WAYNE COMMUNITY COLLEGE

STRATEGIC PLAN YEAR-END REPORT

2013-2014

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

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

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 unduplicated headcount increased slightly from 5,091 in 2012-13 to 5,186 in 2013-14. However, during the same time period, the unduplicated headcount for continuing education decreased from 8,662 to 7,690.

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 in low enrollment programs that highlight the program, program expectations, and career opportunities.
4. Develop additional continuing education courses based on labor market information (Introduction to Customer Service, Introduction to Direct Care Work and Direct Care Basics, Stage 1 Automotive Electrical Training Course).
5. Implement email marketing in continuing education services using MailChimp.
6. Implemented Multiple Measures of Placement to remove barrier of developmental education to those high school graduates within the last five years with a GPA of 2.6 or higher – this has increased access to curriculum courses.

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

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 increased slightly from 3,149 in 2012-13 to 3,174 in 2013-14. However, during the same time period, the FTE for continuing education decreased from 795 to 762.

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. Curriculum - WCC has continued to provide the William Ford Loan program.
3. Curriculum - Implemented Multiple Measures of Placement to remove barrier of developmental education to those high school graduates within the last five years with a GPA of 2.6 or higher – this has decreased the potential FTE.
4. Continuing Education - Emphasis on developing new courses based on labor market information to attract students(Introduction to Customer Service, Introduction to Direct Care Work and Direct Care Basics, Stage 1 Automotive Electrical Training Course)
5. Continuing Education - Implementation of email marketing through MailChimp to interested students to consistently make them aware of upcoming courses.
6. Emphasis on developing new courses based on labor market information to attract students.
7. Implementation of email marketing to interested students to consistently make them aware of upcoming courses.

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

Fall-to-Spring

Fall	Fall Enroll	Grad	SP Enroll	Reten
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%

Source: WCC Student Data System

Standard: 78%

Target: 80%

Fall-to-Fall

Fall	Fall Enroll	Grad	Fall2 Enroll	Reten
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%

Source: WCC Student Data System

Standard: 59%

Target: 61%

Analysis:
1. The fall-to-spring retention for 2013-14 (76.0%) was up slightly from the year before (75.4%), but is still lower than the high of 77.7% in 2011-12. The number of fall graduates, however, increased by nearly 40 to a six year high of 154.
2. The fall-to-fall retention for 2013-14 (56.0%) decreased slightly for the third straight year, from 61.0% in 2011-12 and 59.6% in 2012-13. The total number of graduates has increased steadily over the past six years, from 421 in 2008 to 642 in 2013-14.
3. Number of graduates increased – this may be due to increased focus on students completing the graduation application, reducing the graduation fees.

Use of Results / Action Items:
1. Continue to provide feedback via email, grade reports, etc. to students regarding their current academic standing in courses.
2. Increase flexibility in course scheduling to meet more student demands.

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%

Source: NCCCS Performance Measure Report

Standard: 2014 NCCCS Performance Average College Percentage = 64.4%
Target: 2014 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%

Source: NCCCS Performance Measure Report

Standard: 2014 NCCCS Performance Average College Percentage = 64.4%
Target: 2014 NCCCS Performance Goal = 75.4%

Analysis:
The subsequent course success rate for math decreased in 2012-13 to 60.3% from the previous year's rate of 66.4%. The 2012-13 academic year is the first year for this measure that includes any DMA courses. Students who took a DMA course in the fall of 2012 and then enrolled in a curriculum course in the fall or spring of 2013 would be included in these numbers. Next year's results, from 2013-14, will show a greater impact from DMA courses, along with a potential effect from multiple measures.

Use of Results / Action Items:
1. Decrease the time between a student's last pre-curriculum courses and their subsequent first curriculum course. English shows weak correlation with completion of pre-curriculum English courses and success in the first curriculum English course. The College has recently changed to the DRE pre-curriculum courses, and the performance measure sub-committee plans on continuing to analyze data for first curriculum English course success. Math shows a strong correlation with completion of pre-curriculum course and success in the first curriculum math course. The sub-committee recommends advising students to take their first curriculum math course immediately following completion of their pre-curriculum math

courses. The sub-committee plans on continuing to investigate why students delay taking their first curriculum course. At this time, DRE success cannot be evaluated because DRE courses first began in Fall 2013; therefore, data for sequence completion is not yet available.

2. Tracking student who left DRE and DMA sequences beginning Fall 2013 due to Multiple Measures. Students were given the option to skip pre-curriculum courses in their sequence and enroll in a first curriculum English/math course as a result in the implementation of Multiple Measures of Placement. The majority of students with this option elected to skip their pre-curriculum sequence. Success of these students in math was below success of students who completed their DMA sequences.

3. Increase advertisement, visibility, and student awareness of available services in Academic Skills Center. This increase will result from coordination with the ASC and English and Math departments to present ASC information to first curriculum English/Math courses beginning in Fall 2014. ASC has focused on student awareness as part of continuous improvement. Data on student usage will be available at the end of each semester. The performance measure sub-committee plans on continuing to investigate increasing student awareness of the ASC and analyzing data to evaluate effectiveness of the strategy.

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%

Source: NCCCS Performance Measure Report

Standard: 2014 NCCCS Performance Average College Percentage = 68.3%
Target: 2014 NCCCS Performance Goal = 74.6%

Analysis:
After reaching a high of 73.7% in 2011-12, the first-year progression rate decreased to 71.9% in 2012-13. A lower percentage of first-time students in 2012-13 (84.6%) attempted 12 or more hours than in 2011-12 (88.7%). This may be another effect from the switch to DMA courses.

Use of Results / Action Items:
1. Produce course videos to help students understand the expectations of the courses that students typically do not succeed. ENG 111, PSY 150, ACA 111, ACA 122, CIS 110 are the pilot courses for videos.
2. Evaluate program curricula (dept. heads) to reduce the number of semester course hours to complete.

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%

Source: NCCCS Performance Measure Report

Standard: 2014 NCCCS Performance Average College Percentage = %
Target: 2014 NCCCS Performance Goal = 51.2%

Analysis:
The Basic Skills student progress rate increased from 66.5% in 2011-12 to 69.8% in 2012-13. The three-year objective for this measure has already be reached and eclipsed. The number of Basic Skills students also increased in the last year.

Use of Results / Action Items:
1. Continue with regular professional development for faculty especially in new adult education instructional models.
2. Complete the NC Core Credential in Adult Education for all faculty.
3. Implement new career cluster classes for ABE students.
4. Implemented more direct instruction courses for the Adult Secondary Low level students in Fall 2014 in the HSE level classes.
5. Continue to encourage faculty across campus to be a part of orientation to recruit student to transition to their program.
6. Use new computer lab in WLC building.

Strategic Priorities
A. **Increase curriculum retention**
1. Added program retention as a program outcome for each academic program.
2. Initiated Enrollment Management Committee to develop strategies to increase enrollment, retention, and student success.
3. Planning Council sub-committee on completion continues to work on improving WCC performance on the completion performance measure, of which retention is a part.

B. **Track multiple measures and developmental education initiative results**
1. Exploring ways to better track the effect of multiple measures and developmental education on students on student 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. In 2013-14, WCC's program review process was changed to a three-year process. This first year, the Allied Health &Public Services division (11 programs) and the Public Safety division (4 programs) completed the review.
2. The strength most often cited by the programs was the program faculty. Instructors are well qualified and bring valuable field experience to the classroom. Their relationship with employers in the area is also important to the placement of graduates in jobs. Other strengths included being well-supported by the college, as well as the college's good reputation.
3. In all of the reviews, faculty identified strategies for improving the effectiveness of their programs. One recommendation that was common to several academic programs involved space issues – from a need for dedicated space, expansion of the program, or an area for specialized activities. Several programs indicated a need for additional faculty positions, either part-time or full-time. Low enrollment and retention were also concerns expressed in several reviews, along with a need for more information on graduates and employers.

Use of Results / Action Items:

1. Completed Program Reviews in 2013-2014 which yielded the following opportunities: 1) Need for a hospital/clinical setting for ADN/Practical Nursing, 2) lab spaces for latent evidence crime scenes, dedicated space for classroom/labs for Medical Assisting and Pharmacy Technology programs. Plans are in place to accomplish as much of these as possible by repurposing existing space.

B.   General education outcomes

Analysis:

1. Two general education outcomes, or ILOs, were assessed in 2013-14: Written Composition and Computer Literacy.
2. Written Composition was assessed through a research paper or project in ENG 113 or ENG 114. A sample of 52 artifacts were collected and assessed. The results did not meet the target of 70% for each of the five dimensions measured. The percentage of students who were proficient in each of the dimensions follow:

       Thesis Development – 40%
       Audience Awareness – 71%
       Organization – 55%
       Standard Written English – 46%
       Research – 44%

3. The technology ILO was assessed in CIS 110 for those programs that require the course. For programs that do not require CIS 110, assessments were completed within a program course. The standard for all assessments is that 80% of students will achieve "acceptable" proficiency.
4. In 2013-14, 86% of students in CIS 110 were at an acceptable level of proficiency, up from 83% in 2010-11, the last time this ILO was assessed. Similar results were found in the assessments in program courses.

Use of Results / Action Items:
1. Modified CIS 110 to allow students to spend more time with applications and cover concepts in more depth.
2. Improve students' proficiency in written communication -   possible implementation of software that will provide supplemental instruction in writing skills and research as well as grammar.

Strategic Priorities
A. Improve program review process
   1. Create a program review guide which includes more detailed directions of the process and the expectations for completing the review document.

B. Review Institutional Learning Outcomes assessment process
   1. Evaluate ILOs assessment.

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%

Source: NCCCS Performance Measure Report

Standard: 2014 NCCCS Performance Average College Percentage = 43.6%
Target: 2014 NCCCS Performance Goal = 45.6%

Analysis:

The overall completion rate for the 2007 cohort increased to 51.3%, which is above the System Office goal of 45.6%. The percentages of student 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 30% in 2007.

Use of Results / Action Items:
1. Investigate changes to course schedules.
2. Continue decreasing the number of hours required for a credential.
3. Improve use of data to track student progress.

B. **College Transfer Performance (NCCCS Performance Measure)**

	30+ Hours		Associate Degree		Total	
Year	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%

Source: NCCCS Performance Measure Report

Standard: 2014 NCCCS Performance Average College Percentage = 87.8%
Target: 2014 NCCCS Performance Goal = 93.8%

Analysis:

After dropping from 88% in 2009-10 to 83.2% in 2010-11, the percentage of transfer students achieving a 2.0 or greater GPA at the transfer university increased in 2011-12 to 90.1%. Also, while the number of students transferring with 30 or more hours decreased, the number transferring with an associate degree more than doubled, from 42 in 2010-11 to 96 in 2011-12. The three-year objective for this measure has already been met and surpassed.

Use of Results / Action Items:
1. Improve student advising process.
2. College Transfer Advisory Board met with ECU in Spring 2014.
3. Redesigned the Associate in Arts and Associate in Science advising sheets to reflect the new CAA.
4. Learned from ECU that its science dept. not concerned with the sciences our students take at WCC because they are different for each major.
5. Provided more professional development opportunities in distance education, educational technology, retention, etc.
6. Provided more opportunities for communication between full-time faculty and part-time faculty. The math department has standardized tests, which fosters sharing and consistency between the faculty members. Professional development has been encouraged for adjuncts.

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%

Source: NCCCS Performance Measure Report

Standard: 2014 NCCCS Performance Average College Percentage = 83.2%
Target: 2014 NCCCS Performance Goal = 91.7%

Analysis:
The number of first-time test takers and the percentage of those passing a licensure exam increased from 2011-12 to 2012-13. While the percentage passing is still under the System Office goal of 91.7%, it is close to WCC's three-year objective of 85%.

Use of Results / Action Items:
1. BLET Strategy #1: Implement an interactive classroom environment in an effort to challenge all trainees to think critically, be creative, and communicate with others.
   Results: Implementing the interactive classroom environment has demonstrated through student responses and performance the students understand the need to have effective communication skills and the ability to incorporate critical thinking during their training. The performance measure sub-committee recommends for the program coordinator to continue utilizing problem-based training throughout the curriculum as much as possible within the individual blocks of instruction.
2. BLET Strategy #2: Implement soft skills training for all trainees to enhance the effectiveness to competently practice in their chosen profession.
   Results: Soft skills training has been recognized as a beneficial asset for the students. Based on employer feedback, students were well prepared for their oral interview boards with law enforcement or public safety agencies.   The performance measure sub-committee recommends continuing the soft skills training process of providing students with the resources needed to attain gainful employment with law enforcement and public safety agencies.
3. BLET Strategy #3: Implement scenario based field training to the classroom environment in an effort to challenge all trainees to think critically, be creative, and communicate with others.
   Results: Scenario based field training has been recognized as a beneficial asset for the students in developing decision making skills and more effective communication skills for the law enforcement trainees. The performance measure sub-committee recommends the continuation of incorporating scenario based training into the program.

1. Dental Hygiene Strategy #1: Develop and implement one-on-one full time instructor/student clinic tutorials.
   Results: The one-on-one instructor/student clinical tutorial process evaluations proved beneficial in conjunction with the end-product evaluations. Feedback was reported verbally by students, through student course evaluations, and as observed by instructors. The performance measure sub-committee recommended the continued use of this strategy in each clinical course.
2. Dental Hygiene Strategy #2: Reduce the number of clinical patients by one (1) required for the fall and spring semesters of the second year clinics (DEN 221 and 231) which should allow for completion of the clinical tutorials and an increased focus on quality rather than quantity.
   Results: Instructors provided students additional remediation of clinical skills application in the areas of lateral instrumentation pressure, instrument sharpening and instrument selection for calculus removal on Class II (Moderate calculus deposits) or Class III (Heavy calculus deposits) patients. Students were provided immediate feedback and instruction during the process and were required to demonstrate competency in their skill deficiency. The performance measure sub-committee recommends to re-assess the number of clinical patient requirements for students and faculty.
3. Dental Hygiene Strategy #3: Review and calibrate clinical faculty on sub-gingival deposit criteria for the Council of Interstate Testing Agencies, Inc. (CITA) Examination.
   Results: The 1st year DH Clinic Coordinator met with the part-time clinical faculty to calibrate instrumentation and grading of students. The 2nd year DH Clinic Coordinator reviewed and continues to review annually, CITA Examination deposit criteria with clinical faculty. A CITA Mock Clinical Examination was implemented for students on an annual basis. The performance measure sub-committee recommends continuing the calibration of clinical faculty on instrumentation and student evaluation and the implementation of the CITA Mock Clinical Examination for students with changes as they become available.
4. Dental Hygiene Strategy #4: Purchase thirty (30) typodonts with calculus present for the students to further refine their calculus detection and removal skills.
   Results: Student success was increased with the typodonts by allowing students to practice fulcrum techniques and calculus removal on the typodonts with ultrasonic scaling inserts and hand instruments. The typodonts were also used in student remediation and faculty calibration. The performance measure sub-committee recommended purchasing twelve (12) periodontal typodonts with clear gingiva and accessories to allow the opportunity for student remediation with these typodonts.

1. Emergency Medical Services (EMS) Strategy #1: Investigate procedures of other colleges to determine what procedures are in place for the state certification exam reviews.
   Results: Student success rates were increased on the state certification exam after the implementation of the newest version of the Emergency Medical Technician textbooks and revising the scope of training based on the percentage of scenario based vs. percentage of didactic training. The performance measure sub-committee recommended continued use of

scenario based training and utilize the most up-to-date textbook that incorporates the national curriculum standards.

2. <u>Emergency Medical Services (EMS) Strategy #2</u>: Provide guidelines for instructors based on national curriculum guidelines.
Results: Student satisfaction rates were increased on the course content after the implementation of the latest transition topics for EMS. The performance measure sub-committee recommended to continue use of the National Standard Curriculum guidelines as outlined by the North Carolina Office of Emergency Services and to implement new courses relating to the most recent transition of the EMS professional standards.

3. <u>Emergency Medical Services (EMS) Strategy #3</u>: Provide more hands on opportunities for students to engage in their Technical Scope of Practices (TSOP) skills.
Results: Student success rates were increased on the final Technical Scope of Practice skills evaluation after the implementation of a mandatory skills lab. The performance measure sub-committee recommended continuing providing skills lab days for scenario based training for more enhanced student learning opportunities.

4. <u>Emergency Medical Services (EMS) Strategy #4</u>: Implement Student Learning Objectives to increase understanding cognitive based questions as used with State Testing.
Results: Student success rates were increased on state certification exam after student learning objectives and practice tests were implemented. The performance measure sub-committee recommended the continued mandatory state exam reviews for all EMS students.

5. <u>Emergency Medical Services (EMS) Strategy #5</u>: Require student learning objectives and end of chapter interactive assignments as a student assignment by completing end of chapter study question assignments and responding to interactive media scenarios.
Results: Student feedback and evaluations showed an increase in satisfaction with the additional assignments that were implemented throughout the course based on course evaluations. The performance measure sub-committee recommended continuing requiring students to complete chapter assignments and research and complete National DOT Objectives.

1. <u>Nursing Strategy #1</u>: Continue administering Early Alerts.
Results: Early Alerts are administered to nursing students who are at risk for not being successful due to academics and/or attendance. Students are reminded about available campus resources at this time. Nursing faculty members met with advisees in the Practical Nursing (PN) and Associate Degree Nursing (ADN) programs during the first two weeks of classes to get to know each other and discuss time management and study strategies. Students completed a form to quantify where their time is spent each week and identify how much time is left for studying. Advisees were encouraged to make adjustments as needed to allow at least two hours of study time for each hour of class.   The performance measure sub-committee recommended continuing to administer Early Alerts.

2. <u>Nursing Strategy #2</u>: Revise the format for post-test reviews to include completion of the Test Question Analysis Worksheet.
Results: Post-test reviews were offered for classes after each nursing test. Students used this opportunity to complete the Test Question Analysis Worksheet to identify reasons for

incorrect answers leading to an increase in test scores on future tests. The sub-committee recommended that the Department Chair for Nursing conduct 15-minute sessions with freshman ADN students and PN students every other week in addition to a 3-hour session workshop on test-taking and study skills offered early in the semester. The performance measure sub-committee also recommended that the Department Chair for Nursing should conduct weekly sessions with the senior ADN students in their last semester to help them prepare for National Council Licensure Examination for Registered Nurses (NCLEX-RN) and strengthen their testing strategies.

3. <u>Nursing Strategy #3</u>: Continue individual counseling sessions.
Results: Post-test reviews were offered for classes after each nursing test. Students used this opportunity to complete the Test Question Analysis Worksheet to identify reasons for incorrect answers leading to an increase in test scores on future tests. The sub-committee recommended that the Department Chair for Nursing conduct 15-minute sessions with freshman ADN students and PN students every other week in addition to a 3-hour session workshop on test-taking and study skills offered early in the semester. The performance measure sub-committee also recommended that weekly sessions should be conducted with the senior ADN students in their last semester to help them prepare for National Council Licensure Examination for Registered Nurses (NCLEX-RN) and strengthen their testing strategies.

4. <u>Nursing Strategy #4</u>: Revise the workshop on test-taking and study skills.
Results: A workshop on test-taking and study skills was conducted with each class. The workshop provided students an opportunity to review NCLEX-style questions with emphasis on the content of the latest NCLEX test plan, test item analysis, time management, and study skills. The performance measure sub-committee also recommended continuing to offer the workshop on test-taking and study skills.

5. <u>Nursing Strategy #5</u>: Review the NCLEX-RN Detailed Test Plan with students.
Results: Introduced students to the NCLEX-RN Detailed Test Plan in NUR 111. It is included in various modules such as Legal Issues, Ethics, and Teaching/Learning and referenced repeatedly throughout the curriculum to keep it in the forefront of the student's mind. Students also reviewed the NCLEX-RN Detailed Test Plan post-graduation if they plan to participate in a review course prior to taking the national licensure exam. This strategy reinforced why key points are taught during the curriculum, tested by faculty, and required for success on the first attempt of the national licensure exam. The sub-committee recommended faculty to complete a crosswalk for the ADN curriculum to the 2013 NCLEX-RN Detailed Test Plan and for the PN curriculum to the 2014 National Council Licensure Examination for Practical Nurses (NCLEX-PN) Detailed Test Plan and review regularly when developing or revising course content to help insure congruency with the test plans for the national licensure exams. The performance measure sub-committee also recommended continuing to review the NCLEX-RN Detailed Test Plan with students.

D. GED Diploma Passing Rate (NCCCS Performance Measure)

Year	Students	Passing	% Passing
2011-12	196	141	71.9%
2012-13	169	125	74.0%

Source: NCCCS Performance Measure Report

Standard: 2014 NCCCS Performance Average College Percentage = 73.6%
Target: 2014 NCCCS Performance Goal = 82.0%

Analysis:
1. The percentage of students who took a GED test and obtained a diploma in 2012-13 increased to 74.0% from 71.9% in 2011-12. This percentage is still below the System Office goal of 82.0%, but is close to WCC's objective of 75.0%.
2. We have had 80% success on the 2014 computer based test, and 85% success on the 2002 test at Neuse Correctional and DART Cherry.

Use of Results / Action Items:
1. Continue to work diligently with our students in preparing them to pass the GED test.
2. Engage in professional development for instructors that focuses on research-based instructional best practices.
3. Write planning objective for a computer lab with desktop PCs.
4. Added more courses to the ABE curriculum to include Academic Vocabulary, Writing and Grammar.

Strategic Priorities
A. Increase number of completions
1. Initiated Enrollment Management Committee to develop strategies to increase enrollment, retention, and student success
2. Joined Phase II of the Completion by Design initiative through the System Office – provides additional performance indicators and resources to support student success
3. Planning Council subcommittee continues to work on increasing the College's performance on the Completion performance measure

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. In 2013-14, WCC's service review process was changed to a three-year process. This first year, the Student Services division (4 units), the Foundation, the College Transfer Advising Center, Distance Education, and Occupational Extension completed the review.
2. The service units most often identified the quality of their staff as a strength of the unit. Another strength listed by several units was their use of technology or their willingness to learn and apply new technology. Other strengths included student and employee satisfaction with the unit's services, being student focused, and college support for the unit.
3. The review process led service units to recommendations for improving the effectiveness of their operations. A recommendation for additional personnel and increased pay was made by several areas. Also similar to academic programs, a need for more or better assessments was identified. Other recommendations were more specific to each area's processes, and included creating a more student focused environment and improving communication.

Use of Results / Action Items:
1. Made improvements, based on feedback, to service unit review process, including a new Service Unit Review Guide and a revised review form.
2. Improved data collection and analysis for distance education program.
3. Increased participation of Distance Education Committee on college procedures.
4. Identified a need to collect more data on the effectiveness of service units.

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. Overall, progress has been made in most areas deemed by the College to be important to moving forward with the mission and goals. Concentrating on the NCCCS performance measures and assigning responsibility to the Planning Council for monitoring and identifying strategies for improvements has been a positive step and has resulted in an increase in the majority of the measures' results.
3. Potential institutional issues requiring attention that were determined through this review of WCC's strategic plan include declining enrollment and FTE in both curriculum and continuing education courses, and a need for the information to make more data-driven decisions.

4. A review of the performance indicators and strategic priorities indicate a need to include a performance indicator related to student success in courses. Also, the President's Council has identified some other areas of special focus for 2014-15 including facilities, safety, and enrollment management.

Use of Results / Action Items:
1. Investigated the purchase of a dashboard system in order to provide employees with more easily accessible and focused data.
2. Planning and Research will create and publish a schedule of regularly produced data reports with input from all areas of the college so as to include all data needs.
3. Complete implementation of S25 scheduling system.
4. Improve safety programs campus-wide.
5. Continue facilities projects.

Strategic Priorities
A. Improve service review process
1. Conducted an evaluation of the first year of the new program review process in the spring of 2014. Data included written feedback from program review committee members, along with conversations with the review participants.
2. Made changes to the process for 2014-15 to include a program review guide which includes more detailed directions of the process and the expectations for completing the review document.
3. Tied service review more closely to WCC strategic plan.