

**WAYNE COMMUNITY COLLEGE
STRATEGIC PLAN YEAR-END REPORT
2014-2015**

**MISSION, GOALS, INDICATORS AND
PRIORITIES**



**Wayne Community College
Strategic Plan**

Institutional Goals serve as pathways to achieving the College's mission.

Institutional Performance Indicators (Measures) are the methods of evaluating the progress toward achieving the College goals. Each indicator includes standards (acceptable performance) and targets (desired performance).

Strategic Priorities are annual focus areas identified by the President's Council and the Planning Council that require special attention and actions towards improvement.

WCC Institutional Goals, Performance Indicators, and Strategic Priorities

Goal 1: Increase Student Access: Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.

Institutional Performance Indicators:

- A. Annual headcount – unduplicated for curriculum and continuing education
- B. FTE – budget FTE for curriculum and continuing education
- C. Retention – annual curriculum fall-to-spring and fall-to-fall
- D. Developmental subsequent course success rates (NCCCS Performance Measure)
- E. First-year progression (NCCCS Performance Measure)
- F. Basic Skills student progress (NCCCS Performance Measure)

Strategic Priorities:

- A. Increase curriculum retention
- B. Track multiple measures and developmental education initiative results

Goal 2: Ensure Program Excellence: Examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.

Institutional Performance Indicators:

- A. Summary of program reviews
- B. General education outcomes

Strategic Priorities:

- A. Improve program review process
- B. Review Institutional Learning Outcomes assessment process

Goal 3: Improve Student Success: Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.

Institutional Performance Indicators:

- A. Curriculum Student Completion (NCCCS Performance Measure)
- B. College transfer performance (NCCCS Performance Measure)
- C. Licensure pass rates (NCCCS Performance Measure)
- D. GED diploma passing rate (NCCCS Performance Measure)

Strategic Priorities:

- A. Increase number of completions
- B. Increase licensure pass rates

Goal 4: Ensure Institutional Quality: Examine and continually improve relevance and quality in all college administrative, student, and support services to ensure that the College's vision, mission and goals will be achieved.

Institutional Performance Indicators:

- A. Summary of service reviews
- B. Annual review of NCCCS Performance Measures and strategic initiatives for improvement

Strategic Priorities:

- A. Improve service review process

**Wayne Community College Strategic Plan
2014-2015 Year-End Report**

Institutional Goal

Goal 1: Increase Student Access: Develop policies and practices that provide increased opportunities for students to enter into, and successfully proceed through, post-secondary education and training programs.

Institutional Performance Indicators

A. Annual headcount – unduplicated for curriculum and continuing education

	Curriculum	Con Ed
2008-09	4,731	9,576
2009-10	4,977	9,543
2010-11	5,096	10,531
2011-12	4,849	9,604
2012-13	5,091	8,662
2013-14	5,186	7,690
2014-15	4,362	5,572

Source: NCCCS Data Warehouse

Standard: Curriculum, increase by 1% annually; Continuing Education, greater than or equal to previous year

Target: Curriculum, 3% increase annually; 9% increase by 2016; Continuing Education, 1% increase annually

Analysis:

1. Curriculum unduplicated headcount decreased from 5,186 to 4,362 in 2014-15. Continuing Education unduplicated headcount also decreased from 7,690 to 5,572.

Use of Results / Action Items:

1. Increase efforts to recruit students at local high schools, community events, Wayne County Fair, etc.
2. Increase flexibility in course scheduling to meet more student demands.
3. Create videos highlighting programs, program expectations, and career opportunities.
4. Develop additional continuing education courses based on labor market information (ICD 10; Environmental Services, and Truck Driver Certification).
5. Continue to market continuing education services using MailChimp.
6. Implement new curriculum programs based on service area demands.

B. FTE – budget FTE for curriculum and continuing education

	Curriculum	Con Ed
2008-09	2657.37	1009.98
2009-10	2993.02	981.44
2010-11	3194.48	920.76
2011-12	3055.37	903.03
2012-13	3149.36	794.94
2013-14	3173.58	761.58
2014-15	2744.40	638.7

Source: NCCCS Data Warehouse

Standard: Curriculum, increase by 1% annually; Continuing Education, greater than or equal to previous year

Target: Curriculum, 3% increase annually; 9% increase by 2016; Continuing Education, 1% increase annually

Analysis: The curriculum FTE decreased from 3174 to 2744 in 2014-15. The FTE for continuing education also decreased from 762 to 639 during the same time period.

Use of Results / Action Items:

1. Academic Divisions, departments, and Continuing Education continue to recruit students at local high schools, community events, Wayne County Fair, etc.
2. Increase the bridge program between continuing education and curriculum programs.
3. Implementation of Nelnet to allow students other payment options.
4. Implement new curriculum programs based on service area demands.
5. Continue to market continuing education services using MailChimp.
6. Continuing Education – Emphasis on developing new courses based on labor market information to attract students (ICD 10; Environmental Services, and Truck Driver Certification).

C. Retention – annual curriculum fall-to-spring and fall-to-fall

Fall-to-Spring

Fall	Fall Enroll	Grad	SP Enroll	Retention
2008	3499	92	2469	73.2%
2009	3721	62	2707	74.4%
2010	3999	85	2903	74.7%
2011	3555	121	2642	77.7%
2012	3962	113	2876	75.4%
2013	4041	154	2916	76.0%
2014	3,569	148	2,630	77.8%

Source: WCC Student Data System

Standard: 78%

Target: 80%

Fall-to-Fall

Fall	Fall Enroll	Grad	Fall2 Enroll	Retention
2008	3499	421	1573	57.0%
2009	3721	443	1766	59.4%
2010	3999	516	1684	55.0%
2011	3555	547	1620	61.0%
2012	3962	575	1786	59.6%
2013	4041	642	1646	56.6%
2014	3,569	550	1640	61.3%

Source: WCC Student Data System

Standard: 59%

Target: 61%

Analysis:

1. The fall-to-spring retention increased by 1.8% to 77.8%. This is the highest retention rate since 2008. The number of graduates was also high but not at the level of 2013. Both retention and number of graduates show improvement over the last seven years.
2. The fall-to-fall retention and graduation remain steady.
3. We continue to see increases in the number of graduates which may be attributed to continued efforts to assist students in completing all degree requirements via improved advising.

Use of Results / Action Items:

1. Implement GradesFirst software in Spring 2016 to expand the early alert system for students regarding their current academic standing in courses.
2. Increase flexibility in course scheduling to meet more student demands.
3. Expand career services to transition students withdrawing from the College Transfer programs to other curriculum programs.
4. Implement a Strategic Enrollment Management Plan.

D. Developmental Subsequent Course Success Rates (NCCCS Performance Measure)

English

Year	Students	Successes	% Success
2008-09	n/a	n/a	63%
2009-10	n/a	n/a	63%
2010-11	n/a	n/a	67%
2011-12	316	200	63.3%
2012-13	323	209	64.7%
2013-14	247	157	63.6%

Source: NCCCS Performance Measure Report

Standard: 2015 NCCCS Performance Average College Percentage = 62.4%

Target: 2015 NCCCS Performance Goal = 74.9%

Math

Year	Students	Successes	% Success
2008-09	n/a	n/a	53%
2009-10	n/a	n/a	57%
2010-11	n/a	n/a	65%
2011-12	277	184	66.4%
2012-13	239	144	60.3%
2013-14	245	153	62.4%

Source: NCCCS Performance Measure Report

Standard: 2015 NCCCS Performance Average College Percentage = 63.6%

Target: 2015 NCCCS Performance Goal = 75.4%

Analysis:

1. The subsequent course success rate for English decreased slightly in 2013-14. The new DRE courses may have impacted this number. We will continue to monitor the impact DRE courses.
2. The subsequent course success rate for math increased by 2.1% to 63.6%. We will continue to monitor as we assess the impact of multiple measures and DMA courses.
3. Proposed NCCCS performance measures for 2015-16 indicate that subsequent course success for developmental students will no longer be included as a performance measure.

Use of Results / Action Items:

1. Conduct focus groups with a cohort of students to identify problems students encounter in subsequent English and math courses.
2. Utilize GradesFirst software for academic early alerts and Academic Skills Center referrals.

3. Decrease the time between a student's last pre-curriculum courses and their subsequent curriculum courses. Continued investigation of why students delay taking their first curriculum course after completion of pre-curriculum courses.

E. First-Year Progression (NCCCS Performance Measure)

Year	Cohort	12 Hrs Att	12 Hrs Succ	% Success
2008-09	n/a	n/a	n/a	69%
2009-10	n/a	n/a	n/a	71%
2010-11	n/a	n/a	n/a	72%
2011-12	706	626	459	73.3%
2012-13	676	572	411	71.9%
2013-14	708	603	422	70.0%

Source: NCCCS Performance Measure Report

Standard: 2015 NCCCS Performance Average College Percentage = 67.1%

Target: 2015 NCCCS Performance Goal = 74.6%

Analysis:

1. The first-year progression decreased by 1.9% to 70.0%. This may be a continuation of the effect of DMA and DRE courses on first-time students attempting 12 or more hours.

Use of Results / Action Items:

1. Work with the Office of Institutional Effectiveness and Innovation to analyze cohort data to track enrollment trends and success of first-year students. This is a part of the Strategic Enrollment Management Plan.
2. Intensify advising efforts as outlined in the Quality Enhancement Plan (QEP), effective Spring 2016.
3. Work with the Academic Skills Center (ASC) to track the number of first-time attending Fall semester students' utilization of academic tutors.
4. Utilize GradesFirst software to track the number of first-time attending students who are notified of attendance issues and complete courses.

F. Basic Skills Student Progress (NCCCS Performance Measure)

Year	Students	Completing Level	% Completing
2011-12	1221	812	66.5%
2012-13	1328	927	69.8%
2013-14	963	650	67.5%

Source: NCCCS Performance Measure Report

Standard: 2015 NCCCS Performance Average College Percentage = 45.1%

Target: 2015 NCCCS Performance Goal = 51.2%

Analysis:

1. The Basic Skills Student Progress decreased slightly from 69.8 to 67.5. However, WCC was the second highest performing college on this measure and was well above the standard and target set for this measure.

Use of Results / Action Items:

1. Target low performing students' educational function levels using pathway assessment in classes.
2. Require faculty to become STAR certified (Student Achievement in Reading Certification)- National Certification offered through NCCCS and Appalachian State University.
3. Implementation of a Strategic Enrollment Management Plan to increase enrollment, retention, and student success.

Strategic Priorities

A. Increase curriculum retention

1. Program retention is a program outcome for each academic program.
2. Implementation of the Strategic Enrollment Management Plan to increase enrollment, retention, and student success.

B. Track multiple measures and developmental education initiative results

1. Refine efforts to better track the effect of multiple measures and developmental education on students success.

Institutional Goal

Goal 2: Ensure Program Excellence: Examine and continually improve rigor, relevance and quality in all academic and training opportunities to ensure that successful completion equates to a competitive position in the workforce or in the attainment of higher educational goals.

Institutional Performance Indicators

A. Summary of program reviews

Analysis:

1. The second year of WCC's program review process involved the Arts & Sciences division (3 programs) and the Business & Computer Technologies division (7 programs). All programs in those divisions completed the review.
2. Improvements most often mentioned in the Business & Computer Technologies division were the addition of new certificates and decreasing the number of hours required to complete a degree. Enhancing employability was cited as the reason for these program improvements.
3. The Arts & Sciences division cited the strength of the faculty as well as the extensive variety of courses offered. Dedicated classroom space for mathematics was mentioned as an area for improvement as well as additional lab space for science.

Use of Results / Action Items:

1. Completed Program Reviews in 2014-15 which yielded the following opportunities: 1) Need for designated classroom space for mathematics, 2) additional lab space for science courses.

B. General education outcomes

Analysis:

1. Two general education outcomes, or ILOs, were assessed in 2014-15: Natural Sciences and Social Sciences.
2. Natural Sciences were assessed through discipline specific signature assignments. A sample of 279 artifacts were collected and assessed. The results exceeded the standard of 70% with an increase of 27% from the previous assessment.
3. The Social Sciences were assessed through discipline specific signature assignments. A sample of 124 artifacts were collected and assessed. The results did not meet the standard of 70% but did increase by 20% from the previous assessment.

Use of Results / Action Items:

1. Improve students' ability to interpret or analyze natural phenomena by giving students a set of sample questions based on the principles of the natural sciences in all science courses twice a semester.
2. Improve students' ability to apply concepts and principles of the social sciences by incorporating more real-world scenarios and situations in classes.

Strategic Priorities

A. Improve program review process

1. A new program review guide has been created and workshops made available to assist with the process of a program review.
2. The evaluation of the program review process indicates program faculty desire more program data and continuation of program review workshops.

B. Review Institutional Learning Outcomes assessment process

1. The ILOs assessment process is working well. There is discussion concerning signature assignments versus embedded assignments. The Humanities/Fine Arts ILO (ILO #3) will be testing the feasibility of embedded assignments during the 2015-16 ILO review cycle.

Institutional Goal

Goal 3: Improve Student Success: Increase the number of students leaving with a job-ready credential that can lead to successful employment in a global economy and provide for better skills, better jobs, better pay, and continued educational attainment.

Institutional Performance Indicators

A. Curriculum Student Completion (NCCCS Performance Measure)

Year	Cohort	% Grad	% Transfer	% Retain	% Total
2003		26%	19%	2%	46%
2004		26%	16%	1%	44%
2005	574	26%	18%	2%	46%
2006	592	27%	19%	3%	48.8%
2007	663	30%	18%	3%	51.3%
2008	627	31%	19%	2%	52.3%

Source: NCCCS Performance Measure Report

Standard: 2015 NCCCS Performance Average College Percentage = 43.4%

Target: 2015 NCCCS Performance Goal = 45.6%

Analysis:

1. The overall completion rate for the 2008 cohort increased to 52.3%, which is above the System Office goal of 45.6%. The percentages of students transferring and being retained have remained relatively steady, but the rate of graduation has increased over the past few cohorts, from 26% in 2005 to 31% in 2008.

Use of Results / Action Items:

1. Implementation of a Strategic Enrollment Management Plan to assist with retention
2. Implementation of GradesFirst software to create a consistent format for academic early alerts.
3. Continue decreasing the numbers of hours required for a credential.

4. Continue to use data to track student progress.
5. Monitor course offerings and delivery methods to ensure they accommodate student needs.

B. College Transfer Performance (NCCCS Performance Measure)

Year	30+ Hours		Associate Degree		Total	
	Students	% > 2.00	Students	% > 2.00	Students	% > 2.00
2008-09						87%
2009-10						88%
2010-11	71	83%	42	83%	113	83.2%
2011-12	56	88%	96	92%	152	90.1%
2012-13	58	90%	87	82%	145	84.8%

Source: NCCCS Performance Measure Report

Standard: 2015 NCCCS Performance Average College Percentage = 87.7%

Target: 2015 NCCCS Performance Goal = 93.8%

Analysis:

1. After an increase from 83.2% to 90.1% in 2011-12, the percentage of transfer students achieving a 2.0 or greater GPA at the transfer university decreased to 84.8%. The number of students has remained consistent over the last two hours after an increase in 2011-12. While we were below the standard, we have consistently done well given the numbers of WCC who transfer compared to other NCCCS colleges. The new Articulation Agreement between the NCCCS and the UNC System will be beneficial to transfer students in regards to course selection prior to transferring.

Use of Results / Action Items:

1. Improve student advising process – Quality Enhancement Plan
2. Continue to meet with four year institutions in the region to ensure transfer students are being properly prepared.
3. Provide professional development opportunities in distance education, educational technology, retention, etc.
4. Increase opportunities for communication between full-time and part-time faculty to ensure consistency among the different disciplines.

C. Licensure Pass Rates (NCCCS Performance Measure)

Year	Test Takers	Passing	% Passing
2008-09			90%
2009-10			74%
2010-11			80%
2011-12	142	113	79.6%
2012-13	172	143	83.1%
2013-14	246	214	87.0%

Source: NCCCS Performance Measure Report

Standard: 2015 NCCCS Performance Average College Percentage = 83.2%

Target: 2015 NCCCS Performance Goal = 91.7%

Analysis:

The number of first-time test takers and the percentage of those passing a licensure exam increased from 2012-13 to 2013-14. We surpassed our standard but were still under the System Office goal of 91.7%.

Use of Results / Action Items:

1. BLET Strategy #1: Implement more intensive writing assignments for students.
Results: Students were provided ten intensive writing assignments throughout the course that were evaluated by the instructors.
 2. BLET Strategy #2: Implement a mentoring program for BLET Recruits.
Results: All students were assigned a mentor from a local law enforcement agency as a source for achieving academic success.
 3. BLET Strategy #3: Implement a team building program.
Results: Students were required to conduct team building exercises as a class a minimum of once a week. Team building exercises lasted anywhere from 30 minutes to 1 hour weekly.
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1. Dental Hygiene Strategy #1: Evaluate students in their use of the typodonts to further refine their calculus detection and removal skills.
Results: Calculus detection and removal errors were noted by CITA for the majority of clinical performance failures. In previous years, the student was allowed either four (4) calculus detection or four (4) removal errors out of twelve (12) chosen areas. Currently, the student is only allowed a total of four (4) errors in detection and removal. Students are also penalized for detection errors during the removal evaluation which means that if you have two (2) detection errors in the beginning then they are also counted as two (2) removal errors during the final evaluation causing a student to fail the examination.
 2. Dental Hygiene Strategy #2: Continue calibration of clinical faculty on instrumentation and student evaluation.

Results: Several new P/T adjunct clinical instructors were hired in the second year dental hygiene clinics during the 2010-2011 academic year in order to comply with accreditation standards for instructor/student ratios. Students evaluated new instructors as needing more calibration prior to grading in the second year clinics.

3. Dental Hygiene Strategy #3: Continue implementation of the CITA Mock Clinical Examination for students with changes as they become available.

Results: CITA has recently voted (September 23, 2013) to join with the American Board of Dental Examiners (ADEX) and plans to move forward with implementation of the ADEX dental hygiene examination in June 2014. Due to this change, no information has yet been published discussing the guidelines/differences for the new clinical exam.

The CITA Examination is a relatively new clinical examination (established in 2007). The examination requirements and passing criteria have changed every year since the implementation of the examination.

1. Detention Officer Certification (DOCC) Strategy #1: Implement more intensive writing assignments for students.

Results: Students were required to complete 4 intensive writing assignments. Respective instructors evaluated the assignments and provided feedback to the students.

2. Detention Officer Certification (DOCC) Strategy #2: Implement a comprehensive examination for DOCC students.

Results: All students were required to complete a comprehensive examination for the DOCC leading to a 100% pass rate on the state certification exam.

3. Detention Officer Certification (DOCC) Strategy #3: Implement a team building program.

Results: Students were required to conduct team building exercises as a class a minimum of once a week. Team building exercises lasted anywhere from 30 minutes to 1 hour weekly.

4. Detention Officer Certification (DOCC) Strategy #4: Offer individual counseling to students who do not achieve a score of > 75% on each block test and study sessions to all students.

Results: Individual students who achieved <75% on individual block exams were provided counseling and study sessions to achieve academic success. Retention rates were increased to 91% from 75% in the previous academic year.

1. Emergency Medical Services (EMS) Strategy #1: Continue to provide exam reviews at the end of each course in an effort to better prepare the student providing learning opportunities for enhanced understanding of certification testing.

Results: State certification exam results have improved by 18% over the previous reporting year. In 2012-2013 the state certification exam pass rate was 66% overall in comparison to the 2013-2014 state certification pass rate of 84.3%.

2. Emergency Medical Services (EMS) Strategy #2: Continue to require students to complete all chapter assignments throughout the course.

Results: 100% have stated that completing these assignments have helped them to achieve a better understanding of the core concepts within the course.

3. Emergency Medical Services (EMS) Strategy #3: Continue to require students to review DOT objectives and complete all objectives in writing.

Results: 90% of the reporting students have declared that this assignment has assisted them in achieving a passing score on the state certification exam.

1. Nursing Strategy #1: Increase the percentage of alternate format questions on each test.
Results: Faculty insures 10% of test items are written as alternate format questions. This has improved the rigor of tests as evidenced by mean scores and less items that are 100% correct.
2. Nursing Strategy #2: Conduct test collaboration after all tests.
Results: Test collaboration is used after unit tests as an information retention strategy. Evidence in the nursing education literature suggests test collaboration reinforces learning and increases retention.
3. Nursing Strategy #3: Implement an alternate test of equivalency for absenteeism.
Results: Alternate tests of equivalency are used for absenteeism if needed in the Nursing Department. However, students state they appreciate the opportunity to participate in test collaboration, and they miss this opportunity if they are not in attendance for tests as scheduled on the course calendar. Therefore, attendance for scheduled tests has actually improved in the ADN program, so alternate tests of equivalency are used infrequently!
4. Nursing Strategy #4: Revise tests to include more questions that emphasize prioritization and management of care.
Results: Students are routinely tested at the higher cognitive levels of application, analysis, and evaluation. Prioritization and management of care are emphasized via sample NCLEX-RN and NCLEX-PN questions that are integrated into lectures, and via items written at higher cognitive levels on unit tests and the final exam.
5. Nursing Strategy #5: Optimize time allotment for the concepts of Management of Care, Safety, and Infection.
Results: The course calendars in both nursing programs optimize the time allotment for the concepts of Management of Care, Safety, and Infection.

D. GED Diploma Passing Rate (NCCCS Performance Measure)

Year	Students	Passing	% Passing
2011-12	196	141	71.9%
2012-13	169	125	74.0%
2013-14	168	135	80.4%

Source: NCCCS Performance Measure Report

Standard: 2015 NCCCS Performance Average College Percentage = 79.4%

Target: 2015 NCCCS Performance Goal = 82.0%

Analysis:

1. The percentage of students who took a GED test and obtained a diploma in 2013-14 increased to 80.4% from 74.0% in 2012-13. Consistent improvement over the last three years is very positive even though we did meet WCC's objective of 82.0%.
2. This performance measure will be discontinued by the state but the Basic Skills program will continue to implement improvement measures.

Use of Results / Action Items:

1. Offer professional development to train faculty on new high school equivalency testing.
2. Continue to increase computer offerings to BSP students.
3. Increase rigor and relevancy of high school equivalency curriculum.

Strategic Priorities

A. Increase number of completions

1. Implementation of the Strategic Enrollment Management Plan to increase enrollment, retention, and student success.
2. Continue to participate in the Completion by Design initiative through the System Office – provides additional performance indicators and resources to support student success.
3. Planning Council subcommittee will continue to work on increasing the College's performance on the Completion performance measure.
4. Implementation on the Quality Enhancement Plan – OnPoint Program.

B. Increase licensure pass rates

1. Planning Council subcommittee continues to work on increasing the College's performance on the Licensure Pass Rate performance measure.

Institutional Goal

Goal 4: Ensure Institutional Quality: Examine and continually improve relevance and quality in all college administrative, student, and support services to ensure that the College's vision, mission and goals will be achieved.

Institutional Performance Indicators

A. Summary of service reviews

Analysis:

1. The second year of WCC's service review process involved eight service units. These included the following: Campus Information Services; Campus Police and Security; Educational Support Technologies; Facility Operations; Human Resources; Information Technology; Institutional Effectiveness and Innovation.
2. Improvements most often mentioned were the recent facility renovations and their positive impact on the service units' ability to provide the appropriate level of service to all constituents.
3. Recommendations for service unit improvements were included in the review for continuous improvement.

Use of Results / Action Items:

1. The evaluation of the service review process indicates that service unit staff desire more workshops throughout the review cycle.
2. Discussion of data collection and the increase need for data was identified.

B. Annual review of NCCCS Performance Measures and strategic initiatives for improvement

Analysis:

1. This year-end assessment of the strategic plan, institutional indicators, and strategic priorities serves as the annual review of the College's effectiveness.
2. The Planning Council has been an integral part of moving the College forward by identifying and monitoring strategies for improvements. Planning Council processes will continue to be evaluated in order to facilitate continuous improvement.
3. New NCCCS Performance Measures will be addressed and Planning Council subcommittee formed to direct strategies for improvement.
4. Retention and enrollment will continue to be addressed through the implementation of a Strategic Enrollment Management Plan.
5. Safety programs will continue to be implemented with attention to specific needs of WCC.

Use of Results / Action Items:

1. The implementation of a dashboard system based upon NCCCS Performance Measures by the System Office will provide improved accessibility to data.
2. The Planning Council Performance Measures subcommittee will be adjusted based on the implementation of the new NCCCS Performance Measures.
3. Implementation of a Strategic Enrollment Management Plan.

Strategic Priorities

A. Improve service review process

1. A new service review guide has been created and workshops made available to assist with the process of a service review.
2. The evaluation of the service review process indicates that service unit staff would like more workshops throughout the review cycle.