LEARNING

improvement | planning | assessment

Chippewa Valley Technical College

INTRODUCTION

CVTC's commitment to continuous quality improvement is critical to student learning and success. The college expects and encourages faculty and staff to engage in an ongoing cycle of planning, executing, and evaluating programs and services to enhance the student experience and improve the institution's performance excellence. The Learning Improvement, Planning, and Assessment Guide provides support to faculty and staff in program improvement and assessment processes across the college. This resource guide includes explanations of key processes related to program improvement and the assessment of student learning – including summaries, timelines, rubrics, and sample artifacts – to help facilitate continuous quality improvement in programs and courses throughout CVTC.

Mission: Chippewa Valley Technical College (CVTC) delivers innovative and applied education that supports the workforce needs of the region, improves the lives of students, and adds value to our communities.

Vision: CVTC is a dynamic partner for students, employers, and communities to learn, train, and succeed.

CONTENTS

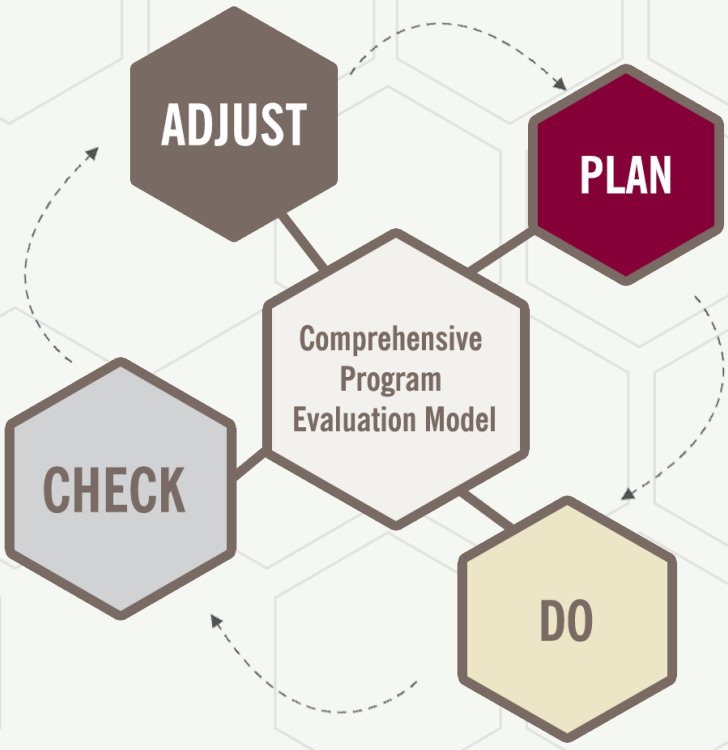
PROGRAM EVALUATION MODEL

The Comprehensive Program Evaluation Model reflects the college's Plan, Do, Check, Adjust (PDCA) framework, beginning with data and evidence analysis, then moving into trend identification and root cause analysis, best practice exploration, improvement plan creation and implementation, and finally checking and adjusting.

PROGRAM EVALUATION MODEL

Chippewa Valley Technical College (CVTC) has an ongoing commitment to ensuring academic program quality and continuous improvement through a Plan, Do, Check, Adjust (PDCA) process. The Comprehensive Program Evaluation Model reflects the college's PDCA framework, beginning with data and evidence analysis, then moving into trend identification and root cause analysis, best practice exploration, improvement plan creation and implementation, and finally checking and adjusting.

The qualitative and quantitative data inputs vary between instructional, support, and operational departments, but the process itself remains static across the institution. Chippewa Valley Technical College (CVTC) has an ongoing commitment to ensuring academic program quality and continuous improvement through a Plan, Do, Check, Adjust (PDCA) process.



COMPREHENSIVE PROGRAM EVALUATION MODEL

DATA INPUTS (QUANTITATIVE AND QUALITATIVE)

Occupational Program

- Demographics
- Successful course completion by course, department, delivery method and course length
- Term-to-term|fall-to-fall retention
- 150% graduation rates
- Program completion and transfer
- Assessment of student learning outcomes (includes Technical Skill Attainment)
- SSI results|CCSSE results
- 5-year labor market projections
- 5-year enrollment trend data
- Graduate follow-up trends

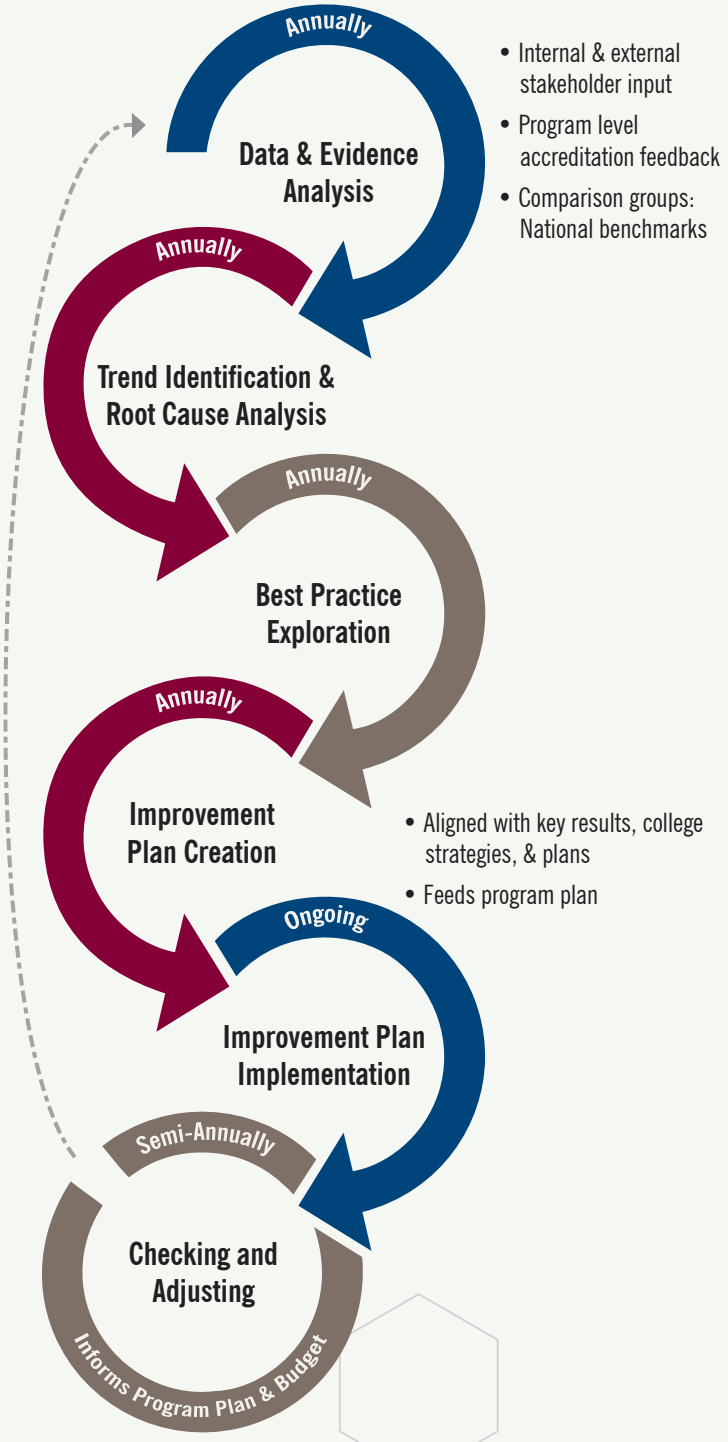
General Education Department

- Successful course completion by course, department, delivery method and course length
- Assessment of student learning outcomes (includes core abilities and Liberal Education outcomes)
- Enrollment trends

Learner Support and Transition

- English language learner gains
- Basic skills gains
- Enrollment trends
- Transition to credit programming

Plan, Do, Check, Adjust (PDCA)

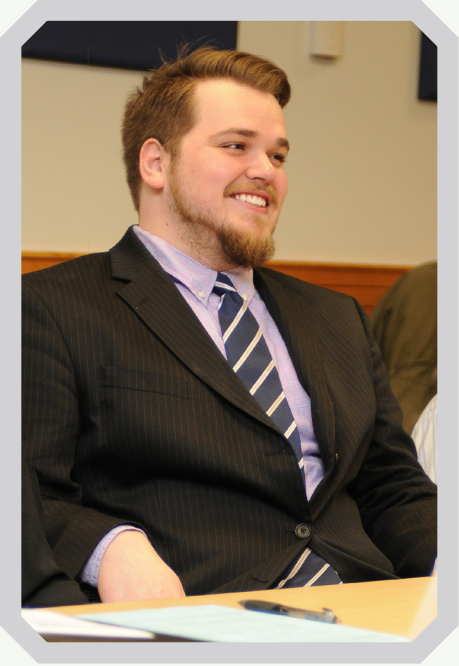


PROGRAM IMPROVEMENT PLANNING PROCESS

1

Schedule a time for Institutional Research to meet with your team

We would like to have your entire team present; if you already have regularly scheduled team meetings, this is an ideal time for this activity. All meetings should be scheduled by March 15.



2

Print your program data reports

The program improvement process begins with the review of all program and student learning data. This will include Program Scorecard, Assessment of Student Learning Data (Technical Skills Attainment report and/or Assessment of Core Abilities), and Faculty In-Service Program Data (persistence and completion data reports). Please have copies of these reports for your PIP meetings. To find the reports:

- Log into the Employee Portal in My CVTC
- Select Departments > Institutional Planning, Research, and Grants > Research
- Select the most recent academic year underneath Program Scorecards, Assessment of Student Learning, and Faculty In-Service Program Data to retrieve your program's reports.

3

Review your data

As you review your data, consider data elements that either support or conflict with your conclusions. Try to answer the following questions:

- In what areas are your students doing well?
- In what areas are your students struggling?
- If graduation rates are low, are your students being retained year-to-year?
- How are your students doing in course success?
- Is there a difference in student success by delivery method?
- How are your students struggling related to Assessment of Student Learning? Are there program outcomes students are not obtaining? Does this relate to your course success data?

4

Review last year's plan

You can find your plan in SPOL via the link on the IR web page or by navigating to:

https://cvtc.strategicplanningonline.com/SPOLNET/Default.aspx.

After logging into SPOL, select the current year to review the plan your program developed last spring.

5

Team meeting with IR Department

During this meeting, we will review the plan your team developed last year, which includes a minimum of one objective with three associated tasks. Come to the meeting prepared to log into SPOL, bringing your username and password with you. During the meeting, IR will help you address the following questions and enter responses in SPOL:

- Have you implemented the plan? What are your results?
- What should you keep doing? What should you add?
- Upload supporting documents or artifacts that provide evidence of your progress and/or results.

6

Document your plan

During the meeting, IR will have you complete the current planning year by entering your results and plan based on your results. After closing out the current year, you will update your plan for the following year. Open the next planning year (your plan should already be copied over to the new year) and edit your plan accordingly, making changes to your objective and tasks as necessary. The tasks should relate to student learning and program improvement.

7

Update your plan

In September you will be prompted to enter a progress update. This should include what you have done to date, not what you plan to do in the future. You may not have implemented your entire plan at this time, but should have made documented progress.

8

Repeat

Repeat steps 1-6 in the spring of the following year.

DATA AND EVIDENCE ANALYSIS

Academic programs are assessed through an annual scorecard process, wherein summative performance measures are used by each program to develop an improvement plan. This process is used to better understand student achievement and learning on an aggregate level.

DATA AND EVIDENCE ANALYSIS

Each program uses annual scorecard data to review the effectiveness of the program and to select key areas to target for improvement. Program directors work with their respective dean and develop a program improvement plan annually, which guides the program in identifying scorecard indicators for improvement. Program-level data is also used in the formative evaluation of programs during the annual program finalization process. Each year, programs review their current program and propose changes informed by data. Program directors meet with the Curriculum department to discuss and finalize these changes. Faculty, program design teams, program advisory committees, and surveyed employers continuously review and/or revise core abilities, program outcomes, and course competencies. Program advisory committees also assist program faculty with designing and validating program concept designs and outcomes.

The IR office generates program scorecards annually to provide results for academic programs and services in the following indicators: student demographics, capacity and enrollment, graduate placement and wages, student performance and success, student satisfaction and engagement, and instructional costs. Most areas include three- to five-year trend data. Data is pulled from WTCS client reporting, admissions reports, EMSI, Graduate Follow-Up Survey, Financial Aid office, Banner Operational Data Store (ODS), Cognos (CVTC's reporting system used to extract information from Banner), the National Community College Benchmarking Project (NCCBP), Noel-Levitz Student Satisfaction Inventory (SSI), Community College Survey of Student Engagement (CCSSE), and the Assessment office.

Each year, the IR office publishes updated scorecard data definitions in the Scorecard Data Dictionary. This document outlines the sources of each piece of data on the scorecards and provides detailed explanations for each indicator shown.

Scorecard Data Indicators

- student demographics
- capacity and enrollment
- graduate placement and wages
- student performance and success
- student satisfaction and engagement
- instructional costs

GUIDELINES FOR UTILIZING DATA AND EVIDENCE IN PROGRAM EVALUATION

APPROACH DATA WITH QUESTIONS:

- How do student outcomes differ by demographics, programs, and schools?
- To what extent have specific programs, interventions, and services improved outcomes?
- What is the longitudinal progress of a specific cohort of students?
- What are the characteristics of students who achieve proficiency and of those who do not?
- How do student grades correlate with other assessment results and measures?

START WITH OBSERVATIONS:

Just the facts

- I observe…
- Some patterns and trends that I notice are….
- I can count…
- I am surprised to see…

No Speculations

- Because…
- Therefore…
- It seems…
- However….

CONSIDER INTERPRETATIONS/INFERENCES:

- What does the data say and why?
- I believe the data suggests… because…
- Additional data that would help me confirm my explanations is…

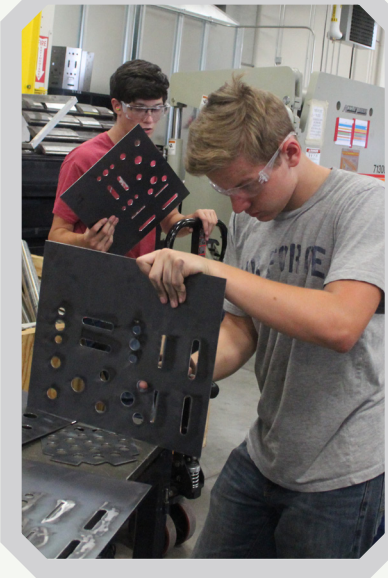
IDENTIFY IMPLICATIONS FOR TEACHING, LEARNING, AND STUDENT SUPPORT:

- What steps could be taken next?
- What strategies might be most effective?
- What does this conversation make you think about in terms of your own practice?
- What are the implications for equity?

SCORECARD DATA DEFINITIONS

Annually, the Institutional Research department provides each program with data in the form of a program scorecard. Each program reviews the program effectiveness data and selects an area to target for improvement. In collaboration with their dean, the program or department faculty will then determine which actions would be most effective to address the issues and determine how they will measure the results of their program improvement plan. Scorecard data is collected from Banner, CVTC department reports, and external websites.

Time measure for the scorecard is by academic year, from June 1 through May 31.



SECTION I: STUDENT DEMOGRAPHICS

Student Population consists of students who were actively enrolled in courses pursuing a degree program and may include both program and pre-program students unless otherwise noted. Program students are selected for both primary and secondary curriculum. Pre-program students are associated only with primary curriculum. If a student's program changes within an academic year, only the latest enrolled term is used for the program. Programs are based on major code.

Full Time:
Count of program students and percent of program students to total program students who were enrolled in at least 12 billing credits during any term.

Part Time:
Count of program students and percent of program students to total program students who were enrolled in less than 12 billing credits during any term and were not full time in any other term during the year.

Disabilities:
Count of program students and percent of program students to total program students who have disabilities as defined in Banner. Aligns with the client reporting definitions of: Deaf, Deaf-Blind, Hard of Hearing, Intellectual Disability, Multi Disabled, Mobility-Orthopedic Disability, Other Health Impairment, Psychological Disability, Specific Learning Disability, Speech or Language Disability, Visual Disability, Autism Spectrum Disorder, Traumatic Brian Injury or Self-Identified.

Minorities:
Count of program students and percent of program students to total program students who are not 'white' or not 'refuse to answer'. Aligns with the client reporting definitions of: American Indian/ Alaskan Native, Asian, Black, Hispanic, and Native Hawaiian/Pacific Islander.

Financial Aid:
Count of program students and percent of program students to total program students who are defined as 'need-based' for financial aid. This number will include PELL grants but not other resources.

Male:
Count of program students and percent of program students to total program students who self-reported as male. Those who refused to answer are not counted here.

Female:
Count of program students, and percent of program students to total program students, that self-reported as female. Those who refused to answer are not counted here.

Mean Age:
Average age of program students as of June 1 of the academic year.

Median Age:
The middle number in a sorted list of the age of program students. Each student's age is calculated as of June 1 of the academic year.

Mode Age:
The most frequently occurring age of program students. Each student's age is calculated as of June 1 of the academic year.

Bias per WTCS (NTO):
Gender bias as reported by WTCS per program.

Total Program Students:
Count of students who were program students in at least one term during the academic year.

Total Pre-Program Students:
Count of students who were pre-program students during the academic year and were not program students in any term of the same year.

SECTION II: STUDENT INTEREST

New Accepted Students:
Total of all core program admission applications (AA & AO statuses) for all credit terms in the academic year.

Re-entries are not included in this count.

Numbers can be inflated due to additional sections being added through grants.

Capacity:
Capacity figures taken from annual admission reports and from previous scorecard reports for previous years.

Percent Capacity:
Ratio of New Accepted Students to Program Capacity expressed as a percentage.

FTEs:
Total program credits divided by 30.

Waitlist:
Waitlist figures are taken from a Banner process that runs in the fall of the academic year.

SECTION III: GRADUATE PLACEMENT

Some programs have 'N/A' for graduate average wage. This could be because there were not at least three completed graduate follow-up surveys for that program or a graduate follow-up may not have yet been sent out for the program (new programs).

Graduates:
Graduate figures taken from Banner.

Employed in Related Field:
Percentage of students who reported being employed in a field related to their degree divided by the number of students who reported being employed.

Seeking Employment:
Percentage of students who reported seeking employment divided by the number of students who stated their present status as either employed or seeking employment.

Continuing Education:
Percentage of students who reported being a continuing student and not available for employment divided by the number of students who responded to the survey.

Survey Response Rate:
Percentage of students who responded to the graduate survey divided by the total number of graduates for the program.

SECTION IV: GRADUATE WAGES & OPENINGS

Some graduate placement data is not available from WTCS until spring of the following year ('N/A' is used until the figures become available).

CVTC Graduate Average Hourly Wage:
The total of all reported wages for a program divided by the total number of reported wages. If a graduate reports a yearly wage it is converted to an hourly wage (yearly wage/12 months/4.33 weeks/weekly work hours reported).

CVTC Graduate Average Yearly Wage:
The total of all reported wages for a program divided by the total number of reported wages. If a graduate reports an hourly wage it is converted to a yearly wage (hourly wage*12 months*4.33 weeks*weekly work hours reported).

Regional Entry Level Wage:
The regional (CVTC's 11-county district) entry-level wage is based on Economic Modeling Specialists International's (EMSI's) 25th percentile hourly wage, multiplied by 2,080 hours.

Figures obtained from the external EMSI website: http://www.economicmodeling.com. Occupations used for determining wages are classified using Standard Occupational Classification (SOC) codes and require CVTC to map these codes to its programs. The SOC system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data: http://www.bls.gov/soc/.

Regional Job Openings:
Figures obtained from the external EMSI website: http://www.economicmodeling.com. Occupations used for determining job openings are classified using SOC codes and require CVTC to map these codes to its programs. The SOC system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data: http://www.bls.gov/soc/

SECTION V: STUDENT SUCCESS

Target:
Targets for graduation rates and course success are set by the Institutional Research Department. The targets were determined based on national standards and CVTC rates.

WTCS:
The overall graduation rate across all colleges in the Wisconsin Technical College System (WTCS) who offer that particular program at their college.

Graduation Rate:
Graduation within three and four years is provided for two-year programs, graduation within two years is provided for one-year programs, and graduation within one year is provided for programs less than one year. The graduation rate calculation includes students who had a pass, fail, incomplete or withdraw in at least one FTE generating course within the cohort year.

Graduation within one year

Percent of new program students who graduated from the same program within one year.

Denominator: Number of new program students who were enrolled in an FTE generating course** during a given fiscal year.

Numerator: Of those in the denominator, the number of program students who graduated from the same program in the same fiscal year.

Graduation within two years

Percent of new program students who graduated from the same program within two years.

Denominator: Number of new program students who were enrolled in an FTE generating course** during a given fiscal year.

Numerator: Of those in the denominator, the number of program students who graduated from the same program in any of the fiscal years assessed.

Graduation within three years

Percent of new program students who graduated from the same program within three years.

Denominator: Number of new program students who were enrolled in an FTE generating course** during a given fiscal year.

Numerator: Of those in the denominator, the number of program students who graduated from the same program in any of the fiscal years assessed.

Graduation within four years

Percent of new program students who graduated from the same program within four years.

Denominator: Number of new program students who were enrolled in an FTE generating course** during a given fiscal year.

Numerator: Of those in the denominator, the number of program students who graduated from the same program in any of the fiscal years assessed.

Retention Rate:
Fall-to-fall retention

Calculated for two-year programs

Program students who are enrolled in the same program from the first fall term of comparison to the second fall term. Graduates are not included in the calculation. The first fall term of comparison is the fall prior to the academic year reported.

Semester-to-semester retention:

Calculated for two-year programs

Program students who are enrolled in the same program from the fall to the spring. Graduates are not included in the calculation. The fall and spring terms of comparison are that of the academic year reported.

Core Course Enrollee Success Rate:
Calculated by dividing the number of core course enrollments where the final grade is C or above by the total number of core course enrollments.

Core course selection will be based on the subject area of the course where it is the same as the main portion of the WTCS program number. (i.e., 104 subject for the 10-104-3 program).

Core Course Withdraw Rate:
The withdraw rate is calculated by dividing the total core course enrollments where the final grade is W (only withdrawals that occur after the two week add/drop period are included) by the total core course enrollments.

General Education Enrollee Success Rate and Withdraw Rate:
Same calculation as the core enrollee success and withdraw rates, but includes only general education courses that are a part of the program curriculum.

SECTION VI: TECHNICAL SKILLS ATTAINMENT

Met:
Number of students who have an assessment value of 'Met'.

Not Met:
Number of students who have an assessment value of 'Not Met'.

Not Assessed:
Number of student who have an assessment value of 'Not Assessed'.

SECTION VII: STUDENT SURVEYS

Areas blacked out indicate the survey was not implemented in the reporting year.

CVTC:
The average score of students surveyed at CVTC. This value is obtained from reports developed by Institutional Research.

SSI:
Average value of program student responses in the category of Instructional Effectiveness within the SSI survey. Scores range from 1 to 7, with 7 being more satisfactory.

SSI (Student Satisfaction Inventory) is a survey created by Noel-Levitz and is designed to evaluate student satisfaction which can then be compared to benchmarks compiled by the National Community College Benchmarking Project (NCCBP).

CCSSE:
Cluster score of the Active and Collaborative Learning related student responses. Scores range from 1 to 4, with 4 being more satisfactory.

CCSSE (Community College Survey of Student Engagement) is a survey that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. CVTC results can then be compared to benchmarks compiled by NCCBP.

SECTION VIII: COURSE SUCCESS CHART

Course Success:
The course success chart includes all core and general education courses in the program curriculum. Course success is calculated by dividing the number of course enrollments where the final grade is C or above by the total number of course enrollments.

ASSESSMENT OF STUDENT LEARNING

Assessment of student learning is anchored in the program improvement process at CVTC. Faculty use the Plan, Do, Check, Adjust (PDCA) model to improve student learning.

TECHNICAL SKILL ATTAINMENT (TSA)

Technical Skill Attainment (TSA) is an initiative adopted by the Wisconsin Technical College System (WTCS) originating with Carl Perkins IV legislation, that aims to develop, implement, and analyze results from summative assessments of student learning in programs across the state's technical colleges. WTCS programs will assess the attainment of program outcomes to ensure graduates have the technical skills needed by employers. WTCS instructors collaborate with industry stakeholders to develop the assessments. CVTC assesses achievement of program outcomes at the individual student level as one of the foundational measurements of student learning across the college.

PROGRAM OUTCOMES

All educational programs at CVTC have identified outcomes, which are approved by WTCS and based on industry employment needs. In the case of some unique programs, such as Liberal Arts, outcomes are approved at the college, not state, level. Outcomes must be built into the curriculum, delivered via appropriate teaching methods, and fairly assessed. These outcomes align with the college's mission, vision, and values, and are validated through program advisory committees. The college assesses students' success in reaching defined program outcomes through a combination of techniques, such as the TSA initiative and program scorecards.

Program faculty map program outcomes in WIDS, identifying where program concepts are introduced, practiced, and assessed (Plan). Each program identifies a culminating course where summative assessment information is collected (Do). Program faculty assess outcomes every term, with results made available to instructional teams during the annual program improvement process and on the IR webpage. Programs interpret the results and determine if any adjustments are needed (Check), then identify action items to include in the annual program improvement plan (Adjust). Program improvement plans include at least one objective, with three to five tasks associated with each objective.

CORE ABILITIES: COMMUNICATES EFFECTIVELY, THINKS CRITICALLY, MODELS INTEGRITY, VALUES DIVERSITY

CVTC is committed to students participating in broad learning, skill acquisition, and application. The institution promotes core abilities to address the broad-based skills that will prepare a student to become a productive member of the workforce, a civic-minded citizen of the community, and a life-long learner ready to grow with his/her chosen profession. These four core abilities are woven throughout the student's avenue of study, integrated into all curriculum as appropriate, thus building a strong base for academic and personal success. Some core abilities are linked directly to technical program outcomes, while others are met through general education offerings and/or co-curricular programs.

Faculty collaboratively plan the integration of core abilities into all program and general education areas (Plan). Faculty developed a college-wide rubric to assess core abilities at the developing and proficient levels. CVTC assesses core abilities at the student level in a sampling of general education courses each term (Do). Faculty interpret the results and determine if any adjustments are needed (Check), then identify action items to include in the annual program improvement plan (Adjust).

CO-CURRICULAR ASSESSMENT

CVTC applies the same core abilities to assess co-curricular programs, including student clubs, student leadership, and campus events. Each core ability has specific co-curricular outcomes which are assessed through student focus groups and surveys, administered on an annual basis by the Student Life office. The Student Life office also tracks and monitors participation in student events and activities.

CVTC'S ASSESSMENT OF LEARNING OUTCOMES

Technical Skills Attainment

Assessment of Program Outcomes

Core Abilities

Assessment of General Education and Co-Curricular Outcomes

ASSESSMENT OF STUDENT LEARNING PLANNING/REPORTING TIMELINE

Date	Task
Summer	
Early July	Summer student assessment import templates available for TSA, Core Abilities, and Liberal Education Outcomes assessments
End of July	TSA reporting deadline for spring graduates with summer assessment results
End of September	Summer student reporting deadline for TSA, Core Abilities, and Liberal Education Outcomes assessments
Fall: Review TSA, Core Abilities, Liberal Education, and Program Scorecard data with team	
October 15	TSA, Core Abilities, and Liberal Education results published Scorecards published Status reports need to be completed in Planning Module
End of November	Fall student assessment import templates available for TSA, Core Abilities, and Liberal Education Outcomes assessments
End of January	Fall student reporting deadline for TSA, Core Abilities, and Liberal Education Outcomes assessments
Spring: Improvement planning meetings (Jan/Feb – Schedule with IR Department)	
March 15	Interpretation of Results and Action Plan need to be completed in the Assessment module
End of April	Spring student assessment import templates available for TSA, Core Abilities, and Liberal Education Outcomes assessments
End of May	Spring student reporting deadline for TSA, Core Abilities, and Liberal Education Outcomes assessments

CORE ABILITIES RUBRIC

Communicates Effectively	***Achieving understanding through effective two-way communication***	
	Developing	**Proficient**
Adapts communication for audience	Recognizes that different language and voice may be required for different audiences	Applies appropriate language and effective use of voice for audience
Speaks clearly, concisely, and professionally	Communicates in a manner that shows some sense of purpose and organization as well as use of language, voice, gestures, and body language to support that purpose	Communicates in a logical, purposeful, organized, and well-supported manner, consistently using acceptable language with effective use of voice and appropriate gestures, body language, and expressions
Writes clearly, concisely, and professionally	Writes to convey a message, though the message may be impaired by errors in grammar and standard written English	Writes consistently at an acceptable level to convey a clear message with minimal errors in grammar and standard written English
Practices active listening	Listens for understanding	Listens attentively and can accurately restate the message
Reads critically	Reads for comprehension	Reads for comprehension and interprets main points consistently

Thinks Critically	***Solving problems and seeking understanding by following a logical process***	
	Developing	**Proficient**
Applies problem solving strategy	Demonstrates a process to use in solving problems	Selects and uses an appropriate process in solving problems
Acquires relevant information	Accesses and uses some types of resources	Evaluates and questions relevance, accuracy, and bias of information sources
Uses technology and other resources appropriately	Demonstrates minimal ability to select, evaluate, and use information resources	Demonstrates ability to select and use valid and reliable resources appropriately, including applicable technology.
Evaluates alternatives	Demonstrates minimal ability to predict the outcome of a proposed solution	Demonstrates ability to provide thorough analysis of possible outcomes of solution selected
Constructs probing questions	Asks relevant questions	Constructs questions that result in deeper understanding and information gathering

Models Integrity	*Acting in a responsible and ethical manner*	
	Developing	**Proficient**
Develops self-awareness	Identifies strengths and weaknesses in oneself	Models self-appearance and impression to others and adjusts to depict a positive image
Practices personal accountability	Identifies behavior of blaming outside influences for circumstances and outcomes and shows self-reflection skills	Accepts personal responsibility for resources, actions, collaboration, and outcomes
Demonstrates ethical behavior	Demonstrates awareness of expected and acceptable conduct in different settings	Models consistent and acceptable code of conduct in personal, academic, and professional settings
Applies quality standards	Identifies criteria that are used to produce an expected and specified result	Practices techniques and methods that ensure intended and consistent outcomes
Follows sustainable practices	Indicates awareness of scarcity and cost of resources	Demonstrates responsible decision making with resources to plan for future maintenance or growth

Values Diversity	*Increasing awareness that contributes to the understanding of differences*	
	Developing	**Proficient**
Recognizes personal biases	Recognizes personal biases, the general origins of those biases, and the impacts these biases have upon one's behaviors	Demonstrates understanding of how personal biases influence how one interacts with others and seeks to actively challenge such biases
Demonstrates respectful and inclusive interactions	Indicates an awareness of respectful interactions, their importance, and the value of inclusion rather than exclusion	Behaves in ways that model respect for others regardless of their differences and actively practices inclusion of others different from oneself
Adapts to culturally diverse situations	Recognizes that cultures vary and that appropriate behaviors may differ in culturally diverse situations	Demonstrates culturally appropriate behavior and actively seeks opportunities to engage with diverse populations
Works effectively with others	Demonstrates an awareness of the value of working with others to share a variety of perspectives and strengths	Takes a positive role within a team and contributes to reaching a common goal
Demonstrates global awareness	Identifies the global nature of business, politics, and culture	Applies an understanding of the interconnectivity of business, politics, and culture in interactions and decision making

APPENDIX

Sample Program Scorecard

Sample Technical Skills Attainment Results

Sample Program Map

Sample Program Improvement Plan Objectives

SAMPLE PROGRAM SCORECARD (ACCOUNTING)

Student Demographics	2016-17		2015-16		2014-15	
	Number	Percent	Number	Percent	Number	Percent
Full-Time	68	51.50%	67	45.00%	107	64.80%
Part-Time	64	48.50%	82	55.00%	58	35.20%
Disabilities	4	3.00%	14	9.40%	11	6.70%
Minorities	13	9.80%	15	10.10%	13	7.90%
Financial Aid	78	59.10%	104	69.30%	131	74.00%
Male	49	37.10%	47	31.50%	57	34.50%
Female	83	62.90%	102	68.50%	108	65.50%
Mean Age	27		28		28	
Median Age	23		25		25	
Mode Age	19		20		19	
Bias per WTCS (NTO)	None		None		None	
Total Program Students	132		149		165	
Total Pre-Program Students	0		1		12	

NOTE: Demographics include program students only, with the exception of financial aid

Student Interest	2016-17	2015-16	2014-15	2013-14	2012-13
New Accepted Students	83	75	87	103	94
Capacity	125	125	105	120	105
Percent Capacity	66.40%	60.00%	82.90%	85.83%	89.50%
FTEs	86.4	94.2	130.1	133.9	151.8
Fall/Spring Waitlist	0	0	0	0	5

Graduate Placement	2016-17	2015-16	2014-15	2013-14	2012-13
Graduates	14	27	31	40	45
Employed in Related Field	NA	92.90%	82.60%	77.80%	58.30%
Seeking Employment	NA	6.70%	8.70%	11.10%	25.00%
Continuing Education	NA	10.50%	11.50%	3.40%	7.10%
Survey Response Rate	NA	73.10%	83.90%	72.50%	62.20%

Wages & Openings	2015-16
CVTC Graduate Average Hourly Wage	$15.68
CVTC Graduate Average Yearly Wage	$34,464
Regional Entry Level Yearly Wage	$33,384
Regional Job Openings	488

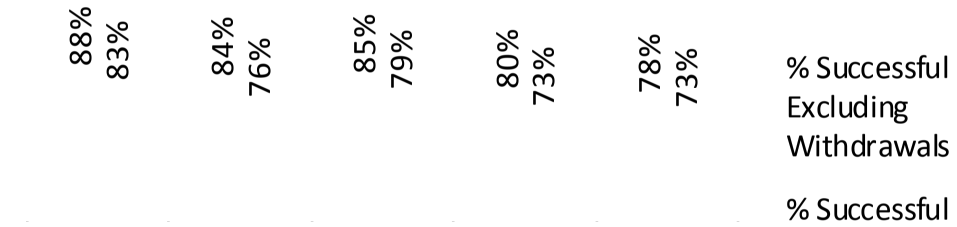
Graduation Rates	Cohort Year					Target	WTCS
	2014-15	2013-14	2012-13	2011-12	2010-11		
Graduation within 3 Years	18.20%	28.00%	27.20%	29.80%	34.00%	70%	22%
Graduation within 4 Years	NA	29.00%	28.30%	33.90%	40.20%	70%	27%

Retention Rates	Academic Year					Target
	2016-17	2015-16	2014-15	2013-14	2012-13	
Fall-to-Fall Retention	50.60%	54.60%	54.70%	54.30%	63.20%	80%
Core Courses	**2016-17**	**2015-16**	**2014-15**	**2013-14**	**2012-13**	
Course Success Rate	74.50%	77.90%	82.30%	83.20%	83.50%	75%
Withdraw Rate	6.40%	6.80%	5.00%	7.10%	5.20%	NA
General Education Courses	**2016-17**	**2015-16**	**2014-15**	**2013-14**	**2012-13**	
Course Success Rate	70.10%	68.50%	81.80%	73.00%	82.60%	75%
Withdraw Rate	3.70%	12.50%	5.00%	10.40%	5.50%	NA

Technical Skills Attainment	2016-17	2015-16	2014-15	2013-14	2012-13
Met	16	8	0	0	
Not Met	2	4	0	0	
Not Assessed	0	0	25	31	

Student Surveys	2016-17	2015-16	2014-15	2013-14	CVTC
SSI- Instructional Effectiveness by Program (scale of 1 to 7)	6.25		5.9		6.2
CCSSE- Active & Collaborative Learning by Cluster (scale of 1 to 4)		2.47		2.5	2.25

COURSE SUCCESS



SAMPLE PROGRAM SCORECARD CONTINUED...

Accounting Course Success
2016-17 Academic Year

Delivery Method	Successful	Unsuccessful	Withdrawals	Grand Total	% successful excluding withdrawals	% successful including withdrawals
Clinical Internship	14		1	15	100%	93%
Face-to-Face	299	68	17	384	81%	78%
Online	113	38	7	158	75%	72%
Faculty Enhanced	14	6	1	21	70%	67%
MyChoice	73	30	15	118	71%	62%
Hybrid	9	4	3	16	69%	56%
Telepresence	11	8	3	22	58%	50%
Grand Total	**533**	**154**	**47**	**734**	**78%**	**73%**

Course & Delivery Method	Successful	Unsuccessful	Withdrawals	Grand Total	% successful excluding withdrawals	% successful including withdrawals
Accounting I	**36**	**17**	**9**	**62**	**68%**	**58%**
MyChoice	17	11	3	31	61%	55%
Telepresence	7	3	3	13	70%	54%
Hybrid	3	2	2	7	60%	43%
Online	9	1	1	11	90%	82%
Accounting II	**31**	**11**	**4**	**46**	**74%**	**67%**
MyChoice	10	5	1	16	67%	63%
Telepresence	2	2		4	50%	50%
Face-to-Face	19	4	3	26	83%	73%
Accounting Internship	**14**		**1**	**15**	**100%**	**93%**
Clinical Internship	14		1	15	100%	93%
Accounting Software Apps	**20**	**8**		**28**	**71%**	**71%**
Face-to-Face	20	8		28	71%	71%
Accounting Spreadsheets	**29**	**3**	**1**	**33**	**91%**	**88%**
MyChoice	18	3	1	22	86%	82%
Face-to-Face	11			11	100%	100%
Accounting Systems	**16**	**1**		**17**	**94%**	**94%**
Face-to-Face	16	1		17	94%	94%
Acct Govt & Nonprofit Entities	**3**			**3**	**100%**	**100%**
Face-to-Face	3			3	100%	100%
Business Law	**28**	**4**	**2**	**34**	**88%**	**82%**
Face-to-Face	16	2	1	19	89%	84%
Online	12	2	1	15	86%	80%
Contemporary Amer Society	**4**		**1**	**5**	**100%**	**80%**
Online	4		1	5	100%	80%
Cost Accounting	**22**	**4**	**1**	**27**	**85%**	**81%**
Face-to-Face	22	4	1	27	85%	81%
Database for Accounting	**17**	**1**	**1**	**19**	**94%**	**89%**
Face-to-Face	17	1	1	19	94%	89%
Economics	**26**	**13**	**1**	**40**	**67%**	**65%**
Telepresence	2	1		3	67%	67%
Face-to-Face	12	6	1	19	67%	63%
Online	12	6		18	67%	67%

SAMPLE PROGRAM SCORECARD CONTINUED...

Course & Delivery Method	Successful	Unsuccessful	Withdrawals	Grand Total	% successful excluding withdrawals	% successful including withdrawals
English Composition 1	**28**	**16**	**2**	**46**	**64%**	**61%**
Faculty Enhanced	14	6	1	21	70%	67%
Telepresence		1		1	0%	0%
Face-to-Face	1			1	100%	100%
Hybrid	1	1		2	50%	50%
Online	12	8	1	21	60%	57%
Income Tax I	**22**	**2**	**2**	**26**	**92%**	**85%**
Face-to-Face	22	2	2	26	92%	85%
Income Tax Preparation	**12**		**1**	**13**	**100%**	**92%**
Face-to-Face	12		1	13	100%	92%
Intermediate Accounting	**25**	**4**	**1**	**30**	**86%**	**83%**
Face-to-Face	25	4	1	30	86%	83%
Intro to Amer Government	**17**	**4**		**21**	**81%**	**81%**
Face-to-Face	10	2		12	83%	83%
Online	7	2		9	78%	78%
Intro to Psychology	**11**	**5**		**16**	**69%**	**69%**
Face-to-Face	6	3		9	67%	67%
Online	5	2		7	71%	71%
Intro to QuickBooks	**47**	**21**	**7**	**75**	**69%**	**63%**
MyChoice	16	7	5	28	70%	57%
Face-to-Face	22	10	2	34	69%	65%
Online	9	4		13	69%	69%
Introductory Statistics	**9**	**8**	**2**	**19**	**53%**	**47%**
Face-to-Face	8	8	2	18	50%	44%
Online	1			1	100%	100%
Managerial Accounting	**17**	**1**		**18**	**94%**	**94%**
Face-to-Face	17	1		18	94%	94%
Mathematical Reasoning	**16**	**3**	**1**	**20**	**84%**	**80%**
Face-to-Face	8	1		9	89%	89%

SAMPLE TECHNICAL SKILLS ATTAINMENT RESULTS (ACCOUNTING)

Assessment Overview

Score	2013-14		2014-15		2015-16		2016-17		Total Count	Total %
	Count	%	Count	%	Count	%	Count	%		
Met		0.0%		0.0%	8	66.7%	7	100.0%	15	20.0%
Not Met		0.0%		0.0%	4	33.3%		0.0%	4	5.3%
Not Assessed	31	100.0%	25	100.0%		0.0%		0.0%	56	74.7%
Grand Total	**31**	**100.0%**	**25**	**100.0%**	**12**	**100.0%**	**7**	**100.0%**	**75**	**100.0%**

Assessment Detail

Outcomes and Rubric Questions	2013-14		2014-15		2015-16		2016-17
	Not Assessed	Met	Not Assessed	Not Met	Met	Not Met	Met
Analyze financial and business information to support planning and decision-making	**31**	**25**	**1**		**11**	**1**	**7**
Analysis is based on research that identifies relevant information	31	24	1		11	1	7
Analysis presents business concerns	31	25			11	1	7
Student adheres to internal controls	31	25			11	1	7
Student effectively communicates financial and business information to stakeholders	31	25			11	1	7
Student identifies ethical considerations for analyzing financial and business information	31	25			11	1	7
Student uses current technology to collect, process, and report data and analyses	31	25			11	1	7
Identify internal controls to reduce risk	**31**	**25**	**25**		**11**	**1**	**7**
Student analyzes the relationship among risk, opportunity, and controls	31	1	24		11	1	7
Student communicates weaknesses in an existing internal control structure	31	24	1		11	1	7
Student documents the internal control system in narrative or flowchart form	31	25			11	1	7
Student effectively communicates audit information to internal and external stakeholders	31		25		11	1	7

SAMPLE TECHNICAL SKILLS ATTAINMENT RESULTS FOR ACCOUTNING CONTINUED...

Outcomes and Rubric Questions	2013-14		2014-15		2015-16		2016-17
	Not Assessed	Met	Not Assessed	Not Met	Met	Not Met	Met
Student employs current technology to perform audit tasks	31		25		11	1	7
Perform cost accounting preparation, reporting, and analysis tasks	**31**	**25**	**25**	**1**	**11**	**4**	**7**
Student calculates variances using standards costs	31		24	1	11	1	7
Student effectively communicates financial and business information to internal stakeholders	31	25			11	1	7
Student generates job costing sheets	31	24	1		11	1	7
Student generates productions reports	31	25			11	1	7
Student prepares cash budgets	31		25		8	4	7
Student prepares master budgets	31		25		8	4	7
Student uses current technology to perform cost accounting tasks	31	25			11	1	7
Perform organizational and/or individual tax accounting preparation, reporting, and analysis tasks	**31**				**11**	**1**	**7**
Student effectively communicates tax accounting information to stakeholders	31				11	1	7
Student prepares required tax forms which adhere to current tax laws and regulations	31				11	1	7
Student uses current technology to perform tax accounting tasks	31				11	1	7
Perform payroll preparation, reporting, and analysis tasks	**31**	**25**	**25**	**1**	**11**	**1**	**7**
Student maintains payroll records	31	24		1	11	1	7
Student prepares payroll forms and reports which adhere to state and federal laws and regulations	31		25		11	1	7
Student prepares payroll tax deposits	31		25		11	1	7
Student records payroll transactions	31	25			11	1	7
Student uses current technology to process payroll	31	25			11	1	7
Process financial transactions throughout the accounting cycle	**31**	**25**	**25**		**11**	**1**	**7**
Student adheres to internal controls	31	25			11	1	7
Student completes closing procedures	31		25		11	1	7
Student identifies ethical considerations for processing financial transactions	31	25			11	1	7
Student journalizes in accordance with current accounting standards	31	25			11	1	7
Student posts to the ledger(s)	31	25			11	1	7
Student prepares adjusting entries	31	25			11	1	7

SAMPLE TECHNICAL SKILLS ATTAINMENT RESULTS FOR ACCOUTNING CONTINUED...

Outcomes and Rubric Questions	2013-14		2014-15		2015-16		2016-17
	Not Assessed	Met	Not Assessed	Not Met	Met	Not Met	Met
Student prepares financial statements and reports accurately to represent an organization?s financial position in accordance with current accounting standards	31	25			11	1	7
Student uses current technology to process and report financial transactions	31	25			11	1	7
Grand Total	**31**	**25**	**25**	**2**	**11**	**4**	**7**

SAMPLE PROGRAM MAP (ACCOUNTING)

2017-2018 Academic Year Accounting	First Semester							Second Semester							Third Semester							Fourth Semester										
	101-111 Accounting I	101-121 Payroll Accounting	101-149 Intro to QuickBooks	801-136 English Composition 1	801-219 English Composition 1	804-134 Mathematical Reasoning	804-189 Introductory Statistics	101-113 Accounting II	101-106 Accounting Spreadsheets	102-160 Business Law	801-196 Oral/Interpersonal Communication	809-195 Economics	809-122 Introduction to American Government	809-197 Contemporary American Society	101-116 Intermediate Accounting	101-123 Income Tax I	101-125 Cost Accounting	101-150 Accounting Software Applications	801-198 Speech	101-104 Database for Accounting	101-118 Managerial Accounting	101-131 Accounting Systems	101-160 Accounting internship	101-126 Income Tax Preparation	101-133 Accounting for Gov't & Nonprofit Entities	101-163 Accounting Capstone	809-198 Introduction to Psychology	**Introduced**	**Practiced/Reinforced**	**Assessed**
Core Abilities																																
Communicate effectively				A	A		P				A	I	I	I					A		A	A	A				A	3	1	8
Model integrity				P	A		P			I	P	I	I	I					A				A				P	4	4	3
Think critically				I	A		A				A	P	P	P					P		A						P	1	5	4
Value diversity				I	P		I				A	I	P	P					P				A				I	4	4	2
Program Outcomes																																
1. Process financial transactions throughout the accounting cycle	I	P	P					P	I						A		P	P						P				2	6	1
2. Analyze financial and business information to support planning and decision-making								I							P		P	P		I	A	P		P				2	5	1
3. Perform payroll preparation, reporting, and analysis tasks	I	P																P			A	P						1	3	1
4. Perform cost accounting preparation, reporting, and analysis tasks								I									P				A							1	1	1
5. Perform individual and/or organizational tax accounting preparation, reporting, and analysis tasks		I														P					A			P				1	2	1
6. Identify internal controls to reduce risk	I							P							P			P			A	P						1	4	1
7. Adapt accounting processes and principles to a government and/or not-for-profit environment (Optional)																									A				0	0	1
Assessment Mapping for Program																																
Credit for Prior Learning (CPL) Assessment	E		S						S		S																		0	0	0
TSA Phase 3 Data Collection								D													D								0	0	0

Core Abilities & Program Outcomes

	Program Course
	General Studies Course
I	Introduced
P	Practiced/Reinforced
A	Assessed

CPL Assessment Codes	
E	National CLEP Exam
T	CVTC Competency Test
S	CVTC Lab/Skill Demo
C	Combination - Test, Demo and/or Portfolio
P	CPL Application (Std. Portfolio)
For Curriculum Office Use Only:	
	Verified CPL Assessment Completed/Filed
	Needs

TSA Phase 3 Data Collection	
D	Data Collected in this Course

SAMPLE PROGRAM IMPROVEMENT PLAN OBJECTIVE REPORT (ACCOUNTING)

Objective Report:

Objective ID: 1454
Objective Title: Increase student success with online courses
Unit Manager: Stone, Maria
Planning Unit: 25001 - Accounting
Obj. Status: In Progress
Obj. Purpose: Program Improvement/Assessment of Student Learning
Unit Purpose:

Objective Description:

The scorecard demonstrates a 69% success rate for online students whereas the face-to-face success rate for students is 89% and we are striving to bridge that gap to increase the student success with online courses.
We are adding the My Choice in Fall 2016 as an effort to provide face-to-face instruction to online students who seek additional support.
We are continuing to research closed-captioning options so that we can provide better support for our videos that we provide for our online students.

Institutional Goals
Strategic Goals
*3 Student Success
3.2 Student Success --> Student persistence to degree completion

Planning Unit Goals	Objective Types	Planning Priorities
No Data to Display	No Data to Display	No Data to Display

Tasks

Due Date	Status	Priority	Task	Budget Amount
08/29/2016	In Progress	Medium	Implement My Choice in the Fall 2016 with an online and face-to-face option. Develop a common (department-wide) feel of what My Choice format looks/feels like.	$0
08/29/2016	In Progress	Medium	Develop a common-practice for discussion board pieces within online and My Choice classes.	$0
08/29/2016	In Progress	Medium	Explore closed-captioning options/resources to couple with our videos for our online and My Choice students.	$0

Assessment Measures

Date	Description
04/19/2016	Online and My Choice student success rates.

Intended Results

Date	Description
04/19/2016	Increase student success for online students from 69.5% to 75% over a period of 3 years.

SAMPLE PROGRAM IMPROVMENT PLAN OBJECTIVE REPORT (CONTINUED...)

Status Reports

Date	Description
3/16/2017	The MC Course delivery model was implemented in all of the 1st semester courses for the Fall of 2016. We tracked the success of the students and still feel there is a gap in performance especially when the students do not use the face-to-face options. It seems as though some students are not aware of the expectations when signing up for a MC course vs. an online course. Some students also seem to have the assumption that the MC delivery model means an Independent Study scenario. This semester (Spring 2017) we've expanded the MC delivery model to the 2nd semester courses. This expansion will continue until all 4 semester are in this delivery model. The Department continues to discuss the standardization of the use of discussion boards in the MC delivery model in measuring participation of the students. Several faculty members went to a training put on by Andrew which gave some more insight on close-captioning our videos. The Department continues to look for support by CVTC to make the close-captioning process more do-able for our current work load.
11/3/2016	The department will continue to develop best-practices as well as a department-wide definition of what MyChoice is. We will continue to explore resources for both closed-captioning and video equipment to enhance the 'in-class' feel for students choosing to take the courses in an online format.

Actual Results

Date	Description
03/16/2017	We do not have yet have data from the Fall of 2016 semester regarding the success of students in the MC delivery models other than the independent data collected by each individual faculty member. In 2015-16, the online success rate was 63% and face-to-face was 77%. In TSA reporting, the results improved from 66.7% in 2015-16 to 100% in Fall 16-17. We have not yet assessed the Spring 2016-17.
05/18/2017	We, as a department, have implemented many best-practices for our My-choice delivery model courses. These best-practices include: having clear expectations, providing clear due-dates, having a consistent grading scale, and similar expectations on the discussion board participation expectations. Our initial review of student success based on internal information suggests that student success is not as high as desired. However, we will continually strive to provide high-quality instruction to our students regardless of the delivery model.

Use of Results

Date	Description
03/16/2017	The Department faculty have observed a difference in results of student success in the MC delivery model between the students who do and the students who do not attend the in-class sessions. We are researching the information that is being communicated with students so that the expectations are clearly communicated.

Gap Analysis

Date:	Gap Analysis:
No Data to Display	

SWOT

Date	Description:
No Data to Display	

SAMPLE PROGRAM IMPROVEMENT PLAN OBJECTIVE REPORT (CONTINUED...)

Units Impacted

Date	Unit Code	Planning Unit	Unit Manager
04/19/2016	20100	College and Professional Development	Walsh, Debra

Associated Standards

Standards
No Data to Display

Associated Outcomes

Outcome ID	Outcome	Program
No Data to Display		

No Documents to Display

No Links to Display