIX P

BOARD SELF-EVALUATION
The responsibilities of individual trustees are different from those of boards as corporate entities. The following checklist is designed to help board members assess the extent to which they have absorbed the breadth and depth of their role and institution. The questions seem somewhat imposing, but they are not intended to cause acute trustee or presidential depression.

Candid responses can be helpful to the design of orientation programs for new board members, or future workshops and retreats. The checklist can also be adapted to the unique characteristics of your particular institution as a supplement to the preceding board self-study criteria.

### Background

1. Do you feel you have adequate opportunity to understand your obligations, responsibilities and opportunities for growth as a trustee?

2. Have you a clear grasp of your board’s responsibilities?

3. If you have answered yes to either of both questions, what has been the primary source(s) of your information (e.g. an orientation program, a particular individual, a book, prior service as a board member.)

4. Have you taken an opportunity recently to meet with trustees and educators from other institutions?

5. Do you have adequate opportunities to know fellow trustees?

6. Please indicate with an “x” your strongest areas of expertise based on your background and personal experience.

   - Budget/Finance
   - Investments
   - Management
   - Planning
   - Legal Affairs
   - Plant Management
   - Real Estate
   - Education
   - Student Affairs
   - Faculty Affairs
   - Fund Raising
   - Public Relations
   - Marketing
   - Government Relations
   - Other: ____________________

7. Now go back and check (✓) any primary area of interest outside of your background and expertise.

### Knowledge of the Institution

8. Do you feel well informed about the type and quality of your institution’s education programs?

9. Have you attended a campus event within the past year?
10. Do you read the college newsletters or faculty or student organization minutes? □ □ □

**Board and Committee Meetings**

11. Are you satisfied with your attendance at board and committee meetings? □ □ □

12. Do you prepare for board meetings by reading agendas and supporting materials? □ □ □

13. Do you help board and committee meetings to steer clear of non-policy matters better left to the administration? □ □ □

14. Do you feel there is at least as much dialogue among members as there is between members and administrators at board meetings? □ □ □

15. Does the leadership of the board typically go out of its way to make sure that all members have the same information on important issues? □ □ □

16. Are board meetings conducted in a fair, efficient and business like manner? □ □ □

17. Does the board have an established procedure to orient new members to the board and to their duties and responsibilities? □ □ □

18. Do the members of the board have sufficient knowledge of the institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions? □ □ □

19. Are board members willing to consider issues that cannot be quickly settled? □ □ □

**Fund Raising and Public Relations**

20. Do you contribute a gift to your institution according to your means for:
   a) Annual operations? □ □ □
   b) Capital campaigns? □ □ □

21. Have you recently taken advantage of an opportunity to say a good word about your institution to a policymaker or organization at the state level, or about higher education generally? □ □ □

22. Does the board work actively to improve and support the college foundation? □ □ □

**Trustees Concerns**

23. Do you feel the president keeps the board informed and vice versa? □ □ □

24. Do you feel you are sensitive to the concerns of students and faculty while maintaining impartiality and a total institutional perspective? □ □ □
25. Do you appreciate the importance of keeping your president informed in the event you establish personal communication lines with individuals on campus, and of the need to avoid prejudiced judgment on the basis of such relationships?  
☐ Yes  ☐ No  ☐ Somewhat Or Sometimes

26. Does the board engage in strategic planning?  
☐ Yes  ☐ No  ☐ Somewhat Or Sometimes

27. Are the board's key decisions consistent with the mission of this organization?  
☐ Yes  ☐ No  ☐ Somewhat Or Sometimes

28. Do the college's goals and objectives respond to the community's educational and public needs?  
☐ Yes  ☐ No  ☐ Somewhat Or Sometimes

29. If you have not already done so, would you be willing to serve as a committee chairman or board officer?  
Why (or why not)? __________________________________________  
___________________________________________________________

30. Have you found your trusteeship to be stimulating and rewarding thus far?  
Why (or why not)? __________________________________________  
___________________________________________________________

31. What would you like to see improved?  
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

32. Comments
If your comments relate to a specific statement on this evaluation, please specify the item number.  
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

(Trustee Signature)  

(Date)  

5/23/07
APPENDIX Q

BOARD ASSESSMENT PROCEDURE
Board Assessment Procedure

Purpose

Annually, the Board of Trustees at WCCC shall be evaluated regarding the effectiveness of their role and responsibilities. The purpose of the evaluation shall be:

- provide an understanding of what Board members expect from themselves and each other to be effective;

- strengthen the working relationship of the Board and President and improve effectiveness of directing the future of WCCC;

- a summary of accomplishments and characteristics of which they can be proud; and

- goals for improvement, perhaps stated as criteria for future evaluations.

Procedure

- All Board members are administered a self-evaluation (see attached instrument) that assesses the Board in six areas: (1) background, (2) knowledge of the institution, (3) board and committee meetings, (4) fundraising and public relations, (5) trustee concerns, and (6) recommendations for improvement/development.
  - The self-evaluation is distributed to all Board of Trustee members by April 1 and should be completed and returned to the Board Chairman by June 30.
  - The results of the evaluation will be compiled and analyzed and sent to each Board member by September 30.
  - The results of the evaluation will be discussed at the November Board retreat and will be used to inform priorities for the following year, the design of the orientation program for new board members, and agenda items for future board workshops and retreats.

- President to submit a narrative by September 30 assessing board effectiveness including the following:
  - Board Priorities. What issues have most occupied the board’s time and attention this past year? Were these closely tied to the mission and goals of the institution? Did the board meet the outcomes and goals it established for itself?
  - College Priorities. What were major successes of the institution during the past year? Did the successes meet the board’s priorities?
  - Board-President Relations. Does the board and the President have an open, respectful partnership with clearly defined roles? Does the board keep the President informed of contacts with the community or college employees?
  - Narrative will be reviewed by the Board chair and discussed at the November Board retreat along with the results of the self-evaluation.
• All evaluation material to remain Confidential.
  o All notes and preliminary evaluation forms will be shredded.
  o Results will be filed with a trusted person in the office of the president, not to be shared beyond WCCC institutional needs.
  o Use of any file information to have written approval of Trustee Board Chair and Educational Affairs/Personnel chairs.

Board Approved 3/24/2010