

WVC Assessment Analysis

Instruction program area plans for the past six years (19-20, 20-21, 21-22, 22-23, 23-24, 24-25) 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	Assessment Question Identified (% of area plans)
			Completion, retention, enrollment and/or demographic data	Learning Outcomes		
19-20	32	20	16	4	22	69%
20-21	34	18	7	11	26	76%
21-22	37	34	3	31	35	95%
22-23	47	16	7	9	31	65%
23-24	32	11	1	10	32	100%
24-25	39	15	4	11	33	85%

*If area plans had more than 1 type of data, it was noted here as 1 data type.

Figure 1. Type of data used in the area plans

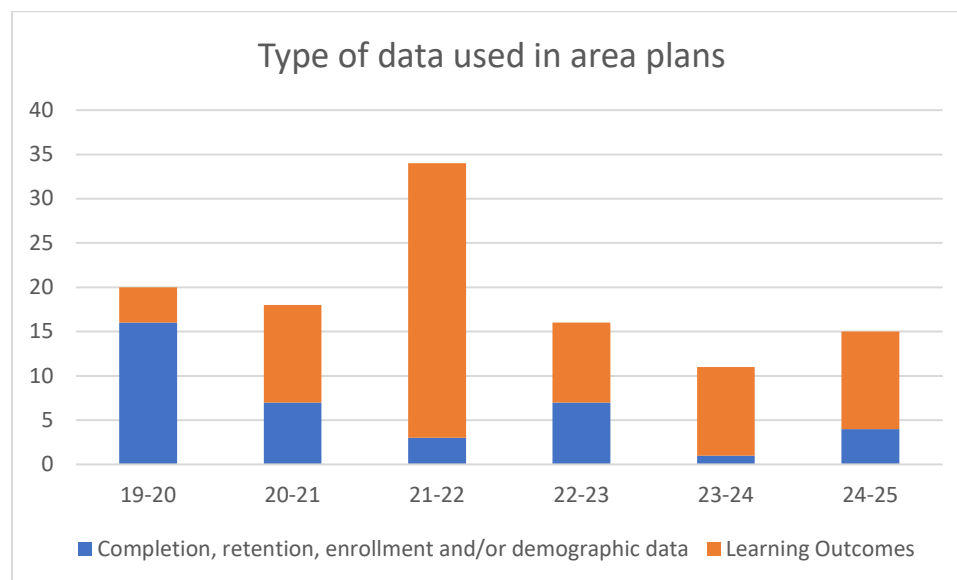


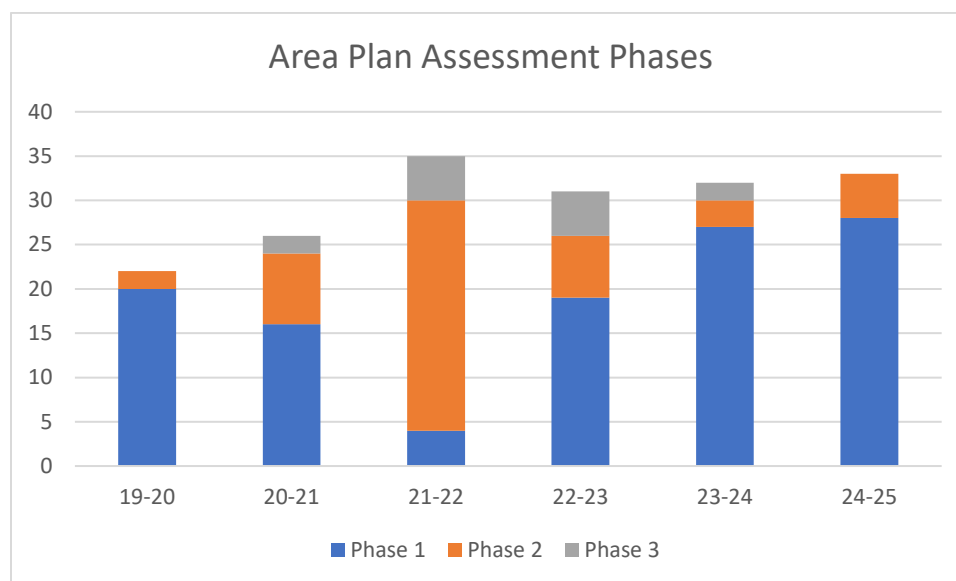
Table 2 and Figure 2 (below) evaluate the cycle of assessment at WVC over the past five years by documenting the number of programs asking assessment questions and their phase in the assessment cycle of inquiry. Here is how the phases are defined:

- 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	Total # of Area Plans with Assessment Question
19-20	20	2	0	22
20-21	16	8	2	26
21-22	4	26	5	35
22-23	19	7	5	31
23-24	27	3	2	32
24-25	28	5	0	33

Figure 2. Assessment Phases



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

- 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.
- Most faculty are including an assessment question but they are not following up in future years with data collection, intervention, and re-evaluation. Most faculty appear to be including an assessment question in the area plan and then changing the question in future years. A few reasons might include:
 - The WVC revised area plan template for 23-24 moved assessment to the top of the document and formatted the document so that responses could be rolled up campus wide. However, it appears that faculty have not found the new template straightforward. In fact, one faculty included the following statement in the area plan: "I am struggling internally with the flow of this document and I feel like it stifles my creativity, demoting it to the simple act of filling a box. I will continue to do what is asked of me, but I feel like with this new format I am not understanding the assignment and am somehow doing it wrong. Feedback would be greatly appreciated." As a result, WVC plans to revise the area plan template with faculty input this year.
 - Faculty still do not know how to access data at WVC. The new ASPIRE office is going to start offering data dashboard trainings and writing a data newsletter to raise awareness about the data available to faculty.

WVC program chairs are constantly working on program improvements to improve student learning at WVC even if that is not adequately captured in the most recent area plans. For example, here are some excerpts of the program improvement work that is ongoing at WVC.

- Course fees are being used to purchase copies of the book for the library to improve student access (Anthropology).
- Building community partnerships by offering Continuing education seats in WVC classes (Art).
- Working to improve learning outcome statements on guiding syllabi in order to improve consistency amongst faculty to improve retention rates from ASL 121 to 122.
- Recommending curriculum additions (trauma informed counseling and harm reduction) to meet new industry requirements for BHSS credential (BAS-BH).
- Working on getting COMPTIA certification testing on-site at WVC (Business Computer Technology).
- Developed a student placement agreement with Okanogan Behavioral Healthcare and working on one with the Colville Tribe (Chemical Dependency).
- Curriculum revisions to align with industry (Computer Technology).
- Working with local industry (Rivercom and Chelan Co) internship opportunities for students (Criminal Justice).
- English program is creating a literary journal for highlighting student work.
- Working to align curriculum with 4-year transfer (Graphic Design).
- Program format changes increased enrollment and now working on new format changes to increase completion rates (Machining).

These are just the program improvements described in the 24-25 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 24-25 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.