WENATCHEE VALLEY COLLEGE

2021 Ad Hoc Report on 2019 Recommendations

Submitted by
Dr. James Richardson, President
Wenatchee Valley College

to
Northwest Commission on Colleges and Universities

September 1, 2021

2021 Ad Hoc Report on 2019 Recommendations

About Wenatchee Valley College

Wenatchee Valley College (WVC) was founded in Wenatchee in 1939 as a private college, with funds to hire the first teaching faculty guaranteed by community members. After a period of affiliation with the public K-12 school system, WVC became a public community college in 1967 with the passage of the Community College Act by the Washington State Legislature. At this time, Chelan, Douglas, and Okanogan counties were designated as WVC's service district. This area covers over 10,000 square miles and currently has a population of more than 172,000 residents. Though the area is primarily rural with widely scattered communities, the greater Wenatchee area has grown to a population of over 60,000 residents. WVC is one of 34 total community and technical colleges in Washington state.

As a state-supported community college WVC's mission is grounded in state statute ([RCW 28.B 50](#)). This legislation establishes community colleges as open-access institutions with a purpose of providing pre-transfer preparation, workforce education, transitional skills instruction, and lifelong learning opportunities. WVC's mission statement echoes this purpose, being formally revised and adopted by the Board of Trustees June 2021:

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college is committed to diversity, equity and inclusion for all students and employees and provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Under this mission statement, WVC has four core themes: Educational Achievement, Support for Learning, Responsiveness to Local Needs and Diversity and Cultural Enrichment. Each core theme has a dedicated committee composed of college faculty and staff that seeks ways to improve the college regarding each core theme. All four core themes and associated committees are focused on student success and achievement.

WVC's main campus is on a 52-acre site in central Wenatchee. It includes ten main buildings with classrooms, teaching labs, and offices; a library/media center; a student recreation center, a gymnasium; a student center with dining area and bookstore; a facilities and operations center; and athletic fields for baseball, softball, and soccer. As of fall 2021, the college has a new three-story classroom building, replacing a multipurpose/classroom building built in the early 1950s. During the construction of the new building, WVC acquired two new portable classrooms and repurposed an old, unused dorm building for office and lab space. These temporary accommodations will be maintained, as WVC is planning to replace another building that houses multiple technical programs in the future.

In 1972, a satellite campus was established in Omak, 100 miles to the north of Wenatchee, to better serve the residents of Okanogan County and Colville Confederated Tribes. In 1975, WVC purchased its first permanent building to begin the campus in Omak. Over time, the WVC at Omak programs, services and buildings have grown to include additional classrooms, laboratories, offices, and a library. WVC is actively in the process of acquiring funding for a new medical and lab building for the Omak campus.

In 2020-21, WVC served almost 4,940 students, with those students generating 2,774 FTEs (annualized full-time equivalent students). Due to COVID-19 and having to offer almost all courses remotely, identifying the split of enrollment between campuses is not possible. In the past, there has been historically about an 89% to 11% split between the Wenatchee and Omak campuses. WVC is a designated Hispanic Serving Institution with 42 percent of its students of Latinx origin. In addition, 2.1 percent of WVC's students are Native American. Prior to COVID-19 considerations, most Native American students were enrolled at WVC at Omak, which is adjacent to the reservation lands of the Colville Confederated Tribes.

Status of 2019 Recommendations

Following the 2020 Ad Hoc Evaluation, as of February 12, 2021, the Northwest Commission on Colleges and Universities (NWCCU) Board of Commissioners set the following status for the three spring 2019 mission fulfillment and sustainability recommendations:
- Recommendation 1: Fulfilled
- Recommendation 2: Continued as non-compliant
- Recommendation 3: Continued as non-compliant

As Recommendation 1 is considered as having been fulfilled, this report will focus on Recommendations 2 and 3.

Timeline Summarizing Key Events/Milestones for Recommendations 2 & 3

Date	Event/Milestone	Description
April 2019	2019 Evaluation of Mission Fulfillment and Sustainability	Site evaluation visit and report to commission; WVC receives 4 commendations and 3 recommendations.
July 2019	NWCCU Action	Confirmed 3 recommendations 2019 Mission Fulfillment and Sustainability Evaluation Action.
September 2019	Two-day symposia/workshops on assessment	Meetings and workshops for all faculty on student learning outcomes assessment with national expert, administration and faculty.
September 2019	Improved Program Learning Outcomes	Start of a year-long effort led by the Assessment Committee to improve program learning outcomes developed in 2018-19.
October 2019	Educational Achievement Committee recommends changes for assessment	Committee recommends providing faculty leadership time and funding for assessment coordinators. Provides direction for faculty participation in assessment.
October 2019	Faculty Assessment Coordinators begin work	Funding and establishment of four faculty assessment coordinators provide release time and stipends for help with faculty program assessment activities.
November 2019	Area Plans for 2019-20	Annual Area Plans describe program gains, gaps and goals and identify an assessment question for evaluation.
July 2020	2019-20 Assessment Compilation Report	Assessment Coordinators and Assessment Committee worked with faculty to document assessment results and compile these artifacts into a year-end report.
September 2020	2019-20 Celebrating Assessment Meeting	Led by Assessment Coordinators, faculty presented on their assessment efforts of the prior year. Campus wide SLO data compilation shared with faculty.
September 2020	2020 Ad Hoc Report on Recommendations submitted	Ad Hoc Report submitted to NWCCU.
October 2020	Ad Hoc Evaluation of Recommendations	First ad hoc evaluation on 2019 Recommendations; visit conducted online.
November 2020	Area Plans for 2020-21	Annual Area Plans incorporate a 3-year cycle for assessment; faculty identify a question, collect data, implement actions, evaluate actions, and report on action effectiveness.
February 2021	Assessment Canvas shell for faculty created	Canvas shell created as an assessment training tool for faculty. This site contains templates, videos, and text to

Date	Event/Milestone	Description
		guide assessment efforts at WVC.
February 2021	NWCCU Action on 2020 Ad Hoc Evaluation	Recommendations 2 and 3 retained as non-compliant
March 2021	Deans Day Assessment Presentation	Shared assessment canvas training tool with faculty
April 2021	Master Syllabus update to include learning outcome mapping	Curriculum committee approves inclusion of learning outcome mapping in the Master Syllabi. Future updates to master syllabi will require inclusion of CLO, PLO, SLO learning outcome mapping matrices.
July 2021	Assesstivus Week	Faculty time provided, with stipends, for the opportunity to collaborate and analyze program outcomes data for incorporation into fall area plans. Included an introductory and closing session to celebrate assessment exemplars.
September 2021	Area Plans for 2021-22	Area Plans including program learning outcome analysis are loaded into canvas training shell
September 2021	Planned: 2nd Annual Launch Week Assessment Presentation	Faculty meeting to celebrate assessment exemplars and discuss faculty progress in documenting assessment activities at WVC. To be held during launch week.
October 2021	2021 Ad Hoc Evaluation on 2019 Recommendations	Ad Hoc Evaluation visit for Recommendations 2 and 3

Impact of COVID-19 Pandemic

Like most higher education institutions, WVC was forced to quickly move all instruction to a remote/online modality in spring of 2020. This was done by using time during spring break and delaying the first week of classes for Spring Quarter. In that short time, faculty and staff built virtual instruction and services for students in this new reality. Going forward, all have worked fiercely to improve online instruction and services to support student success and educational achievement. Historically, WVC has relied heavily on in-person instruction and support services.

While faculty and staff have voiced concerns over the workload caused by these changes, efforts to continue to improve learning outcomes assessment and use of assessment results have mostly continued as originally planned. WVC not only pivoted to meet student needs, but surveyed students on their experience during COVID-19 and moving online. Results were then used to determine best methods for instruction, assessment of learning, and gaining student feedback. For example, Access Services had 32 students who needed note taking accommodations, and staff met this accommodation by providing captioned Zoom/Panopto Videos for download. As a result, all students had access to a new resource and tool to improve online learning. This is one example of faculty meeting student needs providing far-reaching accommodations by implementing accessible practices.

WVC wishes to directly and openly express its pride in the courage and commitment of its faculty and staff in providing a quality educational experience for its students and community and their continued effort to adapt, assess, analyze and improve student educational achievement and success.

Introduction

In spring 2019, Wenatchee Valley College concluded its latest accreditation cycle by completing the Year Seven Self-Evaluation Report in February. The Year Seven Evaluation Visit in April 2019 resulted in the evaluation team giving WVC four commendations and three recommendations in its evaluation report. The Northwest Commission on Colleges and Universities (NWCCU) commissioners reviewed the report, discussed their findings with the evaluation chair, WVC's President and Accreditation Liaison Officer in June. This resulted in the commission reaffirming WVC accreditation by NWCCU and upholding the commendations and recommendations and asking that WVC act on the recommendations and be prepared to discuss progress made with an Ad Hoc Report and site visit in fall 2020. The three recommendations deal with three areas of concern brought forward by the evaluation team and the commission. Those areas are, in short:

1. WVC's Omak Campus security.
2. WVC's assessment of program learning outcomes.
3. WVC's use of assessment results in improving student learning and achievement.

In the January, 2021 meeting, the NWCCU Commissioners determined that Recommendation 1 is fulfilled and that WVC remains non-compliant on Recommendations 2 and 3.

The purpose of this report is to address the outstanding recommendations of the commission in preparation for the site visit in October 2021. What follows in this document is a short description of steps WVC has taken to address evaluator concerns and commission recommendations regarding Recommendations 2 and 3. It should be noted that much of this progress has been made during the COVID-19 pandemic. Pandemic response resulted in the closure of campus and moving all instruction to alternate online/distance platforms in the final week of winter quarter and throughout spring break and spring quarter. That the college continued to address the commission's concerns in the midst of the pandemic response is something to note and celebrate. We are proud of what WVC has achieved in the last year and to share it here with you.

Recommendations 2 and 3

Recommendation 2: *The evaluation committee recommends that Wenatchee Valley College document through an effective, regular and comprehensive system of assessment, that students achieve identified learning outcomes at the course, program, and institutional level. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.* (2.C.5; 4.A.3)

Recommendation 3: *The evaluation committee recommends that the college use the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements.* (4.B.2)

Assessment prior to evaluation

Wenatchee Valley College entered its [2019 Year Seven Comprehensive Self-Study](#) aware that more work was necessary to demonstrate student learning in order to fulfill the Educational Achievement core theme ([Self-Study, p. 39](#)). While structures have been put in place to provide regular programmatic review through area plans (which asked for gaps in success, gains over the past year and goals for the future), little evidence existed that these plans included direct or indirect measurement of student learning and the use of the results of such measures for program improvement. Similarly, while the college had identified four [Student Learning Outcomes](#) (SLOs) and had invested in annual institutional review of one of these SLOs ([example](#)) each year, the cycle had been initiated too late in the seven-year cycle for the college to be able to look at these results and establish institutional accountability around graduates' demonstration of their fulfillment. Finally, assessment at the course level was not aligned to program-level outcomes to allow the college to strengthen its programs.

WVC documented these concerns and initial changes in its Year Seven Comprehensive Self Study. Furthermore, WVC initiated several institutional changes in fall 2018. WVC recognized a disconnect between planning processes and assessment. To address this, the college [simplified its area plan](#) process. In addition to gains, gaps, and goals, the college asked programs to identify one assessable question the program would like to know the answer to and begin measuring those programmatic questions. In the first year, program participation in this linkage was irregular, but increased in 2019-20. Also, the college made a concerted effort to distinguish more clearly the differences between SLOs, course learning outcomes (CLOs), and program learning outcomes (PLOs). Previously, faculty had largely relied upon their CLO assessment as evidence of student learning. Faculty engagement in academic assessment in 2018-19 was largely educational. Faculty desired a better understanding of the relationship between student learning outcomes at the institutional level and their value in the classroom. In addition, some faculty were unaccustomed to thinking about their disciplinary areas as programs. To address this, the college engaged in an information campaign that sought to reinforce the fundamental value of SLO assessment for accountability and CLO assessment for program improvement. The college asked every program to create 5 to 8 PLOs that would describe what a graduate of that program would be expected to know, think, or do in the content area. The college goal for 2018-19 was for every program to establish program learning outcomes, and the college largely achieved this goal.

[During its 2019 launch week (Event Schedule, p. 2, 5),](#) WVC invited Dr. Gianina Baker, assistant director of the National Institute for Learning Outcomes Assessment (NILOA) reviewed the college's year seven self-study and provided additional insight and consultation regarding the usefulness of assessment for improving student learning. Faculty feedback regarding launch week activities was positive, and the engagement in assessment noticeably improved.

In October, 2019, the Educational Achievement Core Theme Council recommended funding for development of Assessment Coordinator (AC) positions, faculty on release to support

departments and programs in their assessment efforts. The ACs were developed to encourage a culture of assessment and advocate for assessment as a means of improving student learning and institutional effectiveness. ACs work collaboratively with faculty and staff to support their assessment activities and to foster continuous improvement of course, program, and student learning outcomes. Also, ACs consult with academic and student support programs on area plans, curriculum mapping, program learning outcomes, and assessment. ACs provide guidance on assessment methodologies, data analyses, and interpretations with the aim of using results to plan for and take action toward continuous improvement. ACs facilitate meaningful conversations about course, program, and student learning outcomes. ACs support the assessment committee and their efforts to develop, organize, analyze, and report on student learning outcomes and related activities. Finally, ACs help the administration, faculty, and staff promote internal and external communication of assessment exemplars and vignettes to celebrate success.

The work done by the Assessment Committee and Assessment Coordinators in 2019-20 advanced foundational work into real progress towards assessing programs, documenting student learning, and using the results of assessment in program improvement as illustrated in their year-end report. In total, 24 faculty prepared vignettes during the 2019-2020 academic year. These vignettes involved data collection at the course or program level to evaluate questions about student learning. In addition to the vignettes, several programs prepared learning outcome maps and assessment plans in the 2019-20 academic year. For example, five programs developed PLOs, six programs updated PLOs to make them more measurable, seven programs developed learning outcome maps, and four programs developed over-arching assessment plans.

Assessment coordinators revised the area planning process to prioritize assessment and improvement. Instead of requesting new area plans annually, the coordinators recommended that area plans be three-year cycles. Year one establishes the area plan (including gains, gaps, and goals). Year two focuses on analysis of results. Year three focuses on providing evidence of improvement. The coordinators also established a roadmap for assessment to better illustrate the linkage between assessment and planning. Finally, the coordinators took on the significant challenge of building program-level assessment with faculty colleagues. The revisions from the assessment coordinators were implemented in 2020-21.

The college is capitalizing on the momentum gained in 2019-20. The Assessment Committee and coordinators generated their own area plan with goals for the current academic year. The coordinators provided the 2020 Launch Week keynote, celebrating the college's successes over the past year. In 2019-20, dedicated time for department and program assessment was provided in each of the three quarterly Dean's Days (see academic calendar). Finally, a summer Assesstivus activity in July allowed departments and programs to collaborate on completion of their 2021-2022 Area Plans.

Progress since Last Ad Hoc Visit

WVC is taking several approaches to ensure the effectiveness of the assessment of student learning outcomes. One effort has been the development of vignettes, as seen in several places in

this document. Vignettes accomplish several purposes. They are celebratory, making assessment an accomplishment, not just a box to be checked; they are instructive, showing other faculty yet another way assessment can be done; and they are milestones, marking a point in a department's journey. Another effort has been to ensure that learning outcomes assessment is owned and led by faculty. The Vice President of Instruction and the deans provide general direction and act as consultants, but the practical leadership comes from the Assessment Coordinators and program chairs. Another effort has been the deliberate approach to phases of assessment, documented in the area plans, whether they are in years, with loop closure in year three, or whether they are in phases that can be accomplished in a single year. Finally, the college's Guided Pathways work is a high-level driver toward effectiveness, with work happening to "ensure learning" being a crucial part of helping students be successful at a transfer institution or in their transition to a living wage job.

> **Vignette #1: Math Engineering Science Achievement (MESA) (Support for Learning)**
>
> Persons excluded because of their ethnicity or race (PEERs), first-generation, and low-income students have historically been underrepresented and underserved in higher education settings. The MESA program works to address these barriers, increase retention rates, and increase students' interest in STEM while pursuing an Associates in Science-Transfer (AS-T) degree at Wenatchee Valley College.
>
> During the Fall quarter of 2020, MESA distributed a survey to 222 students attending STEM courses required for an AS-T degree to investigate barriers students experience while attending Wenatchee Valley College. Questions were in the format of closed- and open-ended questions surrounding how students at WVC 1) feel supported and 2) identify and obtain access to resources to promote well-being as well as academic and professional support. They found evidence to support the mission of MESA, further understanding that students need additional support while pursuing their AS-T degree including, but not limited to, transfer assistance, consistent advising, and flexible workload. We endorse the use of intrusive support to address these findings.
>
> The STEM transfer survey will be evaluated every other year to ensure it captures any strategies or processes that have changed at the program, department, and institutional level. Future surveys will need to consider the long-term effects of the pandemic in underrepresented status (URS) groups, (person excluded because of race and/or ethnicity, low-income, or a first-generation college students) and their families.

WVC has several ways that it ensures that learning outcomes assessment happens on a regular basis. The most significant is the area plan development process, with plans typically due in November. The plans address gains, gaps, and goals, and document the pursuit of an assessment question, and the resulting data collection, analysis and application of an intervention. In a given year, program faculty may be starting the process, be somewhere in process, or may be moving on

to a new question, having completed the previous one. The point is not that programs are all at the same phase of assessment, but that they are all somewhere in process, documenting that annually in the area plan. Another institutional effort that supports regular assessment is the recent change to the master syllabus template, in which PLOs were added to the table that lists CLOs and SLOs. Syllabi will be updated to include this information. The Assessment Coordinators themselves make two efforts that contribute to the regular nature of learning outcomes assessment at WVC: they develop a comprehensive annual plan for themselves, after first documenting their efforts in the previous year; and they present during the annual all-faculty meeting that occurs the week before the start of the fall quarter. These presentations are well-received, as they showcase faculty assessment work at the program level, and provide a regular, effective framework for assessment for the upcoming year.

> **Vignette #2: Nursing Year One (Educational Achievement)**
> Nursing has set out an ambitious year one plan regarding "increasing student's clinical reasoning, nursing process, and nursing clinical judgment will help to address a large amount of our gaps across the college core themes." The faculty have identified six sources from which to measure this goal, including concept map assignment, unit exams, national exams, two simulation-based activities and feedback from partners.

> **Vignette #3: Business Computer Technology Year Two (Educational Achievement)**
> Business Computer Technology faculty had a clear-eyed look at uneven Microsoft certification test performance by year two of the program's area plan. The area plan noted that the average pass rate on Microsoft Office Specialist certification exam was 53%, beneath the benchmark set by the program of 60% based on MOS exam scores from 2018 through 2020.
>
> A change intervention for fall 2021 will introduce a test preparatory tool that gives the students the experience of taking the MOS exams. Presently, the exam is optional. The program is planning to encourage more students to take the exams and considering whether to make the MOS certification exams required. They will also review course learning objectives in several courses for alignment with exam objectives.

> **Vignette #4: Philosophy Year Three, Demonstration of Improvement (Educational Achievement)**
>
> Philosophy used curriculum modification based on assessment to improve student test scores from D to C. In year one, the department noted that students only partially achieved PLOs as measured by tests and papers. A closer look at PLO achievement showed little difference between the formats of assessment, raising concern that the learning gaps were real and not an artifact of how students were asked to demonstrate it. In response, the professor turned a test study guide into a daily assignment as opposed the "cram" tool it had been.
>
> The simple act of creating an end of course assignment to address a PLO (Identify and engage historical questions and problems in metaphysics, epistemology, and ethics) improved participation with the assignment, blended paper and exam characteristics, and improved resulting test scores from a D average to C.

WVC's approach to learning outcomes assessment is comprehensive, involving both academic and non-academic programs, and on the academic side, including assessment at the course, program and college levels. Focus has been placed on program-level assessment given the recommendations from NWCCU evaluators. Course-level assessment has happened in the past via a spring survey in which faculty have voluntarily self-reported examples of their work. That has been suspended during the pandemic as a way to take some of the load off of overwhelmed faculty. SLO assessment has focused on one outcome per year; the college recently completed one pass through all of the outcomes. The assessment has happened on a quarterly basis, using Canvas as a reporting mechanism. At this point the college will review the data and determine which of several options to take: repeat the process over the next few years in order to create the basis for comparison; select an outcome that clearly needs attention and focus assessment there; or allow program faculty to select a SLO where they believe they have the potential to improve achievement. Assessment of PLO achievement is addressed comprehensively primarily through the area plan development process, in which all academic programs participate. Program chairs are encouraged to work collaboratively with their program peers, whether they are full-time or adjuncts, and they have the support of the Assessment Coordinators and their deans. Deans review plans and provide feedback, and the plans are collected and stored in such a way that faculty can see plans from other programs.

Faculty with teaching responsibilities lead and perform the assessment of clearly identified student learning outcomes. To date, the Assessment Coordinators have come from Humanities, Business Technology, Biology, Student Development, and Machining, with one coordinator being the director of WVC's Student Access Services. Since their inception, the Assessment Coordinators have emphasized the improvement of PLOs as foundational work for PLO assessment. Responsibility for assessment clearly falls on program chairs, whose responsibilities are identified in the faculty contract. While the academic deans and VPI provide general direction and support, it is the Assessment Coordinators who meet with chairs and program faculty to

review PLOs, determine assessment questions, identify data collection and analysis methods, determine interventions and identify the results. Program chairs work with their program peers to identify gains, gaps, goals, and the assessment work to be documented in the area plans, and it is their responsibility to write those plans.

> **Vignette #5 English Division: Developing a Sound Argument (Educational Achievement)**
>
> In spring 2020, the English division assessed the 200-level course to examine teaching the elements of sound argument. Faculty collaborated to consensus on five main characteristics of sound argument, and then collected assignments (mostly essay prompts) from each tenured instructor that they felt addressed some of these elements. By examining essay prompts for 201, 202, 203 and 235, we have found that all, except ENG 235 (Technical Writing) address this PLO. Faculty decided that ENG 235 should not address sound argument.
>
> In year two, based on the continuous mode of online teaching, faculty decided to apply a new pedagogical practice to their assessment. We tested the Transparency in Learning and Teaching (TILT) template's effectiveness to meet the PLO. The faculty who participated in this assessment taught a 200-level Composition course in the spring quarter 2021 and assessed the capabilities of students to write sound arguments after 10 credits of composition above 100. The faculty who completed the assessment each reviewed a TILTed assignment, with a quick note about what changed, evaluated the results, and addressed what changes are to be made in how the assignment(s) will be presented in the future.
>
> Overall, the faculty found that many of them were already "TILTing" assignments. However, the template provided a clearer layout for these assignments and increased continuity.
>
> As for results in students writing sound arguments, many faculty said the students did about the same as before, though the number of questions was reduced, thus implying clarity in the expectations.

WVC uses a three-phase process to connect assessment of program learning outcomes to planning. The process is documented annually in area plans. While many programs exercise the process over three years, it can be accomplished in a single year depending on the nature of the assessment. In phase one, program faculty identify a PLO they want to assess and determine how the assessment will occur. In the second phase, results are analyzed, problematic areas are identified, and interventions defined. In phase three, the effectiveness of the intervention is determined, and the decision is made either to modify and repeat the assessment or to begin assessment of a different PLO. The area plan is the same document in which programs identify gains and gaps from the previous year(s) and goals for the upcoming year. It is natural that there is a two-way interaction between assessment and planning in these documents. On one hand, the assessment work can directly address any of the gaps or goals identified; on the other, the

planning can be informed by the results of the assessment work.

Course learning outcomes assessment has less of an impact on institutional planning. Programs have both budgets and course fee revenue that can be used to enhance student learning opportunities at the course level, and that planning is also often reflected in the area plans. In the past, CLO assessment was documented on a voluntary basis via a spring survey, but that activity has been suspended during the pandemic. The data from that survey indicates that faculty use a wide variety of assessment techniques, assess a wide variety of course activities, and draw inspiration for the assessment from their own observations, conversations with colleagues, and input from students. Most CLO assessment informs planning about types of learning activities, though some informs planning regarding modification or development of course content.

Student learning outcomes at the college level are assessed via the reporting tool in Canvas. The college has just completed its first pass through assessment of the complete set of SLOs. Each year, one SLO category was selected, and faculty were asked to identify one specific outcome each quarter (if that category was relevant to their discipline) and a data source within their course to use to report their students' achievement of that outcome. At this point, the Assessment Committee will need to review the four years' worth of data to determine next steps. Those steps could include repeating the SLO assessment in order to create a data set for comparison; to identify any outcomes where the college is clearly struggling; or to continue the quarterly process but allow faculty to assess any SLO relevant to their program and discipline. The college has a well-defined data set on student achievement in a comprehensive set of categories, though it has recently taken the opportunity afforded by starting a new seven-year accreditation cycle to revise those indicators.

Learning outcomes assessment informs planning of learning support through several channels. The college's shared governance process, joint meetings of student services and academic leadership, sharing of data by the Assessment Coordinators, and the college's Guided Pathways planning all connect learning outcomes with planning of student support services. The college's shared governance structure includes an Instruction Council, in which administration and academic leadership come together around a shared agenda. Needs identified through learning outcomes assessment can be presented at IC, along with desired solutions, so that the committee members can come to agreement on appropriate changes. In 2020-2021, instruction leadership (deans and directors) reached out to student services leadership to start meeting to discuss shared interests around student success. Most of the conversations have revolved around diversity, equity and inclusion topics, though some have been around access, given the recent conversion to a new student information system and resulting challenges in registration, seeing grades and managing fees. Assessment Coordinators can also help the college use the results of learning outcomes assessment to inform planning by working directly with program chairs on their area plans. The coordinators meet frequently as a group and share activities on both the academic and learning support areas of the college, so the coordinator who supports assessment in learning support areas is well-informed about the results of learning outcomes assessment. This year featured the first Assesstivus, planned and organized by the faculty coordinators to be a week in July in which they provided resources and support for programs to come together and develop their 2021-2022 area plans. Area plans are submitted to the dean or director for feedback, revised if necessary, and then

posted in the assessment Canvas course. The coordinators then can consult them and share them with learning support areas as appropriate.

> **Vignette #6 Transitional Studies Improves Student Outcomes through Curricular Change**
>
> Student progress is measured by "Measurable Skill Gains" which include moving up in NRS Educational Functioning Level (as measured by the CASAS test or by class enrollment) or by earning credit toward their high school completion (as identified in the credit tracker in WABERS+). All classes use assignments and curriculum aligned to the College and Career Readiness Standards (CCRSs), which is a requirement of the federal program guidelines. Also, due to federal guidelines and expectation, the complete PDSA process using these measures is completed in the Transitional Studies (TS) department every year.
>
> Poor student outcomes are identified above, including low student progress gains (2019-20: 32%; 2020-21 target: 45%) and low student outcomes after exit (see below):
>
> | Student Outcomes After Exit | 2019-20 | 2020-21 Targets | 2020-21 Actual |
> |---|---|---|---|
> | Employment 2nd Quarter | 11.8% | 28% | |
> | Employment 4th Quarter | 18.8% | 28% | |
> | Secondary + College | 5.7% | 10% | |
> | Secondary + Employment | 6.2% | 10% | |
> | College Completion | 40.2% | 45% | |
> | Any Credential | 20% | 28.2% | |
>
> TS assessments are mandated and controlled by the federal government, so there are no local changes WVC make to the MSG measures. Instead, TS aims to make changes in their department so that students have more access to inclusive, relevant, high-quality educational experiences and the various supports and guidance that they need to prepare themselves for the college and career opportunities they want to pursue.
>
> These changes include faculty and staff additions, collaborative department planning, curriculum improvements, creating official program maps, expanding programs to increase student access and retention, and ensuring timely student access to resources, supports, interventions, and follow-up.

Conclusion

WVC continues to take important positive steps to assessing learning at the institution, program, and course levels. In order to better assess student learning outcomes at WVC, the college has taken a careful look at its assessment processes and discussed changes to develop a culture of evidence around student success. This has led to reformatting the college's assessment committee

to be a full standing committee, with members coming primarily from faculty. In turn, faculty recommendations on outcomes assessment have led to the appointment of Assessment Coordinators, who are committed to changing the data culture of WVC and supporting faculty-led efforts in outcomes assessment. This has led to faculty taking greater responsibility in building better Area Plans and the associated assessment plans that lead to better understanding of program gains and gaps, with use of data to set more concreted goals to improve student learning. These have in turn led to an improved positive attitude in working on outcomes assessment and using data to inform planning and change that lead to student success and achievement.