# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Executive Summary</td>
<td>2</td>
</tr>
<tr>
<td>2. Background</td>
<td>3</td>
</tr>
<tr>
<td>3. Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>4. Institutional Effectiveness Model: A Holistic Approach</td>
<td>4</td>
</tr>
<tr>
<td>4.1. Core Process of Institutional Effectiveness</td>
<td>4</td>
</tr>
<tr>
<td>4.2. The Role of Institutional Effectiveness</td>
<td>5</td>
</tr>
<tr>
<td>4.3. Activities</td>
<td>5</td>
</tr>
<tr>
<td>5. Annual Planning at WCCCD</td>
<td>7</td>
</tr>
<tr>
<td>6. Institutional Strategic and Annual Planning Calendar</td>
<td>8</td>
</tr>
<tr>
<td>5. Cycle for the Assessment of Student Learning Outcomes (CASLO)</td>
<td>9</td>
</tr>
<tr>
<td>5.1. Principles of CASLO</td>
<td>10</td>
</tr>
<tr>
<td>5.2. Four-Year Phase-In Schedule</td>
<td>10</td>
</tr>
<tr>
<td>5.3. CASLO Phase-In Schedule and Process for Each Year</td>
<td>11</td>
</tr>
<tr>
<td>5.4. General Model for Implementing CASLO</td>
<td>12</td>
</tr>
<tr>
<td>6. Online Assessment Management</td>
<td>13</td>
</tr>
<tr>
<td>7. Sample Assessment Report</td>
<td>14</td>
</tr>
<tr>
<td>8. Glossary</td>
<td>15</td>
</tr>
<tr>
<td>9. Appendices</td>
<td>18</td>
</tr>
<tr>
<td>Appendix A – WCCCD 2009-2014 Strategic Goals</td>
<td>18</td>
</tr>
<tr>
<td>Appendix B – Institutional Student Learning Outcomes</td>
<td>19</td>
</tr>
<tr>
<td>Appendix C – Assessment Techniques &amp; Tools</td>
<td>20</td>
</tr>
<tr>
<td>Appendix D – Program Outcomes Assessment Plan</td>
<td>21</td>
</tr>
<tr>
<td>10. List of Figures</td>
<td></td>
</tr>
<tr>
<td>Figure 1 – District-Wide Assessment Model</td>
<td>4</td>
</tr>
<tr>
<td>Figure 2 – New District-Wide Assessment Model: A Holistic Approach</td>
<td>7</td>
</tr>
<tr>
<td>Figure 3 – Institutional Strategic &amp; Annual Planning Calendar</td>
<td>8</td>
</tr>
<tr>
<td>Figure 4 – District-Wide Annual Planning Cycle</td>
<td>8</td>
</tr>
<tr>
<td>Figure 5 – Student Learning Outcomes Assessment Model</td>
<td>12</td>
</tr>
<tr>
<td>Figure 6 – TracDat Enterprise</td>
<td>13</td>
</tr>
<tr>
<td>Figure 7 – Sample Unit Assessment Report</td>
<td>14</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Wayne County Community College District (WCCCD), charged by its mission to “empower individuals, businesses and communities to achieve their goals”, emphasizes the importance of assessment and its connection to a learning institution. It is based on this belief and the incorporation of District-wide annual planning that WCCCD values the importance of linking the mission to administrative initiatives, academic program and course objectives to student learning outcomes for continuous institutional improvement.

Senior level administrators at WCCCD have engaged in an on-going process to define an institutional perspective on assessment. While there are many approaches to assessing student outcomes and institutional effectiveness available that may be employed in this process, it is the need for group consensus that has been the driving force behind this dialogue. As a result of broad participation from both the District and each campus, a holistic evaluation model has emerged. The holistic assessment approach allows the District to:

- Measure and support student learning
- Provide comprehensive and measurable outcomes in teaching, learning, and services through an approach that is easy to understand and practical to implement
- Link annual administrative and academic planning to our mission and strategic goals
- Build a culture of continuous improvement
- Align efforts in assessment between the District office and each campus
- Build a culture of evidence to support the district-wide self-study process

This plan provides the Board of Trustees, administration, and faculty with a view of the ways in which the new holistic assessment model works District-wide. It also illustrates the manner in which planning objectives and assessment methods identified by each administrative division, and academic assessment unit link to strategic goals and HLC self-study criteria. The plan also describes the process in which technology is used for efficient management of district-wide planning and assessment.
BACKGROUND

The college District’s inception grew out of a community demand within Wayne County for access to higher education in 1967. At that time, Wayne County, covering approximately 500 square miles with a population at two million people, was the only major county within the State of Michigan without a community college. Today, the College has five comprehensive campuses that are strategically located for easy access throughout the county. The college has given continuous service to 32 cities and townships within its service region and beyond in numerous ways to enrich its community and constituents it serves. It continues to fulfill all functions of a comprehensive community college by providing: career and transfer programs, student support services, workforce development opportunities and continuing education, and more recently—distance learning opportunities. The college is an institution created by the people, for the people and has developed its mission to reflect a relationship with the community that is engaging, and understanding of community needs and aspirations.

MISSION STATEMENT

WCCCD’s mission is to empower individuals, businesses, and communities to achieve their goals through accessible services, culturally diverse experiences, and globally competitive higher education and career advancement programs.
INSTITUTIONAL EFFECTIVENESS MODEL: A HOLISTIC APPROACH

The college has recently developed Institutional Effectiveness (IE). This office strives to facilitate the integration of institutional research, planning, assessment, and reporting to support continuous improvement of instruction and administrative services of the District.

Core Process of Institutional Effectiveness
A fundamental challenge for IE is the creation of the Holistic approach to District-wide institutional planning and assessment. Holism used in this context, refers to the assessment of objectives set by all units of the college district; administrative as well as academic departments. The underlying assumption to this approach is that all processes implemented within the college district have an impact upon student success. The core cycle of institutional effectiveness is illustrated in Figure 1 below. It reflects an annual continuous improvement model that links planning, assessment, and the use of results to strengthen the college’s purpose, plans, programs, and services.

Figure 1.
The Role of Institutional Effectiveness
The role of Institutional Effectiveness is exemplified by objectives designed to support the following:

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

Activities
Activities of Institutional Effectiveness that are essential to meeting our goals are:

- Communicating with Constituencies through:
  - Fast Facts
  - QUICK Facts
  - Office Brochure
  - Office Website
  - Division Newsletter
  - Transparency Initiatives
  - Communication tools such as bookmarks, Weekend Memo, scorecards, etc.
• Staff Training/Professional Development
  o Workshops on planning and assessment
  o Activity on committees, meetings, state office meetings, conferences
  o Publishing papers, presenting at conferences

• Reporting
  o Internal Reporting, Evaluations and Surveys
  o Enrollment Management Reports
  o Longitudinal Studies and Trends Report
  o Institutional Effectiveness Report
  o External Reporting (IPEDS, Perkins Core Performance Indicators, ACS, etc.)
  o Internal Data Requests and Report Tracking System
  o Board of Trustees Report/Presentations
  o Reports to the Chancellor
  o Institutional and Program Accreditation Report Tracking
  o Transparency Initiatives
  o Survey Summary Analysis Reports
  o Ad-Hoc Data Reporting

Campus One Pagers
One page summary reports provided to campus president’s to share feedback and results from completed survey analysis.

Survey Transparencies
Survey presentations posted on the website based on survey summary results.
ANNUAL PLANNING AT WCCCD

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

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

The overall impact of institutional effectiveness allows the college to focus its efforts on immediate improvements as well as long-range development through the integration of planning, budgeting, evaluation, and management processes. The figure below outlines the office of institutional effectiveness role in mapping annual planning information and outcomes.

Figure 2.
INSTITUTIONAL STRATEGIC AND ANNUAL PLANNING CALENDAR

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

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

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

**Figure 3.**

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>• Report prior FY results to District and Board of Trustees</td>
</tr>
<tr>
<td>October</td>
<td>• Review strategic planning, performance funding, and institutional effectiveness results of prior fiscal year</td>
</tr>
<tr>
<td>November</td>
<td>• Update strategic goals and plan</td>
</tr>
<tr>
<td>December</td>
<td>• Establish planning priorities for next fiscal year</td>
</tr>
<tr>
<td>February</td>
<td>• Plan unit operations and objectives for next fiscal year</td>
</tr>
<tr>
<td>Mar-May</td>
<td>• Plan budgets to support unit plans</td>
</tr>
</tbody>
</table>

**Figure 4.**

- **Chancellor’s Annual Action Plans based on environmental scanning**
- **Divisional & Departmental Annual Goals & Objectives**
- **Campus Annual Goals & Objectives**
- **Individual Unit Annual Goals & Objectives**
- **District-Wide Annual Plan**
CYCLE FOR THE ASSESSMENT OF STUDENT LEARNING OUTCOMES (CASLO)
(Student, Faculty, and Administrator Collaboration to Improve Student Learning)

The *Cycle for the Assessment of Student Learning Outcomes* (CASLO) is WCCCD’s approach to creating a learner-centered environment in which students, faculty and administrators collaborate to improve student learning. The focus of CASLO is on (1) assessing the degree to which students achieve the stated goals and learning outcomes for courses, programs, and disciplines, and (2) sharing of assessment results among students, faculty members, and administrators as a basis for making and acting upon decisions regarding the improvement of student learning, teaching, curriculum, institutional practices, and measurement/assessment processes. The assessment of student learning outcomes cycle will begin with phasing in a new group of academic programs over a four-year period, while simultaneous evaluating each program on annual basis according to the institutional continuous improvement model (plan, do, measure, learn). This process will include the implementation of the *TracDat* system, a web-based tool for managing CASLO and other elements of WCCCD’s holistic assessment plan.

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

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

Core indicators of WCCCD’s effectiveness include student goal achievement (including preparation to compete in a global economy), contribution to business and community goal achievement, excellence of higher education and career advancement programs, accessibility of programs and services, and provision of culturally diverse experiences.
Principles of CASLO
A. To update and clarify student learning outcomes and methods of measuring outcomes for all WCCCD disciplines, programs, and courses.

B. To record assessment data from all courses and programs into the TracDat system over a four-year phase-in period.

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

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

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

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

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

Four-Year Phase-In Schedule
Programs and academic disciplines will be phased into CASLO, including infusion into the TracDat system, according to the schedule below. Prior to being phased into this new assessment model, programs and disciplines will continue to improve and use existing processes for assessing student learning outcomes. Once a program or discipline is phased into CASLO, it will implement this new assessment model on an ongoing basis.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
<td>Accounting</td>
<td>Public Safety</td>
<td>Skilled Trade and Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Business Administration</td>
<td>Mathematics</td>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Lab Tech.</td>
<td>Office Information Systems (OIS)</td>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetic Tech.</td>
<td>Computer Information Systems</td>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Room</td>
<td>Humanities</td>
<td>Medical Billing Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled Health</td>
<td>Languages</td>
<td>Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Billing</td>
<td>English</td>
<td>Nursing Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td>Child Care Training</td>
<td>Occupational Therapy Asst.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>Surgical Tech</td>
<td></td>
<td></td>
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<tr>
<td>Veterinary Tech.</td>
<td></td>
<td>Phlebotomy</td>
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<td></td>
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<tr>
<td>Hemodialysis Tech.</td>
<td></td>
<td>Emergency Medical Tech.</td>
<td></td>
<td></td>
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<tr>
<td>Surg Tech - Central Service Tech.</td>
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<td></td>
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<tr>
<td>Long Term Care Admin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accelerated Advance Delivery</td>
<td></td>
<td>All programs implement CASLO on ongoing basis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10
CASLO Phase-In Schedule and Process for Each Year
Programs and disciplines selected for CASLO implementation each year will proceed according to the following schedule and process:

A. January through March: Faculty and instructional administrators undertake orientation, professional development, and planning activities needed to prepare for the launch of CASLO implementation. During this period, budget development occurs based on CASLO data from Educational Affairs.

B. April through June: Review of course syllabi, program outlines and descriptions, and discipline goals and descriptions, including methods of assessing and measuring student learning outcomes.

C. June through November: Infusion of assessment data into the TracDat system.

D. December: First report on implementation plans for each program and discipline involved, including evaluation of the infusion process for that year. A follow-up report on implementation plans will be submitted in March.

General Model for Implementing CASLO
CASLO has been designed to align with WCCCD’s holistic assessment plan, which features the annual Plan/Do/Measure/Learn continuous improvement process (see Annual Continuous Improvement Process in the “key definitions” section below). The key steps in WCCCD’s assessment of student learning outcomes cycle is as follows:

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

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

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

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

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

3. Delivery of instructional support to classrooms and other teaching/learning environments such as clinical sites serving Health Sciences programs.
C. Measure
1. Collect data on the degree to which students achieved stated learning outcomes using identified measurement methods.
2. Present evidence to demonstrate the quality of student learning: Faculty and instructional administrators make judgments about the level of student learning in relation to stated learning outcomes of the course, program, or discipline levels.

D. Learn
1. Faculty and staff learning based on the measurement data and evidence regarding the strengths and areas for improvement in student learning, teaching, curriculum, assessment processes, measurement methods, and institutional practices.
2. Faculty and staff dialogue to recommend improvements to be included in the Plan phase of the next Plan/Do/Measure/Learn cycle.

The figure below integrates the Cycle for the Assessment of Student Learning Outcomes (CASLO) with the District’s annual continuous improvement model. It describes the four-step process as it relates to the District’s continuous improvement model for measuring student learning and teaching effectiveness. Each year, Educational Affairs facilitates a series of presentations through the instructional council on the results for student learning. The presentations feature the discipline areas annual reports that include learning goals, student outcomes, and recommendations for improvement outlined during each phase of the assessment cycle.

Figure 5.
ONLINE ASSESSMENT MANAGEMENT

The online assessment management system (TracDat) uses the District’s website and standard web browsers on desktop computers to provide simple, direct access to screens for entering, reviewing, and printing District, Administrative, and academic program/course level information and reports.

Figure 6.
### Sample Assessment Report

**Figure 7.**

**Unit Assessment Report - Four Column**

**Wayne County Community College District**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Means of Assessment &amp; Expected Outcomes / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program - Surgical Technology - Employment Preparation - Prepare a qualified health care professional in surgical technology who has the knowledge and skills necessary to provide proper patient care in a perioperative environment.</td>
<td>Assessment Method: Field Placement Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Types:</strong> Learning</td>
<td><strong>Assessment Method Category:</strong> Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Start Date:</strong> 06/12/2008</td>
<td><strong>Expected Outcome:</strong> 50 percent of all employers will report Surgical Technology graduates have attained skills necessary to provide proper patient care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Status:</strong> Active-Currently Being Assessed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program - Surgical Technology - Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scores - Achieve a minimum of 75 percent of program graduates who sit for the national certificate examination.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Types:</strong> Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Start Date:</strong> 06/12/2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Status:</strong> Active-Currently Being Assessed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program - Surgical Technology - Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score First Attempt - Of the 75 percent of the candidates who sit for the National Certifying Examination, 75 percent will pass on their first attempt.</td>
<td>Assessment Method: Upon completion of program, students are qualified to complete the third-party examination administered by the Association of Surgical Technologists (AST). Assessment Method Category: Standardized Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Types:</strong> Learning</td>
<td><strong>Expected Outcome:</strong> Of the 75 percent of the candidates who sit for the National Certifying Examination, 75 percent will pass on their first attempt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Start Date:</strong> 06/12/2008</td>
<td><strong>Assessment Method:</strong> Conduct telephone survey on all recent graduates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Status:</strong> Active-Currently Being Assessed</td>
<td><strong>Results:</strong> 06/12/2008 - There were 12 graduates, 8/12 (66.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program - Surgical Technology - Program Perspectives/Preparedness - Conduct follow up surveys of surgical technology</td>
<td><strong>Action &amp; Follow-Up:</strong> 06/12/2008 - Students were mailed a letter to respond to Darius Golda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Generated by TracDat a product of Nuventive.
Glossary

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

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

C. **Evidence** – The documented verification of the degree to which actual student learning outcomes match the intended student learning outcomes for the course, program, and discipline levels, thus enabling assessment of the adequacy of that learning.

D. **TracDat** – A commercially-available web-based enterprise system to manage data related to institutional assessment with a focus on the assessment of student learning outcomes. TracDat serves as a tool for managing (1) multiple levels of assessment, (2) reports of assessment results, and (3) evidence-based decision-making at all levels of the college.

E. **The Annual Continuous Improvement Process (Plan/Do/Measure/Learn)** – WCCCD’s annual mission-driven planning, assessment, and problem-solving cycle that uses the rigorous measurement of district and campus effectiveness to drive improvements in student learning and other college mission areas. Four phases make up the annual process: (1) the Plan and budget development phase, (2) the Do phase—implementation of the plan, (3) the Measure phase—gather evidence to assess effectiveness, and (4) the Learn phase—faculty and staff analysis to learn from measurement and assessment data what improvements should be given priority in the next annual continuous improvement cycle.

F. **Culture of evidence** refers to a district-wide spirit of self-reflection and continuous improvement based on data, and the ingrained acceptance of the need for evidence as a tool for decision-making at all levels. The nurturing of a culture of evidence starts at the top of the organization, and involves the creation of an institutional climate supportive of the collection of performance evidence and of continuous improvement at the district and campus levels and in all academic departments, student services, and district units.
G. **Planning**  Each administrative unit or educational department of the college clarifies its role within the context of the district’s mission and specifies results that should be achieved (see Figure 2). Academic programs emphasize the attainment of student educational outcomes while administrative and supportive units emphasize the achievement of operational goals, objectives and the performance of quality services.

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

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

J. **Course-level assessment**  – Assessment to determine the extent to which a specific course is achieving its learning goals. (For comparison, see Program assessment and institutional assessment.)

K. **Course mapping**  – A matrix showing the coverage of each program learning outcome in each course. It may also indicate the level of emphasis of each outcome in each course.

L. **Direct assessment**  – Assessment to gauge student achievement of learning outcomes directly from their work. (For comparison, see Indirect assessment.)

M. **Formative assessment**  – The assessment of student achievement at different stages of a course or at different stages of a student’s academic career. The focus of formative assessment is on the documentation of student development over time. It can also be used to engage students in a process of reflection on their education. (For comparison, see Summative assessment.)

N. **Indirect assessment**  – Assessment that reduces student achievement of learning outcomes through students reported perception of their own learning or other measures that are not evidence of a student’s own work in the program. (For comparison, see Direct assessment.)

O. **Institutional assessment**  – Assessment to determine the extent to which a college or university is achieving its mission. (For comparison, see Course-level assessment and Program assessment.)

P. **Learning outcomes**  – Knowledge, skills, and disposition that students should be able to demonstrate upon graduating from the program.
Q. **Portfolio** – A purposeful collection of artifacts that demonstrates a student’s development or achievement.

R. **Program assessment** – Assessment to determine the extent to which students in a departmental program can demonstrate the learning outcomes for the program. (For comparison, see Course-level assessment and Institutional assessment.)

S. **Reliability** – An assessment tool’s consistency of results. This may be consistency of results over time (i.e., multiple administrations of the instrument) or internal consistency of results at a single administration (e.g., split-half reliability.)

T. **Rubric** – A set of criteria specifying the characteristics of a learning outcome and the levels of achievement in each characteristic.

U. **Self-efficacy** – Students’ judgment of their own capabilities for a specific learning outcome.

V. **Student Learning Outcomes** – Student Learning outcomes are clearly defined measures of achievement as it relates to knowledge, skills and abilities that each student obtains as a result of his or her engagement in curricular and co-curricular programming.

W. **Summative assessment** – The assessment of student achievement at the endpoint of their education or at the end of a course. The focus of summative assessment is on the documentation of a student achievement by the end of a course or program. It does not reveal the pathway of development to achieve that endpoint. (For comparison, see Formative assessment.)

X. **Validity** – The degree to which an assessment tool measures that it purports to measure.
Appendix A
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT
2009-2014 STRATEGIC GOALS

Goal # 1
ADVANCEMENT OF THE OPEN-DOOR OF EDUCATIONAL OPPORTUNITY
WCCCD will expand its *Open-Door* model by focusing on student access, diversity, equity, multicultural experiences, campus inclusiveness, and community engagement.

Goal # 2
EXPANSION OF COMMUNITY ENGAGEMENT
WCCCD will serve as an active educational resource for problem-solving and economic development efforts at the community and state levels, and will enhance its engagement in national and international educational initiatives.

Goal # 3
ADVANCEMENT OF INSTRUCTIONAL INNOVATION
WCCCD will advance curricular, co-curricular, and teaching/learning innovations in response to the dynamic needs of a diverse student body and changes in community and workforce educational needs.

Goal # 4
STRENGTHENING OF PROCESSES TO SUPPORT EFFECTIVE STUDENT LEARNING
WCCCD will strengthen the assessment of student learning outcomes by increasing faculty and staff participation in (1) ongoing assessment of student learning outcomes at the course, program, discipline, and district levels; (2) analysis of student learning outcomes data, and (3) bringing about improvements in curriculum, teaching and learning, and institutional practices based on the assessment data.

Goal # 5
DEVELOPMENT OF INSTITUTIONAL RESOURCES
WCCCD will increase its capacity to meet changing student, business, and community educational needs through the advancement of, and sustainability of its human, financial, physical, and technological resources.

Goal # 6
ENHANCEMENT OF DISTRICT-WIDE CONTINUOUS SELF-EVALUATION AND SELF-IMPROVEMENT
WCCCD will continue to enhance the measurement of its effectiveness in serving students, regional employers, and communities, and will increase the use of measurement data to inform decisions on continuous institutional improvement.

Goal # 7
ADVANCEMENT OF OPERATIONAL AND MANAGEMENT EXCELLENCE
WCCCD will advance the process of continuously improving operational systems in all divisions and campuses of the district.
Appendix B
INSTITUTIONAL STUDENT LEARNING OUTCOMES

INSTITUTIONAL STUDENT LEARNING OUTCOMES
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT

The Division of Educational Affairs recognizes and supports the “The Philosophy of General Education” as adopted by Wayne County Community College District’s faculty in 1997. The institutional student learning outcomes have guided our principles of curriculum development and the courses listed below serve as a foundation to successful student learning and development. Upon successfully completing an Associates degree at WCCCD, the following courses that support our institutional student learning outcomes will have been made accessible to all WCCCD students:

### INSTITUTIONAL OUTCOMES FOR GENERAL EDUCATION

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
<th>#9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, write and speak effectively</td>
<td>The role of culture and the arts</td>
<td>Apply the methods of science</td>
<td>Mathematical and technological skills sufficient for personal and career needs</td>
<td>Know the basic social, political, and economic issues of the contemporary world</td>
<td>Humanity and the diversity of cultures</td>
<td>Think critically about the issues that arise in daily life</td>
<td>To work ethically and effectively with others</td>
<td>Lifelong learner</td>
</tr>
</tbody>
</table>

19
### APPENDIX C
ASSESSMENT TECHNIQUES AND TOOLS

<table>
<thead>
<tr>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (Graded)</td>
<td>Course Evaluations</td>
</tr>
<tr>
<td>Course Exams</td>
<td>Learning Logs</td>
</tr>
<tr>
<td>Assignments (Graded)</td>
<td>Concept Maps</td>
</tr>
<tr>
<td>Student Portfolios</td>
<td>Student Satisfaction Surveys</td>
</tr>
<tr>
<td>Free Writing Essays</td>
<td>Exit Interviews</td>
</tr>
<tr>
<td>One Minute Written Summaries</td>
<td>Student Self-Assessments</td>
</tr>
<tr>
<td>Standardized Tests</td>
<td>Quizzes (non-graded)</td>
</tr>
<tr>
<td>Oral Exams</td>
<td>Student Field work reflections</td>
</tr>
<tr>
<td>Presentation Projects</td>
<td>Student Peer Evaluations</td>
</tr>
<tr>
<td>Rubrics (Assignments, etc.)</td>
<td>Student Course Journals</td>
</tr>
<tr>
<td>Field Work Evaluations</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D
Program Outcomes Assessment Plan

Program Name to be Assessed: Name of Program

Type of Award: (Associate of Applied Science, Associate of Science, Associate of Arts, Associate of General Studies)
☐ A.A.S.  ☐ A.S.  ☒ A.A.  ☐ A.G.S.  ☐ College Certificate

Program Areas Reviewed:
☐ Program Goals  ☐ Program Outcomes  ☐ Career Potential
☐ Admission Requirements  ☐ Degree Requirements  ☐ Suggested Course of Study
☐ Accreditation Information  ☐ Other

Program Assessment Plan

<table>
<thead>
<tr>
<th>Core Ability Learning Area</th>
<th>Course Learning Objective</th>
<th>Course Learning Outcomes to be Assessed</th>
<th>Courses Used to Assess Outcomes</th>
<th>Method of Assessment</th>
<th>Term/Date Assessment Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Students will be able to employ effective oral, written and presentational techniques consistent with the business and management environment.</td>
<td>BUS 240, BUS 150</td>
<td>Research Paper</td>
<td>Jan – June 2010</td>
</tr>
</tbody>
</table>

Submitted by:
Originating Faculty: ___________________________ Date: __________
Print/Signature

Campus President: ___________________________ Date: __________
Print/Signature
Wayne County Community College District
801 West Fort
Detroit, MI 48226

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Wayne County Community College District is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400 Chicago, Illinois 60602-2504, 1-800-621-7440 and 312-263-0456 (fax) 312-263-7462 www.ncacihe.org

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