

**WAYNE COMMUNITY COLLEGE
STRATEGIC PLAN YEAR-END REPORT
2016-2017**

**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 Workforce Continuing Education Services
- B. FTE – budget FTE for curriculum and Workforce Continuing Education Services
- C. Retention – annual curriculum fall-to-spring and fall-to-fall
- D. First-year progression (NCCCS Performance Measure)
- E. Transitional Programs for College and Career student progress (NCCCS Performance Measure)

Strategic Priorities:

- A. Increase curriculum retention (Program Outcome)
- B. Track multiple measures and developmental education initiative results
- C. Strategic Enrollment Management Plan (SEM)

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. Program Reviews
- B. Institutional Learning Outcomes (ILO) (General Education)
- C. College Transfer performance (NCCCS Performance Measure)

Strategic Priorities:

- A. 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. Licensure pass rates (NCCCS Performance Measure)
- C. Student success rate in college-level English courses (NCCCS Performance Measure)
- D. Student success rate in college-level Math courses (NCCCS Performance Measure)

Strategic Priorities:

- A. Increase number of completions
- B. Increase licensure and certification passing rates
- C. Quality Enhancement Plan

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. Service reviews
- B. Annual review of NCCCS Performance Measures and strategic priorities

Strategic Priorities:

- A. Improve service outcome assessment

**Wayne Community College Strategic Plan
2016-2017 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 Workforce Continuing Education Services

Year	Curriculum	Workforce Continuing Education Services
2008-09 2008-CE	4,731	9,904
2009-10 2009-CE	4,978	9,104
2010-11 2010-CE	5,096	10,013
2011-12 2011-CE	4,849	10,373
2012-13 2012-CE	5,091	9,326
2013-14 2013-CE	5,186	8,415
2014-15 2014-CE	4,619	7,324
2015-16 2015-CE	4,457	7,126
2016-17 2016-CE	4,265	7,031

Source: NCCCS Business Intelligence Reporting Software

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

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

Analysis:

1. Curriculum unduplicated headcount decreased by 4.3% (relative change) from 4,457 to 4,265 in 2016-17. Workforce Continuing Education Services unduplicated headcount also decreased by 1.3% (relative change) from 7,126 to 7,031.

Use of Results / Action Items:

1. Implementation of Strategic Enrollment Management plan.

2. Campus-wide Marketing Plan.
3. Increase flexibility in course scheduling to meet more student demands.
4. Create videos highlighting programs, program expectations, and career opportunities.
5. Develop additional Workforce Continuing Education Services courses based on labor market information (Electrical Lineman and Truck Driver Certification).
6. Implement new curriculum and certificate programs based on service area demands.

B. FTE – budget FTE for Curriculum and Workforce Continuing Education Services

Year	Curriculum	Workforce Continuing Education Services
2008-09 2008-CE	2657.36	1009.98
2009-10 2009-CE	2993.01	981.44
2010-11 2010-CE	3194.48	920.76
2011-12 2011-CE	3055.37	903.04
2012-13 2012-CE	3149.37	794.94
2013-14 2013-CE	3173.58	761.58
2014-15 2014-CE	2798.40	672.43
2015-16 2015-CE	2993.39	593.50
2016-17 2016-CE	2826.76	599.31

Source: NCCCS Business Intelligence Reporting Software

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

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

Analysis: FTE for curriculum decreased 5.5% (relative change) from 2993.39 to 2826.76 while FTE for Workforce Continuing Education Services increased by 0.9% (relative change) from 593.50 to 599.31 during the same time period.

Use of Results / Action Items:

1. Implementation of Strategic Enrollment Management plan.
2. Use of Predictive Analytics to identify potential at-risk students.
3. Campus-wide Marketing Plan.

4. Increase flexibility in course scheduling to meet more student demands.
5. Increase enrollment in the Transitional Programs for College and Career program (Workforce Continuing Education Services) that gives students the opportunity to obtain curriculum credit.
6. Implement new curriculum and certificate programs based on service area demands.
7. Workforce Continuing Education Services – 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 (unduplicated)	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%
2016	3386	91	2504	76.6%

Source: NCCCS Business Intelligence Reporting System

Standard: 78%

Target: 80%

Fall-to-Fall

Fall	Fall Enroll	Grad (unduplicated)	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%
2015	3509	593	1655	64.1%

Source: NCCCS Business Intelligence Reporting System

Standard: 59%

Target: 61%

Analysis:

1. The fall-to-spring retention decreased by 2.1% (relative change) to 76.6%. This is WCC's third highest retention rate for Fall-to-Spring. The number of graduates (certificate, diplomas, and degrees) decreased which impacts retention rate.
2. The fall-to-fall retention decreased by 8.5% (relative change) from 2014 to 2015. While the target was met, it is a decrease from the previous fall to fall retention rate. If a Certificate graduate continued towards a diploma or degree, they were not counted as graduates, because they were retained within a curriculum program.

Use of Results / Action Items:

1. Advisor Training – GradesFirst, Webadvisor, Degree Sheets
2. Expand career services to assist in transitioning students in college transfer programs to other curriculum programs.
3. Career Counselor
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. 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%
2015-16	786	492	338	68.7%

Source: NCCCS Performance Measure Report

Standard: 2017 NCCCS Performance Measures Average College Percentage = 70.5% (*Inclusion of Dual Enrolled*)

Target: 2017 NCCCS Performance Measures System Excellence Level = 75.0% (*Inclusion of Dual Enrolled*)

Analysis:

1. First-Year progression increased by 3.8% (relative change).
2. The four week DMA course format and the eight week DRE course format enables students to attempt more hours their first year.
3. 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:

1. 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.
2. Offer more opportunities (utilizing eight week course offerings in familiar environments) for students to complete developmental and curriculum course work in one semester.
3. Intensify advising efforts as outlined in the Quality Enhancement Plan (QEP)
4. Intensify efforts to ensure students take ACA 111 or 122 their first semester and designate a staff position to oversee ACA courses.

E. Basic Skills Student Progress (Basic Skills title has been changed to Transitional Programs for College and Career 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%
2015-16	916	734	80.1%

Source: NCCCS Performance Measure Report

Standard: 2017 NCCCS Performance Measures Average College Percentage = 59.1%

Target: 2017 NCCCS Performance Measures System Excellence Level = 68.3%

Analysis:

1. The Transitional Programs for College and Career Student Progress increased by 16.2% (relative change) from 68.9% to 80.1%. This placed Wayne Community College second in the state on this performance measure.

Use of Results / Action Items:

1. Target low performing students' educational function levels using pathway 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 Transitional Programs for College and Career Student Support Center for a one-stop center.
4. Implement Soft Skills training for students.

Strategic Priorities

A. Increase curriculum retention (Program Outcome)

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.

C. Strategic Enrollment Management Plan (SEM)

1. The SEM committee has focused on retention efforts via programs.
2. Outreach to potential new students is being refined using a google document. This is a joint venture between the SEM committee and Curriculum Admissions and Records. There has been an increase in the number of new students registering for classes but the yield rate has dropped. More data will be collected to determine the reasons new students register for classes but never attend.
3. Instructors using early alerts (GradesFirst) has increased by 23% (relative change) from 2015-16 to 2016-17 for a total of 123 instructors issuing an early alert to students in spring 2017.
4. Adjunct faculty will be given more information on tutoring services at WCC.

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. Program reviews

Analysis:

1. The fourth year of WCC's program review process involved the Allied Health and Public Services division (13 programs). All programs in that division completed the review.
2. The improvement most often mentioned is completion rates for certificates, diplomas, and degrees. Strong faculty was mentioned as the top strength in the majority of reviews. Clinical and Work Based Learning sites were also cited as program strengths.
3. Space for classes, labs, and storage areas for equipment was the most mentioned area for improvement. Also, recruitment of students was listed as an area of concern with the exception of the Limited Admissions programs. Improved marketing plans were listed as a current and future need.

Use of Results / Action Items:

1. Improved marketing plans for increase enrollment
2. Space requests will be listed under Program Recommendations document and distributed to Planning Council and President's Council.

B. Institutional Learning Outcomes (ILO) (General education outcomes)

Analysis:

1. Two general education outcomes, or ILOs, were assessed in 2016-17: Composition and Technology.
2. Composition was assessed through a signature assignment. A sample of 29 artifacts were collected and assessed. Results did not exceed the standard of 70% or the target of 85% but there was improvement on four of the five dimensions assessed.
3. The Technology ILO was assessed using 74 assignments. Results exceeded the target of 90%.
4. The Planning Council has determined that the Technology ILO can be deleted. This decision was based on student success as well as the decreased student need for technology instruction given the technological skill set students currently possess.

Use of Results / Action Items:

1. A new textbook will be chosen for ENG 111 to increase student exposure to the writing process.
2. Review sessions on grammar and punctuation skills will be implemented. Also, quizzes on the writing process will be increased to allow for early intervention.
3. The Planning Council has determined that the Technology ILO can be deleted. This decision was based on student success as well as the decreased student need for technology instruction.

C. College Transfer Performance (NCCCS Performance Measures)

	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%
2014-15	56	77%	138	87%	194	84%

Source: NCCCS Performance Measure Report

*Past results associated with 2016 proposed measures

Standard: 2017 NCCCS Performance Measures Average College Percentage = 82.5%

Target: 2017 NCCCS Performance Measures System Excellence Level = 87.6%

Analysis:

1. The increase of 5.0% (relative change) puts WCC above the Standard but below the Target.
2. The receiving four-year institution impacts student performance due to social activities surrounding university life, class size, and engagement of university professors.

Use of Results / Action Items:

1. Improve student advising process – Quality Enhancement Plan.
2. The College Transfer Advising Center and faculty advisors will begin using guided pathways for all new students in the Associate in Arts, Associate in Science, and Associate in Engineering degree plans. These plans will emphasize student enrollment and completion in curriculum English, math, and science.

Strategic Priorities

A. Review Institutional Learning Outcomes assessment process

1. The ILOs assessment process is working well. There is discussion concerning signature assignments versus embedded assignments.
2. The Computer Technology ILO (ILO #7) was deleted.

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%
2010	768	12%	18%	21%	2%	53.0%

Source: NCCCS Performance Measure Report

Standard: 2017 NCCCS Performance Measures Average College Percentage = 43.7% (*Inclusion of Dual Enrolled*)

Target: 2017 NCCCS Performance Measures System Excellence Level = 51.9% (*Inclusion of Dual Enrolled*)

Analysis:

1. The overall completion rate of 53% for the 2010 cohort was a decrease by 3.6% (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. Advisors will meet with advisees regularly to discuss grades, graduation requirements, curriculum progress and report sessions in GradesFirst software.
2. Advisors and/or admissions representatives will continue contact applicants to aid them in transitioning from an applicant to a student. Faculty will be given access to ASUM in Colleague to assist in transitioning an applicant to a student. The applicant should receive an email, text and phone call just before registration to remind them to come in and schedule classes. A more informative and to the point video will be available to show the applicant the steps needed to become a student.
3. Pre-Curriculum will continue to host a "meet your advisor" event at the beginning of every semester and program advisors will be listed as advisor in Datatel along with Lisa Taylor.

B. Licensure and Certification Passing 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%
2015-16	280	254	90.7%

Source: NCCCS Performance Measure Report

Standard: 2017 NCCCS Performance Measures Average College Percentage = 82.0%

Target: 2017 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%. The overall licensure pass rate of 90.7% is an increase of 4.3% (relative change).
2. Specific licensure and passing rates for 2015-16 cohorts (2017 NCCCS Performance Measures Report) are below:
 - a. Aviation - General passing rate – 93%
 - b. Aviation – Airframe passing rate – 100%
 - c. Aviation—Power Plant passing rate – 87%
 - d. BLET passing rate – 93%
 - e. Detention Officer passing rate – 97%

- f. EMT passing rate - 86%
- g. Dental Hygiene passing rate – 88%
- h. Practical Nursing passing rate – 100%
- i. Registered Nursing (Associate Degree Nursing) passing rate - 100%

Use of Results / Action Items:

1. BLET Strategy #1: Incorporate a variety of instructional techniques such as problem based learning, critical thinking exercises, etc. in an effort to create an atmosphere of active learning.
 2. BLET Strategy #2: Implement intervention strategies to address the needs of the students in learning how to apply academic information to real world scenario based training.
 3. BLET Strategy #3: Develop and implement a program to support student Personal Plans for Progress that guides students to plan their learning and activities to achieve success in the course.
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1. Dental Hygiene Strategy #1: Continue to evaluate students in their use of the tyodonts to further refine their calculus detection and removal skills.
 2. Dental Hygiene Strategy #2: Continue calibration of clinical faculty on instrumentation and student evaluation.
 3. Dental Hygiene Strategy #3: Continue implementation of the CITA Mock Clinical Examination for students with changes as they become available.
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1. Detention Officer Certification (DOCC) Strategy #1: Incorporate a variety of instructional techniques such as problem based learning, critical thinking exercises, etc. in an effort to create an atmosphere of active learning.
 2. Detention Officer Certification (DOCC) Strategy #2: Implement intervention strategies to address the needs of the students in learning how to apply academic information to real world scenario based training.
 3. Detention Officer Certification (DOCC) Strategy #3: Develop and implement a program to support student Personal Plans for Progress that guides students to plan their learning and activities to achieve success in the course.
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1. Emergency Medical Services (EMS) Strategy #1: Implement the “Skills Assessment” workbook into the EMT and Paramedic programs to ensure the competencies and confidence of students performing said skills.
 2. Emergency Medical Services (EMS) Strategy #2: Implement adequate time for study sessions for students before testing to increase retention and promote success in the EMS programs.
 3. Emergency Medical Services (EMS) Strategy #3: Require all students to take the NCDAP Reading Comprehension/Writing Placement Test and receive a minimum score of 117 for placement into the EMT Program to ensure the student has an average level of proficiency and comprehension for course content.

1. Nursing Strategy #1: Issue Early Alerts to all students involving attendance requirements and academic progress concerns.
 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 on all nursing courses to enhance student learning.
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1. Aviation-General, Airframe, and Power Plant #1: Implement a comprehensive test consisting of two parts: written and practical. All students will be required to achieve a score of 80% or better to receive their certificate, diploma, or degree.
 2. Aviation-General, Airframe, and Power Plant #2: Offer a test preparation workshop that allows students the opportunity to review information prior to licensure test.

C. Student Success Rate in College-Level English Courses (NCCCS Performance Measure)

English

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

Source: NCCCS Performance Measure Report

Year	Students	# Enrolled in English	Successes	% Success
2013-14 Fall 2012 Cohort*	704	n/a	308	43.8%
2014-15 Fall 2013 Cohort	773	535	410	53.0%
2015-16 Fall 2014 Cohort	626	467	362	57.8%

Source: NCCCS Performance Measure Report

**Past results associated with 2016 proposed measures*

Standard: 2017 NCCCS Performance Measures Average College Percentage = 50.9% (*Inclusion of Dual Enrolled*)

Target: 2017 NCCCS Performance Measures System Excellence Level = 55.9% (*Inclusion of Dual Enrolled*)

Analysis:

1. The subsequent course success rate for English increased by 9% (relative change) in 2015-16.

Use of Results / Action Items:

1. 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.
2. The Writing Center – A full-time or adjunct English instructor will be assigned to the center to assist in tutoring and training.
3. 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.
4. Utilize GradesFirst software for academic early alerts and Academic Skills Center referrals.
5. English instructors will employ a new textbook for English 111 and 112 (freshman level courses) which will include software that focuses on student writing success.
6. A full-time English instructor will develop a workshop for faculty members across campus focused on assessment of student writing in their area of instruction.

D. Student Success Rate in College-Level Math Courses (NCCCS Performance Measure)

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 Fall 2012 Cohort*	704	n/a	141	20.0%
2014-15 Fall 2013 Cohort	773	290	219	28.3%
2015-16 Fall 2014 Cohort	626	171	171	27.3%

Source: NCCCS Performance Measure Report

**Past results associated with 2016 proposed measures*

Standard: 2017 NCCCS Performance Measures Average College Percentage = 29.0% (Inclusion of Dual Enrolled)

Target: 2017 NCCCS Performance Measures System Excellence Level = 32.5% (Inclusion of Dual Enrolled)

Analysis:

1. Inclusion of dual enrolled students, which includes Innovative High School students, impacts WCC's performance due to the fact that dual enrolled students do not take college level math courses.

Use of Results / Action Items:

1. 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.
2. Creation of an Associate in Arts pathway that includes a credit bearing math course within a student's first two years.
3. Decrease the time between a student's last pre-curriculum courses and their subsequent curriculum courses. Continued investigation of why students delay taking their first curriculum course after completion of pre-curriculum courses.

Strategic Priorities

A. Increase number of completions

1. Increase scheduling options for students. (Night classes, 8 week format, etc.)
2. Continue to assess programs of study for redundancy of courses

B. Increase licensure and certification passing rates

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

C. Quality Enhancement Plan (On-Point)

1. Data continues to be collected to determine effectiveness of the On-Point program.

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. Service reviews

Analysis:

1. The fourth year of WCC's service review process involved 16 service units. These included the following: CU- Admissions & Records; Career & College Promise; College Transfer Advising Center; CE-Admissions & Records; Counseling; Distance Education; Financial Aid; Foundation; Marketing & Recruiting; Occupational Extension-Allied Health; Occupational Extension-Applied Technologies; Occupational Extension-Public Services; Occupation Extension-Special Programs; Student Activities; Workforce Innovation and Opportunity Act (WIOA).

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. The most prevalent recommendation for Workforce Continuing Education Services was space allocation. Curriculum services mentioned improved communications between the service areas as well as with the academic divisions.

Use of Results / Action Items:

1. The evaluation of the service review process indicates that service unit staff desire earlier access to data. The IEI department will assist service units to determine the appropriate data required for effective analysis.
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. Service Unit Review committees will be restructured to include the Service Unit chair, appropriate VP/AVP, one Planning Council member, and the Vice President of IEI.

B. Annual review of institutional performance indicators and strategic priorities

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. NCCCS Performance Measures will be addressed and Planning Council subcommittees 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. Increase in data provided to Performance Measures subcommittees to allow for a more in-depth analysis.
3. 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 unit outcome assessment

1. IEI will provide more specific service unit data.
2. Service Review committees will be restructured to include Service Director/Coordinator, their respective Administrator, one Planning Council member, and Vice President of IEI.