

WESTERN WYOMING COMMUNITY COLLEGE

Program Review Manual

An AQIP Approach to Your Program Portfolio

2009

ADMINISTRATIVE AND SUPPORT SERVICES PROGRAMS

Table of Contents

Program Review: Getting Started	
• Purpose	3
• The Process—A Five Year Cycle	4
• Creating a Committee	5
• Resources	6
• Flowchart of Events	7
• An Outline to Follow	8
Section I: Overview	
Directions for Section I	9
➤ Purpose of the Program— <i>sample</i>	9
➤ Primary Program Goals— <i>sample</i>	10
Section II: Fact Finding	
Directions for Section II parts A-C	11
➤ Customers & Clients— <i>sample</i>	13
➤ Facilities & Equipment— <i>sample</i>	13
➤ Printed Materials & Website— <i>sample</i>	14
Directions for Section II parts D-F	16
➤ Regulations Compliance— <i>sample</i>	16
➤ Staff Development— <i>sample</i>	17
➤ Previous Recommendations— <i>sample</i>	17
Section III: Focus on the Future	
Directions for Section III	19
➤ Assessment Reporting: Program Goals— <i>sample</i>	20
➤ Strengths, Limitations, & Opportunities— <i>sample</i>	23
➤ Action Plan— <i>sample</i>	24
Appendices	
Appendix Information	26
➤ Appendix A: Resources: Guiding Principles & Goals for Student Success	27
➤ Appendix B: Action Plan Follow-up Documentation	29
➤ Appendix C: Assessment Reporting Form	31

Why Program Review?

Administrative/Support Services Programs up for review in 08-09

- Admissions
- Alumni/Development Office
- Children's Center
- Print Shop/Publication Design
- Student Connections (Advising, International Students, Student Life)

Program Review Offers You an Opportunity...

- Evaluate the current state of your program.
- Reflect about what works and what does not work.
- Celebrate the strengths and successes of your program.
- Plan the future direction of your program and act on 2-3 "vital few" priorities.

Program Review Ensures that the College...

- Strengthens student learning and improves student experience in all areas.
- Regularly evaluates Instructional, Administrative, and Support Services programs.
- Makes informed decisions about the needs and future direction of WWCC.
- Promotes the **AQIP** culture of continuous quality improvement.
- Provides documentation for Higher Learning Commission (NCA) Reaffirmation.

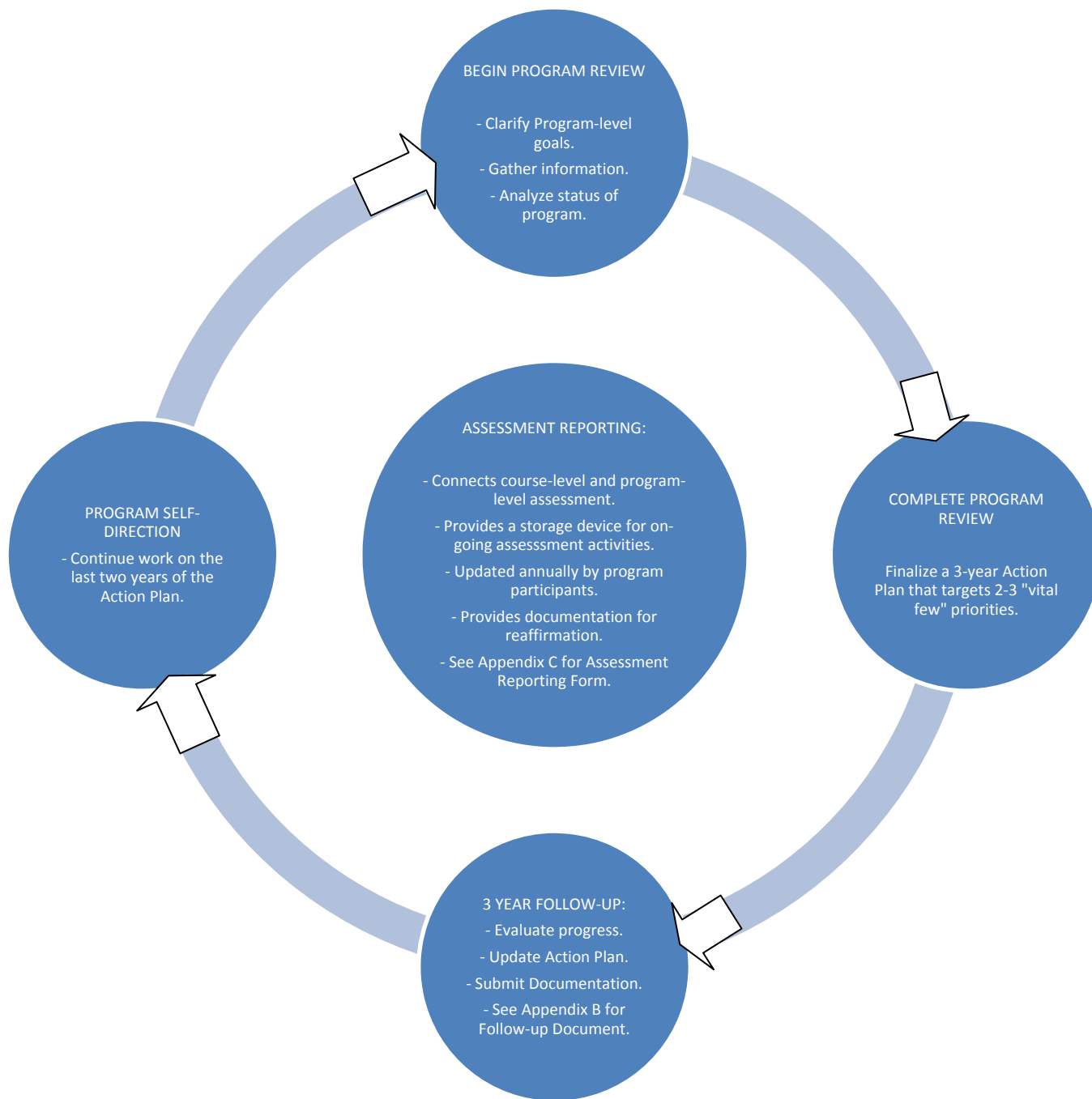
What is AQIP?

Academic Quality Improvement Program: an *on-going, participative* process that...

- Recognizes that improvement takes time, risk, and self direction.
- Provides opportunities for growth through self evaluation.
- Focuses on the CURRENT and FUTURE.
- Targets 2-3 "vital few" priorities at a time to complete.

Reaffirmation is a natural *by-product* of the process, not the focus of the process.

Program Review—A Five Year Cycle



Creating a Committee to Review your Program

1. Committee members include:
 - Program Administrator
 - Program members (or members of a related area) (2-3)
 - Outside perspective (1)
2. E-mail committee names to the appropriate Vice President for approval. Copy the e-mail to Dianna Renz, Learning Assessment Associate.

Selecting a Chairperson

Committees must each select a chair to coordinate the Program Review Process, serving as a liaison between the Learning Assessment Associate and members of the committee. Listed below are duties of the Program Review chair. *Each chair will receive a stipend of \$250 for **completion** of these duties.*

1. Attend Program Review meetings and maintain communication with the Learning Assessment Associate regarding progress of the portfolio.
2. Schedule and facilitate meetings of the Program Review Committee, ensuring that all members of the committee have the opportunity for input.
3. Coordinate the research for and writing of the portfolio. Focus the committee to analyze the program according to the Program Review guidelines and using good assessment practices.
4. Be open to guidance and feedback from the Office of Instructional Support and other administrative staff.
5. Work with the committee to revise the portfolio according to comments from the Associate Vice President of Student Learning and the Learning Assessment Associate.
6. Give a brief presentation of your findings to your Vice-Presidential Council and Executive Council.
7. Serve as your program's "Assessment Officer" to communicate with program members and ensure that follow-up on Action Plans and Assessment Reporting to the Office of Instructional Support occurs during the following three academic years.

Your Program Review Resource Center: The Instructional Support Office

- Reserve our conference room for your Program Review Committee meetings.
- Look at past Program Review portfolios in our conference room or in Hay Library.

Your Learning Assessment Associate can provide you with...

- Clarification of the program review process and requirements.
- Help creating your program-level goals.
- An electronic copy of your previous program review or the Program Review Manual.
- Additional samples of sections you're struggling with.
- Assistance designing questions for a survey or focus group.
- Facilitation and recording of your focus group.
- Administration and evaluation of your survey.
- Compilation and analysis of appropriate CSSEE results.

Flowchart of Events for Reviewing your Program

Program Review is a **process that does take time**. Follow the guidelines below to keep your Review process on track.

September/October:

- Determine committee members and have them approved via e-mail by your VP.
- Meet with committee to determine program purpose, program-level goals and assessment tools (Section I), and submit to the Learning Assessment Associate for feedback.
- Submit potential survey questions to the Learning Assessment Associate.
- Divide research duties (Section II) among committee members.
- Committee members complete Sections I and II of the portfolio.

November/December:

- Complete Assessment Reporting, Section III A.
- Committee meets to:
 - review findings
 - discuss Strengths, Limitations, and Opportunities (Section III B)
 - create an Action Plan for the future (Section III C).
- Committee Chairperson compiles Program Review portfolio.

January/February:

- Chairperson submits draft to Committee *and other program members* for review.
- Committee gives feedback.
- Submit draft of portfolio to the Instructional Support Office.
- Draft reviewed by Learning Assessment Associate and Associate VP for Student Learning.

March/April:

- Committee meets to review feedback from Instructional Support Office.
- Make appropriate changes to the portfolio.
- Share portfolio with other program members.
- Submit final copy of portfolio to Instructional Support Office.
- Final comments made by Associate VP for Student Learning, appropriate Vice President for the program, and President of the College.

May:

- Final copy is bound. Copies are placed in Hay Library and Instructional Support Office and given to Committee Chairperson and others as needed.

September:

- Committee Chairperson gives summary report to the appropriate Vice-Presidential Council and to Executive Council.
- Committee Chairperson begins documentation to Follow-up on the Action Plan and conducts Assessment Reporting of program-level goals.

An Outline to Follow: Creating your Program Review Portfolio

1. Cover sheet:
 - program title
 - year of review
 - program members
 - names of those who served on the Program Review Committee
 - designation of the Program Review Chair

2. Table of Contents for your Portfolio

3. Section I: OVERVIEW
 - A. Purpose of the Program
 - B. Primary Program Goals

4. Section II: FACT FINDING
 - A. Customers and Clients
 - B. Facilities and Equipment
 - C. Printed Materials and Website
 - D. Regulations Compliance
 - E. Staff Development
 - F. Recommendations from Previous Program Review

5. Section III: FOCUS ON THE FUTURE
 - A. Assessment Reporting: Program Goals
 - B. Strengths, Limitations, and Opportunities
 - C. Creating an Action Plan

6. Appendices (Include any surveys, forms or other significant documents.)

Directions for Section I: OVERVIEW

A. Purpose of the Program: If available, review your previous program purpose and re-evaluate. Then, in 1-2 paragraphs...

- Explain the purpose of your program here at WWCC.
- Consider your philosophy and mission.
- Connect to the Guiding Principles.

B. Primary Goals: When designing your 4-7 program-level goals, consider the following questions:

- What communities/clients do you serve, and how can you best meet their needs?
- How can your program function to best support student learning at the College?
- How can your program function to best support the Guiding Principles of the College?

Design a chart to show:

- the 4-7 Goals of this program
- which of the *Guiding Principles* **and/or** *Goals for Student Success* are supported by those goals
- which measures of assessment are used to evaluate whether the program has reached those goals (sales numbers, service or training requests, survey results, etc.)

Section I SAMPLES

Sample Part A: **Purpose of the Distance Education Program**

Description of Distance Education Program:

Distance Education at Western Wyoming Community College works with campus and the WWCC Outreach sites to provide courses for all students in our service area. The Distance Education Program is designed to meet the needs of today's students who may be site-bound, face serious time restraints, or choose to take courses in alternative delivery methods. The Distance Education Program serves students seeking academic transfer programs as well as those attempting to fulfill specific job or personal needs. The existence of this department allows the College to fulfill its objective of providing post secondary educational opportunities to its primary service area of southwest Wyoming.

WWCC Guiding Principles as reflected in the Distance Education Program:

- 1. Learning is Our Purpose:** Distance Education is WWCC's resource for quality alternative-format education and is continuously working to foster optimal learning experiences.
- 2. Students are Our Focus:** Distance Education meets the needs of students and their busy schedules by offering eight associate degrees and three certificates fully online. In addition, they offer on-site classes at eleven Outreach locations. Distance Education promotes relationships with several 4-year institutions to assist students in transferring. They coordinate with Student Services to assure distance students are receiving the best possible services.
- 3. Employees are Our Most Important Resource:** Distance Education guides and supports adjunct and on-campus faculty teaching on-line and at Outreach locations through ongoing professional development and training funds allocation.
- 4. The Community is Our Partner:** Distance Education is committed to community involvement evidenced by their partnership with BOCES/BOCHES at seven Outreach locations. In communities without a BOCES or BOCHES, Distance Education provides an Outreach center to meet the needs of the community.
- 5. Adapting to Change Defines Our Future:** Distance Education has anticipated and adapted to the state of continual change in distance education through the use and support of new online technologies such as Blackboard, Elluminate, Smarthinking, and Turnitin.
- 6. Ethical Standards Guide Our Actions:** Distance Education commits itself to treating all individuals with respect and professionalism regardless of disability, geographic location, or life circumstance.

Distance Education has developed at a fast pace since technology and the Internet have matured. It is a priority to the WWCC Distance Education department to stay current in online facilitation best practices and technological opportunities. The quality that Distance Education strives to maintain in their program is for the benefit of their students and faculty.

Sample Part B: Primary Goals of the Housing Program

1. Administer housing services that are beneficial to the student's academic, physical, emotional and social development.
2. Personalize the residence life processes to assist students to expand their acquaintance and knowledge of other persons and groups.
3. Structure productive, secure and pleasant environments.
4. Disseminate knowledge and encourage growth in those areas of human development originally not included in the formal curriculum.
5. Provide, a well-trained residence life staff, more mature role model behaviors that are consistent with the objectives of higher education in a democratic society.

Directions for Section II: FACT FINDING

A. Customers and Clients:

- Give a brief explanation of the audiences served by your program.
- Consider the following questions, if appropriate.
 - Are there audiences that you are under-serving?
 - Can the program attract or serve new audiences?
- Explain how your program contributes to student learning by serving these audiences.
- Include a bulleted list of the services provided by your program.

B. Facilities and Equipment: Summarize the status of the facilities and equipment used by this program. Consider the following questions to assist you in evaluating your facilities and equipment. *Be sure to contact all departments represented in your program.*

FACILITIES:

- Are the facilities appropriate?
- Have needs changed?
- Are there changes needed for these facilities? If so, list them in order of priority.

EQUIPMENT:

- Is the equipment adequate and appropriate?
- Is the equipment maintained, updated, or replaced?
- Are there changes, or additions needed? If so, list them in order of priority.

C. Printed Materials and Website: Review all printed information about this program (course catalog, brochures, etc.) and review the program's website.

- Is the information appropriate and current?
- Does the appearance of the item represent the College and your program in a professional manner?
- Have you surveyed customers or clients to evaluate the appropriateness of the information and presentation?
- Do you include the purpose of your program and the goals in the catalog and on the web site?

Section II SAMPLES

Sample Part A: Customers and Clients of Registration & Records

Those benefiting from the services offered by Registration & Records include WWCC students, faculty, staff (including Outreach center staff and students), and members of the community (including children and Seniors served by non-credit courses, prospective students, and industry).

Registration & Records serves students by providing access to efficient registration processes and maintaining accurate academic records. Students are provided information to use in planning their schedules and programs in order to meet their academic goals. Registration & Records helps students to develop life skills by encouraging responsibility and ownership for educational goals. Registration & Records is responsive to the changing dynamics and educational needs of the community by providing services to students taking both credit and non-credit courses. Faculty members are provided with access to student records and information through online services making it convenient and easy to help students.

Summary of Services and Programs

a) Switchboard/Information Desk

Registration & Records is responsible for coverage of the information desk from 7:30 a.m. to 10:00 p.m. Monday – Thursday, 7:30 a.m. to 11:00 p.m. on Friday, 8:00 a.m. – 11:00 p.m. on Saturday, and 9:00 a.m. – 11:00 p.m. on Sunday, including hours on holidays when campus offices are closed. Employees at this desk answer lines on a multi-line switchboard and also respond to campus radio calls as necessary. Employees also field questions, provide information and directions, process forms and paperwork, approve all public notices and flyers to be posted, and sell tickets for college-sponsored events. The evening employee (Monday-Thursday) also handles registration for credit and non-credit courses.

b) Publications

a. Print Material

Registration & Records is responsible for the annual coordination, development, printing, and dissemination of the college catalog and schedule of classes.

b. Internet

Within the Western Wyoming Community College website there are links to forms, catalog, class schedule (including closed classes and schedule addendum), fee information, and student policies and procedures.

c) Registration and Recordkeeping

Registration & Records handles all registration (credit and non-credit), schedule changes (adds/drops/withdrawals), and waitlists. Also trains and supervises Green River and outreach staff regarding the registration process. Green River and 11 Outreach sites have direct access to Colleague, including real-time registration. All student grades are processed through Registration & Records. All student records (including demographic information), transcript requests, enrollment verifications, and transfer evaluations are maintained and processed through this office. As a function of recordkeeping, student files are created for active students and records are archived, imaged, and disposed of according to policy.

d) Student Accounts Receivable

The Registration & Records office handles all student accounts receivable, billing, third-party sponsorship, refunds, and collections. Billing, refunds, and collections for the Green River Center and the 11 Outreach sites are also coordinated by the Student Accounts Receivable Assistant. Payment plans are set up, monitored, and collected by this office. The Student Accounts Receivable Assistant coordinates the collection process with the Administrative Services Officer. Third party sponsorships for students taking credit and non-credit courses, including those taught in Outreach and in the high schools, are coordinated by the part-time Registration and Course Clerk.

e) Web-Based Services

a. Mustang WebAdvisor for Students

Registration & Records provides students on-line access to their records, (including transcripts and account information), registration and schedule changes, and most forms. An online tutorial for Mustang WebAdvisor and Mustang Cruiser is available for students. New students complete the tutorial at registration programs. Registration & Records provides technical support for local and outreach students as requested.

b. Mustang WebAdvisor for Faculty

Faculty members can access information about their advisees (including the ability to register and make schedule changes), input midterm and final grades, view student demographics, and review course enrollments and rosters. Mustang WebAdvisor tutorials are offered to faculty. Registration & Records provides technical support as requested.

f) Graduation

Registration & Records is responsible for graduation certification for all students at the end of each term (Summer, Fall, and Spring). This office also coordinates the commencement ceremony held each May.

g) Facilities Assignment

Registration & Records assigns all credit and non-credit classrooms for the Rock Springs campus. All conferences, meetings, and special events are also scheduled through the Registration & Facility Scheduling Assistant.

Sample Part B: Facilities and Equipment of the Bookstore

FACILITIES

1. Is the facility appropriate?

- The Bookstore staff feels the facilities are becoming increasingly inadequate in terms of space. The Bookstore textbook reservation system presents a serious storage problem, with the Bookstore preparing up to 100 individual students books reserved on-line each semester. The demand for textbooks has also increased significantly, further reducing storage and store space. This is also due to the fact that the Outreach Centers are not selling books at their sites, but are having the students order them via the website.
- The staff feels that the distance between Shipping and Receiving and the Bookstore is significant. It is inconvenient and the added labor moving heavy deliveries from shipping and receiving in a timely manner is a problem. There is limited staff in both areas.

2. Have needs changed?

- Yes, the processing of internet ordering has resulted in increased labor and efficient use of time. For example: Spring semester had a total of 371 web orders that had to be pulled, processed, boxed up, labeled and mailed out.

EQUIPMENT

1. Is the equipment adequate and appropriate for program?

- After the last program review the bookstore purchased a point of sale system and textbook management system. They also added a website maintained by Nebraska Book Company. There are three registers in operation in the bookstore along with a system server available to processing web orders.

2. Up to date, replace or properly maintained?

- The college policy is to update computers every 4 years. Software updates are on-going.

3. Are there changes, or additions needed?

- There is a need to interface with the financial aid system in order to have access to student’s accounts regarding bookstore charges. This would enhance customer service by providing better communication between all student services departments and the bookstore.
- The bookstore needs to have some type of security device set up in the Bookstore to help prevent shoplifting and for staff safety.
- Bookstore needs the ability to issue gift cards or debit campus cards with the current POS system.

Sample Part C: Printed Materials and Website of the Financial Aid Program

Review of all printed information about your program

- Provide the population criteria of what constitutes a small town on the Civic Grant application.
- Make corrections to the typographical errors on the WWCC Short Term Loan Promissory Note and the WWCC Consortium Agreement forms.
- Define the criteria of being a Wyoming resident on the Senior Citizen’s Tuition Grant form.

WWCC Financial Aid Paperwork and Forms

FAFSA	FAFSA on the Web Worksheet or paper form
Verification	Independent Verification Worksheet, Dependent Verification Worksheet, Non-Filer Statement, Low Income Form, Signature Sheet
Applications	Summer Aid Application, Hathaway Application, Institutional Application (Transfer, Part-time, Non-Traditional Student, Excellence in Academics), Institutional Academic (Non-Hathaway Eligible) Scholarship Application, Civic Grant Application
Loans	Master Promissory Note, PLUS Promissory Note, Preferred Lenders List, Entrance/Exit Loan Counseling Sign Off Sheet, Additional Loan Request Form, Short Term Loan Application, Short Term Loan Form

Veteran's Administration	Application for VA Educational Benefits 22, 1990, Application for Survivors and Dependents Education Assistance 22-5490, Request for Change of program or Place of Training 22-1995, Direct Deposit enrollment 24-0296, Veteran's Registration Form, VA Policy Certification Form, Monthly Certification Form, Wyoming Combat Waiver Form, Vietnam Era Veterans WS 19-6-106, National Guard Waiver Form, National Guard Certification Form, Combat Vet/Vietnam Vet Certification Form
Federal Workstudy	Federal Workstudy Application, Federal Workstudy Timesheet
Appeals	General Appeal Form, Student Special Circumstances, Dependency Override Form,
Wyoming Investment in Nursing	WYIN Eligibility Letter, WYIN Congratulations Letter, WYIN Rejection Letter, WYIN Master Promissory Note, WYIN Certification Form
Miscellaneous Forms	Satisfactory Academic Progress Policy Form, Dependent Care Form, Cost of Attendance Adjustment for Nursing Students, Consortium Agreement
Award Letters	Provisional Award Letter, Institutional Award Letter, Federal Award Letter
Correspondence	Missing Information Letter, Not Eligible Letter, No Aid Offered Letter, Appeal Beyond 96 Credits Letter, Disability Letter, Plus Loan Letter, Notification of no Master Promissory Note, Notification of Missing Signature on Master Promissory Note, Additional Loan Approval/Denial, Non Compliance VA Letter, VA Introduction Letter
Athletic	NJCAA Intent Contract, NJCAA Agreement Letter

Review of Web Site developed for your program

- The picture of the girl on the homepage looks bored as she's filling out paperwork, and I would like to see her face. The picture is also backwards (look at the Pepsi Bottle). Maybe a shot of a student holding up a FAFSA and smiling/excited about it would be better.
- The priority funding deadline paragraph on the homepage still says "2005".
- The financial aid email address on the homepage is still the old one
- On the financial aid "Forms" page, there needs to be a link at the top that allows that user to download the Adobe Acrobat Reader, or they may not be able to open the forms when they click on the "Application for Summer Aid", "General Appeal Form" & "Student Special Circumstances" links. The same needs to be done at the top of the "VA Forms" page.
- At the top of the "WWC Foundation" page, it needs to say "**WWC** Foundation" and not "**WWCC** Foundation". Update the list of board members on that page.
- Other than that, the website looks great! Very informative and links well with many national federal aid sites (ie. fafsa.ed.gov, etc.)

Directions for Section II: FACT FINDING (continued from pg. 11)

D. Regulations Compliance: Take a look at *professional standards* and/or *regulations* in your area. Use the following questions to guide your responses.

- What regulations OR standards are in effect for your program?
- Have regulations or standards been adequately met?
- What action should be taken to ensure continued compliance or approach alignment with standards or regulations?

E. Staff Development: Create a bulleted list that shows...

- The types of staff development in which your employees have participated during the past three years.
- Whether or not the staff development activities have adequately met the needs of the program.
- Plans for improvement of staff development in the future, if necessary. The final draft of your portfolio should refer the reader to a specific item in the Action Plan.

F. Recommendations from Previous Program Review: Take a look at the recommendations listed in the previous Program Review. Use a chart or other method of your choice to report on the action that has been taken regarding these recommendations.

Sample Part D: Regulations Compliance of the Distance Education Program

The Distance Education program at WWCC is regulated by the Higher Learning Commission of the North Central Association of Colleges and Schools. This commission has stated that all programs that WWCC wants to put online are accredited. In response to the 2004 college accreditation, the Distance Education Department submitted an updated report to the Commission in 2007. This report was approved and the Commission feels WWCC Distance Education is of a high quality. The Distance Education program has clearly met all regulations set by the Higher Learning Commission.

The Distance Education Department makes every attempt to meet the Section 508 accessibility guidelines set by the US Government. Section 508 assures websites are accessible to people with various cognitive and physical disabilities. WWCC has been making an effort to create accessible online courses. We have adopted the use of CourseGenie and created an accessibility assistant position. The program is working to become fully compliant with Section 508. We are definitely making a good faith effort to be compliant and will continue to improve our compliance with Section 508 guidelines.

Sample Part E: Staff Development of Registration and Records

The Registration & Records staff has participated in the following staff development activities during the past three years:

- “F.I.S.H.” Customer Service Training
- Paraprofessional Annual Retreat
- Datatel Query Training
- Datatel Reporting Techniques Training
- Datatel Research Tools and Techniques Training
- Datatel National User Group Conference
- Datatel Regional User Group Conference
- CollegeNet/ Resource 25 (Facilities Management) Software Conference
- Image Now Administrator Training
- National AACRAO (Amer. Assc. Collegiate Registrar & Admissions Officers) Conference
- Regional AACRAO (RMACRAO) Conference
- National Orientation Directors Association Conference
- NODAC Planning Committee (in charge of all publications)
- Regional Orientation Directors Association Conference
- Record Retention
- Datatel On-Site Sponsorship Billing
- Datatel Webinars (Waitlists, Web Registration)
- Sponsorship Billing, on-site visit to Sheridan College
- State Registrar’s Gathering
- Excel, Access, Keyboarding and Computer Information Systems courses
- Accounts Receivable and Collections workshop
- Para-Professionals Retreat (Who Moved the Cheese)
- Civitas

In addition to the above staff members are taking WWCC courses each semester. The development activities have been numerous, varied, and adequate to date. The need to continue to update computer skills with new software installations was identified as an area for additional development.

Sample Part F: Recommendations from the Previous Program Review of the Financial Aid Program

Recommendations

1. Update Web Page and paperwork as recommended.
2. Improve visibility of the Financial Aid Office and increase knowledge of students/faculty/staff regarding services provided.
3. Improve knowledge of Financial Aid at WWCC among faculty/staff.
4. Improve methods for distributing information to students and work to personalize communication with students in regard to their financial aid awards.
5. Increase storage space and purchase three fire proof filing cabinets.
6. Upgrade to Colleague Release 17 and provide training for staff on Colleague Release 17.
7. Purchase a laser printer for Colleague Release 17.

Actions Taken

1. Updates were made to the Financial Aid Web Page and paperwork as recommended.
2. The Financial Aid Office staff has worked to improve the visibility of the Financial Aid Office and the services provided by the office. The staff serve on several campus committees and participate in a variety of functions and events sponsored by the campus. According to the employee survey, the staff feel that they are aware of the services provided by the Financial Aid Office, the lowest being class presentations at 54%. Therefore, this recommendation has been successfully implemented with on campus employees. The success rate of improving the visibility of services among students has not been quite as successful. Students are aware of the majority of the services that are offered by this department, however only 49% of students are aware of the bookstore line of credit for purchasing books with their financial aid and only 47% of the students are aware that assistance with veterans benefits is available.
3. Based on the college employee survey results, approximately 50% of employees reported that they strongly agree or agree that they have an adequate understanding of financial aid procedures. The aid office staff have participated in various awareness efforts on campus over the last five years to improve their understanding of the financial aid opportunities available at the institution, such as advisor training sessions in conjunction with the advising coordinator and advisor training at in-service. In light of the new scholarship programs available at WWCC and the fact that this particular question fell below the benchmark established, opportunities exist to provide additional training for faculty and staff.
4. In 2002, the Financial Aid Office incorporated the Communications Management feature of the Datatel software to deliver personalized correspondence to financial aid applicants and recipients. This has been a tremendous improvement over the prior process that was utilized. In conjunction with the web site and Mustang Cruiser announcements, this implementation has allowed for greater efficiency and timeliness in communicating with students and processing their aid requests.
5. The recommendation to increase storage space and purchase three additional fire proof cabinets was implemented. The aid office was allowed space in the storage room in the back of the Registration and Records Office for the three filing cabinets that were purchased with spend out funds.
6. Colleague Release 17 was implemented in the early spring of 2002. Training was provided on campus for the query builder component and the communications management component. Members of the Financial Aid Office staff attended these training sessions.
7. A laser printer was purchased in 2002 with spend out funds. This is the primary printer that is utilized for all of the tracking letters that are sent to students.

Directions for Section III: Focus on the Future

A. Assessment Reporting: Program-level Goals

All programs must use **multiple methods** of assessment to evaluate program-level goals.

- **Direct** methods of assessment include sales numbers, returning student numbers, requests for training.
- **Indirect** methods of assessment, such as surveys or focus groups, should be used in conjunction with direct assessment methods.
- **Internal** assessment results come from procedures, surveys, focus groups, or follow-up that we conduct here at WWCC.
- **External** assessment includes results from national testing or nationwide surveys or from business and industry consultants who give professional evaluations.

EVALUATING THE RESULTS

- Program members agree on a “Criteria for Success” score for surveys or applicable survey or focus group questions. Refer to accepted industry or professional standards if possible.
- Analyze findings and summarize the results in terms of the program goals. Identify where the program is meeting the goals and where the program needs to target improvement.
- **Use of Results:** Use the assessment findings to identify how the program will implement changes for targeted improvement.
 - Identify measures that did not function as intended. Identify means of assessment that may be useful in the future.

B. Strengths, Limitations, and Opportunities:

- List strengths of the program.
- List any factors that LIMIT the program’s achievement of its goals.
- Identify possible areas in which the program can improve within its limits.

C. Action Plan: Planning must take into account CHANGE in the College’s enrollment, audience, and economic situation. Your challenge is to anticipate the changes ahead, make some assumptions, and provide a pro-active response. Propose a Three-Year Action Plan that...

- Strengthens the achievement of the program’s Primary Goals
- Pursues opportunities to improve within limitations
- Increases or maintains services (if at capacity)
- Diversifies audiences

Section III SAMPLES

Sample Part A: Assessment Reporting of the Human Resources Program

1. Advocate for a work environment in which employees are comfortable and supported

The HR Department is a strong supporter of a positive work environment and works to advocate for College policies which serve to help ensure that employees are treated fairly. Over the past 20+ years, only one formal grievance has been filed against a College employee and it was settled informally before the case went to a hearing board.

The HR Department actively sponsored Board Policy and Procedure 4420 D, Workplace Harassment, to help ensure that offensive treatment or behavior in the workplace is viewed as unacceptable. The survey referenced above reveals that 83% of WWCC employees having an opinion on the subject believe that the HR staff works effectively with supervisors to ensure the HR policies are enforced fairly and consistently.

2. Provide a systematic employee evaluation process

The HR Department has significant input into the College's faculty performance evaluation process. While the HR Department has no role in the administration of the performance evaluation process for faculty, it keeps abreast of developments in the field.

The HR Department closely monitors all performance evaluations for professional and paraprofessional personnel. The Executive Assistant to the V.P. sends out forms and reminders monthly to all supervisors. This has been done for many years. Many supervisors are habitually late in turning in performance evaluations. It is important that these evaluations be completed in a timely manner so that the desired effect of employee improvement can be realized.

The HR Department is responsible for spearheading periodic reviews of and updates to the performance evaluation manuals used for paraprofessional and professional employees. The last update for the paraprofessional manual was in February 2004 and the last update for the professional manual was in October 2002.

The HR Department regularly answers questions from supervisors regarding performance evaluation questions and issues and, upon request, helps guide them through difficult areas associated with employee performance evaluation.

3. Help new full time employees adjust to the College's work environment and assist in providing all employees needed training

a. New Employee Orientation

The HR Specialist meets with all new full time employees in an initial orientation session. This session normally takes about two hours. Both the employee and the HR Specialist initial an orientation form indicating that the employee has been informed about many aspects of his or her employment at WWCC. (See Appendix for Form).

The employee's supervisor is then required to conduct another orientation session with the new employee soon after employment commences. Again, both the employee and the supervisor are required to initial an orientation indicating that the employee has been apprised about various aspects of his or her employment at WWCC. (See Appendix for Form).

About 3-4 months after employment commences for a new full time employee, the HR Department schedules a follow-up orientation with all new full time employees to ascertain

whether or not the new employee has any questions that the HR Department can answer about his/her employment at WWCC.

From the survey results, it is clear that a significant number of employees believe that the orientation process is not being accomplished as effectively as it could be. With the data available, it is not possible to ascertain the nature of the concerns. The HR Department will follow up on this topic and gather more detailed information regarding the concerns. (See second year action plan for details)

b. Training

The HR Department conducts periodic training for College employees. Training is periodically provided on topics such as sexual harassment, workplace harassment, HR issues for Division Chairs, wage and hour issues, employee vs. independent contractor issues, etc.

Seldom does the HR Department receive any requests for training from WWCC supervisors. All requests for training are addressed when received. The Department maintains a listing of training requests, but the list is very short. Very few requests for training have come to the HR Department. With the limited HR staff, it is difficult to provide a comprehensive training program.

4. Provide a fair and competitive compensation program for College employees

a. Fairness

The HR Department has always played a key role in developing compensation policies that are “fair”, and works very hard to ensure that existing employees are promoted and new employees are hired consistent with prevailing policies and procedures.

Professional & administrative staff and faculty are both placed on the salary schedule and promoted via horizontal advancement in accordance with Board policy and procedure 4220 B. The latest revision of Board Policy and Procedure 4220 B was ultimately approved by the Board of Trustees on June 10, 2004, following several years of intensive committee work. Although whether or not a particular policy or practice is “fair” is often the subject of some debate, until Board Policy & Procedure 4220 B is modified in the future, it is deemed to be the institutional standard of fairness to be consistently applied.

In the summer of 2006, the College hired the consulting firm Nash and Company to provide recommendations regarding the revamping of the classification and compensation program for WWCC’s full time classified staff personnel. As a result, in January, 2007, the Board of Trustees adopted a new compensation and classification plan for classified staff. Very little contention surrounded this change to a market-based plan and apparently most WWCC classified staff employees expressed no valid reasons for believing the compensation is not “fair.”

The compensation and classification plan which was in place for many years prior to the new plan implemented July 1, 2007, was primarily driven by internal equity factors, rather than market factors. A classified staff committee worked hard to consider reclassifications and typically there was very little contention about the “fairness” of this plan. The change was made philosophically to take into consideration market factors which were not considered nearly as much in the old plan.

b. Competitiveness

For many years, the HR Department has been a strong advocate for the College’s commitment to spend 75% of all new general state aid on salaries and benefits. This advocacy has played a key role in keeping the College’s salaries and benefits very competitive among the seven community colleges in Wyoming, among local employers, and regionally. Below are some data to support the

position that WWCC is providing a fair and competitive compensation program for WWCC employees.

- According to the Annual Salary Survey of the Mountain States Association of Community Colleges, WWCC's administrative and professional salaries for the 2006-07 year (last year of available data) were 101.9% of the Mountain States average. WWCC's faculty salaries were 102.8% of the Mountain States average.
- Compared to the other Wyoming community colleges, WWCC's administrative and professional salaries were 102.1% of the Wyoming average. WWCC's faculty salaries were 105.0% of the Wyoming average.
- According to the annual Wyoming Classified Staff Salary Survey, WWCC's classified staff salaries for the 2006-07 year were 107.6% of the Wyoming community college average and 99.5% of the local average. Moreover, salary range minimums and maximums for WWCC positions almost always exceeded the group averages.
- According to the Mountain States Survey referenced above, the percentage of salary dollars paid to cover fringe benefits for faculty at WWCC was 35.87%, compared to the Mountain States average of 30.92%. For non-faculty personnel, WWCC's average was 37.50%, compared to the Mountain States average of 34.03%.

5. Coordinate recruitment and selection functions professionally, fairly, and in a timely manner

The HR Department is charged with the responsibility of coordinating the employee recruitment and selection functions at WWCC. Of the 95 comments received via the employee survey regarding the strengths and areas of needed improvement, six comments expressing concern were received regarding the recruitment and selection function. Moreover, 69% of employees expressing an opinion believed that the employee recruitment function was being done effectively.

Some employees are seemingly frustrated over how long the process takes and that improvements could be made in the overall organization of the process. Two employees expressed a concern that the HR Department may not be notifying unsuccessful candidates in a timely manner.

Beginning in the Spring of 2008, the HR Department will require that all applications for professional positions be completed electronically. This will allow for simultaneous screening of the applications on the part of members of selection committees. Hopefully, this will result in a process which is viewed as more efficient.

There have been no EEOC filings from job applicants claiming employment discrimination for many years. The HR Department sends out letters to unsuccessful candidates after the Board of Trustees approves the hiring for professional positions. For classified staff positions, letters to unsuccessful candidates are sent out within two or three days of the time when a candidate has accepted a position. The HR Department will work with supervisors to seek input as to how the employee recruitment and selection function can be improved.

6. Maintain human resources records in an effective and legal manner

Various federal and state laws govern how human resource records (personnel files) are maintained. The HR Department strictly abides by all federal laws and by the Wyoming Public Records Act. Records are kept for the required number of years before being destroyed. Some records must be kept permanently and are typically microfilmed periodically.

Employee personnel files are confidential and no one has access to employee personnel files except on a "need to know" basis. Employees may look at their personnel files, but may not take them out of the HR Department office. The College has never been found in violation of any laws governing access to or disclosure of employee records.

Sample Part B: Strengths, Limitations, and Opportunities of Registration & Records

A. Strengths

- Quality of customer service (marked improvements since previous program review)
- Experienced staff that provides first-rate, high quality registration and record services
- Printed Materials are attractive and generally easy to use
- Availability of online services and satisfaction with those services
- Provide training and education opportunities to all who utilize registration and records services
- Office is open, clean, and provides individual attention
- Through Outreach staff, Green River Center, and online services we can provide services to all who need them

B. Limitations

- Overtime hours for staff are still excessive though marked improvement over last 2 years
- Part-Time employee contract is set at 20 hours while duties and critical times necessitate more
- Additional personnel needed during critical registration times
- Office layout can be intimidating for some and privacy can be compromised
- Website can be difficult to navigate and some services are not easily found
- The website design is limited by standards and total institutional items that need to be displayed

C. Opportunities to Improve

- Create a more user-friendly and clear website by re-organizing and re-designing
- Clearly post important dates online
- Provide education of availability of online services
- Improve usability of online services by developing online tutorials for those services that are most difficult to understand
- Train weekend employees so that registration services can be provided on weekends
- Increase use of online services with students in Outreach areas and at a distance
- Increase hours of PT employee

Sample Part C: Action Plan of Registration and Records

First Year: 2008-09			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Online Services – Education and tutorials	To increase the knowledge and usability of online services.	Increased use of services based on daily reports generated from Colleague system	Kay, R & R staff, Outreach
WebViewer	Allows college community to view calendar of events, room usage, and make room use requests	Completion of tutorials, Website “live” and useable	Kay and Heather
Customer Service	Continue effort of providing excellent service to all customers; Identify trends or specific areas for improvement	Fewer customer complaints with no clear trends; comparing survey results and comments	R& R Staff
Tasks Dependent on Funding (Provide estimated cost)	<ul style="list-style-type: none"> • Data to Justify Need, and Consequence of Not Funding 		Who is responsible?
PT Benefitted position to 35hrs Estimated cost: \$10,000	<p>Overtime hours for FT staff for Jan 07-Dec 07= 292</p> <p>Overtime budget deficit FY07= \$850.23 (allocated budget of \$6,174)</p> <p>Current 20 hours/week does not allow for the nearly 5 weeks of peak time that the employee needs to be available between 35-40 hours. New sponsorship billing process requires more hours while still in its infancy. The PT position also helps with coverage in the summer when FT staff takes vacation.</p>		Registrar

Second Year: 2009-10			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Website re-organization, re-design, and clarity	Allow users to better navigate site	Fewer calls regarding site and where to find information; track user hits; Focus groups; comparing survey results and comments.	Kay, Heather, and WebMaster

Train Weekend Front Desk on Colleague and other registration and records functions	Provide seamless registration services and additional office support	Track numbers of students served and in what capacity during the weekend desk hours; customer satisfaction levels	Kay, Eve
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
Catalog as HTML and searchable Estimated cost: \$5,000	Given the work load of the WebMaster it may be necessary to outsource the task to a third party vendor. Without funding, and the HTML lookup, the catalog is viewable only as a PDF with a table of contents rather than allowing a search feature. Maybe possible to hire CIS student intern.		Kay

<i>Third Year: 2010-11</i>			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Record Retention & Disaster Plan	To provide a plan that will give direction in the case of a disaster and direction regarding record retention	Completed and approved plan	Kay and Eve
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is responsible?

Appendices

Appendix A: Resources

In this appendix you will find the WWCC Guiding Principles and the Goals for Student Success. These documents will be useful for you as you complete your Program Review Portfolio.

Appendix B: Follow-up Document

In this appendix you will find the document used for your three-year Action Plan Follow-up process. This documentation will be submitted annually to the Instructional Support Office for a period of three years following completion of your Program Review Portfolio. The diagram on page 4 shows how the Follow-up Documentation fits into the five-year cycle.

Appendix C: Assessment Reporting Form

In this appendix you will find the Assessment Reporting Form used for storage of your program's on-going assessment measures. This documentation will be submitted annually to the Instructional Support Office. The diagram on page 4 shows how Assessment Reporting fits into the five-year cycle.

Appendix "A"

Resources: Guiding Principles and Goals for Student Success

Guiding Principles

- 1 Learning is Our Purpose**

Our purpose is to provide quality experiences that foster lifelong learning. We assess learning through our five *Goals for Student Success*, and we then adapt to improve learning.
- 2 Students are Our Focus**

As students succeed in meeting individual goals, WWCC succeeds. Our task is to provide an environment that encourages success for a diverse student population. Underlying every decision should be the question: Does this contribute to the success of our students?
- 3 Employees are Our Most Important Resource**

Growth opportunities and recognition are important in creating leaders and professionals and in enhancing employee satisfaction.
- 4 The Community is Our Partner**

We interact with community members, organizations, local business and industry to enrich community life.
- 5 Adapting to Change Defines our Future**

We must meet the changing needs of our community, students, and employees by encouraging and supporting innovation and informed risk-taking.
- 6 Ethical Standards Guide Our Actions**

We commit ourselves to treating all individuals with respect, demonstrating integrity and professionalism, developing and implementing fair solutions to problems, and assuming responsibility for our work.

Goals for Student Success

1 Communicate Competently

- Write an organized essay or report with a clear purpose, appropriate structure, sufficient evidence or details, and a stated conclusion.
- Demonstrate proficiency in using word processing software to create, edit, and format reports.
- Deliver an organized oral presentation with a clear purpose, appropriate structure, sufficient evidence or details, and a stated conclusion.
- Demonstrate competency in using presentation software.

2 Retrieve Information

- Identify, evaluate, and use reliable resources from a variety of sources, such as libraries, databases, Internet, and interviews.

3 See Issues from Multiple Perspectives

- Recognize and objectively evaluate different points of view.

4 Solve Problems

- Implement a problem-solving strategy.
- Participate in collaborative group learning activities.
- Engage in "hands-on," active, experiential learning.

5 Develop Life Skills

- Identify, reflect, and plan on educational, career, and life goals.
- Use resources to improve personal wellness.
- Attend or participate in artistic, cultural, recreational events or extracurricular activities.

Appendix "B"

Action Plan Follow-up Documentation

1. List the Actions/Tasks Recommended for the first/current year (08-09).

2. Describe any Activity/Planning/Implementation conducted toward each Action/Task.

3. Describe the overall outcome or indicator of whether or not this action/task has been successful or is progressing toward a successful completion.

4. Describe any "effective practices" or targeted improvements that resulted from implementation of these plans.

5. Describe the *planned* next steps for each Action/Task.

6. Identify any challenges occurring &/or revisions needed in implementing each Action/Task.

--

7. Identify any changes or new Actions/Tasks needed to replace any current Action/Tasks that do not or will not result in targeted improvement or “effective practices.”

--

ACTION PLAN for the Next Two Years: The Action Plan for your program may need to be altered based on the activities of the past year. Update the plans below.

Academic Year 2009-2010			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is Responsible?

Academic Year 2010-2011			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding		Who is Responsible?

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference or Guiding Principles:

Portions of the College Mission or Guiding Principles that are addressed by this program go here.

Administrative or Support Service Unit Mission Statement: (May incorporate some/all of the Guiding Principles and/or Goals for Student Success.)

The purpose and mission of the unit goes here.

Program-level Goals (4-7): (May include some/all of the GP &/or GSS.)

1.
Each goal goes in a box.

2.

3.

4.

5.

6.

7.

Program Goal 1:

Your first Program-level goal goes in this box.

First Means of Assessment for Goal 1:

___ a. Means of Unit Assessment & Criteria for Success:

Plan for assessment, Criteria for Success (benchmarks), & measurements go here.

___ b. Summary of Assessment Data Collected:

The results go here.

___ c. Use of Results to Improve Unit Services:

Describe how the department intends to use the above results.

Second Means of Assessment for Goal 1:

___ a. Means of Unit Assessment & Criteria for Success:

Another way of measuring the above goal goes here. Not all goals will have more than one means of assessment, but some should.

___ b. Summary of Assessment Data Collected:

The results go here.

___ c. Use of Results to Improve Unit Services:

Describe how the department intends to use the above results.

Third/Fourth Means of Assessment for Learning Goal 1:

More of the same. If there were a 3rd means of assessment, that would go here and the process repeated for the sections. Just copy and paste the sections above to include a third or fourth means of assessment.

Program-level Goal 2:

Each additional Program-level Learning Goal should be placed in this first box on its own page. Just copy and paste this entire page to discuss Learning Goal 3, 4, etc.

First Means of Assessment for Learning Goal 2:

___ a. Means of Program Assessment & Criteria for Success:

Plan for assessment, Criteria for Success, and measurements go here.

___ b. Summary of Assessment Data Collected:

The results go here.

___ c. Use of Results to Improve Instructional Program:

Describe how the program intends to use the above results.

Second Means of Assessment for Learning Goal 2:

___ a. Means of Program Assessment & Criteria for Success:

Another way of measuring the above learning goal would go here. Not all goals will have more than one means of assessment, but some should.

___ b. Summary of Assessment Data Collected:

The results go here.

___ c. Use of Results to Improve Instructional Program:

Describe how the department intends to use the above results.

Third/Fourth Means of Assessment for Learning Goal 2:

More of the same. If there were a 3rd means of assessment, that would go here and the process repeated for the sections. Just copy and paste the sections above to include a third or fourth means of assessment.