

WVC Assessment Analysis

Instruction program area plans for the past five years (19-20, 20-21, 21-22, 22-23, 23-24) were reviewed to evaluate the use of data that is incorporated into annual area plans and assessment vignettes at WVC; see Table 1 and Figure 1 below.

Year	# of Instruction Program Area Plans	# of Area Plans with Data	Data Type*		Assessment question identified	Ass Question Identified (% of area plans)
			Completion, retention, enrollment and/or demographic data	Learning Outcomes		
19-20	32	20	15	6	22	69%
20-21	34	18	12	11	26	76%
21-22	37	34	17	31	35	95%
22-23	36	18	9	10	31	86%
23-24	32	11	2	10	32	100%

*Note that one area plan can have more than one type of data and sometimes the data reported is not linked to the assessment questions.

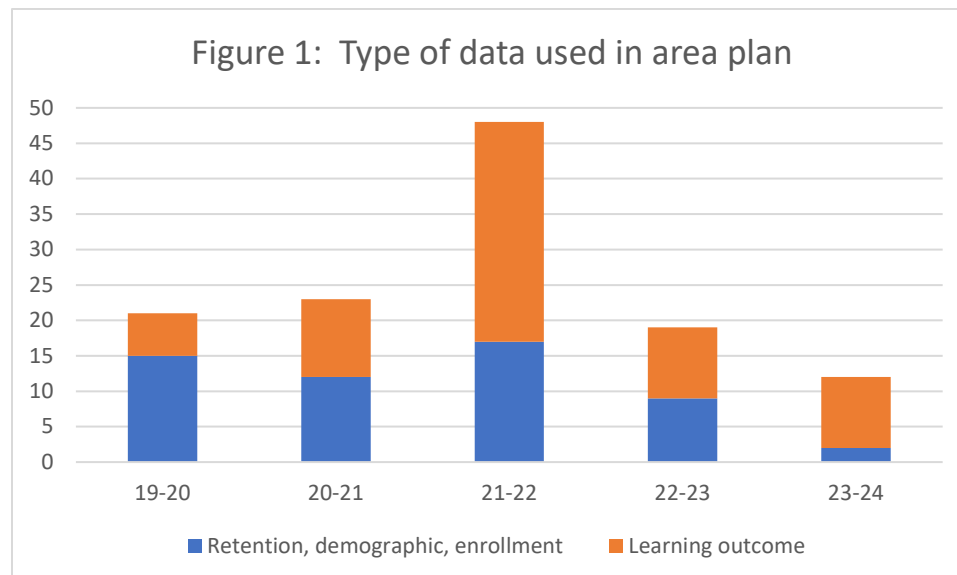
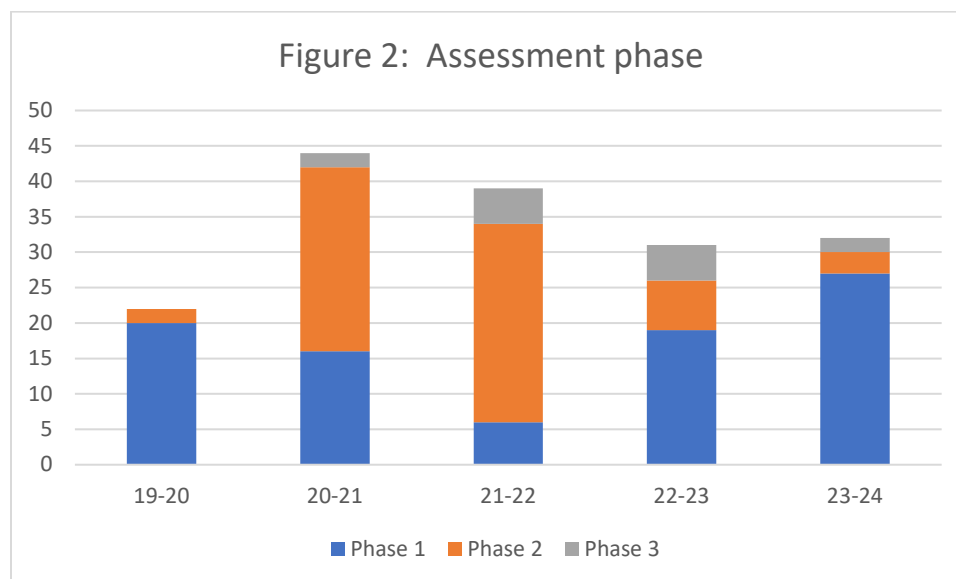


Table 2 and Figure 2 (below) evaluate the cycle of assessment at WVC over the past five years by documenting the number of programs asking assessment questions and their phase in the assessment cycle of inquiry. Here is how the phases are defined:

- Phase 1 – Program has identified an assessment question and they plan to start collecting data;
- Phase 2 – Program has collected data to answer an assessment question. As a result of this data collection, the program has proposed interventions to improve student learning and/or they have proposed to dig deeper and further evaluate this assessment question; and
- Phase 3 – Program is closing the loop on assessment indicating that the program has evaluated a second round of data collection to assess the change implemented as a recommendation of Phase 2. Programs may also be in Phase 3 if the initial evaluation of student learning indicates that students are achieving the benchmarks for success. Either way, once a program has reached Phase 3, they should work towards identification of another assessment question to re-start the cycle of inquiry.

Table 2: Phase of Assessment documented in Instruction Program Area Plans

Year	Phase 1	Phase 2	Phase 3
19-20	20	2	0
20-21	16	26	2
21-22	6	28	5
22-23	19	7	5
23-24	27	3	2



Analysis of Tables 1 and 2 and Figures 1 and 2 indicate the following trends:

- Each year, more faculty have included assessment questions as a component of their area plans so that by the 23-24 academic year, every area plan turned in also included an assessment question. This indicates that faculty are considering assessment as a component of their annual planning process. This is also likely due to the change in format of the area plan template where the assessment question was highlighted and included at the top of the document before the questions about Gains, Gaps, and Goals.
 - In the 21-22 academic year, 92% of area plans contained data. In other years, data incorporation into area plans has ranged from 34-63%. In the area plans, many faculty cite challenges with obtaining course or institutional level retention, demographic, or completion data. Another pattern is that the use of learning outcome data has increased from 29% of the data included in the 19-20 academic year to 83% of the data reported in the 23-24 academic year.
 - Very few faculty are reporting on phase 3 assessment ('closing the loop') to explain how their intervention influenced student success. A few reasons might include:
 - Data collection documents students are learning the information and a specific intervention was not identified. Instead, faculty move on to identify a new assessment question.
 - Data is collected to answer a question and an intervention is implemented but then data is not collected a second time to document the results of the intervention.
 - The area plans capture two types of assessment going on at WVC: faculty are working to document student learning at the course level and faculty are working to improve student learning at the course and program level. Many faculty describe course and program improvements that are aimed at improving student learning in their area plan but often this information is contained in the Gains, Gaps, and Goals sections rather than the Assessment section. Therefore, there is a lot of work towards program improvement that is not always linked to the data collection and phases of assessment reported in the area plan. The following narrative summarizes the course and program improvement work described in the 23-24 area plans:
-
- Art is evaluating how the MAC Gallery art exhibits influence student learning through surveys and interviews.
 - Business and Accounting is revising PLO's with student input and exposing students to job opportunities with Accounting Career Day.
 - Chemistry faculty are collaborating to revise PLO's and CLO's to align with State and National standards and working to develop and implement a department-wide assessment tool.
 - Communications collaborated with the Wenatchee World newspaper to provide freelancing opportunities to journalism students where they would earn both pay and credit for submitted and published articles.
 - Computer Technology is working on curriculum alignment to prepare students for jobs as data center technicians and for CompTIA A+ Certification.
 - Graphics design and Economics are collaborating with CWU on 4-year transfer pathways.
 - Several programs (CMST, ECON) have integrated eBooks to reduce cost for students and incorporate online activities to improve learning.

- Several programs are working on learning outcome updates and/or curriculum alignment with industry certifications with industry input (Graphics design, BCT, ESRT, ASL).
- Several programs are working to develop pathways based upon job demand data (Exercise Science, BCT)
- Programs are developing rubrics to clarify assignments and improve student success (Humanities)
- Machining program has shifted to competency-based work where students work at their own pace.
- Programs have developed student study spaces to facilitate tutoring opportunities (STEM Center, Languages & Communications Lab)
- Programs have incorporated specific content (or updated equipment) into courses in order to stay up to date with industry standards (Rad Tech, Math).
- Nursing has developed a LPN to BSN pathway.
- Pharmacy Tech program is revising curriculum in order to improve certification scores in specific subject areas.
- Physics is using flipped classroom practices to improve student learning.
- Programs are using course fees to purchase materials to provide more equitable learning opportunities for students (Political Science and SDS).
- Sociology changed assessment methods based upon student feedback to incorporate a research project into the class curriculum.

These are just the program improvements described in the 23-24 Area plan documents. Some of this same work is going on in other programs but this list is highlighted here to capture the individual program efforts to improve student learning on campus as described in the 23-24 Area plans. WVC faculty are passionate about improving student success and the annual Area plan documents are one tool that captures a snapshot of that improvement work each year.

In addition to the 32 instructional area plans, seven non-instructional programs also prepared area plans in the 23-24 academic year (Access center, CAMP, Counseling, Educational planning, Enrollment services, Libraries, and TRIO SSS).