

COMPONENT VISION 2: HIGH QUALITY PROGRAMS, TEACHING, AND SERVICES

Strategic Goal: Apply assessment methods to courses, program and College learning outcomes to guarantee quality:

1. Establish and implement methods to validate the achievement of the six Wayne College learning outcomes.

The Progress Report outlining the College's plan for assessing College learning outcomes was submitted in Spring 2004; the Higher Learning Commission's response was favorable. The College learning outcome, "Effective interpersonal communication skills" was assessed through rubrics that evaluate written and oral communication artifacts of students at or near the completion of their associate degree programs. The first cycle of assessments was completed during the spring and summer of 2005. This assessment will continue. A method for assessing the College's learning outcome, "respect for individual differences and personal rights" is under development and pilot testing this semester (Fall 2005). In addition, technical program coordinators evaluated their program-level assessment data to determine if these data provide indicators of student achievement of College-level learning outcomes in their program review reports submitted in Spring 2005.

2. Establish an electronic mechanism to adequately track assessment-driven change.

Course assessment plans (Forms A and B) were converted to an electronic format in Fall 2004. These documents are housed in faculty and program coordinator electronic files which are stored in the College's server and accessible by program coordinators and College administrators.

3. Continue to provide opportunities for faculty to share their work on assessment, especially for those who are writing outcomes for baccalaureate programs.

Wayne College faculty representatives and the associate dean participate on the University Student Assessment Task Force and General Education Advisory Committee. These are the official University bodies directly involved in leadership of academic assessment. Our College's representatives gather information about assessment in all academic programs, including baccalaureate programs. As the General Education Advisory Committee develops a plan for assessing general education learning outcomes, more information will be available to faculty involved in those programs at Wayne College. In the meantime, faculty share their work locally through departmental meetings and via their electronic files for Forms A and B.

4. Establish an ongoing assessment-based program review for associate degree and certificate programs.

The first round of program review for all associate degree programs was completed Spring 2004. The timeframe for Wayne College's on-going internal program review cycle has yet to be determined. In addition, program reviews were conducted and reported for Wayne College Programs as part of the University program review process in Spring 2005. Feedback from those reviews is pending.

Strategic Goal: Recruit and retain high quality faculty and staff.

1. Establish appropriate levels of staffing.

In 2002 the Dean surveyed the twenty-two other regional campuses in the state, requesting data in a number of areas, among them some staff levels. Only nine colleges responded, and many of the answers made it difficult to draw accurate

comparisons. Therefore, another attempt will be made this spring. The intent of this survey, in part, is to get a view of staffing levels of Wayne's peer institutions to help establish some manner of baseline for comparative analysis. In addition, also this spring, the Administrative Team will do research into guideline staffing levels promulgated by various groups within the specific areas (for instance, what do national counseling-advising groups say about appropriate ratios of staff to student). By the end of AY 2005-06, then, data should be available for use in discussions about establishing target staffing levels here at Wayne.

2. Improve selection and hiring process.

As a starting point, the entire selection and hiring process was put into flowchart format ensuring a complete understanding of each step. Access to application materials for part-time faculty positions has been improved by scanning and posting them electronically, resulting in a time savings for coordinators. Appropriate follow-up is being facilitated by the use of a tracking chart that documents each step of every search. An initial meeting is held with all search committees where an overview of the process is presented, including timelines, required forms and approvals.

3. Refine faculty and staff performance evaluation tools to reflect College mission, goals, and values.

Over the past three years, the University has standardized the evaluation instruments used for staff and contract professionals. In this process, the instruments themselves have been tied directly to the University's strategic priorities. In response, the Dean meets each year with all Wayne College supervisors who carry out evaluations of others (there are about fifteen) to review the process and to link the University's strategic priorities with our own. That linkage is reflected in how the evaluations are actually completed.

The faculty evaluation instrument has also been linked to the mission, goals, and priorities of the College, and the Director of Faculty uses that context to carry out the annual review. With the advent of the faculty union contract, however, we will need to see how faculty evaluation is addressed—what instruments and process might be established.

4. Facilitate participation in the ITL activities on the Akron campus.

Five Wayne College faculty members participated in the Symposium for Teaching, Assessment and Learning (SoTAL) sponsored by the Institute for Teaching and Learning (ITL) over the three years it was active. In addition, the ITL supported or co-sponsored a number of distinguished scholars presentations and workshops at the Wayne College campus, allowing full-time and part-time faculty to engage in the same or similar faculty development opportunities as Akron-located faculty, in spite of our geographic distance from the ITL. These opportunities supplemented opportunities for faculty to participate in the wide array of professional development events available on the Akron campus, which many of our faculty take part in, as well.

5. Improve coordination with Akron academic departments, Summit College, and the Provost's Office.

All coordinators are expected to maintain a proactive communication plan with their Akron campus colleagues/departments as part of their professional responsibilities and job description. When warranted by particular academic issues, the Director of Faculty and/or the Associate Dean and/or the Coordinator of Academic Affairs

communicate with Akron campus departments or dean's offices to gather information or resolve issues. The Dean and Associate Dean participate in a curriculum oversight team composed of the Dean and Associate Deans of Summit College (formed in Fall 2005). This team will establish a joint curriculum task force, composed of faculty from both colleges, to discuss curricular issues and, when appropriate, develop joint proposals for curricular development or modification. The appointment of the Coordinator of Academic Affairs to the Faculty Senate Curriculum Review Committee has greatly enhanced our communication with the Provost's Office, particularly regarding curriculum and academic issues.

6. Provide support to keep faculty and staff current in discipline/area.
 - The Faculty Development Committee receives an annual allocation of funds to support speakers, workshops and other professional development events for Wayne College faculty and instructional personnel. These funds support activities that address teaching and learning issues and other topics that appeal to a broad audience of our faculty.
 - A pool of Professional Development funds is planned as a regular budget item each year to support employees in their efforts to remain current and/or expand their knowledge within their areas of responsibility. Both full-time and part-time employees have the opportunity to request financial support from this pool to attend meetings/conferences or other activities to enhance their job performance.
 - As they become eligible, Wayne College faculty are locally supported and encouraged to make application to the Provost for professional leave through the Faculty Improvement Leave Program. The major purpose of this program is to provide an opportunity for professional growth and new or renewed intellectual achievement.
 - Wayne College also hosted the annual meeting of the Ohio Association of Two-Year Colleges (OATYC) annual meeting in 1999 and will host the Association of Regional Campuses of Ohio (AURCO) in Spring 2006; these conferences bring research and best practice sessions to our campus, allowing Wayne College faculty to learn from colleagues in peer institutions as well as disseminate their own scholarly work.
 - Training sessions offered by the UA Human Resources department are periodically offered on the Wayne Campus. The Sexual Harassment workshop is offered each year for new employees and periodically other sessions, such as Purchasing and Ethics at UA, Performance Review Process, are made available here. Employees are encouraged to attend sessions at the Akron campus also.

Strategic Goal: Develop programs that meet student and community needs.

1. Develop Wayne College baccalaureate programming.

A draft for a Wayne College baccalaureate degree program housed at Wayne College was developed and shared informally with staff at OBR in 2003. The proposed degree completion model received a favorable response. Discussions with colleagues in Summit College, who had been engaged in the development of a similar baccalaureate degree proposal, provided the opportunity to create a collaborative effort. In Fall 2005 the Deans and Associate Deans of the two colleges created a steering team for the degree resulting in the submission of a joint "Application for Permission to Plan" to OBR. Once that permission is granted a collaborative task force of faculty from both colleges will be charged with course and proposal development.