

**WAYNE COMMUNITY COLLEGE  
STRATEGIC PLAN YEAR-END REPORT  
2015-2016**

**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. Student Success Rate in College-Level English Courses (NCCCS Performance Measure)  
*Formerly Developmental Subsequent Course Success Rate*
- E. Student Success Rate in College-Level Math Courses (NCCCS Performance Measure)  
*Formerly Developmental Subsequent Course Success Rate*
- F. First-year progression (NCCCS Performance Measure)
- G. 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  
2015-2016 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**

| <b>Year</b>        | <b>Curriculum</b> | <b>Continuing Education</b> |
|--------------------|-------------------|-----------------------------|
| 2008-09<br>2008-CE | 4,731             | 9,904                       |
| 2009-10<br>2009-CE | 4,978             | 9,104                       |
| 2010-11<br>2010-CE | 5,096             | 10,013                      |
| 2011-12<br>2011-CE | 4,849             | 10,373                      |
| 2012-13<br>2012-CE | 5,091             | 9,326                       |
| 2013-14<br>2013-CE | 5,186             | 8,415                       |
| 2014-15<br>2014-CE | 4,619             | 7,324                       |
| 2015-16<br>2015-CE | 4,457             | 7,126                       |

*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 by 3.6% (relative change) from 4,619 to 4,457 in 2015-16. Continuing Education unduplicated headcount also decreased by 2.7% (relative change) from 7,324 to 7,126.

Use of Results / Action Items:

1. Implementation of Strategic Enrollment Management plan.
2. Access Wayne implementation beginning in Fall 2016 with Goldsboro High School and Eastern Wayne High School.
3. Increase flexibility in course scheduling to meet more student demands.

4. Create videos highlighting programs, program expectations, and career opportunities.
5. Continuation of Nelnet to allow students other payment options.
6. Develop additional continuing education courses based on labor market information (Electrical Lineman and Truck Driver Certification).
7. Continue to market continuing education services using MailChimp.
8. Implement new curriculum and certificate programs based on service area demands.

**B. FTE – budget FTE for curriculum and continuing education**

| <b>Year</b>        | <b>Curriculum</b> | <b>Continuing Education</b> |
|--------------------|-------------------|-----------------------------|
| 2008-09<br>2008-CE | 2657.36           | 1009.98                     |
| 2009-10<br>2009-CE | 2993.01           | 981.44                      |
| 2010-11<br>2010-CE | 3194.48           | 920.76                      |
| 2011-12<br>2011-CE | 3055.37           | 903.04                      |
| 2012-13<br>2012-CE | 3149.37           | 794.94                      |
| 2013-14<br>2013-CE | 3173.58           | 761.58                      |
| 2014-15<br>2014-CE | 2744.40           | 672.43                      |
| 2015-16<br>2015-CE | 3047.39           | 593.50                      |

*Source: NCCCS Data Warehouse*

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

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

Analysis: FTE for curriculum increased 11% (relative change) from 2744.40 to 3047.39 while FTE for continuing education decreased by 11.7% (relative change) from 762 to 639 during the same time period. Curriculum FTE was impacted by the inclusion of all summer 2016 courses and not just STEM summer courses.

Use of Results / Action Items:

1. Implementation of Strategic Enrollment Management plan.
2. Increase flexibility in course scheduling to meet more student demands.
3. Increase enrollment in the Basic Skills program (Continuing Education) that gives students the opportunity to obtain curriculum credit.
4. Continuation of Nelnet to allow students other payment options.
5. Implement new curriculum and certificate programs based on service area demands.

6. Continue to market continuing education services using MailChimp.
7. Continuing Education – Emphasis on developing new courses based on labor market information to attract students (Electrical Lineman 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 | 3522        | 75   | 2498      | 73.1%     |
| 2009 | 3720        | 49   | 2727      | 74.4%     |
| 2010 | 4003        | 66   | 2922      | 74.6%     |
| 2011 | 3693        | 103  | 2572      | 72.4%     |
| 2012 | 3962        | 87   | 2965      | 75.6%     |
| 2013 | 4041        | 121  | 2965      | 76.4%     |
| 2014 | 3569        | 141  | 2619      | 77.3%     |
| 2015 | 3509        | 135  | 2629      | 78.3%     |

Source: NCCCS Data Warehouse

Standard: 78%

Target: 80%

Fall-to-Fall

| Fall | Fall Enroll | Grad | Fall2 Enroll | Retention |
|------|-------------|------|--------------|-----------|
| 2008 | 3522        | 339  | 1623         | 57.2%     |
| 2009 | 3720        | 410  | 1835         | 60.3%     |
| 2010 | 4003        | 538  | 1790         | 58.2%     |
| 2011 | 3693        | 542  | 1790         | 62.5%     |
| 2012 | 3962        | 585  | 1898         | 62.7%     |
| 2013 | 4041        | 611  | 1782         | 52.9%     |
| 2014 | 3569        | 862  | 1639         | 70.1%     |

Source: NCCCS Data Warehouse

Standard: 59%

Target: 61%

Analysis:

1. The fall-to-spring retention increased by 1.3% (relative change) to 78.3%. This is WCC's highest retention rate for Fall-to-Spring. The number of graduates decreased by six but was still high. Both retention and number of graduates show improvement over the last seven years.
2. The fall-to-fall retention increased by 32.5% (relative change) from 2013 to 2014. The number of graduates increased in the Spring 2013 which impacts the retention rate. If a Certificate graduate continued towards a diploma or degree, they were not counted as graduates, because they retained within a curriculum program.

3. Number of graduates continues to increase which may be attributed to continued efforts to assist students in completing all program requirements via improved advising.

Use of Results / Action Items:

1. Continue to implement GradesFirst software in Fall 2016 to expand the early alert system for students regarding their current academic standing in courses.
2. Utilization of degree sheets by advisors for use in advising.
3. Expand career services to assist in transitioning students in college transfer programs to other curriculum programs.
4. Implementation of Program Outcomes (retention) action items which are program specific.
5. Implement the action items included in the Strategic Enrollment Management Plan.

**D. Student Success Rate in College-Level English Courses (NCCCS Performance Measure)  
(NCCCS Performance Measure formerly titled *Developmental Student Success Rate in College-Level English Courses*)**

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*

| Year                         | Students | # Enrolled in English | Successes | % Success |
|------------------------------|----------|-----------------------|-----------|-----------|
| 2013-14<br>Fall 2012 Cohort* | 704      | n/a                   | 308       | 43.8%     |
| 2014-15<br>Fall 2013 Cohort  | 773      | 535                   | 410       | 53.0%     |

*Source: NCCCS Performance Measure Report*

*\*Past results associated with 2016 proposed measures*

Standard: 2016 NCCCS Performance Measures Average College Percentage = 46.9%

Target: 2016 NCCCS Performance Measures System Excellence Level = 55.9%

Analysis:

1. The subsequent course success rate for English increased by 21% (relative change) in 2014-15.
2. The DRE courses may have impacted this number based on the preparation of students for credit level English.

- Multiple measures of placement, implemented in Fall 2013, appears to have increased the number of students taking credit level English their first semester.

Use of Results / Action Items:

- Structured Academic Pathways – (implemented through Pre-Curriculum Advising and the OnPoint program for College Transfer students). Students, with assistance from their advisors, will design schedules in which they take DRE 098 and English 111 consecutively.
- The Writing Center – A full-time or adjunct English instructor will be assigned to the center to assist in tutoring and training.
- Writing Classes – The L&C Dept. will schedule more English 111 classes in computer labs. These labs will allow students to produce immediate written documents that can be assessed by their instructors.
- Utilize GradesFirst software for academic early alerts and Academic Skills Center referrals.

**E. Student Success Rate in College-Level Math Courses (NCCCS Performance Measure)  
(NCCCS Performance Measure formerly titled *Developmental Student Success Rate in College-Level Math Courses*)**

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*

| Year                         | Students | # Enrolled in Math | Successes | % Success |
|------------------------------|----------|--------------------|-----------|-----------|
| 2013-14<br>Fall 2012 Cohort* | 704      | n/a                | 141       | 20.0%     |
| 2014-15<br>Fall 2013 Cohort  | 773      | 290                | 219       | 28.3%     |

*Source: NCCCS Performance Measure Report*

*\*Past results associated with 2016 proposed measures*

Standard: 2016 NCCCS Performance Measures Average College Percentage = 26.9%

Target: 2016 NCCCS Performance Measures System Excellence Level = 32.5%

Analysis:

- The subsequent course success rate for Math increased by 42% (relative change) in 2014-15.
- The DMA courses may have impacted this number based on student preparation for credit level Math.



- Multiple measures of placement, implemented in Fall 2013, appears to have increased the number of students taking credit level Math their first semester.

Use of Results / Action Items:

- Training will be provided to all advisors in every division indicating the importance of taking a credit bearing math within the first year, if possible.
- Utilize GradesFirst software for academic early alerts and Academic Skills Center referrals.
- 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.

**F. 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%     |
| 2014-15 | 716    | 461        | 335         | 72.7%     |

*Source: NCCCS Performance Measure Report*

Standard: 2016 NCCCS Performance Measures Average College Percentage = 68.4%

Target: 2016 NCCCS Performance Measures System Excellence Level = 75.0%

Analysis:

- First-Year progression increased by 3.8% (relative change).
- The four week DMA course format and the eight week DRE course format enables students to attempt more hours their first year.
- An increased focus on ACA 111/122 as a first semester course should impact First-Year progression due to increased awareness of support services available at no cost to students.

Use of Results / Action Items:

- The Office of Institutional Effectiveness and Innovation will analyze cohort data to track enrollment trends and success of first-year students. This is a part of the Strategic Enrollment Management Plan.
- Offer more opportunities (utilizing eight week course offerings in familiar environments) for students to complete developmental and curriculum course work in one semester.
- Intensify advising efforts as outlined in the Quality Enhancement Plan (QEP), effective Fall 2016.
- Utilize GradesFirst software to track the number of first-time attending students who are notified of attendance issues and complete courses.
- Intensify efforts to ensure students take ACA 111 or 122 their first semester.

## G. 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%        |
| 2014-15 | 805      | 555              | 68.9%        |

*Source: NCCCS Performance Measure Report*

Standard: 2016 NCCCS Performance Measures Average College Percentage = 56.1%

Target: 2016 NCCCS Performance Measures System Excellence Level = 68.3%

### Analysis:

1. The Basic Skills Student Progress increased by 2% (relative change) from 67.5% to 68.9%.
2. The slight increase can be attributed to a change in the assessment instrument from CASAS employability testing to TABE academic testing. This change was a federal requirement.

### Use of Results / Action Items:

1. Target low performing students' educational function levels using pathway assessment in classes.
2. Support all faculty to obtain Core Credential. Registration, travel and release time will be provided to 100% of all full time and part time faculty.
3. Pull together academic and support services into the Basic Skills Student Support Center for a one-stop center.
4. Require faculty to become STAR certified (Student Achievement in Reading Certification)- National Certification offered through NCCCS and Appalachian State University.
5. Implementation of a Strategic Enrollment Management Plan to increase enrollment, retention, and student success.

## Strategic Priorities

### **A. Increase curriculum retention**

1. 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.
2. Track students who enter curriculum courses based on 2.6-2.9 HS GPA and 3.0 or higher HS GPA.

## **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 third year of WCC's program review process involved the Applied Technologies division (16 programs). All programs in that division completed the review.
2. Improvements most often mentioned in the Applied Technologies division were increased enrollment as well as completion rates for certificates, diplomas, and degrees. Job placement/employment was also noted as a strength of several programs.
3. Space for labs and storage areas for equipment were the most mentioned as areas for improvement.

#### Use of Results / Action Items:

1. Several programs revised their Program Learning Outcomes (PLO) to better reflect student learning and implement advisory board recommendations.
2. Planning objectives will be submitted to increase equipment necessary to maintain a "state of technology" learning environment.

### **B. General education outcomes**

#### Analysis:

1. Three general education outcomes, or ILOs, were assessed in 2015-16: Communication, Humanities/Fine Arts, and Mathematics.
2. Communication was assessed through a signature assignment. A sample of 20 artifacts were collected and assessed. Results exceeded the target of 85% but were slightly below the previous results for a decrease of .8% (relative change).
3. The Humanities/Fine Arts were assessed through discipline specific assignments but were not consistent within the disciplines. A sample of 65 artifacts were collected and assessed. The results did not meet the standard of 70%.
4. Mathematics was assessed with course specific signature assignments. A proportional stratified random sample of 76 were collected and assessed. The results did not meet the standard of 70% but was an improvement from the previous assessment with 10.2% relative change.

#### Use of Results / Action Items:

1. Students will be given at least three assignments designed to direct their attention to the importance of content development. Students will be given access to rubric descriptors in advance of presentations to help students better match content criteria. This additional instruction should increase students' achievement in that dimension of our ILO rubric.

2. A rating system will be implemented for all oral communication classes every semester. Instructors will have the choice of: A) arranging for Ken Jones to video tape and deliver all presentations or B) arranging for a colleague to join them in their classroom to rate presentations using provided rubric.) This will allow the assessment team to monitor improvements.
3. A discipline specific signature assignment for Humanities/Fine Arts will be incorporated to maintain consistency of assessment. Artifacts (signature assignment) should be the same within the discipline and similar between the disciplines.
4. There will be an increased emphasis on representation of a word problem in MAT 171. All signature assignments will be improved upon and implemented.

### **Strategic Priorities**

#### **A. Improve program review process**

1. A new program review guide has been created and more training provided for program review co-chairs.
2. The evaluation of the program review process indicates program faculty desire more program data and continuation of program review workshops.
3. Program Review committees will be restructured to include Program Chair, Division Chair, and one Planning Council member.

#### **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 | % Grad – Not UNIV Transfer | % Transfer | % Retain (36 Hours) | % Total |
|------|--------|-------------------|----------------------------|------------|---------------------|---------|
| 2006 | 592    | 12%               | 14%                        | 27%        | 3%                  | 56%     |
| 2007 | 663    | 13%               | 14%                        | 27%        | 3%                  | 57%     |
| 2008 | 627    | 15%               | 16%                        | 29%        | 2%                  | 62%     |
| 2009 | 782    | 13.6%             | 15.3%                      | 24.6%      | 1.7%                | 55.1%   |

*Source: NCCCS Performance Measure Report*

Standard: 2016 NCCCS Performance Measures Average College Percentage = 44.1%

Target: 2016 NCCCS Performance Measures System Excellence Level = 51.9%

### Analysis:

1. The overall completion rate of 55.1% for the 2009 cohort was a decrease by 11.2% (relative change). This is still above the target and places WCC second in the state.
2. The 19-24 age group has the lowest curriculum completion rate. Action items should assist with the completion rate within this age group.

### Use of Results / Action Items:

1. Implementation of a Strategic Enrollment Management Plan to assist with retention
2. Advisors will meet with advisees regularly to discuss grades, graduation requirements, curriculum progress and report sessions in GradesFirst software.
3. Implementation of GradesFirst software to create a consistent format for academic early alerts.
4. Advisors and/or admissions representatives will contact applicants to aid them in transitioning from an applicant to a student.
5. Pre-Curriculum will be hosting a "meet your advisor" at the beginning of every semester and program advisors will be listed as advisor in Datatel along with Lisa Taylor.
6. Continue decreasing the numbers of hours required for a credential.
7. Continue to use data to track student progress.
8. Monitor course offerings and delivery methods to ensure they accommodate student needs.

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

|          | 30+ Hours  |          | Associate Degree |          | Total    |          |
|----------|------------|----------|------------------|----------|----------|----------|
| Year     | Students   | % ≥ 2.00 | Students         | % ≥ 2.00 | Students | % ≥ 2.00 |
| 2008-09  | n/a        | n/a      | n/a              | n/a      | n/a      | 87%      |
| 2009-10  | n/a        | n/a      | n/a              | n/a      | n/a      | 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%    |
|          | 30 + Hours |          | Associate Degree |          | Total    |          |
| Year     | Students   | % ≥ 2.25 | Students         | % ≥ 2.25 | Students | % ≥ 2.25 |
| 2010-11* | n/a        | n/a      | n/a              | n/a      | n/a      | 78%      |
| 2011-12* | n/a        | n/a      | n/a              | n/a      | n/a      | 87%      |
| 2012-13* | n/a        | n/a      | n/a              | n/a      | n/a      | 75%      |
| 2013-14  | 64         | 83%      | 106              | 78%      | 170      | 80.0%    |

Source: NCCCS Performance Measure Report

\*Past results associated with 2016 proposed measures

Standard: 2016 NCCCS Performance Measures Average College Percentage = 82.7% (*Inclusion of Dual Enrolled*)

Target: 2016 NCCCS Performance Measures System Excellence Level = 87.6% (*Inclusion of Dual Enrolled*)

Analysis:

1. While we are below the standard, we have consistently done well given the numbers of WCC students who transfer compared to other NCCCS colleges. The increase of 6.6% (relative change) can also be contributed to the new GPA measure of 2.25.
2. The inclusion of dual enrolled students in the cohort may have affected the WCC success percentage.

Use of Results / Action Items:

1. Improve student advising process – Quality Enhancement Plan.
2. Provide professional development opportunities in distance education, educational technology, retention, etc.
3. Increase opportunities for communication between full-time and part-time faculty to ensure course consistency among the different disciplines.

### C. Licensure and Certification Pass Rates (NCCCS Performance Measure)

| 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%     |

Source: NCCCS Performance Measure Report

Standard: 2016 NCCCS Performance Measures Average College Percentage = 82.3%

Target: 2016 NCCCS Performance Measures System Excellence Level = 90.9%

#### Analysis:

1. We surpassed our standard but were still under the System Office goal of 90.9%.
2. Specific licensure and passing rates for 2014-15 cohorts (2015-16 NCCCS Performance Measures Report) are below:
  - a. Aviation-Airframe and Power Plant are both 100% passing rate.
  - b. BLET and EMT are 95% and 90% passing rate respectively.
  - c. Practical Nursing and Associate Degree Nursing are both 93% passing rate.
  - d. All other licensure pass rates are above 80% with the exception of EMT 1 which is 22% passing rate.

#### Use of Results / Action Items:

1. BLET Strategy #1:—Implement critical thinking scenarios to in-class exercises allowing the students to respond orally and in writing.
  2. BLET Strategy #2:—Implement a problem based scenario training for all students.
  3. BLET Strategy #3: Continue to integrate multiple levels of training with other levels of public safety to include EMS and Fire for entry level law enforcement students to achieve a better understanding of the duties and responsibilities of all public safety sectors.
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1. Dental Hygiene Strategy #1:—Continue to evaluate students in their use of the typodonts to further refine their calculus detection and removal skills.
  2. Dental Hygiene Strategy #2:—Continue use of the one-on-one instructor/student clinic tutorials
  3. Dental Hygiene Strategy #3:—Continue implementation of the CITA Mock Clinical Examination for students with changes as they become available.

1. Detention Officer Certification (DOCC) Strategy #1:—Continue requiring students to complete intensive writing assignments throughout the program.
  2. Detention Officer Certification (DOCC) Strategy #2: Continue to require students to participate in a site visit and shadowing of a certified detention officer within a county detention facility to gain a better understanding of the essential job functions.
  3. Detention Officer Certification (DOCC) Strategy #3: Implement a problem based scenario training with students.
  4. Detention Officer Certification (DOCC) Strategy #4:—Continue to require the comprehensive examination for all students.
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1. Emergency Medical Services (EMS) Strategy #1:—Implement a Paramedic Pathways course creating a transition bridge for EMTs into the Paramedic program, allowing the EMTs a better understanding of the Advanced Life Support procedures and practices.
  2. Emergency Medical Services (EMS) Strategy #2: Implement online EMT and Paramedic Refresher courses to allow EMTs and Paramedics additional continuing education courses in an effort to maintain the up-to-date changes and transitions within the emergency medical services profession.
  3. Emergency Medical Services (EMS) Strategy #3:—Continue to promote EMS fundamentals by allowing former students to interact with current classes by implementing the most current and advanced equipment, procedures, and training by purchasing new medical protocol equipment such as Intraosseous (IO) IV Infusion Drills, “X-Collars”, new advanced Automated External Defibrillators (AED). Continuation of this strategy is based upon the successful response from EMS students during the 2015-2016 academic year.
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1. Nursing Strategy #1: Administer Early Alerts.
  2. Nursing Strategy #2: Offer the workshop on test-taking and study skills.
  3. Nursing Strategy #3: Use alternate format questions for 10% of each unit test.
  4. Nursing Strategy #4: Incorporate simulation experiences.

**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 Measures Average College Percentage = 79.4%

Target: 2015 NCCCS Performance Measures System Excellence Level = 82.0%

Analysis:

1. This NCCCS Performance Measure has been discontinued and will be discontinued from the Strategic Plan.



## **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 third year of WCC's service review process involved five service units. These included the following: Academic Skills Center; Business Affairs; Library Services; SJAFB Education Office; Wayne Business & Industry Center.
2. Strengths most often mentioned were staff and their positive impact on the institution.
3. Recommendations for service unit improvements were included in the review for continuous improvement. These recommendations vary based upon the primary focus of the service area.

#### 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. Service unit surveys were reviewed and revised but still require more revision in order to effectively survey the appropriate population. The need to decrease reliance on surveys was noted during the off-site and on-site SACSCOC Review Teams.
3. Data collected for service units should be more in-depth based on their specific role service within the institution. The IEI department will assist service units to determine the appropriate data required for effective analysis of service units.
4. Service Unit Review committees will be restructured to include the Service Unit chair, appropriate VP/AVP, and one Planning Council member.

## **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.

### Use of Results / Action Items:

1. The utilization of the NCCCS Performance Measures dashboard system that provides data for each performance measure.
2. Retention and enrollment will be addressed through the Strategic Enrollment Plan. Service and program outcomes that deal with retention and enrollment will be merged to create a cohesive approach.

## **Strategic Priorities**

### **A. Improve service review process**

1. IEI will provide more specific service unit data.
2. Service review guide has been revised and more training provided for service review co-chairs.
3. Service Review committees will be restructured to include Service Director/Coordinator, their respective Administrator, and one Planning Council member.
4. Incorporate final AVP/VP approval in the service review process.