Wilson Community College Planning Guide 23-24

Planning Process

Wilson Community College (WCC) engages in ongoing, comprehensive, and integrated, research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

As an integral part of the planning process, the College identifies the following planning units and their primary planning roles:

Planning Units

The college's planning units are grouped under four macro divisions of the college: Executive, Instruction, Student Development, and Business and Finance. The vice presidents of the macro divisions do not complete individual plans, as they drive the vision and direction for all units within their divisions and ensure alignment with the goals of the Strategic Plan, which they help guide and assess annually.

Executive Units

- **President's Office: Dr. Jami Woods**
- **Foundation: Josh Harris**
- **Human Resources: Cindy Allen**

Instructional Units

Deans/Faculty

<u>NOTE:</u> *Instructional programs seek input from all faculty members in establishing programmatic and divisional goals. Adjunct faculty input is also encouraged.*

- **Dean of Industrial Technologies: Travis Flewelling**
    - Air Conditioning, Heating, & Refrigeration Technology: Chase Edwards
    - Applied Engineering: Richard Harrison, Joshua Stevens
    - Automotive Systems Technology: Bobby Brown, Sarah Jones
    - Biotechnology: Stephanie Winstead
    - Building Construction Technology: Eric Maas
    - Electrical Systems Technology: Warren Blackard
    - Welding Technology: Heath Knox
- **Dean of Business and Applied Technologies: Allisha Hicks**
    - Accounting & Finance: Stephanie Meadows
    - Business Administration: Alan Leonard, Nikehchi Woherem
    - Criminal Justice Technology: Dr. David Moody
    - Culinary Arts: David Bishop
    - Information Technology: Tim Boyd, Kendra Faulkner, Martin Holloway
    - Medical Office Administration & Office Administration: Keita Kornegay
    - Paralegal Technology: D'Nella Gay
- **Dean of College Transfer and Public Services: Dr. Sheril Roberts**
    - College Transfer: Matthew Frank (MAT), Belinda McFerren (PSY), Susan Moses (ENG), Sandy Pittman (REL/MUS), Britney Smith (ENG), Samantha Spencer (ENG), Tammy Summerlin (ENG), Jeffrey Wilhelm (HIS), Christie Wuebbles (MAT)
        - Associate in Arts
        - Associate in Arts in Teacher Prep
        - Associate in Fine Arts in Music
        - Associate in Science
        - Associate in Science in Teacher Prep
    - Community Spanish Interpreter: Luis Benavent
    - Early Childhood Education: Lori Coburn
    - Interpreter Education: Catherine Johnson, Ginger Leon

- **Dean of Allied Health and Sciences: Dr. Miranda Yelverton**
  - Associate in General Education - Nursing
  - Associate Degree Nursing: Charlene Jones, Charles Sims, Jennifer Williams
  - Practical Nursing: Blake Jones
  - Sciences: Mickey Adams, Lee Anne Daughtry, Leslie Harrell
  - Surgical Technology: Beth Davis
  - CE Health Programs: Teresa Lewis
- **Instructional Support Services: Angela Herring**
  - Jennifer Harrell
- **Library: Terrence Martin**
  - Christy Horne
  - Brenda Wilkins
- **Institutional Research: Brittany Wallace**
- **Continuing Education: Wes Hill**
  - **College & Career Readiness: Dr. Vernita Williams**
    - Veronica Faison
    - Lisa Shreve
    - Linda Ward
    - Adjunct Instructors
  - **Cosmetology: Margie Norfleet**
    - Creola Harrington
    - Tammy Whitley
    - Adjunct Instructors
  - **Emergency Services: Ben Smith**
    - Kyle Willis
    - Adjunct Instructors
  - **Law Enforcement Training: Darlene Hall**
  - **Workforce Development: Melissa Vandemark**

Student Development Units

- **Admissions/Advising/Outreach & Engagement/Registration: Dr. Jennifer Gonyea**
  - Karla Arreola-Villalba
  - Kristie Barbour
  - Wendy Edwards
  - Emily Meeks
  - Robert Melton
  - Amanda Moore
  - Jesse Sykes
- **Security: Aubrey Pearson**
- **Financial Aid: Shannon Bain**
  - ASSISTANT DIRECTOR OF FINANCIAL AID
  - Darrah Lane
  - Joy Moore
- **Trio/SSS: Melody Parker-Eatmon**
  - Allison Coleman
  - Andre Knight-McWilliams
  - Kimberly Moody
  - Zi'Yea Smith
- **CCP: Trish Holsten**
  - Kasey Coburn
  - Sierra Wooten
- **Marketing: Josh Harris**
  - Megan Davis
  - Kyla Strenge

Finance/Administrative Services Planning Units

- **Bookstore: Kaschia Spells**
- **Business Office: Gregg Owens**
    - ACCOUNTS PAYABLE
    - ACCOUNTS RECEIVABLE
    - Esperanza Best
    - Jordan Mills
    - PAYROLL
    - Regina Williams
- **Information Technology: Susan Weekley**
    - Tonya Carr
    - James Flowers
    - Michael Forbes
    - Doug Lynch
- **Maintenance and Custodial Services: Ray Owens**
    - **Maintenance: Gary Gonyea**
        - David Batts
        - Wayne Pollard
        - Don Rountree
    - **Custodial Services: Gary Gonyea**
        - Charlene Archibald
        - Anthony Armstrong
        - Veronica Gaines
        - Vincent Howard
        - Sylvia Johnson
        - John Knight
        - Dora Nunez
        - Mariana Rosas-Aguilar
        - Marcheta Suggs
- **Purchasing: Will Robl**
    - Brenda Webb

The following college bodies and committees are also critical participants in the planning process. Their roles are outlined below.

Board of Trustees

- Establishes and approves the College's mission statement.
- Approves the strategic plan and goals.
- Approves the College's annual budget.

President's Cabinet

The President's Cabinet is the primary decision-making body of the College. The Cabinet is comprised of the President, the VP of Finance and Administrative Services, the VP for Academic Affairs, the VP of Student Development, the Director of Human Resources, and the Executive Director of Marketing and Foundation.

- Leads the college-wide planning and assessment activities as the College's strategic planning committee.
- Advises the President on matters related to short-range and long-range strategic planning and assessment activities.

- Reviews unit-level and program-level annual plans including follow-up actions, as needed, such as analysis of program reviews and end-of-year student success data reports.
- Reviews strategic plan metrics periodically to ensure progress is being made toward strategic goals and recommends revisions, as necessary.
- Recommends changes to the institutional mission, goals, policies, and procedures to the President.

Academic Affairs Committee

The Academic Affairs Committee approves all curriculum changes to existing credit programs, including degree requirements and course adoptions, and recommends to the President's Cabinet the adoption of new programs. Further, the Committee may recommend to the President's Cabinet other significant academic-related policies (Codes) and procedures (OPs).

Planning Committee

The purpose of the Planning Committee is to serve as the recommending body to the President's Cabinet on institutional planning for the College. The committee supports an ongoing, comprehensive, and integrated research-based planning and evaluation process. The foundational process incorporates a two-fold approach: (a) institutional quality and effectiveness and (b) a systematic review of institutional goals and outcomes consistent with the College's mission.

Planning Model

WCC's planning process is deliberate and ensures that each functional area of the College is effective in short-term and long-range planning. The planning process includes three components:

- Strategic Planning
- Institutional Planning
- Operational (Budget) Planning

Strategic Planning Process

WCC's strategic planning process includes the following:

- Review and refine the College mission, goals, and key performance indicators.

- Conduct environmental and institutional Scanning.

- Develop and/or refine values fundamental to Wilson Community College.

- Identify strategic issues/institutional priorities.

- Formulate, present, and disseminate strategic plan draft.

- Approve the Strategic Plan through the Planning Committee, President's Cabinet, and Board of Trustees.

- Implement and measure annual Strategic Plan achievements.

Strategic Plan Assessment

The strategic plan encompasses broad college goals with strategies and benchmarks for success. While all of the institution's annual plans align with the college's strategic plan goals and can serve as indicators of strategic plan success, the college also conducts an annual evaluation of the strategic plan.

This report is compiled by the Director of IR and is shared with the Planning Committee, President's Cabinet, and Board of Trustees. In analyzing the annual results, the Planning Committee makes recommendations about any needed revisions and updates to goals, strategies, and/or benchmarks. This process is completed between June and July. The college follows an academic calendar for planning since instruction is at the heart of the college's mission, and programmatic planning aligns more neatly with academic years.

Image of Planning Model

The following image illustrates the Wilson Community College planning model.
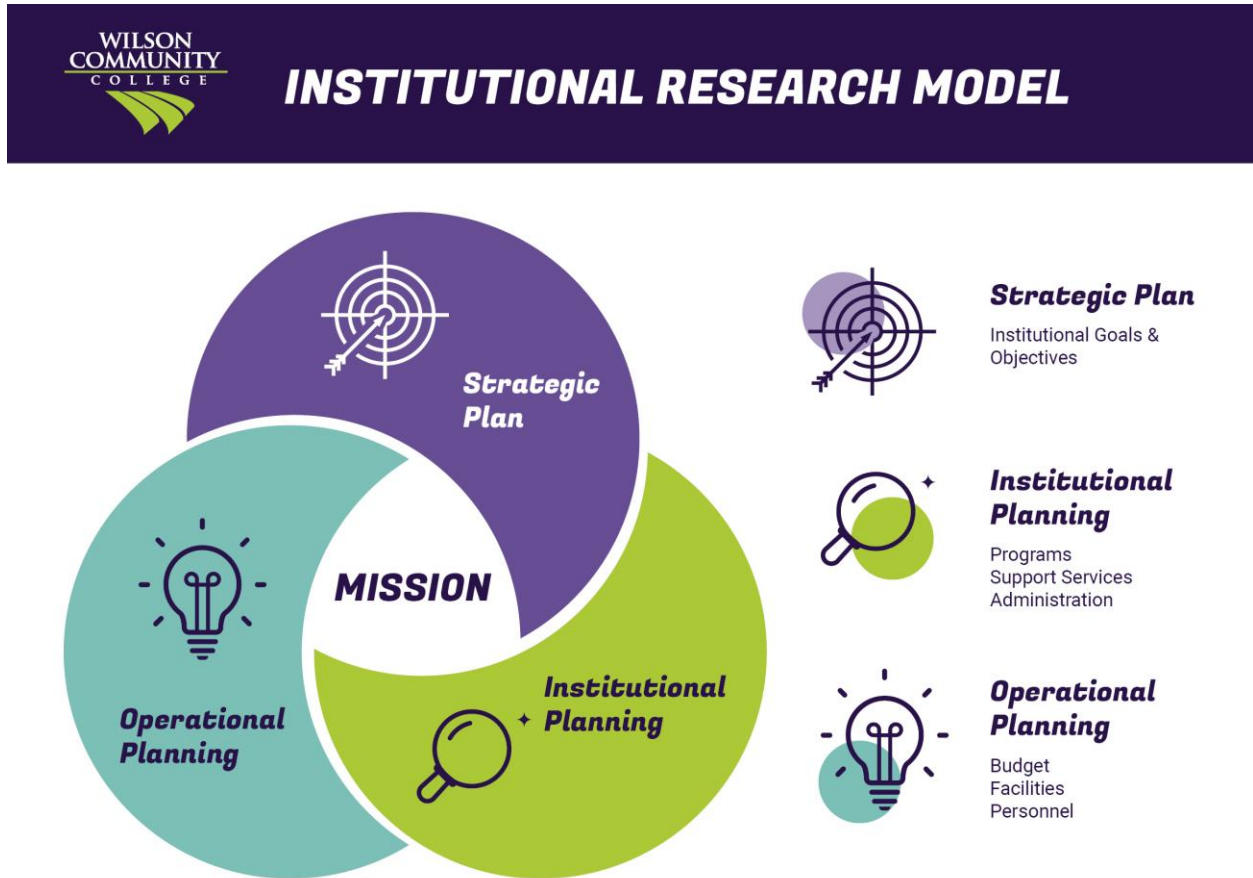
Institutional Planning

The college defines institutional planning as the planning all individual programs and units do to support the broader vision and goals of the strategic plan. Micro planning units align their individual goals and strategies to the strategic plan's macro goals. Institutional planning also encompasses the three-year program review and administrative service review cycle.

Annual Planning

All areas of the College are categorized as either a Unit or Program for assessment purposes. Every Program and Unit Annual Plan has a minimum of three outcomes. Programs must include a minimum of three learning outcomes in their planning process. While students' programmatic learning outcomes are

captured in the program review process (described below), program review operates on a three-year cycle. Student achievement must be measured more frequently to ensure instructional strategies are effective and that students are successful, hence the expectation that student learning outcomes and program outcomes are identified and assessed through the annual planning process.

Each outcome has a related measure and target with assessment of outcomes occurring throughout the year. The planning units use results to drive improvements. Senior Leadership reviews and approves plans within their own divisions to ensure outcomes are being measured, progress is being made, strategies are being implemented, and budget requests to support annual plans are prioritized.

All annual plans must pass through the supervisory chain to ensure that leadership reviews the progress of annual plans and uses the results to determine budget priorities. College leadership also ensures that annual plan goals align with Strategic Plan goals.

Program and Administrative Service Reviews

The purpose of program and administrative service review is to document the overall effectiveness of a program or service unit to continuously improve student success outcomes. Reviews are conducted on a three-year cycle and are intended to provide information to guide and support the College's planning process. All curriculum, continuing education programs (including Basic Skills), and administrative/Student Support Service units are reviewed to determine strengths and weaknesses and to identify areas for improvement. Programs or units are assessed as to whether they are successful in meeting their purpose and supporting the mission of the College.

The Director of Institutional Research coordinates/directs the program review process. The director develops an annual schedule for completion of program reviews for all curriculum, continuing education, and Administrative/Student Support Service units. The process utilizes a variety of documentation and data to assess the overall performance of the program or unit. Program Faculty/Unit heads work in collaboration with the Director of Institutional Research to complete the appropriate template.

Completed reviews are submitted to the Director of Institutional Research. The Director of IR reviews and submits the completed documents to the Planning Committee once all data has been compiled. The Committee reviews the document and makes recommendations including suggestions for actions the program/unit can take in order to meet the established outcomes. The Planning Committee determines if the program or unit remains on a three-year review cycle or if findings during the review necessitate a follow-up review in the next academic year. The Planning Committee can also request an abbreviated review that revisits key metrics of concern instead of the full review. Through peer review, program and unit heads receive a more objective analysis of achievements and needed improvements.

Operational (Budget) Planning

The business office places annual budgets based on a historical analysis of the prior year's spending patterns. All planning units are requested to include any requests for budget expansion in their annual plan, and their divisional goals must also be tied back to the college's strategic planning goals. Goals that are not tied to strategic planning goals and unit planning goals are not prioritized.

All budget expansion requests, inclusive of annual operating budget, personnel, and equipment are prioritized by the President's Cabinet. Priority is given to requests that support campus safety, student

learning and support, and campus infrastructure and technology. Budget expansion requests are reviewed beginning in October, and equipment requisitions for approved equipment priorities are placed by December.

Time Period	Assessment Plan/Report Activities

August	*Develop next year's annual plan.*
	All <u>instructional</u> annual plans should include the following:
	   • Departmental mission
	   • Program goals
	   • At least <u>three</u> measurable student learning outcomes
	   • At least <u>two</u> direct assessment measures for each student learning outcome
	   • Performance targets
	<u>Administrative</u> annual plans should include the following:
	   • Departmental mission
	   • At least three measurable goals with specific performance targets
	All annual planning goals should be connected to one or more of the college's strategic plan goals.
	
	Plans for the next planning cycle are reviewed and submitted to the supervisory chain. Workshops will be offered by division and on demand.

December	*Mid-year review of goal attainment and relevant metrics.* This mid-year review is informal and does not have to be documented in the planning software, though it can be if the planner chooses.

May-June	*Closeout planning cycle for the academic year.*
	NOTE: Assessment plans should be completed by faculty (mid-May) and administrative/staff (mid-June) to include detailed findings for each student learning outcome identified, show budget summaries (if applicable), include evidence of data collection (artifacts), and include strategies for improvement based on results.
	
	Planning and Assessment Phase
	   • Review prior year's assessment cycle to address FINDINGS for continuous improvement.
	   • Assessment Cycle Workshops offered.
	Budgets

June-July	***Reflecting and Evaluating***: ***"Closing the Loop"***
	  1) Summarize and report data findings for assessment cycle. Use of results must be reported in the Findings and how the data will be utilized for continuous improvement of the program/unit should be addressed for each student learning outcome and/or goal.
	     NOTE: Collect and analyze assessment data from direct and indirect assessment measures and enter into planning software.
	  2) Performance targets not met should be rolled over into the next planning cycle. The division/dept. must demonstrate ways in which they will improve their program or service. Share findings with faculty, staff, and students.

	NOTE: The college also conducts an annual evaluation of strategic plan goals and metrics. This report is compiled by the Director of IR and is shared with the Planning Committee, President's Cabinet, and Board of Trustees. In analyzing the annual results, the Planning Committee makes recommendations about any needed revisions and updates to goals, strategies, and/or benchmarks.
August	Cycle begins again

Planning Calendar

2023-2026 Academic Program Review Schedule

2023-2024 Reviews		
Program	**Program Code(s)**	**Person Responsible**
Accounting & Finance	A25100	Stephanie Meadows
Associate in Arts Teacher Prep	A1010T	Lori Coburn
Associate in Science Teacher Prep	A1040T	Christie Wuebbles
Associate in General Education Nursing	A1030N	Miranda Yelverton
Associate in Fine Arts in Music	A10700	Sandy Pittman
Air Conditioning, Heating and Refrigeration	A35100, D35100	Chase Edwards
Automotive	A60160, D60160	Bobby Brown
Business Administration	A25120	Alan Leonard
Building Construction	A35140	Eric Maas
Electrical Systems Technology	A35130, D35130	Warren Blackard
Office Administration	A25370	Keita Kornegay
Paralegal Technology	A25380, D25380	D'Nella Gay

2024-2025 Reviews		
Program	**Program Code(s)**	**Person Responsible**
Associate Degree Nursing	A45110, A45110T	Miranda Yelverton
Associate in Arts (A.A.)	A10100	Tammy Summerlin
Associate in Arts (A.A.) – Fast Track	A10100FT	Jeff Wilhelm
Associate in Science (A.S.)	A10400	Belinda McFerren
Associate in Science (A.S.) – Fast Track	A10400FT	TBD
Biotechnology	A20100	Stephanie Winstead
Culinary Arts	A55150	David Bishop
Information Technology	A25590 (Tracks A & B)	Kendra Faulkner
Interpreter Education	A55330	Catherine Johnson
Welding	D50420	Heath Knox

2025-2026 Reviews		
Program	**Program Code(s)**	**Person Responsible**
Applied Engineering Technology	A40130	Joshua Stevens
Basic Law Enforcement Training	C55120	Billy Radford
Community Spanish Interpreter	A55370	Luis Benavent
Criminal Justice Technology	A55180	David Moody
Early Childhood Education	A55220, A55220L, A55220NL	Lori Coburn
Medical Office Administration	A25310 (Tracks A & B)	Keita Kornegay
Practical Nursing	D45660	Blake Jones
Surgical Technology	A45740	Beth Davis

2023-2026 Administrative Units Review Schedule

2023-2024 Reviews		
Service Unit	**Division**	**Person Responsible**
Human Resources	President's Office	Cindy Allen
Library	Academic Affairs	Terrence Martin
Admissions/Advising	Student Development	Jennifer Gonyea
Bookstore	Finance/Administrative Services	Kaschia Spells
Maintenance	Finance/Administrative Services	Ray Owens
Financial Aid	Student Development	Shannon Bain
Institutional Research	Academic Affairs	Brittany Wallace

2024-2025 Reviews		
Service Unit	**Division**	**Person Responsible**
Foundation	President's Office	Josh Harris
Instructional Support Services	Academic Affairs	Angela Herring
Assessment	Student Development	Tonya Brinkley
Business Office	Finance/Administrative Services	Gregg Owens
Purchasing	Finance/Administrative Services	Will Robl
Trio/SSS	Student Development	Melody Parker-Eatmon
Academic Support	Academic Affairs	Gretchen Pully

2025-2026 Reviews		
Service Unit	**Division**	**Person Responsible**
Marketing	Student Development	Josh Harris
Distance Learning	Academic Affairs	Angela Herring
CCP	Student Development	Trish Holsten
Information Technology	Finance/Administrative Services	Susan Weekley
Security	Student Development	Aubrey Pearson
Con Ed Support	Continuing Education	Kay Medlin

2023-2026 Continuing Education Program Review Schedule

2023-2024 Reviews		
Program	**Division**	**Person Responsible**
Emergency Services (Fire)	Continuing Education	Ben Smith
Health Programs (NA, Pharm Tech, Phlebotomy)	Continuing Education	Teresa Lewis

2024-2025 Reviews		
Program	**Division**	**Person Responsible**
Law Enforcement Training	Continuing Education	Darlene Hall
Emergency Services (EMS)	Continuing Education	Kyle Willis
Workforce Education	Continuing Education	Melissa Vandemark
Small Business Center	Continuing Education	Melissa Evans

2025-2026 Reviews		
Program	**Division**	**Person Responsible**
College and Career Readiness (CCR)	Continuing Education	Vernita Williams
Workforce Center	Continuing Education	Teresa Lucas

Program Learning Outcomes

Program learning outcomes are published on the college's program pages. Program learning outcomes are reviewed and revised by faculty within the program at a minimum of every five years (more frequently in disciplines and programs that evolve rapidly, e.g., computer science, technologies, life sciences, etc.). Program coordinators ensure that a minimum of three program learning outcomes are evaluated annually, and all program outcomes must be evaluated within a five-year period.

The most effective assessment plans gather data from direct evaluations of student performance in capstone or senior-level courses, though measuring students' emerging skills, knowledge and abilities in foundational courses can also be instructive.

Student Learning Outcomes

All courses with the same course description have consistent learning outcomes that are reviewed and revised by faculty within the discipline at a minimum of every five years (more frequently in disciplines and programs that evolve rapidly, e.g., computer science, technologies, life sciences, etc.). Course outcomes are listed on the syllabi templates that are available in the portal to full- and part-time faculty. Faculty should ensure that the outcomes are introduced, reinforced, and assessed in the courses they teach and should seek guidance from their program coordinator or dean if they need help with assessments. Some courses will have common capstone assessments that should be used.

General Education Outcomes Assessment

The college has a thorough process for assessing general education outcomes that can be found in the IR section of the portal. In accordance with North Carolina Community College System requirements, Wilson Community College annually reviews students' achievement of general education competencies. The College has identified four general education competencies that should be achieved by Wilson

Community College students. These cross-curriculum general education competencies are reinforced in all degree and diploma programs.

Direct and Indirect Assessment

Whenever possible, direct assessments of student learning should be used. Direct assessments can include exams, but specific exam questions need to be identified that assess the outcome in question. One or two questions are not sufficient, so tests should group question sets that relate to specific learning outcomes. Rubrics are also helpful tools in assessing student achievement of learning outcomes. Course grades are not considered helpful measures of student achievement of specific learning outcomes, particularly when making the case for compliance to accrediting bodies. They are sometimes labeled indirect measures, largely due to the variance in individual faculty members' criteria for grading, concerns regarding grade inflation, and related challenges.

The Nine Principles of Good Practice for Assessing Student Learning is a good foundational resource. The principles are as follows:

1. The assessment of student learning begins with educational values.
   a. Assessment is not an end in itself but a vehicle for educational improvement.
   b. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed at performance over time.
   a. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only the knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.
   b. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
   a. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals.
   b. Clear, shared, implementable goals are the cornerstone for assessment that is useful.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
   a. To improve outcomes we need to know about student experiences along the way – about curricula, teaching, and kind of student effort that lead to particular outcomes.
   b. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic.
    a. Assessment is a process whose power is cumulative. Improvement is best fostered when assessment entails a linked series of activities undertaken over time.
    b. The point is to monitor progress toward intended goals in a spirit of continuous improvement.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
    a. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility.
    b. Assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
    a. Assessment approaches should produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made.
    b. The point of assessment is not to gather data and return "results"; it is a process that starts with questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
    a. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked out.
    b. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions.
9. Through assessment, educators meet responsibilities to students and to the public.
    a. Our deeper obligation – to ourselves, our students, and society – is to improve.
    b. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

The IR office and the Planning Committee will provide support throughout the academic year for college planners in outcomes assessment, general education assessment, and any aspects of the planning process. Additionally, program and unit leads can always seek assistance from their respective supervisors.

The *Planning Guide*, updated annually, is another resource designed to assist faculty, staff, and students of the College in understanding how the annual planning cycle fully supports each of the above SACSCOC *Criteria.* It also ensures continued success for our students, faculty, staff, and other constituents of the College's service area.