

**Planning Council Sub-Committees
2018-19 Performance Measure Year End Reporting Form**

Performance Measure: Licensure and Certification Passing Rate

Purpose: To ensure programmatic coursework prepares students to competently practice in their chosen profession.

Description: Weighted index score of first-time test-taker results on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional program.

Calculation:

License Index Score (LIS): First time pass rate on an exam divided by the statewide first time pass rate on same exam

License Weighted Denominator (LWD): Number of first-time test-takers for an exam multiplied by the exam tier weight (Tier 1A = 1.30, Tier 1B = 1.15, Tier 2/3 = 1.00)

Total Weighted Denominator (TWD): Sum of License Weighted Denominators across all exams (LWD1+LWD2+LWD3+...)

Total Weighted Numerator (TWN): Sum of the product of each License Index Score and their License Weighted Denominator [(LIS1 × LWD1) + (LIS2 × LWD2) + (LIS3 × LWD3) + ...]

Total Weighted Index Score: Total Weighted Numerator (TWN) divided by Total Weighted Denominator (TWD)

Baseline: 2019 NCCCS Performance Measures System Baseline = 0.79%

Standard: 2019 NCCCS Performance Measures Average College Percentage = 0.98%

Target: 2019 NCCCS Performance Measures System Excellence Level = 1.07%
(2019 NCCCS Performance Measures for Student Success Report, Final)

Year	Test Takers	Passing	% Passing
2008-09	n/a	n/a	90%
2009-10	n/a	n/a	74%
2010-11	n/a	n/a	80%
2011-12	142	113	79.6%
2012-13	172	143	83.1%
2013-14	246	214	87.0%
2014-15	191	166	86.9%
2015-16	280	254	90.7%
2016-17	207	175	84.5%
2017-18	202	179	88.6%

Year	Test Takers	Weighted Index Score
2018-19	255	1.00

Source: NCCCS Performance Measures for Student Success Report.

Aviation- General, Airframe and Power Plant

Aviation – General		
Year	# Tested	% Passing
2010-11	5	*
2012-13	6	100%
2013-14	7	86%
2014-15	6	83%
2015-16	29	93%
2016-17	7	86%
2017-18	22	100%
2018-19	Did not meet the threshold for data reporting per B. Schneider.	

Aviation - Airframe		
Year	# Tested	% Passing
2010-11	4	*
2012-13	4	*
2013-14	6	100%
2014-15	5	100%
2015-16	28	100%
2016-17	8	88%
2017-18	22	100%
2018-19	Did not meet the threshold for data reporting per B. Schneider.	

Airframe – Power Plant		
Year	# Tested	% Passing
2010-11	2	*
2012-13	4	*
2013-14	6	83%
2014-15	8	100%
2015-16	30	87%
2016-17	8	100%
2017-18	22	100%
2018-19	Did not meet the threshold for data reporting per B. Schneider.	

2018-2019 – Aviation- General, Airframe, and Power Plant - Strategies / Action Items:

Item #	Strategies / Action Items (Action items identified in the 2017-18 year-end report)	Results (What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.)
1	Increase student completion by 20% through intrusive advising in an effort to complete the Gen Ed program requirements to complete their degree and FAA certificates at the same time.	63% of the students successfully completed their requirements for completion of their certificate and/or degree requirements.
2	Increase student enrollment by 25% through tracking and academically advising students to obtain the certificate while working towards the Airframe and/or Powerplant diplomas.	Based on institutional data there was an overall 8% decrease for student enrollment.

2019-2020 Aviation – General, Airframe, and Power Plant - Strategies / Action Items:

Item #	Action Items (<i>Identify new strategies/action items and/or use the same strategies/action items from previous year.</i>)	Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>)
1	Increase student completion by 20% through intrusive advising in an effort to complete the Gen Ed program requirements to complete their degree and FAA certificates at the same time.	Assessment will be based upon data received from IEI reports referencing student completion.
2	Increase student enrollment by 25% through tracking and academically advising students to obtain the certificate while working towards the Airframe and/or Powerplant diplomas.	Assessment will be based upon data received from IEI reports referencing program enrollment.

Overall assessment of Aviation Performance Measure: (*Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.*)

Instructors are striving to enhance the program through multiple recruitment efforts and working with our marketing division. The program is in need of growth, therefore marketing and recruiting the programs will be a primary focus for this department over the next couple of years.

Basic Law Enforcement Training (BLET)

Year	# Tested	% Passing
2010-11	38	95%
2011-12	10	100%
2012-13	26	96%
2013-14	24	92%
2014-15	20	95%
2015-16	27	93%
2016-17	27	93%
2017-18	23	83%
2018-19	27	93%

2018-2019 BLET - Strategies / Action Items:

Item #	Strategies / Action Items (<i>Action items identified in the 2017-18 year-end report</i>)	Results (<i>What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.</i>)
1	Implement various instructional strategies to enhance the reading skills of students, i.e. such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.	93% of the students successfully completed their requirements for completion of their certificate requirements.

2	Implement the academic alert system to support student's Educational Objectives for Success that guides students to achieve success in the course by monitoring and reviewing with each student their progress on a weekly basis.	There was only 5 (13%) students for Fall and Spring that were notified of Academic Alerts advising the students to contact their Advisor and complete additional assignments to enhance their understanding of the requirements of the blocks of instruction in which they were not meeting the acceptable standards.
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2019-2020 BLET - Strategies / Action Items:

Item #	Action Items (<i>Identify new strategies/action items and/or use the same strategies/action items from previous year.</i>)	Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>)
1	Implement various instructional strategies to enhance the reading skills of students, i.e. such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.	Assessment of this action item will be based upon the evaluation of the students by utilizing a performance skills evaluation and state certification exam results.
2	Implement the hypothetical simulations to support student's Educational Objectives for Success that guides students to achieve strategies associated with real world scenarios in the course by monitoring and reviewing with each student their progress after each practical skills evaluation.	Assessment of this action item will be based upon the evaluation of the student's educational objectives by utilizing a performance skills evaluation.
3	Implement critical thinking exercises so that the students will develop a better understanding of the central core of the program directed towards one becoming a law enforcement officer.	The coordinator and subject matter instructors will collect the written exercises and provide feedback to the student after evaluation of the workbook. The workbooks will be retained as part of the student's file.

Overall assessment of BLET Performance Measure: (*Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.*)

The data shows WCC the BLET Success to be 1.11 (93%). While we are improving and in the "green" on the performance data report, the department recognizes the need to achieve an even higher success rate.

One strategy for achieving that higher success rate is to allow instructors to be able to spend more time assessing students' needs and weaknesses so that they implement instruction focused on solving problems and increasing students' success. Success may also improve by encouraging students to dedicate a minimum of 2 hours per week to study the material they have covered. At the beginning of each week, instructors can reassess students to evaluate the students ability to recall the information the students had received previously in a manner to develop stronger study skills and critical thinking in relation to their profession.

Dental Hygiene

Dental Hygiene		
Year	# Tested	% Passing
2010-11	25	76%
2011-12	30	90%
2012-13	20	95%
2013-14	33	79%
2014-15	19	89%
2015-16	25	88%
2016-17	28	82%
2017-18	17	82%
2018-19	26	84%

2018-2019 Dental Hygiene - Strategies / Action Items:

Item #	Strategies / Action Items (Action items identified in the 2017-18 year-end report)	Results (What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.)
1	Implementation of the CD&R exercise to prepare students for licensure exams. CD&R is taken during the Fall of the second year of the program during a regularly scheduled clinic session based on patient choice and availability.	26 DH2 students completed the CD&R (Calculus Detection & Removal) exercise during the spring semester. 24/26 students were successful (92.3% passing rate). Through feedback from faculty & students, it was determined that the exercise could be improved by more specifically mirroring the regional clinical board detection & removal component.
2	Continue calibration of clinical faculty and student evaluation using Tal-Eval instrumentation graphs.	Upon evaluation by clinical faculty, it was determined that a more comprehensive calibration was needed. This would include Tal-Eval graphs in addition to other clinical grading components in bi-annual clinical faculty calibration sessions.
3	Continue implementation of CITA Mock Clinical Examination for second year students with changes to increase success rates of the Mock and the CITA exam.	26 DH2 students completed the CITA Mock Clinical Exam on April 3, 2019. Eight (8) of the 26 students were successful (30.7% passing rate). Results were reviewed & remediation was given. Student success was increased to 22/26 for the actual CITA exam for an 84% pass rate.

2019-2020 Dental Hygiene - Strategies / Action Items:

Item #	Action Items (<i>Identify new strategies/action items and/or use the same strategies/action items from previous year.</i>)	Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>)
1	Revision of the CD&R exercise to more closely mirror the regional clinical board detection & removal component (8-5-3 criteria). Students will be required to complete the exercise in both the fall & spring semester of their final year.	We will use CD&R graded exercise results and CITA pass rates
2	Continue bi-annual clinical faculty calibration sessions with focus on calculus detection through the use of Calculus Calibrators (DH Planning Objective).	Feedback from students & faculty on faculty consistency of evaluation in clinic and calibration session feedback in the fall & spring semesters
3	Continue implementation of CITA Mock Clinical Examination for DH2 students with use of Calculus Calibrators (DH Planning Objective) to increase calculus detection accuracy.	Feedback from faculty & students as well as CITA pass rates.

Overall assessment of Dental Hygiene Performance Measure: (*Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.*)

The dental hygiene department has seen a decline in clinical pass rates over the past three (3) years. Efforts to improve these pass rates will focus on calculus detection. Strategies include calculus calibrators, mock boards and detection and removal exercises that mirror the clinical board.

The calculus calibrators will also be used by faculty during the clinical calibration meetings held each fall & spring semester. The goal of these faculty meetings is to improve consistency among all faculty evaluators (both full-time and part-time) and therefore align instruction and evaluation methods.

Detention Officer

Year	# Tested	% Passing
2012-13	7	100%
2013-14	10	100%
2014-15	9	89%
2015-16	29	97%
2016-17	18	94%
2017-18	16	88%
2018-19	18	94%

2018-2019 Detention Officer - Strategies / Action Items:

Item #	Strategies / Action Items <i>(Action items identified in the 2017-18 year-end report)</i>	Results <i>(What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.)</i>
1	Implement various instructional strategies to enhance the reading skills of students, i.e. such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.	A variety of instructional techniques were implemented by providing the student with real life scenarios occurring within their chosen profession. 100% of the students developed a basic understanding of how to implement the academic information obtained during class with real world scenario based training. 100% students showed that they developed an understanding of how to apply academic information through a written exercise.
2	Implement the academic alert system to support student's Educational Objectives for Success that guides students to achieve success in the course by monitoring and reviewing with each student their progress on a weekly basis.	93% of the students showed success upon completion of the course.

2019-2020 Detention Officer - Strategies / Action Items:

Item #	Action Items <i>(Identify new strategies/action items and/or use the same strategies/action items from previous year.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Implement various instructional strategies to enhance the reading skills of students, i.e. such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.	Assessment of this action item will be based upon the evaluation of the students by utilizing a performance skills evaluation and state certification exam results.
2	Implement a written assignment strategy designed to support student's Educational Objectives for Success that guides students to achieve success in the course by monitoring and reviewing with each student their progress on a weekly basis.	Assessment of this action item will be based upon the evaluation of the students by utilizing a performance skills evaluation.

Overall assessment of Detention Officer Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

The data shows WCC Detention Officer Success to be 94%. While we are improving, the department recognizes the need to achieve an even higher success rate.

One strategy for achieving that higher success rate is to allow instructors to be able to spend more time assessing students' needs and weaknesses so that they implement instruction focused on solving problems and increasing students' success. Success may also improve by encouraging students to dedicate a minimum of 2 hours per week to study the material they have covered. At the beginning of each week, instructors can reassess students to evaluate the students ability to recall the information the students had received previously in a manner to develop stronger study skills and critical thinking in relation to their profession.

Emergency Medical Services

EMT - Basic		
Year	# Tested	% Passing
2010-11	44	57%
2011-12	31	48%
2012-13	42	57%
2013-14	81	90%
2014-15	64	84%
2015-16	57	86%
2016-17	57	86%
2017-18	36	75%
2018-19	57	86%

EMT - Intermediate		
Year	# Tested	% Passing
2010-11	5	*
2011-12	6	33%
2012-13	8	75%
2013-14	16	63%
2014-15	9	22%
2015-16	0	
2016-17	0	
2017-18	0	
2018-19	0	

EMT - Paramedic		
Year	# Tested	% Passing
2010-11	8	*
2011-12	11	91%
2012-13	3	*
2013-14	7	100%
2014-15	7	100%
2015-16	3	*
2016-17	4	*
2017-18	5	75%
2018-19	4	75%

2018-2019 EMT - Strategies / Action Items:

Item #	Strategies / Action Items (<i>Action items identified in the 2017-18 year-end report</i>)	Results (<i>What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.</i>)
1	Ensure that 100% of the EMS programs (EMT and Paramedic) incorporate a cross training strategy with Law Enforcement (BLET) and Fire Academy to better understand duties and disciplines of each other.	Rescue Task Force Training mock drill with Fire and Law Enforcement was done in March 2019. Exception positive feedback from Fire and Law Enforcement on the “duties and responsibilities” of each division and how this type of cross training is not only beneficial but necessary.
2	Implement a minimum of two additional certification courses within the EMT and Paramedic programs to ensure students are workforce ready upon completion of their respective program, i.e. Emergency Vehicle Driving (EVD), Traffic Incident Management (TIMS), National Incident Management Systems (NIMS), and/or Crisis Intervention Team (CIT) Training to promote more knowledgeable and professional EMS personnel applicants.	NCOEMS increased the hours for the EMT program to include the Traffic Incident Management (TIMS) certification and Emergency Vehicle Operator (EVO). This was immediately initiated into the 2019 Summer EMT course. The Paramedic program completes the Emergency Vehicle Driver (EVD) course.
3	Continue to implement the “Skills Assessment” workbook into the EMT program and clinical setting to ensure the competencies and confidence of students performing said skills.	This is now a requirement in the EMT course. Instructor also requires a summation from each student to present to the class.

2019-2020 EMT - Strategies / Action Items:

Item #	Action Items (<i>Identify new strategies/action items and/or use the same strategies/action items from previous year.</i>)	Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>)
1	Ensure that 100% of the EMS programs (EMT and Paramedic) incorporate a cross training strategy with Law Enforcement (BLET) and Fire Academy to better understand duties and disciplines of each other.	Collect enrollment data from various courses throughout the academic year that the three disciplines offer crosswalk course content.
2	Implement a minimum of two additional certification courses within the EMT and Paramedic programs to ensure students are workforce ready upon completion of their respective program, i.e. Emergency Vehicle Driving (EVD), Traffic Incident Management (TIMS), National Incident Management Systems (NIMS), and/or Crisis Intervention Team (CIT) Training to promote more knowledgeable and professional EMS personnel applicants.	Maintain a tracking system to collect data on the number of supplemental certifications students will acquire while enrolled in the EMT Basic course.
3	Continue to implement the “Skills Assessment” workbook into the EMT program and clinical setting to ensure the competencies and confidence of students performing said skills.	The coordinator and lead instructor will collect the “Skills Assessment” workbooks and provide feedback to the student after evaluation of the

	workbook. The workbooks will be retained as part of the student's file.
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Overall assessment of EMT Performance Measure: *(Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.)*

The data shows WCC EMT Success to be 86%. There were not enough Paramedic to be included in the performance measure by the state. The department recognizes the need to achieve an even higher success rate.

One strategy for achieving that higher success rate is to continue to implement the periodic "Skills Assessments" for all students. Allowing the students the opportunity to practice what they learn in class from their didactic lectures allows instructors to be able to spend more time assessing students' needs and weaknesses so that they may revise curriculum as needed and implement instruction focused on critical thinking skills that can be applied to their testing materials.

Nursing

Registered Nursing – ADN		
Year	# Tested	% Passing
2010-11	42	93%
2011-12	35	89%
2012-13	37	81%
2013-14	35	86%
2014-15	29	93%
2015-16	33	100%
2016-17	27	93%
2017-18	34	90%
2018-19	27	93%

Practical Nursing		
Year	# Tested	% Passing
2010-11	18	94%
2011-12	18	100%
2012-13	15	100%
2013-14	13	100%
2014-15	15	93%
2015-16	15	100%
2016-17	17	100%
2017-18	20	100%
2018-19	17	100%

2018-2019 Nursing - Strategies / Action Items:

Item #	Strategies / Action Items (<i>Action items identified in the 2017-18 year-end report</i>)	Results (<i>What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.</i>)
1	Issue Early Alerts to all students involving attendance requirements and academic progress concerns.	<i>Administer Early Alerts.</i> Early Alerts were administered for 100% of PN and ADN students who were not passing the course. The standard Early Alert form was utilized, which includes contact names and numbers for resources that are available to students on campus. Several students were referred directly to Counseling Services. Students voice appreciation for this early interaction and intervention.
2	Offer the workshop on test-taking and study skills.	<i>Offer the workshop on test-taking and study skills.</i> This was done for PN and ADN classes, and will continue with future classes. Faculty members set aside time in PN and ADN classes for this strategy. Additionally, all graduates are encouraged to take an NCLEX review course prior to taking the national exam. The majority of graduates indicate they participate in a review course prior to NCLEX.
3	Use alternate format questions for 10% of each unit test.	<i>Use alternate format questions for 10% of each unit test.</i> This is done consistently. Course coordinators insure at least 10% of the questions on each test are alternate format, such as select all that apply or ordered response. The National Council of the State Boards of Nursing (NCSBN) indicates that the average number of select all that apply items on the NCLEX-RN and NCLEX-PN is 30-35%; therefore, the nursing faculty aims to mirror the format of these exams as much as possible.
4	Incorporate simulation experiences on all nursing courses to enhance student learning.	<i>Incorporate simulation experiences.</i> Clinical simulation is integrated into each course in the ADN and PN curricula. Also, faculty utilized simulation, including virtual assignments, in classes, labs, and clinical experiences throughout the year. Additionally, open labs were offered as a retention strategy in NUR 111, NUR 117, NUR 101, and NUR 102, which provided students with additional simulation opportunities. Use of simulation in the nursing department has increased from 2018 by 40% in Summer/2019, 62% in Spring/2019, and 53% in Fall/2019.

2019-2020 Nursing - Strategies / Action Items:

Item #	Action Items (<i>Identify new strategies/action items and/or use the same strategies/action items from previous year.</i>)	Assessment of Action Items (<i>State the method of assessment; how you plan to evaluate/assess the results of the action items.</i>)
1	Issue Early Alerts to all students involving attendance requirements and academic progress concerns.	Track the number of students who were issued Early Alerts and their academic progress.
2	Offer the workshop on test-taking and study skills.	Track the students who complete these workshops.
3	Use alternate format questions for 10% of each unit test.	Have instructors provide assessments of unit tests in reference to the question format.
4	Incorporate simulation experiences on all nursing courses to enhance student learning.	Maintain data on the number of courses in which simulation experiences were incorporated to determine if there was an impact on student learning concepts.

Overall assessment of Nursing Performance Measure: (*Based on the performance measure data, provide a narrative of your analysis of the data. Indicate factors that may have affected the data. State any changes you plan to address for next year that might affect / increase performance measure ranking.*)

We are pleased with the WCC Nursing Success performance measures. The action strategies that have been put into place allows faculty the opportunity to identify those students who are in need of additional guidance and instruction for successful completion of not only their courses but the entire program. This year WCC Practical Nursing was at 100% (1.05) and the Registered Nursing was 93% (1.02) with only .05 from a green light. The goal of the Nursing Department is to help students successfully complete their educational goals. While our "Action Strategies" are based upon Student Success, this has placed faculty advisors with the ultimate responsibility of notifying our students when they are in jeopardy of falling below the acceptable threshold. We believe it is the work that is being done by the advisors and the clinical simulation in the classroom and not specifically just the advisors that is leading to greater success rate.