WAYNE COMMUNITY COLLEGE STRATEGIC PLAN

YEAR-END REPORT

2017-2019

GOALS, INDICATORS, AND PRIORITIES

Wayne Community College
Strategic Plan

This Strategic Plan year-end report provides data analysis and use of results for each of the institutional goals, indicators, and priorities from 2017-2019.

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

Institutional 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. First-year progression (NCCCS Performance Measure)
> E. Basic Skills 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)
> D. Increase Basic Skills and Continuing Education students' transitions to post-secondary programs (continuing education or curriculum)
> E. Use labor market data to drive new curriculum and continuing education programming

Institutional 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

Institutional 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 and Certification passing 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 (OnPoint)

Institutional 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 institutional performance indicators and strategic priorities

Strategic Priorities:

A. Improve service unit outcome assessment
B. Improve survey assessments process

Institutional 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**

Year	Curriculum	Con Ed
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)	4,268	7,031
2017-18 (2017-CE)	4,395	7,121

Source: Curriculum Registration Progress Financial Aid Reports (CRPFA) & Workforce Continuing Education Reports

Standard: Increase curriculum headcount by 1% annually; Increase Workforce Continuing Education by 1% annually
Target: Increase curriculum headcount by 3% annually; Increase Workforce Continuing Education by 1% annually

Analysis of the data: Curriculum headcount increased 3% (relative change) from 2016-17 to 2017-18; Workforce Continuing Education increased 1.3% (relative change) between 2016 and 2017. The standard was met for both curriculum and Workforce Continuing Education. However, the target was not achieved for curriculum or Workforce Continuing Education.

Results of action items:
1. Increase flexibility in course scheduling to meet more student demands.
2. Market programs based on program expectations and career opportunities.
3. The Office of Communications developed new recruitment materials for all programs, which are being distributed at recruitment events throughout the county. The Office of Communications is targeting various audiences in a multitude of delivery channels in an effort to reach all potential students.

4. Workforce Continuing Education will continue to develop new courses based on labor market information and employer need to attract students (i.e. Truck Driver Certification and Spanish Medical Interpreter course).
5. Continue to offer student payment plan options.
6. Implement new curriculum programs and courses based on service area demands (i.e., Risk Management & Insurance).

B. **FTE – budget FTE for curriculum and continuing education (Budget FTE = Summer, Fall, Spring)**

Year	Curriculum	Con Ed
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)	2744.41	672.43
2015-16 (2015-CE)	3044.90	593.50
2016-17 (2016-CE)	2830.03	599.31
2017-18 (2017-CE)	2895.47	649.69

Source: Curriculum Institutional Class Reports (CU – ICR) & Workforce Continuing Education Institutional Class Reports (CE – ICR)

Standard: Increase curriculum budget FTE by 1% annually; Increase Workforce Continuing Education budget FTE by 1% annually
Target: Increase curriculum budget FTE by 3% annually; Increase Workforce Continuing Education budget FTE by 1% annually

Analysis of the data: Curriculum FTE increased by 2.3% (relative change) from 2016-17 to 2017-18 and Workforce Continuing Education FTE by 8.4% (relative change) from 2016 to 2017. The standard was met for curriculum and Workforce Continuing Education. The target was met for Workforce Continuing Education, but not for curriculum.

Results of action items:
1. The Office of Communications developed new recruitment materials for all programs, which are being distributed at recruitment events throughout the county. The Office of Communications is targeting various audiences in a multitude of delivery channels in an effort to reach all potential students.
2. Increase flexibility in course scheduling to meet more student demands.
3. Continue student payment plan options.
4. Implement new curriculum programs and courses based on service area demands.
5. Workforce Continuing Education will continue to develop new courses based on labor market information and employer need to attract students (i.e. Truck Driver Certification and Spanish Medical Interpreter course).

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%
2016	3386	91	2504	76.6%
2017	3392	159	2544	79.7%

Source: Curriculum Registration Progress Financial Aid Reports (CRPFA)

Baseline: 75% (Average Fall to Spring 2008-2015)
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%
2015	3509	593	1655	64.1%
2016	3386	577	1564	63.2%
2017	3392	605	1574	64.2%

Source: Curriculum Registration Progress Financial Aid Report (CRPFA)

Baseline: 54% (Average Fall to Fall 2008-2015)
Standard: 59%
Target: 61%

Analysis of the data: Analysis of fall to spring retention indicates a 1.6% increase in 2016 from baseline and 4.7% increase in 2017 from baseline. The standard was met and was 0.3% from reaching the target. Fall to fall retention increased by 9.2% over baseline in 2016 and 10.2% over baseline in 2017, thus meeting both the standard and target.

Results of action items:

1. Program faculty were provided retention data for their annual program reviews and/or outcomes.

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%
2016-17	766	445	311	69.9%

Source: NCCCS Performance Measures for Student Success Report

Year	Cohort	Graduated	Enrolled NCCCS (non-graduate)	Enrolled Other (non-graduate)	% Graduated or Still Enrolled
2017-2018	798	63 / 8%	425 / 53%	70 / 9%	69.9%

Source: NCCCS Performance Measures for Student Success Report

Baseline: 2018 NCCCS Performance Measures System Baseline = 54.1%
Standard: 2018 NCCCS Performance Measures Average College Percentage = 70.9%
Target: 2018 NCCCS Performance Measures System Excellence Level = 75.0%

Analysis of the data: Wayne Community College achieved an overall performance of 69.6%. The First-Year Progression performance measure tracks the percentage of first-time fall credential-seeking curriculum students (Fall 2017 cohort) who graduated prior to or enrolled in post-secondary education the subsequent fall semester, Fall 2018. The overall percent of success has remained the same for the last two reporting years, 2016-17 and 2017-18.

Results of action items (Performance Measure Strategies and Results):

1. Strategy #1: Career Coach to work for the college in the area high schools to prepare the new students for college life. They will be the first point of contact for high school students to get to know and understand how the college works and what is expected of them. Strategy Results: Career Services Counselor is available to assist students in finding the career or program of study that best suits their goals and skill sets. In addition to Career Services, the College has four Achievement Coaches who are there to support, encourage, and assist in goal setting enabling students to be successful.

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2. Strategy #2: Mandatory orientation for all incoming students after acceptance to the college but before they can register for classes.
Strategy Results: Orientation sessions are held each semester (Fall, Spring, Summer). Annually, three sessions are offered in the Summer, 8-10 in the Fall, and 6 in the Spring. All orientations dates are provided in the subcommittees meeting minute folder as supporting documentation. Even with the impending COVID, virtual orientation sessions have been provided.

   Recruiters present information from the various areas of the college and Student Services. As part of the orientation, Recruiters walk students over to the Open Computer Lab and walk them through the process of signing in to Moodle, setting up email, and accessing Webadvisor/Self-Service. Orientation, however, has not been mandated by the college.
3. Strategy #3: Designated full time ACA 111 instructor that teaches new students to ensure that they get all available information about the college in the same format.
Strategy Results: Currently, an instructor teaching in the Academic Foundation's Department coordinates the College's ACA 111 courses. An array of instructors rotate teaching the sections across the academic divisions. The instructors follow the syllabus and textbook for the course.

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

Baseline: 2018 NCCCS Performance Measures System Baseline = 34.5%
Standard: 2018 NCCCS Performance Measures Average College Percentage = 60.1%
Target: 2018 NCCCS Performance Measures System Excellence Level = 68.3%

Analysis of the data: The Basic Skills Department exceeded the Excellence Level in Student Progress. Our strategies continue to be effective with new measures implemented for the program year. Results show that we at top 10 college again. We will continue our current strategies and actions.

Results of action items (Performance Measure Strategies and Results):
1. Strategy #1: 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.
Strategy Results: All faculty have been provided the resources to obtain the Core Credential. All instructors are required to obtain credential within 2 years of hire date.
2. Strategy #2: Implement Soft Skills training for all students.
Strategy Results: Soft Skills are incorporated to all classes and the rubric is included in syllabus.

Strategic Priorities:

A. **Increase curriculum retention (Program Outcome)**
    Analysis: Retention is a program outcome for each academic program. The baseline was set at 54%, which was an average from Fall to Fall 2008-2015. The standard was set at 59% and the target was set at 61%. Fall to fall retention increased by 9.2% over baseline in 2016 and 10.2% over baseline in 2017, thus meeting both the standard and target.

B. **Track multiple measures and developmental education initiative results**
    Analysis: The policy for multiple measures for placement into developmental education was revised by the North Carolina Community College System Office in August 2016. However, this initiative has abandoned in favor of the Reinforced Instruction for Student Excellence (RISE) initiative.

    The proposed transition from the current developmental education program to RISE has been part of a broader assessment of student success in completing gateway math and English courses. The two primary factors considered in the proposed RISE model are proper placement of students in gateway math and English courses and academic support for students in the context of their math and English courses. Students enter our colleges with different goals and different needs based on their chosen programs of study. The previous system of placement through Multiple Measures, with an unweighted high school GPA of 2.6 as the primary measure to bypass remediation and the NC DAP assessment as a placement tool for math, reading, and English, failed to provide accurate placement for gateway math and English courses, according to the NCCCS. Although redesign efforts in the past have improved success rates, students requiring remediation continue to languish in a developmental pre-requisite system that has insufficiently advanced students to complete their gateway math and English courses in a timely fashion. The objective of RISE is to increase gatekeeper momentum.

C. **Strategic Enrollment Management Plan (SEM)**
    Analysis: An ad hoc committee of the Planning Council was formed in 2019. The committee chair is Renita Dawson, Associate Vice President of Workforce Continuing Education. Members represent all areas of campus and include: Brandon Jenkins, Chad Evans, Tracy Schmeltzer, Carl Brow, Casey Mozingo, Kelvin Stallings, Lynn Rabhan, Matt Bauer, Jennifer Mayo, Wade Quinn, Ernie White, Craig Foucht, Denise Wiggins, Ronald Baker, Angela Hudson, Charles Gaylor, and Emily Byrd. The goal of the SEM committee is to grow the college by 100 FTE.

    In regards to admissions management, the group is looking at our admissions processes from application to graduation. They will review the process in regards to the following: what we are doing well; what needs improvement; what the process looks like for a student; and what is it like for a student to communicate online?

    For retention, the committee will look into ways the Title III grant (achievement coaches) can help improve retention rates. The committee will also look into marketing and how the college can make the best use of marketing resources. The collection and analysis of institutional data will vitally important to the SEM committee.

D. Increase Basic Skills and Continuing Education students' transitions to post-secondary programs (continuing education or curriculum)

Analysis: The Basic Skills Student Progress Performance Measure ensures that individuals with low literacy skills are progressing academically toward a credential or employment. This is measured by the Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG). The System Office baseline for this measure is 24.2% and the excellence level is 50.6%. In 2017-18, WCC had a 49% success rate and in 2018-19, WCC had a 45.4% success rate. Even though we are well above the System baseline, and barely above the System's average college percentage of 45.1%, the college is still below the excellence level set by the System.

Additionally, the Office of Institutional Effectiveness tracks Transitional Programs for College and Career (TPCC) students (formerly called Basic Skills). However, the college does not track occupational extension students (continuing education) into curriculum programs, at this time.

E. Use labor market data to drive new curriculum and continuing education programming

Analysis: Listed below are new programs, certificates, or pathways added from July 1, 2017 to June 30, 2019.

Associate Degree program additions include:
- Accounting & Finance -- 10/2/2017

Diploma program additions include:
- Industrial Systems Technology -- 11/06/2017

Certificate program additions include:
- Business Apps -- 4/01/2019
- Industrial Automation -- 11/06/2017
- Level Design for Simulation and Game Development -- 11/06/2019
- Medical Assisting -- 11/06/2017
- Medical Office Administration -- 10/02/2017
- Medical Office Administration/Medical Scribe -- 10/02/2017
- Mobile Game Development -- 11/06/2017
- Modeling and Animation -- 11/06/2017
- Natural Resource -- 11/06/2017
- Production for Simulation and Game Development -- 11/06/2017
- Programming for Simulation and Game Development -- 11/06/2017
- Quality Assurance for Simulation and Game Development -- 11/06/2017
- Wildlife Management -- 11/06/2017

Institutional 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: Each academic program undergoes an in-depth, data-driven review every three years. Reviews are conducted by committees co-chaired by the department chair or unit supervisor and a member of the College's Planning Council. Other committee members include the division dean, director, or associate vice president or vice president from the respective review area. The planning council member is not a member of the division being reviewed and serves as an external committee member. These reviews serve as the strategic plan for the academic program or service unit. During the academic program review and outcome assessments process, committee members analyze data relevant to program. Taking into account the institutional goals, indicators, and priorities, the academic program identifies areas in need of improvement and creates action plans to achieve the improvements, also known as outcome assessment recommendations. The planning units provide an annual update regarding the accomplishments of its action plan and recommendations, with final reports included in the planning unit's next review.

B. **Institutional Learning Outcomes (ILO) (General Education)**
   Analysis: Institutional Learning Outcomes (ILOs) or general education outcomes, describe knowledge or abilities that students in any curriculum program should have when they graduate. ILOs are part of the assessment plan in response to SACSCOC 8.2 (student outcomes). ILOs are reviewed on a three-year cycle. ILOs reviewed from 2017-2019 include:
   2016-2017: ILO #2 (Composition); ILO #7 (Technology)
   2017-2018: ILO #5 (Natural Sciences); ILO # 6 (Social Sciences)
   2018-2019: ILO #1 (Communication); ILO #3 (Humanities/Fine Arts); ILO #4 (Mathematics)

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

Year	30+ Hours Students	30+ Hours % > 2.25	Associate Degree Students	Associate Degree % > 2.25	Total Students	Total % > 2.25
2008-09						87%
2009-10						88%
2010-11	71	83%	42	83%	113	83.2%
2011-12	56	88%	96	92%	152	90.1%
2012-13	58	90%	87	82%	145	84.8%
2013-14	64	83%	106	78%	170	80%
2014-15	56	77%	138	87%	194	84%
2015-16	49	71%	142	83%	191	80.1%

Source: NCCCS Performance Measure Report

Baseline: 2018 NCCCS Performance Measures System Baseline = 65.1%
Standard: 2018 NCCCS Performance Measures Average College Percentage = 83.7%
Target: 2018 NCCCS Performance Measures System Excellence Level = 87.6%

Analysis of the data: The College Transfer performance measure is to ensure the academic success of community college students who transfer to a four-year college or university. WCC's performance in this measure reflected a total of 80.1% (above baseline level, below average) in the percent of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution. The denominator for this measure is students who exited the NCCCS system during the 2015-16 academic year (Fall 2015, Spring 2016, or Summer 2016) with an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently enrolled in a North Carolina four-year college or university during the fall of 2016 and spring of 2017.

Results of action items (Performance Measure Strategies and Results):

1. Strategy #1: Continued implementation of the QEP (OnPoint) Student Success Based Advising Initiative.
   Strategy Result: At the conclusion of the 2017-2018 academic year, all currently employed full-time college transfer faculty and one achievement coach will have completed Appreciative Advising training. No official GradesFirst training sessions were offered to faculty during the 2017-2018 academic year because at the conclusion of the fall 2017 semester GradesFirst was no longer available to faculty. Aviso Retention software will be replacing GradesFirst at the start of the 2018 summer semester. Training for selected faculty and staff took place on April 12, 2018. Twenty-one Arts & Sciences faculty and staff took part in that training. Additional trainings will be held for all faculty and staff who will utilize Aviso Retention starting during the summer 2018 semester and continuing as needed.

   During the fall 2017 semester, 111 advising sessions were scheduled using GradesFirst by individual faculty within the Arts and Sciences Division. This does not include student usage in College Transfer Advising Center (CTAC). During the 2017-2018 academic year 2,700 students visited the CTAC for advising and registration with both faculty & staff.

   During the fall 2017 semester, 10 QEP ACA 122 sections were offered enrolling 255 students (Fall 2017 QEP Cohort). Of those 255 students, 59 students visited counseling services and 42 students utilized the Academic Skills Center during the Fall 2017 semester. During the Spring 2018 semester, 35 of the 255 students visited counseling services and 29 utilized the Academic Skills Center. Students in the Fall 2017 QEP cohort had an average cumulative GPA of 2.72. During the spring 2018 semester, six QEP ACA 122 sections were offered enrolling 87 students (Spring 2018 QEP Cohort). Of those 87 students, 20 visited counseling services and 11 utilized the Academic Skills Center. The GPA for the spring 2018 QEP cohort was not available at the writing of this report.

2. Strategy #2: The College Transfer Advising Center and faculty advisers 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 put particular emphasis on student enrollment and completion in curriculum English, math, and science.

Strategy Result: All new students in the Associate in Arts, Associate in Science, and Associate in Engineering were advised using the new guided pathways.

Strategic Priorities:

A. Review Institutional Learning Outcomes assessment process

Analysis: ILOs are reviewed on an annual basis, even though each institutional learning outcome is reviewed/revised every three years, or as needed. The three year cycle of ILOs for 2016-2019 includes:

2016-2017: ILO #2 (Composition); ILO #7 (Technology)

2017-2018: ILO #5 (Natural Sciences); ILO # 6 (Social Sciences)

2018-2019: ILO #1 (Communication); ILO #3 (Humanities/Fine Arts); ILO #4 (Mathematics)

Institutional Learning Outcomes for 2019-2022 include:

2019-2020: ILO #2 (Composition)

2020-2021: ILO #5 (Natural Sciences); ILO #6 (Social Sciences)

2021-2022: ILO #1 (Communication); ILO #3 (Humanities/Fine Arts); ILO #4 (Mathematics)

Institutional 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
2003		26%		19%	2%	46%
2004		26%		16%	1%	44%
2005	574	26%		18%	2%	46%
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	12.0%	18%	21.0%	2.0%	53.0%
2011	725	13%	17%	18%	2%	49.4%

Source: NCCCS Performance Measure Report

Baseline: 2018 NCCCS Performance Measures System Baseline = 35.9%

Standard: 2018 NCCCS Performance Measures Average College Percentage = 43.4%

Target: 2018 NCCCS Performance Measures System Excellence Level = 51.9%

Analysis of the data: The Curriculum Completion performance measure is to ensure student completion or persistence toward a post-secondary credential. WCC's performance in this measure reflected a total of 49.4% (above college average, below excellence level) in the percent of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours. The denominator for this measure is first-time fall 2011 curriculum students.

Results of action items (Performance Measure Strategies and Results):

1. Strategy #1: Advisors will continue to meet with advisees regularly to discuss grades, graduation requirements, curriculum progress, and report sessions in Aviso software.
   Strategy Result: The data collected indicated that most all advisors were using the Aviso software to track student performance. Aviso software features should ensure tracking of students' progress more effectively.
2. Strategy #2: Advisors and/or admissions representatives will continue to 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 video will be available to show the applicant the steps needed to become a student.
   Strategy Result: Based on the information gathered, all divisions on campus are using an Applicant Contact List in Google Sheets created by the Office of Institutional Effectiveness. The Applicant List provides the programs with student contact information so that they can contact potential students who have applied but have not registered.
3. Strategy #3: The Academic Foundations department 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 an Achievement Coach. A suggestion from the curriculum completion committee was made to perhaps schedule an appointment for the advisee to meet with the advisor and tour the program area.
   Strategy Result: Based on information from the Academic Foundation's Achievement Coach, there were 80 students invited to this year's meet and greet event. Fifty-four students showed up for the event to meet with their new advisors and many took tours of their chosen program area.

B. Licensure 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%
2015-16	280	254	90.7%
2016-17	207	175	84.5%
2017-18	202	179	88.6%

Source: NCCCS Performance Measure Report

Baseline: 2018 NCCCS Performance Measures System Baseline = 69.9%

Standard: 2018 NCCCS Performance Measures Average College Percentage = 79.8%

Target: 2018 NCCCS Performance Measures System Excellence Level = 90.9%

Analysis of the data: The Licensure and Certification Passing Rate performance measure is to ensure programmatic coursework prepares students to competently practice in their chosen profession. WCC's performance in this measure reflected a total of 88.6%% (above college average, below excellence level) in the aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

Results of action items (Performance Measures Strategies and Results):

Aviation – General, Airframe and Power Plant
1. Airframe and Power Plant Strategy #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.
   Strategy Result: 65.7% of the students successfully completed their requirements for completion of their certificate and/or degree requirements.
2. Airframe and Power Plant Strategy #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.
   Strategy Result: Based on institutional data there was an overall 19.5% decrease for student enrollment.

Basic Law Enforcement Training (BLET)
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.
   Strategy Result: A variety of instructional techniques were implemented by providing the student with real life scenarios occurring within their chosen profession. All students showed 100% satisfaction with the in-class exercises.
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.
   Strategy Result: 100% of the students developed a basic understanding of how to implement the academic information obtained during class with real world scenario based training through a written exercise.
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.
   Strategy Result: A cumulative average resulted in a 77.8% of students showed success upon completion of the course.

Dental Hygiene
1. Dental Hygiene Strategy #1: Continue to evaluate students in their use of the typodonts to further refine their calculus detection/removal skills in addition to clinical remediation.
   Strategy Result: Student use of typodonts to refine detection & removal skills is ongoing and was helpful according to student feedback.
2. Dental Hygiene Strategy #2: Continue calibration of clinical faculty on instrumentation and student evaluation.
   Strategy Result: Calibration of clinical faculty on instrumentation and student evaluation is ongoing.
3. Dental Hygiene Strategy #3: Continue implementation of the CITA Mock Clinical Examination for students with changes as they become available.
   Strategy Result: Evaluation of CITA Mock Clinical Board took place on March 28, 2018. Three out of 17 students were successful – 18%. Results were reviewed and remediation was given- Student success was increased to 14 out of 17 for the actual CITA exam for an 82% pass rate.

Detention Officer
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.
   Strategy Result: A variety of instructional techniques were implemented by providing the student with real life scenarios occurring within their chosen profession. All students showed 100% satisfaction with the in-class exercises.
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.

Strategy Result: 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.

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.
    Strategy Result: 95.3% of the students showed success upon completion of the course.

Emergency Medical Services
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.
    Strategy Result: This implementation improved the skills performance resulting 100% of the students during the Technical Scope of Practice (TSOP) at the completion of the EMS courses.

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.
    Strategy Result: This implementation proved effective even though we observed a decrease of 6% with the state testing scores. However, with the continued implementation of this strategy scores should improve based on the new state test requirements which will implement not only cognitive skills but psychomotor skills as well.

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.
    Strategy Result: 100% of the students were required to take the NCDAP Reading Comprehension/Writing Placement Test prior to entry into the EMT program. All students who enrolled in the Fall and Spring program achieved the minimum score of 117 for acceptance into the program.

Nursing – Associate Degree Nursing
1. Nursing Strategy #1: Issue Early Alerts to all students involving attendance requirements and academic progress concerns.
    Strategy Result: 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 voiced appreciation for this early interaction and intervention.

2. Nursing Strategy #2: Offer workshop on test-taking and study skills.
    Strategy Result: 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. Nursing Strategy #3: Use alternate format questions for 10% of each unit test.
   Strategy Result: This is done consistently. Course coordinators insure 10% of the questions on each test are alternate format, such as multiple response or ordered response. Approximately 10-15% of the questions on the NCLEX-RN and NCLEX-PN are written in alternate format; therefore, the nursing faculty aims to mirror the format of these exams as much as possible.

4. Nursing Strategy #4: Incorporate simulation experiences on all nursing courses to enhance student learning.
   Strategy Result: Two intensive days of clinical simulation occurred on January 23 and 24, 2018. Participants included all PN students, first-level ADN students, and transition students enrolled in NUR 214. Also, faculty utilized simulation, including virtual assignments, in classes, labs, and clinical experiences throughout the year. A simulation coordinator position was approved, and the position was filled on July 5, 2017. Construction of a virtual hospital/simulation center in the Pine Building was completed. Faculty and students began using the new simulation facilities in the fall semester 2017. Open labs were offered as a retention strategy in NUR 111, NUR 117, NUR 101, and NUR 102, and provided students with additional simulation experiences.

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%
2016-17 Fall 2015 Cohort	684	538	431	63%

*Past results associated with 2016 proposed measures
Source: NCCCS Performance Measures for Student Success Report

Year	Cohort	Enrolled	Enrolled & Successful	% College-Level ENG Enrollment	% Enrolled and Successful
2017-18 Fall 2015 Cohort	716	601	497	84%	69.4%

Source: NCCCS Performance Measures for Student Success Report

Baseline: 2018 NCCCS Performance Measures System Baseline = 23.8%
Standard: 2018 NCCCS Performance Measures Average College Percentage = 53.0%
Target: 2018 NCCCS Performance Measures System Excellence Level = 55.9%

Analysis of the data: The data shows WCC English Success to be 69.4%. While we are in the "green," the department recognizes the need to achieve an even higher success rate.

One strategy for achieving that higher success rate is to set course caps at 22 instead of 25 or higher. Fewer students in a class 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 solving problems and increasing students' success. This goal will be met

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when caps are officially set at 22; however, lower enrollment numbers may result in fewer than 25 students in English 111, 112, and 114.

The English Department will continue to raise awareness of Writing Across the Curriculum initiatives. A possible starting point may be to focus on communicating to all faculty what WCC students are learning in English 111 and 112 related to MLA and APA documentation. With this knowledge, faculty in all disciplines may be better able to help their students understand correct documentation and fairly assess students' researched work. This goal will be met once English department instructors offer guidelines for instructors in other disciplines to use when teaching about documentation.

Success may also improve by solving an ever-present problem of physical textbooks that are expensive and, perhaps, not utilized enough. English faculty will learn about the less costly OER and investigate what English OER resources are available. If the research reveals that an OER is a better option than textbooks, we may consider implementing in the 2020-21 academic year. This goal will be met when English department instructors meet in the spring to discuss textbook options and some of those options include OER.

Results of action items (Performance Measures Strategies and Results):

1. Strategy #1: Lowering caps in English 111 – Instead of sections reaching 25-27 students, caps will be set at 22, allowing 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 solving problems and increasing students' success.
Strategy Results: No change occurred, and the cap for English 111 classes is still 25, with some sections going beyond that number.

2. Strategy #2: Writing Across the Curriculum Awareness Workshops – The English Department will begin by surveying faculty across campus to determine their preference for English faculty-led workshops related to designing effective writing assignments, assessing documentation for research, and grading and commenting on student writing so that the feedback is relevant to students and less troublesome for instructors.
Strategy Results: Very little was accomplished towards this goal. Jeanine Callaway presented a WAC topic through the Professional Development Committee on October 28: "How to Create Effective Writing Assignments." At the beginning of the 2019-20 year, there has been more discussion about advancing this action item and assigning faculty members to ensure its success.

3. Strategy #3: Adding an additional English Instructor – As the RISE Initiative is on the horizon, the English Department will require more faculty to cover more sections of English 111 and to cover the co-requisite courses that they will be paired with.
Strategy Results: The English Department did not add an additional English Instructor. This may no longer be needed if enrollment numbers remain as they are or decrease.

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	229	171	27.3%
2016-17 Fall 2015 Cohort	684	289	207	30.3%

Source: NCCCS Performance Measure Report
*Past results associated with 2016 proposed measures

Baseline: 2018 NCCCS Performance Measures System Baseline = 10.1%
Standard: 2018 NCCCS Performance Measures Average College Percentage = 32.5%
Target: 2018 NCCCS Performance Measures System Excellence Level = 32.5%

Analysis of the data: We were pleased that we made an increase in our numbers from 27.3% to 30.3%. However, the math "in-house" retention and success rates are above 70% each semester. So, we know if we can get them enrolled into our courses, they can be more successful than this measure portrays. As mentioned in our meeting minutes from the past year, we are still concerned with the Innovative High School and Career and College Promise students negatively impacting our results. Fall 2019 we are going to implement the state mandated RISE (Reinforced Requisite Instruction for Student Excellence. We have no idea how this will impact student success. In past years, the statewide CIP changed our courses drastically. Then, the statewide change in the DMAs (again) 025, 045, 065 could have impacted the measure. Now, the new statewide initiative of RISE may impact the measure. There has been so much past change in the mathematics area the state continues to revise our offerings, it has been difficult to pinpoint the exact causes of our "lower" percentage in math. We are not substantially low since the "green" excellence percentage is 32.5% and we had 30.3%. In fact, we only needed 16 more students enroll and be successful in a college level math course to be "green". We plan to continue our efforts to improve student success in college level mathematics.

Results of action items (Performance Measures Strategies and Results)

1. Strategy #1: Reach outside our division for curriculum math support. Action: Increase committee size to include more technical division representation.
    Strategy / Action Results: Added two members from other divisions: Janeil Marak, Allied Health and Haleigh Wilhide from Business and Computing Technologies.

2. Strategy #2: Alert other divisions to their role in the math performance measure. Action: Continue to meet with division deans to encourage curriculum changes.
    Strategy / Action Results: Met with division deans to encourage curriculum changes, where possible. Several areas did made changes in program outline to ensure math would be taken early in the program.

3. Strategy #3: Increase AA enrollment in credit bearing math within student's first 2 years. Action: Extensive training for all advisors to follow the pathways developed for AA. Person(s) responsible: Kristie Norton and Charles Gilmore.
    Strategy / Action Results: Developed a handout emailed to campus stating our delivery of course offerings and days/times/length to assist advisors when registering students into the proper math course.

    In addition, several trainings were provided as follows:

    College Transfer Faculty - Kristie Norton - Dates of training sessions: Sept 28, Oct. 2, Oct. 3, & Oct. 4. Title of Training: Understanding the New Pathways. All college transfer faculty were to attend one session. These pathways were developed by Brandon Jenkins along with department chairs. The pathways encourage students to enroll in curriculum math either the first of second semester.

    All Faculty - Tammy Bishop - Dates of training sessions: 10/25 at 3pm, 10/26 at 3pm, and 10/30 at 9, 10, and 11am. Title of Training: "Placement into the new DMA courses based on the NC-DAP". All faculty were to attend one session. These sessions informed faculty about the importance of proper placement into the DMA courses which lead to a more efficient transfer into curriculum math courses. The new DMA courses will "speed" up the students' track into curriculum. DMA 010, 020, 030 is now DMA 025 (8 weeks) and DMA 040 and 050 is now DMA 045 (8 weeks). DMA 060, 070, and 080 will remain in the course offerings.

    All Faculty - Ashley Hildabrand - Dates of training sessions: September sessions were held on: 7th @ 9, 13th @ 11, and the 18th @ 2. October sessions were held on: 12th @ 9:30, 16th @ 1:30, and the 26th @ 3:30. Title of training sessions: Interpreting Placement Test Scores. All faculty were to attend one session. These sessions were held to help faculty understand the placement testing process and how to interpret the scores so all students would be placed properly into either DMA or MAT courses.

    ACA 122 College Transfer Faculty - Charles Gilmore- Dates of training session: September 30, 2017. This session was held to ensure ACA 122 faculty encourage students to sign up for math as early as possible.

Strategic Priorities:

A. **Increase number of completions**
   Analysis: Completers are defined as unduplicated and who are in the fall semester enrollment cohort. In 2016, the completion rate was 23%; in 2017 the completion rate was 26%; and in 2018, the completion rate was 27%. The college's completion rate is trending steadily upward.

B. **Increase licensure and certification passing rates**
   Analysis: Licensure and certification passing rates are part of the NC Community College Performance Measures for Success. Weighted index scores of first-time test-taker results on licensure and certification exams are used for this measure. 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. The weighted component was approved in 2019 by the State Board of Community Colleges. Prior to 2019, a weighted index score was not used.

   In 2017, the college had an 88.6% success rate. In 2018, the college had a 90.7% success rate. The measure change in 2019 and the college had a weighted index score of 0.98, which was below the excellence level of 1.07.

C. **Review Quality Enhancement Plan (OnPoint)**
   Analysis: The QEP Impact Report will be submitted at the same time as the SACSCOC 5th Year Report – due September 15, 2021.   The Impact Report will address the following in ten pages or less:
   1) a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
   2) a discussion of changes made to the QEP and the reasons for making those changes;
   3) a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
   4) a reflection on what the institution has learned as a result of the QEP experience.

   The QEP facilitator, Charles Gilmore, Psychology Instructor, has been working with the Office of Institutional Effectiveness since the implementation of the OnPoint QEP initiative. Currently, the Data Coordinator is tracking various data sets to include fall and spring cohorts, student grade point averages, course completion rates, registration methods, and UGETC courses.

Institutional 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: Every three years each service unit undergoes an in-depth, data-driven service review. The reviews are conducted by committees co-chaired by the department chair or unit supervisor and a member of the College's Planning Council. Other committee members include the division chair, director, or associate vice president or vice president from the respective review area. The planning council member is not a member of the division being reviewed and serves as an external committee member. These reviews serve as the strategic plan for the service unit.

During the service review process, committee members analyze data relevant to the unit including information on the customers or students served; the internal and external environments, service unit effectiveness; and available resources. Taking into account the institutional goals, indicators, and priorities, the service unit identifies areas needing improvement and creates action plans to achieve improvement. The planning units provide an annual update on the accomplishments of its action plan with final reports included in the planning unit's next review.

B. **Annual review of institutional performance indicators and strategic priorities**
Analysis: Performance indicators and strategic priorities are reviewed annually by the Office of Institutional Effectiveness and the Planning Council. Additionally, institutional performance indicators and strategic priorities guide the academic programs and service units' planning objectives and outcomes.

Strategic Priorities:

A. **Improve service unit outcome assessment**
Analysis: The Office of Institutional Effectiveness has made a concerted effort to provide individual and group training workshops for Planning Council members who serve as co-chairs for service reviews, as well as those who are responsible for service reviews and outcome assessments, such as coordinators, directors, and associate vice presidents. This concerted effort has led to a better understanding of the process and importance of outcome assessment.