

**Wayne Community College
Service Review - 2024-25**

Name of Service: Academic Foundations

Section 1: Service Overview

Mission/Purpose: *As part of the review cycle, services are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

At this time, we do not have a mission statement other than the college's statement.

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

Describe how the service unit's mission aligns with the College's vision, mission, core values, and/or strategic goals. Identify which Institutional Goal(s) best align(s) with your service unit and explain why.

1. **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
2. **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
3. **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
4. **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

The mission and purpose of all 3 areas, Testing, Coaching, and Retention, align with all the Institutional goals. At its core, each area is designed to provide services that help students have access and succeed. The only way to do this is through program excellence and institutional quality. The Academic Foundations department is the academic foundation many students need in order to meet their academic goals.

Section 2: Service Functions

Provide narrative of service functions and/or processes. *(Describe the functions or processes of your service unit. How are these processes documented?)*

The Academic Foundations Department is responsible for three areas of service:

1. Testing Center – The testing center provides makeup, accessibility, placement, Workplace Readiness, and TEAS (Nursing Admissions) testing. These services are provided by appointment in the center throughout the academic year.
2. Coaches – Coaches are available to meet with students to help them navigate through their college experience. Conversations include both academic and non-academic subjects. All students at WCC can see a coach, but some are assigned a coach due to various factors.
3. Retention – The Academic Foundations department teaches pre-requisite remedial coursework to prepare students for their gateway English and Math courses, as well as study skills. For this service review we will focus on the retention of students in these courses.

Does everyone in your department have the tools and resources they need to be successful in their current role(s)? Please explain what additional resources may be necessary.

1. Testing Center – The testing center is understaffed and needs more assistance. It is difficult to provide all the services the center is responsible for with insufficient staffing. Others are having to leave the job they were hired for to cover timeslots in the center. The Center also needs more individual testing rooms to meet the needs for the number of Accessibility students testing.
2. Coaches – This program is lacking campus buy-in. Instead of embracing a program that is meant to help students complete, some on campus have viewed it as a threat. This mixed messaging is confusing to students and limits the coach's effectiveness. Coaches should be seen as another resource for students to provide a neutral space for conversation.
3. The Academic Foundations Department does have the tools and resources needed. Fall 2025 new courses from the state were implemented and assessment is underway.

Internal unit effectiveness data *(Do you internally track data applicable to your service unit, such as the number of customers served? Please provide tables/charts if applicable.)*

1. Testing Center – Tracks the number of students served.
2. Coaches – Tracks the number of students who see a coach.
3. Academic Foundations Department – Tracks retention numbers for each course/instructor.

Provide narrative for analysis of trends or emerging needs that contribute to maintaining service relevance.
(Environmental changes that may affect the service unit. How well is the service unit responding to the current and emerging needs of the community? How can the service unit respond to these trends? What resources might your service unit need to be more effective?)

- 1. Testing Center – The number of Allied Health applicants and Accessibility Students has drastically increased. This requires more Allied Health admissions testing and more appointment times for students requiring an individual room. The Testing Center needs more staff to handle the demand for both tests. Also, more individual testing rooms are needed. The center has been able to offer more Workplace Readiness (NCRC) testing for the community to help individuals find jobs.
- 2. Coaches – Coaches are available whenever a student needs someone to talk with and answer questions about navigating college life. Campus buy-in to the program will help increase visits and positive feelings toward the program.
- 3. Academic Foundations department – As explained earlier the department recently changed remedial classes. Students now only need one remedial course before taking the gateway course. This has decreased the time required for remedial classes but has increased the amount of information covered in one remedial course. The department is working on evaluating the best way to structure these courses.

Provide an overview of significant changes and improvements that occurred over the past three years. (2022-23; 2023-24; 2024-25 – Fiscal Year, July 1-June 30) *(What were the service unit’s goals and rationale for expanding and improving the services for students, faculty, staff, and community?)*

Year	Identified Areas for Improvement	Implementation of Improvements / Summary
2022-23	NA	
2023-24	NA	
2024-25	1. Testing Center – Moves testing center to Academic Foundations and streamlined scheduling processes. 2. Coaches – Realigned assigned students to the alphabet. 3. Department – Developed new curriculum for courses implemented Fall 2025.	

Please provide additional narrative if applicable.

Section 3: Service Outcomes

Outcome #1: Provide outstanding service to faculty and students through availability and execution of proctoring services.

Baseline: NA (% or #) (*Rationale / Average of last three years –2022-23; 2023-24; 2024-25*)
Standard: 85%
Target: 95%

Table will be created in outcome follow-up showing survey satisfaction

Provide narrative for analysis of faculty and student surveys. (*How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.*)

Faculty and student surveys will be used to measure this outcome.

The data provided will allow us to evaluate the customer service that we are giving and seek ways to improve the experience as needed.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase the success of the outcome in your service unit?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Hire another testing center technician	Did we hire another technician?
2	Add more individual testing rooms	Did we add more individual testing rooms?
3	Create survey to evaluate faculty and student satisfaction with proctoring services.	Work with IE to create a survey to administer to faculty and students using the services.

Outcome #2: Increase the number of coaching visits.

Baseline: NA (% or #) (*Rationale / Average of last three years – 2022-23; 2023-24; 2024-25*)
Standard: 2,000 visits per year
Target: 2,500 visits per year

Table will be created in outcome follow-up reflecting number of visits.

Provide narrative for analysis of number of visits per year. (*How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.*)

Visits will be tracked using log in software.

The number of visits per year will be used to show how often coaches are seeing students and to evaluate in the future if more coaches are needed.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase the success of the outcome in your service unit?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Multiple Coaching events/advertisement	Number of coaching events and advertising campaigns
2	Partnerships created with areas on campus	Number of partnerships created

Outcome #3: Increase retention rates for new math and English Developmental courses.

Baseline: NA (% or #) (*Rationale / Average of last three years – 2022-23; 2023-24; 2024-25*)
Standard: 80%
Target: 85%

Table will be created in outcome follow-up reflecting retention rates by semester.

Provide narrative for analysis of retention rates. (*How will you use this data to improve the effectiveness of your service unit? Please discuss any changes you intend to address that may improve the effectiveness of your service unit.*)

Retention rates will be collected each semester for each course.

This data will be used to determine any changes needed to help students complete the course. This includes curriculum, course assignments, and course assessments.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase the success of the outcome in your service unit?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Change curriculum as needed to help students understand and meet expectations for the course.	Increase in retention and more students doing assignments.

Section 4: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your service, to include self-assessments, focus groups, or other tools used to evaluate the service? If so, please explain how information collected from the(se) assessments will be used to improve the service unit. You may also attach supporting information/documentation to this review.

For all services self-Assessment is used frequently to evaluate and change a procedure or address an immediate issue. If something is not working, the issue is addressed immediately.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objective submitted.	Not applicable.
2024-25	No planning objective submitted.	Not applicable.

What resources (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Please justify the need.

Testing Center - Additional computers in the computer testing area.

What personnel (faculty and/or staff) do you anticipate needing over the next three years? Please justify the need.

Testing Center – Hire an additional testing technician

Provide narrative for your service unit’s facility needs over the next three years. If facilities are adequate, please confirm.

The testing center is in desperate need of individual testing rooms to meet the demand required to facilitate accessibility testing. The demand for individual testing rooms far exceeds the three rooms that we have available. Many times, we require students to wait for an available room, beyond their appointment time or using the large open testing and computer testing rooms when not in use for other tests. There are also some visibility obstructions in the current center that need to be remedied with remodeling.

Provide narrative for analysis of the service unit's strengths, weaknesses, and opportunities.

Strengths:

The Testing Center continues to demonstrate exceptional service through its caring and professional staff who consistently prioritize student success and integrity. The team's attention to the organization is reflected in a well-maintained test filing system and structured testing schedule, which ensures efficiency and reliability. The dedicated testing office provides a controlled and distraction-free environment for examinees, while the online testing calendar offers an easy and accessible way for staff to schedule exams. In addition, the Testing Center utilizes user-friendly sign-in procedures and straightforward testing programs such as Accuplacer, making the testing experience smooth and stress-free for both staff and students. The stream-lined online process makes it easy for faculty to refer students to the center and schedule testing.

Achievement Coaches are continually evaluating and creating opportunities to effectively accommodate the growing student population at WCC. This is accomplished by creating a supportive environment where students feel secure and valued, promoting open communication, and strong education-student relationships. Coaches actively follow up with students to ensure they have access to all the necessary guidance and support systems.

The Academic Foundations department works well together and adapts with change. The faculty are extremely proficient in their knowledge of curriculum and instruction and make changes as needed.

Weaknesses:

While the Testing Center operates effectively, several challenges limit its full potential. The most significant issue is the shortage of private rooms for accommodated testing. Although staff continually adapt by improvising available spaces, demand often exceeds capacity. Additionally, the number of computers in the testing lab remains insufficient for larger groups. For instance, TEAS testing sessions often exceed 20 participants, yet only 12 computers are available, requiring relocation to alternate rooms. Storage space is another concern, as current capacity only allows for approximately 12 book bags. Once this limit is reached, belongings must be placed on the floor, creating crowding and discomfort for some students. Staffing levels continue to be a problem. We are unable to meet the needs of departments around campus because of limited staffing.

Lack of buy-in for the coaching program threatens the effectiveness of this resource for students. Some students feel that they are not allowed to visit a coach based on comments made by other advisors and instructors. Lack of information shared with the coaches hinders the opportunities to help students be successful at WCC. Additionally, making office visits non-mandatory decreases visits and opportunities to help vulnerable students.

Opportunities:

The Testing Center provides a meaningful opportunity for employees to directly impact student achievement by fostering a safe, fair, and supportive testing environment. Staff have the privilege of assisting students in managing test anxiety and overcoming various testing challenges, contributing to their overall academic growth. The Center's role extends beyond testing—it serves as a key partner to every academic department, ensuring that instructional goals and assessment needs are met. Moreover, working within the Testing Center offers unique opportunities to collaborate across campus and engage with student organizations and community initiatives, reinforcing the college's mission of student success and engagement.

Coaching has the potential to become partners with instructors on this campus. With the QEP focus on career readiness, part of coaching is helping students prepare for the workplace through soft skills training and coaching. Coaching can be a vital part of the implementation of the college’s QEP. Coaches could also be used as advisors during the times that faculty are on breaks, helping students get registered without delay, instead of having to come back to campus later. This could potentially increase enrollment, and FTE when students are not required to come back when their advisor is on campus to get registered.

The Academic Foundations department has the opportunity to work with Wayne County Public Schools with the implementation of the new CCP partnership to help HS students complete remedial work prior to HS graduation. This partnership will increase the number of students taking courses in the department and makes retention an even greater responsibility for the department.

Review prepared and submitted by: *(Please list name(s) and titles)*

Dr. Tammy J. Bishop, Department Chair Academic Foundation Department
Thomas Blandino, Testing Center Technician
Breck Murray, Administrative Assistant Academic Foundations and Testing Center Technician
Anna Anaya-Vega, Instructor Academic Foundations Mathematics and College Student Success
Chad Evans, Achievement Coach

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date: Dorothy Moore 12/8/2025

Dean, Director, or AVP / Date: Laura Buddin 12/9/2025

Administrator Approval / Date: Laura Buddin 12/9/2025