Standardized Evaluation of Programs and Services (STEPS) Annual Report

# Purpose

To provide all programs and services at the college with an inclusive, equitable, and systematic framework to evaluate contributions towards student success, inform meaningful change by identifying needs and setting priorities, and to plan for continuous improvement in alignment with the college’s [vision, mission, and strategic goals](https://www.wwcc.edu/about/mission-vision-and-planning/).

# Instructions

Save this blank template and rename with your program name included in the file name (e.g., “Annual STEPS Report Form\_Culinary Arts\_2023”). Program leads should complete this form in consultation with faculty and staff within their program area to allow for broad representation and consensus. Include student input if at all possible. Once done, save the completed file as a .pdf and submit it electronically via the [STEPS Upload Form](https://forms.office.com/Pages/ResponsePage.aspx?id=iEXT555nQUCm4lgXTCWxfkKQMLYitiFPr6-pZPzQn_lUN0UyTDNSVDQ4VzVYTzYxNVFCMldRNjNWVSQlQCN0PWcu), located via the [STEPS section](https://www.wwcc.edu/employees/#STEPS) of the [Employees webpage](https://www.wwcc.edu/employees/), no later than the first Monday in February.

The STEPS Guidebook is available from the [STEPS webpage](https://www.wwcc.edu/employees/#STEPS). It contains more information on the STEPS process, each portion of the report, an explanation of what programs are expecte+d to demonstrate, rubrics for understanding compliance to the standards, and information on where to go for help.

Sections and subsections below are marked in parenthesis to indicate if they are required for **(I)**nstructional programs, **(N)**oninstructional programs, or **(A)**ll programs.

# Program Information (A)

|  |  |
| --- | --- |
| Program |  |
| Division |  |
| Contributing Authors (Names & Titles) |  |
| Academic Year Submitted |  |

# Standard 1: Mission (A)

Every program must have a mission statement that is consistent with the mission of the area, division, institution, and any applicable professional standards.

Work collaboratively with faculty and/or staff to develop or review and update the mission statement.

|  |  |
| --- | --- |
| Mission Statement |  |
| Date last reviewed or changed (and what changes were made) |  |

# Standard 2: Organizational Structure and Objectives (A)

# This section explains how the program or service is structured and what it does. It further outlines activities, services, and/or resources provided by the functional area, including objectives that inform purpose and allow evaluation of performance.

Provide the following:

|  |  |
| --- | --- |
| How is the program organized? Who reports to whom? How many positions and FTE?  |  |
| What core activities and services do you provide?  |  |
| Current objectives (as many as apply) |  |
| Describe how these objectives were set and how achievement is monitored and evaluated. How often are objectives reviewed/updated? |  |
| To which institutional priorities and goals do your objectives align? |  |

## 2.1 Published Materials (A)

The program or service must provide relevant information about its mission and goals, the programs, services, and resources it provides. This information, whether promotional or descriptive, must be accurate and free of deception and misrepresentation.

Review communication of the program or service as it appears in published materials, whether print or online. Detail this review and any recommendations for updates or changes to published materials in the chart. Add rows as necessary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of Materials | Date Last Reviewed Updated | Link/Location(s) | Person(s) Responsible for Updates | Additional Notes |
| eCatalog |  |  |  |  |
| Program Website |  |  |  |  |
| Program Maps |  |  |  |  |
| Syllabi |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Standard 3: Student Learning, Development, and Success (A)

Each program or service should contribute to students’ formal education, including both curricular and extra-curricular experiences, to students’ progression and timely completion of educational goals, and help students and designated clients prepare for their careers and meaningful contributions to society. Programs and services should work with the institution to identify relevant and desirable student success and student learning and development outcomes, and implement strategies and tactics to achieve these outcomes.

## 3.1.A-B Student Learning Outcomes (A)

Use the space below to provide a summary of the extent to which you feel your program meets the standards described in the Guidebook for student learning outcomes at all levels (3.1, 3.1A, and 3.1.B), and any thoughts or plans you have for the future, aligning learning outcomes, etc. Provide any additional information about how your program contributes to student learning, development, and success.

## 3.1.C Course/Activity Outcomes and Content Review (A)

Use the space below to provide a summary of the extent to which you feel your program meets the standard for source and/or activity outcomes described in the Guidebook. Instructional programs should work collaboratively with faculty, staff, and advisory councils to review and update course outcomes to ensure relevance and alignment to industry, professional, or transfer requirements. Non-instructional programs and services should review whether current activities and experiences serve students’ development of the outcomes identified.

# Standard 4: Interpreting Information (A)

## 4.1 Gathering and Interpreting Evidence (A)

Each program must use information from a variety of sources to make decisions, understand how well it is fulfilling its mission, and inform improvements efforts. Explain how your program gathers and interprets evidence related to student success and other programmatic objectives. Please list specific sources, which measures you use, and other pertinent information.

## 4.2 Course Evidence (I)

Describe your process and results of analyzing student enrollment and student outcomes overall and for individual courses as makes sense. In doing so, disaggregate those data in ways that are meaningful and make sense, provided data availability. Relevant demographics for disaggregation may include sex/gender, age, first-generation status, and race/ethnicity, among others. Course characteristics may include subject/discipline, location, mode of delivery (e.g., face-to-face, hybrid, fully online), and time of day, among others.

WWCC Institutional Research & Effectiveness has provided a dashboard (available via the [STEPS webpage](https://www.wwcc.edu/employees/#STEPS)) for instructional programs to use in analyzing these factors; however, programs are not constrained to use only that source. Please note what source(s) you’ve used for your analysis in your response. If you need additional information, complete the [Research Request Form](https://app.smartsheet.com/b/form/0924840bbfeb4c3baacd67226d5e4939).

What trends do you see for course and overall program enrollments by duplicated headcount (i.e., total enrollments), unduplicated headcount (i.e., how many distinct students enrolled), and FTE (i.e., the sum of credits divided by 15 in an academic term, which is a measure of student activity)? Describe what process you routinely use to understand enrollment, and how often you review enrollment information?

What trends do you see for student outcomes in program courses? WWCC typically looks at Course Persistence (i.e., a student persists through the quarter without withdrawing regardless of their final grade), Course Success (i.e., a student earns a C or higher), and DFW rates (i.e., a student earned a D or F or withdrew), but there are other metrics reported elsewhere. Describe what process you routinely use to understand enrollment, and how often you review student course success information?

What trends do you see in the earning and award of program credentials (i.e., degrees and certificates)? Are students completing on time and with the necessary skills to become employed in their chosen field(s)? Are there other milestones and/or metrics you use to evaluate student success, and if so, what is your assessment? Describe what process you routinely use to understand enrollment, and how often you review student success information. **NOTE: This section is required of workforce programs, but optional for Arts & Sciences, as workforce programs administer most of their students’ coursework and supports.**

# Standard 5: Human Resources (A)

Programs should identify the level of staffing necessary to achieve its mission and goals and be staffed by individuals qualified to do so. Personnel include full-time and part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, volunteers, etc.).

|  |  |
| --- | --- |
| How many positions filled or unfilled) does the program oversee? Provide headcount and FTE, if available. Provide classification for each (i.e., FT faculty, PT faculty, Exempt, Classified, etc.). |  |
| Are there current vacancies? What are their hiring statuses? |  |
| Is staffing adequate to fulfill the mission and goals of the program? If not, explain why. |  |
| Do you anticipate future staffing needs? Do you have or anticipate funding available to support those positions? |  |

# Standard 6: Finances & Other Resources (A)

Programs must have the funding, informational technology, and infrastructural resources, knowledge, and support necessary to accomplish their mission and goals.

## 6.1 Budget (A)

Use the space below to describe your budget process and its effectiveness. Are there regular or anticipated funding shortfalls? Any anticipated, unfunded expenditures?

## 6.2 Financial Management (A)

Use the space below to describe your financial management process and its effectiveness. Please list any additional resources or support you need.

## 6.3 Technology (A)

Use the space below to describe the state of your technology resources. Please list any additional resources or support you need.

## 6.4 Facilities & Infrastructure (A)

Use the space below to describe the state of your workspaces and facilities support. Please list any additional resources or support you need.

## Standard 7: Planning & Continuous Improvement (A)

Programs should be able to develop plans, goals, and outcomes based on sound information and assess their progress. Identify areas of strength/accomplishments and opportunities for improvement.

|  |  |
| --- | --- |
| 1. Areas of strength and/or accomplishments?
 |  |
| 1. Opportunities for improvement and/or aspirations?
 |  |
| 1. Plan for Improvement:
* Action Plan – What will you do?
* Timeline – How long will it take?
* Evidence of Success – How will you know if you are successful?
 |  |
| 1. Resources requested to implement the plan.
 |  |
| 1. Describe how the program ensures access to resources and services in a way that is responsive to the physical, cultural, and socioeconomic needs of all constituents.
 |  |
| 1. Describe how the program considers and responds to the needs of all students when developing methods to deliver instruction, services, and resources, including the needs of online students, if applicable.
 |  |
| Describe how the program uses evidence to inform decisions and establish goals for diversity, equity, and inclusion. Identify your sources of information. |  |
| 1. Describe how the program addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive content, services, policies, procedures, and practices.
 |  |

Revisit previous improvement/action plans. Reflect on the plan, report significant updates or adjustments, and assess progress towards completion.

|  |  |
| --- | --- |
| State ongoing improvement plan(s) |  |
| Suggest partners for consultation/collaboration or comments received from partners/collaborators |  |
| Summarize significant updates, adjustments, or progress |  |

*End of Report*