

**WAYNE COMMUNITY COLLEGE**

**STRATEGIC PLAN**

**YEAR-END REPORT**

**2019-2020**

**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 2019-2020.

**Institutional Goals** serve as pathways to achieving the College's mission.

**Strategic Priorities** are annual focus areas identified by the President's Council and the Planning Council that require special attention and actions towards improvement.

**Key Performance Indicators** are the methods of evaluating the progress toward achieving the College goals. Each indicator includes standards (acceptable performance) and targets (desired performance).

### 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.

#### **Strategic Priorities:**

- A. Expand program/course offerings
  - 1) Advisory Committee recommendations
  - 2) Labor market data
- B. Continually review and revise the Strategic Enrollment Management Plan (SEM)
- C. Track multiple measures and developmental initiative results
- D. Increase training opportunities for business and industry

#### **Key Performance Indicators:**

- A. Utilize Advisory Committee input and labor market data to expand program/course offerings
- B-1. Review of Strategic Enrollment Management Plan (SEM)
- B-2. Annual headcount – unduplicated for curriculum and continuing education
- C. Multiple Measures and Developmental initiative
- D. Annual number of business and industry trainings

**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.

#### **Strategic Priorities:**

- A. Review Institutional Learning Outcomes assessment process
- B. Utilize Program Reviews to determine relevant offerings
- C. Develop a teaching and learning center for faculty development
- D. Ensure the academic success of community college students who transfer to a four-year college or university

#### **Key Performance Indicators:**

- A. Institutional Learning Outcomes (ILO) (General Education)
- B. Program reviews

- C. Utilization of teaching and learning center
- D. College Transfer performance (NCCCS Performance Measure)

**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.

**Strategic Priorities:**

- A. Increase curriculum retention, completion, and job placement rates
- B. Track Basic Skills students progressing academically toward attainment
- C. Increase licensure and certification passing rates
- D. Implement Quality Enhancement Plan (OnPoint) and revise as needed
- E. Foster educational and workforce partnerships to create broad opportunities for students

**Key Performance Indicators:**

- A. Retention, completion, and job placement rates
  - 1) FTE – budget FTE for curriculum and continuing education
  - 2) Retention – annual curriculum fall-to-spring and fall-to-fall
  - 3) Completion rates
  - 4) Institutional annual duplicated and unduplicated
  - 5) National Student Clearinghouse
  - 6) Job Placement rates – Program Reviews
  - 7) First-year progression (NCCCS Performance Measure)
  - 8) Curriculum student completion (NCCCS Performance Measure)
  - 9) Student success rate in college-level English courses (NCCCS Performance Measure)
  - 10) Student success rate in college-level Math courses (NCCCS Performance Measure)
- B. Basic Skills Student Progress (NCCCS Performance Measure)
  - 1) Student transition rate to post-secondary programs
  - 2) Volunteer Framework of Accountability (VFA) Adult Basic Education (ABE) measure
- C. Licensure and Certification passing rates (NCCCS Performance Measure)
- D. Quality Enhancement Plan (OnPoint)
- E. Annual review of external partnerships established

**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.

**Strategic Priorities:**

- A. Improve service unit outcome assessment
- B. Implement Facilities Master Plan
- C. Review key performance indicators and strategic priorities
- D. Identify and secure external revenue streams to support programs and services
- E. Systematically review and replace technology to meet program and campus needs

**Key Performance Indicators:**

- A. Service reviews
- B. Annual review of Facilities Master Plan
- C. Annual review of key performance indicators and strategic priorities
- D. Annual review of revenue streams
- E. Annual review of Technology Plan

## Wayne Community College Strategic Plan 2019-2020 Year-End Report

**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.

### Strategic Priorities:

#### A. Expand program/course offerings

##### a. Advisory Committee recommendations

Analysis: The Office of Institutional Effectiveness recommended to the Planning Council the deletion of advisory committees as a strategic priority. Advisory Committees are not advised on all new program offerings, only those within the advisory committee in which they serve. The Planning Council approved the deletion of the strategic priority and key performance indicator for advisory committee on September 24, 2020.

##### b. Labor market data

Analysis: The Office of Institutional Effectiveness recommended to the Planning Council the deletion of labor market data as a strategic priority. The Planning Council approved the deletion of the strategic priority and key performance indicator for labor market data on September 24, 2020.

#### B. Continually review and revise the 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.

#### C. Track multiple measures and developmental 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.

#### **D. Increase training opportunities for business and industry**

**Analysis:** Customized Training Program implemented supervisory training in Spring 2018 and continued into Fall 2019. The overall number served in 2019-20 were higher compared to 3 years prior despite the pandemic. The pandemic restricted our entry into many manufacturing facilities to outside visitors and employment numbers suffered.

#### **Key Performance Indicators:**

##### **A. Utilize Advisory Committee input and labor market data to expand program/course offerings**

**Analysis of the data:** The Office of Institutional Effectiveness recommended to the Planning Council the deletion of advisory committee input and labor market data as a strategic priority and key performance indicator as a method of expanding program/course offerings. The Planning Council approved the deletion of the strategic priority and key performance indicator for advisory committee input and labor market data on September 24, 2020.

Listed below are new programs added from July 1, 2019 to June 30, 2020.

Associate Degree program additions include:

- Public Safety Administration – 9/23/2019

Diploma program additions include:

- Game and Automation Programming – 12/2/2019
- Game Art and Animation – 12/2/2019

Certificate program additions include:

- Business Apps – 4/1/2019
- Collision Repair Estimating Certificate – 12/2/2019
- Modeling and Animation – 12/2/2019
- Office Administration / Legal Assistant – 4/1/2019

#### **Results of action items:**

1. The Planning Council approved the deletion of the strategic priority and key performance indicator for use of advisory committee input and labor market data as a method of expanding program/course offerings in their September 24, 2020 meeting.
2. The Planning Council approved replacing this strategic priority and key performance indicator by tracking the number of new or expanded program offerings through program submissions to SACSCOC Substantive Change and programs vetted and approved by the Curriculum Committee.

##### **B-1. Review of Strategic Enrollment Management Plan (SEM)**

**Analysis of the data:** The SEM Committee met on August 23, 2019; September 13, 2019; October 4, 2019; December 6, 2019; and October 7, 2020.

The purpose of the committee is to work in conjunction with the College's Planning Council, as enrollment management is everyone's responsibility. WCC is currently 3<sup>rd</sup> in the NCCCS for retention rates, but there's still room for improvement. The goal is to increase FTE by 100 in the next 3-5 years. The committee came up with four focus areas: admissions management, retention, research, and marketing. The committee was divided into subcommittees to address each of the four focus areas.

The committee reviewed SEM plans from Davidson CC and AB Technical Community College.

**Results of action items:**

1. The group discussed creating a student Stop Out Report.
2. The group suggested adding data reports to include Fall-to-Fall and Fall-to-Spring completion data by program, to include time to completion data.
3. Key Performance Indicators from the college’s Strategic Plan would be used as the initial points for gathering data.

**B-2. Annual headcount – unduplicated for curriculum and continuing education**

Year	Curriculum	Con Ed
2017-18 (2017-CE)	4437	7326
2018-19 (2018 CE)	4397	6832
2019-20 (2019 CE)	4342	6064

**Curriculum**

**Baseline:** 4392 (3-year average; 2017-18 = 4437; 2018-19 =4397; 2019-20 = 4342)  
**Standard:** 4436  
**Target:** 4480

**Analysis of the data:** Curriculum enrollment has decreased by 2.14% from 2017-2020.

**Results of action items:**

1. A Strategic Enrollment Management Committee (SEM) was created in the fall of 2019.
2. The Office of Institutional Effectiveness is providing more data to help the college’s leaders make data-informed decisions.
3. The Vice President of Academic and Student Services holds bi-weekly meetings with the academic deans and associate vice presidents to discuss student enrollment and related academic and student support topics.

**Continuing Education**

**Baseline:** 6741 (3 year average; 2017-18 = 7326; 2018-19 = 6832; 2019-20 = 6064)  
**Standard:** 6808  
**Target:** 6876

**Analysis of the data:** Workforce Continuing Education’s enrollment has decreased by 17.22% from 2017-2020.

**Results of action items:**

1. A Strategic Enrollment Management Committee (SEM) was created in the fall of 2019.
2. The Office of Institutional Effectiveness is providing more data to help the college’s leaders make data-informed decisions.
3. The Vice President of Academic and Student Services holds bi-weekly meetings with the academic deans and associate vice presidents to discuss student enrollment and related academic and student support topics.

### C. Multiple Measures and Developmental initiative

**Analysis of the data:** The Office of Institutional Effectiveness recommended deleting this as a key performance indicator because the North Carolina Community College System has moved forward with a new Reinforced Instruction for Student Excellence (RISE) initiative.

**Results of action items:**

1. Not applicable.

### D. Annual number of business and industry trainings

**Baseline:** 245 # (*Number of trainees served as reported to NCCCS – 3-year average, 2017-18, 2018-19, 2019-20*)

**Standard:** 246 # (*.005% increase in baseline*)

**Target:** 247 # (*1% increase in baseline*)

**Analysis of the data:** The Wayne Business and Industry Center has identified one of their service outcome assessing the Customized Training Program. The Customer Training Program will support growth potential to establishing and expanding business in the sectors it serves by offering training approved through NCWorks Customized Training Projects.

The Customized Training program implement supervisory training in Spring 2018 and it continued into Fall 2019. This increased the final numbers for 2018-19 and the overall number served were still higher for 2019-20 compared to 3 years prior despite the pandemic. When the pandemic hit many manufacturing facilities would not allow outside visitors and employment numbers suffered.

**Results of action items: (Wayne Business and Industry Center, Customized Training Program Service Outcome)**

1. Action Item:- Increase the number of trainees in supervisory classes; offer an open enrollment supervisory training for employers.  
Results: Unable to determine if the action was successful due to pandemic.
2. Action Item: Increase the number of trainees within process improvement by implementing Continuous Improvement training to organizations in order to make incremental improvements to services, products, and processes.  
Results: No results as this time. This action item was identified as an 2020-2021 action item.

**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.

**Strategic Priorities:**

**A. Review Institutional Learning Outcomes assessment process**

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.

**B. Utilize Program Reviews to determine relevant offerings**

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. These reviews serve as the strategic plan for the academic program or service unit.

**C. Develop a teaching and learning center for faculty development**

Analysis: The Center for Teaching and Learning (CTLE) was formed as a result as an initiative in the Title III Grant. The Center is located in the eLearning Department and significant renovations were made to the facilities to create a faculty friendly teaching and learning center. The CTLE identified several initiatives of focus in the beginning phases of the Center. Those initiatives and results have been provided below.

**D. Ensure the academic success of community college students who transfer to a four-year college or university**

Analysis: Wayne Community College measures transfer success through the NCCCS College Transfer Performance Measure. The Planning Council Performance Measure Subcommittee assesses the measure. The College Transfer Performance Measure's purpose is to ensure the academic success of community college students at a four-year university or college. Among community college Associate Degree completers and those who have completed 30 or more articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester.

**Key Performance Indicators:**

**A. Institutional Learning Outcomes (ILO) (General Education)**

**Analysis of the data:** 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 2019-2022 includes:

2019-2020: ILO #2 (Composition) – Compose effective written documents.

2020-2021: ILO #5 (Natural Sciences) - Interpret or analyze natural phenomena using concepts and principles of the natural sciences.



2020-2021: ILO #6 (Social Sciences) - Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences.

2021-2022: ILO #1 (Communication) – Make effective oral presentations.

2021-2022: ILO #3 (Humanities/Fine Arts) – Analyze aspects of human culture, such as creative expressions or diverse social structures.

2021-2022: ILO #4 (Mathematics) – Apply appropriate mathematics to solve real-world problems.

**Analysis of the data:** In the 2019-20 ILO Cycle, ILO #2 (Composition) was assessed. The signature assignment for the composition institutional learning outcomes assessment is a research paper or project from English 112 (Writing/Research in the Disciplines) or English 114 (Professional Research and Reporting). The rubric for assessing student work is based on five dimensions: thesis development, audience awareness, organization, standard written English, and research. Students can score at below expectations (1), needs improvement (2), meets expectations (3), or exceeds expectations (4). The assessment goal for each dimension was a 70% success rate. Students met all of the goals except the Research goal, and significant improvements were made from the previous assessment in 2017 in each of the five dimensions. Given the results of the assessment, the department will continue to employ successful strategies for each class, including the utilization of grammar software and an emphasis on one-to-one workshops that enhance student writing skills.

**Results of action items:**

1. English 111 instructors reemphasized grammar and punctuation skills during review sessions in English 111 classes. This strategy included offering more grammar exercises along with more stringent grammar assessments. A new English 111 textbook was adopted that offered sufficient examples for students to follow. Improvements occurred in students' abilities to produce standard written English.
2. English 112 and English 114 instructors offered more quizzes on aspects of the writing process; placed greater emphasis on research by offering specific exercises, worksheets, and quizzes on source identification, documentation, and avoiding plagiarism; designed templates to help students understand thesis construction; and designated specific class days as research workshop days. Improvements occurred in students' organization and thesis development.
3. English 112 and English 114 instructors placed greater emphasis on research format and process, adding APA to the MLA format normally utilized in English instruction. They provide virtual tours of the library data base in conjunction with library staff. Additional exercises in recognizing critical and non-critical, primary and secondary sources were added to the curriculum as well as more exercises in developing proper citation materials. Improvements occurred in student research skill.

**B. Program reviews**

**Analysis of the data:** 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.

**Results of action items:**

1. In the 2019-20 Program Review Cycle, the Allied Health and Public Services Division, Public Safety Division, and Workforce Continuing Education Occupational Extension programs conducted program reviews.

**C. Utilization of teaching and learning center**

**Analysis of the data:** The Center for Teaching and Learning (CTLE) was formed as a result as an initiative in the Title III Grant. The Center is located in the eLearning Department and significant renovations were made to the facilities to create a faculty friendly teaching and learning center. The CTLE identified several initiatives of focus in the beginning phases of the Center. Those initiatives and results have been provided below.

**Results of action items:**

1. Initiative: Implement training for new faculty on-boarding.  
Results: Began training in August 2019 and held at the start of fall and spring semesters. Fifteen faculty were training in Fall and Spring semesters. All feedback received has been positive, with 100% of respondents indicating satisfaction with the overall program. Feedback from participants and department chair has led to the program being pared down to one three-hour session with four to six sessions held in the early part of the semester. Attendance to those sessions has been opened to all faculty. Scheduling sessions where a broad group of faculty can attend is a challenge and switching the sessions to online due to COVID actually resulted in more faculty attending.
2. Initiative: Purchase 4 laptops for CTLE.  
Results: Laptops were purchased and installed which allowed faculty to easily work in the CTLE.
3. Initiative: Create a CTLE Advisory Group and center.  
Results: The advisory group is composed of 10 faculty members and has provided valuable insights into how to best support faculty members. To broaden the inputs captured the CTLE Advisory Group will be an open group with all faculty invited to attend and share their ideas and needs.
4. Initiative: Support the needs of adjunct faculty for online course design and Moodle operations.  
Results: Several Humanities, Social Sciences and Fine Arts adjunct instructors needed extensive course design support to successfully pivot to teaching fully online courses. In collaboration with the department chair we created an intense activity based summer program to train these faculty. Of 5 participants 2 successfully completed the program and are now teaching fully online course sections. The three who didn't complete the program determined that teaching fully online sections is not a goal they are interested in pursuing further.
5. Initiative: Provide students with an in-course resource to support their readiness for online learning.  
Results: Resource support tool was a suggestion from a grant review. The resource support tool will be launched Spring 2021.

6. Initiative: Provide faculty with a clearer understanding of what the CTLE is and can do for them, distinguishing it from the eLearning Department.

Results: The CTLE Newsletter is one part of this initiative with two issues published thus far. Creation of an information guide will explain the services and purposes of both eLearning and the CTLE is in progress.

#### D. College Transfer performance (NCCCS Performance Measure)

Year	30 + Hours			Assoc Degree Recipient			Total		
	#	# / % Ret	% Persist	#	# / % Ret	% Persist	#	# / % Ret	% Persist
2014-15	56	43 / 77%	77%	138	120 / 87%	87%	194	163 / 84.0%	84.0%
2015-16	49	35 / 71%	71%	142	118 / 83%	83%	191	153 / 80.1%	80.1%
2016-17	111	95 / 86%	86%	123	113 / 92%	92%	234	208 / 88.9%	88.9%
2017-18	124	109 / 88%	88%	163	147 / 90%	90%	287	256 / 89.2%	89.2%

Source: NCCCS Performance Measures for Student Success Report

**Baseline:** 87.4% (2015-16 = 84%; 2016-17 = 89%; 2017-18 = 89.2%)  
**Standard:** 89%  
**Target:** 91%

**Analysis of the data:** Overall, we are pleased with our College Transfer Performance measures. Overall, our 89.2% was only .2% points from meeting the system wide excellence standard of 89.4%. Furthermore, 88% of WCC students who completed 30 or more hours prior to transfer subsequently enrolled at a four-year university or college the following fall. Likewise, 90% of WCC students who earned an associate degree subsequently enrolled at a four-year university or college the following fall. Both of these benchmarks were above the system wide averages for all NCCCS institutions. As we are nearing the completion of our QEP, OnPoint Student Success Based Advising Initiative, we continue to believe that the modification of ACA 122, both at the system level and institutional level, has placed greater emphasis on academic planning and having students explore their academic goals and career aspirations. The data continues to show us that students who graduate with a two-year degree are more likely to persist at the four-year level.

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

1. Action Item #1: The Arts & Sciences Division will continue implementing the OnPoint Student Success Based Advising Initiative as part of the QEP.

Results: Between the implementation of OnPoint in the spring 2016 semester and the end of the spring 2020 semester, the student success initiative has served 1,170 Arts and Sciences students. By the conclusion of the initiative in the spring 2021 semester, the number of students served is estimated to be over 1,400. Of the students who have participated in the initiative thus far, assessment data indicates that the majority of students are successful in exploring and identifying their career interests and preferences (85% success rate), understanding the educational requirements of those careers (84% success rate), and becoming knowledgeable about student support systems on campus (89% success rate). This type of

transfer-related knowledge is vital for college transfer student performance and overall success at WCC and the four-year transfer institution.

2. Action Item #2: The Arts & Sciences Division will continue with the implementation of Aviso Retention Software.

Results: During the last academic year, the use of Aviso's academic planning tool has decreased due to the institution-wide implementation of Self-Service, which has its own academic planning tool. Because of this, Aviso is mostly utilized to send faculty-initiated early alerts, to take attendance electronically, to send automated early alerts (LMS Login Alert; Current Grade Alert; Attendance Alert), and to communicate efficiently with students and faculty via Notes and Messages. It is important to note that due to the ongoing pandemic, the usage of Aviso alerts have increased substantially. The division's achievement coaches support the increase in activity. Coaches are responsible for reaching out to students when they are struggling personally or academically.

3. Action Item #3: Review/revise Program Learning Outcome #1 - Identify and evaluate the source, context, and credibility of information. This will be used across Arts & Sciences to better prepare students pre/post transfer.

Results: This project was underway prior to COVID-19, but was delayed beginning March, 2020. Committee members had made progress, which included the creation of an Assessing Sources resource guide.

**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.

**Strategic Priorities:**

**A. Increase curriculum retention, completion, and job placement rates**

Analysis: Retention and completion are program outcomes for each academic program.

The Office of Institutional Effectiveness recommended to the Planning Council the addition of persistence as a strategic priority and key performance indicator. In addition to utilizing the College Central Network as a method of tracking job placement rates. The Planning Council approved the addition and revision of the strategic priority and key performance indicator on September 24, 2020.

**B. Track Basic Skills students progressing academically toward attainment**

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).

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.

**C. Increase licensure and certification passing rates**

Analysis: This is a new method of measurement. The NCCCS uses a weighted index score of first-time test-taker results on licensure and certification exams.

**D. Implement Quality Enhancement Plan (OnPoint) and revise as needed**

Analysis: The Office of Institutional Effectiveness recommended deleting this as a key performance indicator because the QEP will be addressed in the college's SACSCOC Fifth-Year QEP Impact Report in 2021.

**E. Foster educational and workforce partnerships to create broad opportunities for students**

Analysis: The college will examine business partnerships, apprenticeships, work-based learning opportunities, university partnerships, and instructional service agreements (ISAs).

**Key Performance Indicators:**

**A. Retention, completion, and job placement rates**

**1) FTE – budget FTE for curriculum and continuing education**

Year	Curriculum	Con Ed
2017-18 (2017-CE)	2895.47	668.67
2018-19 (2018 CE)	2912.21	817.18
2019-20 (2019 CE)	2836.93	781.68

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

**Curriculum**

**Baseline:** 2881.5 (2017-18 = 2895.47; 2018-19 = 2912.21; 2019-20 = 2836.93)  
**Standard:** 2900  
**Target:** 2950

**Analysis of the data:** 2020-2021 data are not yet available (after June 7).

**Results of action items:**

1. Data for 2020-21 are not yet available.

**Continuing Education**

**Baseline:** 755.8 (2017-18 = 668.67; 2018-19 = 817.18; 2019-20 = 781.68)  
**Standard:** 800  
**Target:** 825

**Analysis of the data:** 2020-21 data are not yet available (after June 7).

**Results of action items:**

1. Data for 2020-21 are not yet available.

**2) Retention – annual curriculum fall-to-spring and fall-to-fall**

**Fall-to-Spring**

Fall	Fall Enroll	Grad	SP Enroll	Retention
2016	3386	91	2504	76.6%
2017	3392	159	2544	79.7%
2018	3334	110	2517	78.8%
2019	3342	132	2499	78.7%

Source: Curriculum Registration Progress Financial Aid Reports (CRPFA)

**Baseline:** 78.36% (2016=76.6%; 2017=79.7%; 2018=78.8%)  
**Standard:** 80  
**Target:** 85

**Analysis of the data:** Curriculum retention did not meet standard or target.

**Results of action items:**

1. Fall to spring retention was recommended to be deleted by Planning Council, September 24, 2020, and replaced by persistence.
2. Persistence is defined as a measure of how many students return from the fall semester to the spring semester.

Fall-to-Fall

Fall	Fall Enroll	Grad	Fall2 Enroll	Retention
2016	3386	577	1564	63.2%
2017	3392	605	1574	64.2%
2018	3334	661	1556	66.5%
2019	3342	Unable to provide, awaiting Fall 2020 Comprehensive Curriculum Student Report (CCSR), February 2021		

Source: Curriculum Registration Progress Financial Aid Report (CRPFA)

**Baseline:** 64.6% (2016-17 = 63.2%; 2017-18 = 64.2%; 2018-19 = 66.5%)  
**Standard:** 67%  
**Target:** 70%

**Analysis of the data:** 2019-20 data are not yet available (after February 5th).

**Results of action items:**

1. Data for 2019-20 are not yet available.

**3) Completion rates**

Annual Completion Rate by Fall Enrollment Cohort				
Fall	Fall Enrollment Cohort	Completers (Unduplicated)	Completion Rate	Annual Completers (Unduplicated)
2016	3386	790	23%	879
2017	3392	881	26%	1031
2018	3334	902	27%	982
2019	3342	853	26%	934

**Baseline:** 25.3% (2016=23%; 2017=26%; 2018=27%)  
**Standard:** 27%  
**Target:** 29%

**Analysis of the data:** Fall 2019 completion rates were 26%, down 1% from the previous year and just below the set standard.

**Results of action items:**

1. The college is using targeted strategies to help increase completion rates, such as academic tutoring and the use of Success Coaches as part of a U.S. Department of Education Title III grant.

**4) Institutional annual duplicated and unduplicated**

<b>Duplicated</b>	
<b>Curriculum Completers</b>	
<b>Graduation Year</b>	<b># of Completers</b>
2017-18	1,420
2018-19	2,136
2019-20	1,574

**Duplicated**

**Baseline:** 1710 (2017-18=1420; 2018-19=2136; 2019-20=1574)  
**Standard:** 1750  
**Target:** 1775

<b>Unduplicated</b>	
<b>Curriculum Completers</b>	
<b>Graduation Year</b>	<b># of Completers</b>
2017-18	902
2018-19	1,134
2019-20	946

**Unduplicated**

**Baseline:** 994 (2017-18=902; 2018-19=1134; 2019-20=946)  
**Standard:** 1050  
**Target:** 1100

**Analysis of the data:** Duplicated completion in 2018-19 was an anomaly as this was the year that Wayne Community College utilized its planning and governance structure to redesign all academic programs and student support services through our Clearing a Path to Student Success (CAPSS) initiative. This campus-wide initiative embraces the “guided pathways” model and has resulted in significant measurable improvements to student completion and increased employability skills. WCC’s comparison data for 2012-2018 indicate that duplicated student completions have increased by 75.5% (2012 = 809 completions, 2018 = 1,420 completions) and unduplicated completions have increased by 42.7% (2012 = 632 completions, 2018 = 902 completions), even while student headcount decreased by 14.4% (2012 = 5,176 students, 2018 = 4,433 students) for the same time period.

The implementation of CAPSS created intentional change such as restructuring academic programs to reduce electives, reducing program semester hour requirements for degree



attainment, providing diplomas and certificates within degree programs for stackable credentials, and providing industry-recognized certifications. The college's Academic and Student Services Committee implemented processes to automatically enroll new students into diplomas and certificates within their degree plan, allowing students to earn these credentials without administrative barriers. Students are now notified of their eligibility for graduation upon completion of a credential and are no longer required to pay a graduation fee.

**Results of action items:**

1. Campus-wide guided pathways.
2. Restructured academic programs to reduce electives.
3. Reduced program semester hour requirements for degree attainment.
4. Diplomas and certificates are built into degree programs to create stackable credentials.
5. The graduation fee was eliminated.

**5) National Student Clearinghouse**

National Student Clearinghouse - Six Year Outcomes		
Cohort	Total Enrolled #	Total Completion Rate
Fall 2011	487	41.16%
Fall 2012	478	41.25%
Fall 2013	499	49.33%

**Baseline:** 43.9% (Fall Cohorts-2011=41.16%; 2012=41.25%; 2013=49.33%)

**Standard:** 45%

**Target:** 47%

**Analysis of the data:** The Enrollment Reporting and Degree Verify services of the National Student Clearinghouse measures the fall cohorts are recorded as a six-year outcome. Fall 2014 data are not yet available to be able to make a determination regarding how the college is meeting this measure.

**Results of action items:**

1. Not applicable at this time.

**6) Job Placement rates – Program Reviews**

**Analysis of the data:** The Office of Institutional Effectiveness recommended to the Planning Council the deletion of tracking job placement rates through program reviews and replace with the use of College Central Network as a method of tracking job placement rates. The Planning Council approved the deletion and revision of the strategic priority and key performance indicator on September 24, 2020.

**Results of action items:**

1. Not applicable.

**7) First-year progression (NCCCS Performance Measure)**

Year	Cohort	12 Hrs Att	12 Hrs Succ	% Success
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%
2018-2019	749	59 / 8%	430 / 57%	63 / 8%	73.7%

*Source: NCCCS Performance Measures for Student Success Report*

**Baseline:** 71% (2016 = 68%; 2017 = 70%; 2018 = 73.7%)

**Standard:** 73%

**Target:** 75%

**Analysis of the data:** WCC achieved a performance of 73.7% in the First-Year Progression performance measure. This reflects a 3.8% (73.7%) increase from the previous year’s performance (69.9%).

The First-Year Progression Performance Measure subcommittee is focusing on ACA 111 course design and utilizing Achievement Coaches for teaching. We hope that with the redesign of the course and delivery of the course by the Achievement Coaches teaching, student will form a bond with the Coaches in their first semester, ensuring students return the next semester, subsequent semesters, and on to completion.

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

1. **Action Item #1:** Utilize Achievement Coaches in an effort to increase student success in courses and programs.  
Results: Achievement Coaches are now going to teach ACA 111 as a way to connect with students in an effort to increase connections, retention, and positive outcomes.
2. **Action Item #2:** Create opportunities for students to connect and create a feeling of belonging.  
Results: Rebranding to “First Year Experience” where we focus on creating anchors through better interpersonal relationships with Achievement Coaches.
3. **Action Item #3:** Centralize ACA course to improve consistency and success-based instruction.  
Results: Course being redesigned to offer a consist message through a central source.

**8) Curriculum student completion (NCCCS Performance Measure)**

Year	Cohort	% Grad & Transfer	% Grad – Not UNIV Transfer	% Transfer	% Retain (36 Hours)	% Total
2013	725	13%	17%	19%	2%	49.4%

Year	Cohort	% CC Grad & Univ Transfer	% CC Grad, Not Univ Transfer	% Univ Transfer, Not CC Grad	% Retain (42 Hrs) Did Not CC Gradu or Univ Transfer	% Grad, Transfer, or Retained (42 hrs)
2014	753	7%	27%	17%	4%	54.7%
2015	812	81 / 10.0%	243 / 30%	130 / 16%	38 / <5%	60.6%

*Source: NCCCS Performance Measures for Student Success Report*

**Baseline:** 55.8% (2013 = 52%; 2014 = 55%; 2015 = 60.6%)  
**Standard:** 58%  
**Target:** 62%

**Analysis of the data:** WCC is at 60.6% for 2015, which exceeded the NCCCS excellence level of 52.7%.

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

1. Action Item #1: Advisors will continue to meet with advisees regularly to discuss grades, graduation requirements, curriculum progress and report the sessions in Aviso. Once fully implemented and training is complete, the processes used in Aviso will transition over to the new Self-Service software.  
Results: It is difficult to determine how well this action is working at this time, as some faculty are utilizing Aviso and some are not.
2. Action Item #2: Advisors will continue to use the new student applicant chart or APLS in Colleague to contact applicants to aid them in transitioning from an applicant to a student. Faculty members have access to ASUM in Colleague to assist in transitioning an applicant to a student. Advisors should contact applicants and new students just before registration to remind them to come in and schedule classes.  
Results: It was determined that only the Business & Computer Technologies division faculty were using the chart.
3. Action Item #3: Pre-Curriculum will continue to host a "meet your advisor" event at the beginning of every semester to allow the students to talk with the advisor and get more information on their program of choice.  
Results: COVID-19 made the in-person "meet your advisor" an impossible action item for 2019-20.

9) Student success rate in college-level English courses (NCCCS Performance Measure)

Year	Students	# Enrolled in English	Successes	% Success
Fall 2012 Cohort* 2015 NCCCS Report	704	n/a	308	43.8%
Fall 2013 Cohort 2016 NCCCS Report	773	535	410	53.0%
Fall 2014 Cohort 2017 NCCCS Report	626	467	362	57.8%
Fall 2015 Cohort 2018 NCCCS Report	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
Fall 2015 Cohort 2019 NCCCS Report	716	601	497	84%	69.4%
Fall 2016 Cohort 2020 NCCCS Report	705	594	498	84%	70.6%

*Source: NCCCS Performance Measures for Student Success Report*

**Baseline:** 67.8% (2014 = 64%; 2015 = 69%; 2016 = 70.6%)  
**Standard:** 69%  
**Target:** 71%

**Analysis of the data:** From cumulative summative data gathered from 2012-2015 Student Performance Measures in English, the 20% increase in student success can in large part be attributed to the policy change to measure success rate in college English courses within the first three rather than the first two years. This policy change particularly affected students at WEMCHS, who enrolled in English 111 in their junior year (considered their third year of college), and were therefore not considered successful by that measure even if they passed the course on the first attempt. The policy change is a more accurate and fair way to measure student success.

In the 2019-2020 academic year, the English department measures were green again and showed gradual improvement, fortifying our recommendation to maintain the strategies from previous years that lent to this success. This is the last year of DRE courses, and the faculty who teach those courses are trusted partners with tested skills. These faculty will become our co-requisite teachers whom we have prepared to partner with for the RISE courses. RISE is designed to prevent students who come with weaker skills from taking longer to complete a program and thus from stalling out, as research has indicated. We acknowledge that some data concerning RISE may not be consistent between institutions because not all schools have implemented the program at the same time. Our first year of data will be the 2020-2021 academic year.

WCC also implemented mitigating measures to help with student attrition during the COVID-19 shut down in March. Measures included flexibility in virtual teaching. Instructors could use synchronous or asynchronous methods, increased student communication, and were flexible in late policies and attendance as needed on a case-by-case basis. These strategies may not have been planned, but were necessary during a time of crisis to reassure students that they could complete the course and that faculty and WCC as a whole were advocates for them. These strategies helped ensure student success.

In the 2020-2021 academic year, we will implement the plan for RISE. Next year will be our baseline for analysis of student success. With co-requisite faculty and English instructors working collaboratively, we can navigate student's needs as a team, providing additional support in English language and writing fundamentals to increase student proficiency and success in English 111.

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

1. **Strategy Item #1:** To prepare for RISE and working with co-requisite instructors who are not in our department.  
Action: Use a professional approach to working with experienced and respected co-requisite teachers including planning and scheduling, communication, and assessing student growth.  
Results: Dr. Rollins conducted both whole department meetings and small group meetings to plan for and strategize an approach to communicate with co-requisite instructors. 4 instructors volunteered for the pilot course during the fall semester.
2. **Strategy Item #2:** Lower class sizes of 22 or lower.  
Action: Cap English courses at 22.  
Results: This was implemented in Fall 2019 and has proven successful. We plan to continue this strategy in 2020-21.
3. **Strategy Item #3:** Maintain strategies that have worked in the past to keep the English Performance Measures green.  
Action: Maintain other strategies that contribute to success: continue to ensure that English courses have preferred use of classrooms with computers, instructors have access to Inquisitive if they choose.  
Results: Access to classrooms with computers has been honored this year as have resources such as Inquisitive if the instructor chose. Inquisitive is an online program that reinforces the mechanics of writing begun in the classroom, including grammatical conventions, documentation, ethical and appropriate source use. As instructors give feedback on student work, they refer students who need more practice in an area to specific lessons for targeted instruction.

## 10) Student success rate in college-level Math courses (NCCCS Performance Measure)

Year	Students	# Enrolled in Math	Successes	% Success
Fall 2014 Cohort 2017 NCCCS Report	626	229	171	27.3%
Fall 2015 Cohort 2018 NCCCS Report	684	289	207	30.3%

Source: NCCCS Performance Measures for Student Success Report

\*Past results associated with 2016 proposed measures

Year	Cohort	Enrolled	Enrolled & Successful	% College-Level MAT Enrollment	% Enrolled and Successful
Fall 2015 Cohort 2019 NCCCS Report	716	439	343	61%	47.9%
Fall 2016 Cohort 2020 NCCCS Report	705	411	322	58%	45.7%

Source: NCCCS Performance Measures for Student Success Report

**Baseline:** 44% (2014 = 39%; 2015 = 48%; 2016 = 45.7%)

**Standard:** 46%

**Target:** 48%

**Analysis of the data:** An additional 4 students would have moved the measure to “met or exceeded excellence level” or “green.” The 45.7% was “above college average” or “yellow.” While some NC community colleges had begun the implementation of RISE, WCC was in the planning phases which could have affected the state baseline. The length of the transition from developmental to co-requisite models throughout the state, caused the data to have inconsistencies among schools.

Next year, we will implement the remaining co-requisite courses within the math department. We will continue training and ongoing analysis of student success.

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

1. Strategy Item #1: Prepare for the implementation of RISE.

Action: Pilot a couple of sections of Mat 071 with our Mat 171 courses Spring 2020. (Curriculum Math Department).

Results: The math department met bi-weekly to plan the curriculum for the co-requisite courses. Vocabulary, content, “life skills” and growth mindset materials were prepared for Mat 021, 043, 052, and 071. This has proven to be successful for common curriculum development across the department.

Hybrid classes of the 071 pilot

- 80% of the students completed MAT 071 successfully (8 of 10).
- 70% of the students completed both MAT 071 and MAT 171 successfully (7 of 10).

Online class of the MAT 071 pilot,

- Due to small sample size (n=3), we are not confident in the validity of the results, 33% success.
- At the recommendation of the department, we will not continue this model for Mat 071. The instructors did not feel the online version allowed students the opportunity to engage with the instructor to get the necessary support.

The instructors of the pilot held a professional development session for all Fall 2020 co-requisite instructors in July 2020. The pilot was successful in preparing the department for the full implementation of RISE.

2. **Strategy Item #2:** Prepare campus for the implementation of RISE.

**Action:** Provide training for all faculty advisors detailing how to place students into the correct math course based on high school GPAs and other factors. For example, enroll students in Mat 171 stand-alone or Mat 171/071 co-req model or Transition Center. (Tammy Bishop).

**Results:** Training sessions, both virtual and on campus, were held by the RISE coordinator for all divisions during the Spring, Summer, Fall 2020 semesters. In addition, the College Transfer Advising Center offered additional training for RISE placement advising.

On-going action item for 20-21.

**B. Basic Skills Student Progress (NCCCS Performance Measure)**

YEAR	Adult Basic and Secondary Education						English as a Second Language						Total	
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	POP	MSG
	POP/MSG	POP/MSG	POP/MSG	POP/MSG	POP/MSG	POP/MSG	POP/MSG	POP/MSG	POP/MSG	POP/MSG	POP/MSG	POP/MSG		
2017-18	48 58%	203 57%	432 52%	251 47%	103 40%	68 51%	26 58%	47 49%	118 56%	98 47%	87 40%	89 22%	1570	48.7%

Source: NCCCS Performance Measures for Student Success Report

YEAR	Adult Basic and Secondary Education						English as a Second Language			Total		
	Levels 1-4			Levels 5-6			Levels 1-6			POP	MSGs	MSG
	POPs	MSGs	MSG	POPs	MSGs	MSG	POPs	MSGs	MSG			
2018-19	877	395	45%	168	87	52%	467	205	44%	1512	687	45.4%

Source: NCCCS Performance Measures for Student Success Report

**Baseline:** 47% (2017-18 = 49%; 2018-19 = 45.4%)  
**Standard:** 49%  
**Target:** 51%

**Analysis of the data:** The Transitional Programs for College and Career Basic Skill Progress was 45.4%. This was above the College Average level in Student progress. We added a math fundamentals class for ABE/HSE students so that students could attend a class face to face with a math instructor as well as study through our computer software. Students will have the opportunity to use Edgenuity which should help to increase progress and completion.

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

1. Strategy Item #1: Transition from paper based TABE assessment to computer based TABE assessment  
Results: Transition to computer based TABE testing was put on hold due to the pandemic.
2. Strategy Item #2: Implement a Math Fundamental class for ABE/HSE students  
Results: Math Fundamental class has been created and is continuing online and face to face.

**1) Student transition rate to post-secondary programs**

Workforce Continuing Education Transition Rate to Curriculum			
Program Year	Number of Completers	Curriculum (Spring, Summer, or Fall)	% Transition
2016-17	135	11	8%
2017-18	123	7	6%
2018-19	82	4	5%
2019-20	16	3	19%

**Baseline:** 6.33% (2016-17=8%; 2017-18=6%, 2018-19=5%)  
**Standard:** 8%  
**Target:** 10%

**Analysis of the data:** The transition rate to curriculum programs significantly increased, percentage wise, from 2018-19 to 2019-20 due to a decreased number of completers overall. Overall, this is one less student than the previous year (from 4 students down to 3 students who transferred).

**Results of action items:**

1. There are programs in place to help students transition into college-level programs. Specifically, the Basic Skills Plus program allows students to take Adult High School (AHS) or a High School Equivalency (HSE) while also taking college-level courses in areas such as CNA, machining, EMT, welding, medical office administration, industrial systems technology, certified production technician, and turfgrass management.



## 2) Volunteer Framework of Accountability (VFA) Adult Basic Education (ABE) measure

Voluntary Framework of Accountability (VFA) Adult Basic Education (ABE) - ABE Completers Who Enrolled in More Education				
Cohort Year	ABE Cohort	Completers	Enrolled in More Education	%
2014-15	2002	182	28	15.4%
2015-16	1962	115	18	15.7%
2016-17	1732	140	18	12.9%

**Baseline:** 14.5% (2014-15=15.4%; 2015-16=15.7%; 2016-17=12.9%)  
**Standard:** 16%  
**Target:** 18%

**Analysis of the data:** 2017-18 data are not yet available (after September 2021).

### Results of action items:

1. Not applicable at this time.

## C. Licensure and Certification passing rates (NCCCS Performance Measure)

Year	Test Takers	Weighted Test Takers	Passers	Weighted Passers	Weighted Index Score
2017-18 2019 NCCCS Report	255	277	199	219	1.00
2018-19 2020 NCCCS Report	301	325	230	253	0.98

*Source: NCCCS Performance Measures for Student Success Report.*

**Baseline:** 0.98 (2018-19; new method of measurement using weighted index scores)  
**Standard:** 1.00  
**Target:** 1.05

**Analysis of the data:** 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.

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.

The Fire Inspection, Nurse Aide, and Real Estate Sales are licensure and certification exams were identified by the NCCCS as exams to be measured in 2019 and reported in the 2020 NCCCS Performance Measures for Student Success Report. The Planning Council's Performance Measures Licensure and Certification Passing Rate Subcommittee Chair identified a representatives to address the new measures. These new representatives will identify action/strategy items in the 2019-20 Licensure and Certification Passing Rate's year-end report to measure and report on in the 2020-21 year-end report.

### **Results of action items:**

#### **Basic Law Enforcement Training (BLET)**

1. Action Item #1: Implement various instructional strategies to enhance the reading skills of students, i.e., such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.

Results: 93% of the students successfully completed their requirements for completion of their certificate requirements.

2. Action Item #2: Implement the hypothetical simulations to support student's Educational Objectives for Success that guides students to achieve strategies associated with real world scenarios in the course by monitoring and reviewing with each student their progress after each practical skills evaluation.

Results: Assessment of this action item was based upon the evaluation of the student's educational objectives by utilizing a performance skills evaluation.

Approximately 91% of the students successfully completed their practical skills on the first attempt. 100% of the students completed their hypothetical scenario evaluations after remedial with the instructor.

3. Action Item #3: Implement critical thinking exercises so that the students will develop a better understanding of the central core of the program directed towards one becoming a law enforcement officer.

Results: 100% of the students were provided written exercises and instructors for the selected blocks of instruction provided feedback to the student after evaluation of their assignment. The assignments will be retained as part of the student's file.

#### **Dental Hygiene**

1. Action Item #1: Revision of the CD&R exercise to more closely mirror the regional clinical board detection & removal component (8-5-3 criteria). Students will be required to complete the exercise in both the fall & spring semester of their final year.

Results: 92.5% of the students successfully completed the CD & R exercise on their first attempt for Fall 2019. The CD & R exercise was not able to be completed and assessed as it was in the Fall 2019 semester due to COVID-19 restrictions.

2. Action Item #2: Continue bi-annual clinical faculty calibration sessions with focus on calculus detection through the use of Calculus Calibrators (DH Planning Objective).

Results: Based on the feedback from 14 faculty members in the Fall 2019 semester and 13 faculty members in the Spring 2020 semester, the faculty provided feedback that the consistency of evaluation in clinic and calibration session was successful rendering a 91.5% success rate on the CD & R exam.

3. Action Item #3: Continue implementation of CITA Mock Clinical Examination for DH2 students with use of Calculus Calibrators (DH Planning Objective) to increase calculus detection accuracy.

Results: Based on the feedback from faculty & students and the CITA pass rates, 100% of the students successfully completed the CITA on their first attempt.

### **Detention Officer**

1. Action Item #1: Implement various instructional strategies to enhance the reading skills of students, i.e., such as reading current event articles and requiring the students to complete a written summary as well as implement critical thinking exercises, etc. in an effort to increase student's reading level and comprehension to increase the pass rate on the state exam.

Results: 100% of the students were provided a written assignment and the law enforcement faculty/staff provided an assessment of the student's assignment providing the student with feedback and an overall assessment on their completed assignments. The results for state certification exam pass rate for first time test takers for the Fall 2019 and Spring 2020 classes was 100%.

2. Action Item #2: Implement a written assignment strategy designed to support student's Educational Objectives for Success that guides students to achieve success in the course by monitoring and reviewing with each student their progress on a weekly basis.

Results: 100% based upon the evaluation of the students by utilizing a performance skills evaluation.

### **Emergency Medical Services**

1. Action Item #1: Ensure that 100% of the EMS programs (EMT and Paramedic) incorporate a cross training strategy with Law Enforcement (BLET) and Fire Academy to better understand duties and disciplines of each other.

Results: 100% of the EMS programs, both EMT-Basic and Paramedic cross trained with law enforcement and fire services on a continual basis throughout the academic year. Some of the training that was included was a modified physical fitness training session, rescue task force, and protocol for a downed firefighter.

2. Action Item #2: Implement a minimum of two additional certification courses within the EMT and Paramedic programs to ensure students are workforce ready upon completion of their respective program, i.e., Emergency Vehicle Driving (EVD), Traffic Incident Management (TIMS), National Incident Management Systems (NIMS), and/or Crisis Intervention Team (CIT) Training to promote more knowledgeable and professional EMS personnel applicants.

Results: 100% of the students completed three (3) additional certifications to include: Emergency Vehicle Driving (EVD), Traffic Incident Management (TIMS), and National Incident Management Systems (NIMS).

3. Action Item #3: Continue to implement the “Skills Assessment” workbook into the EMT program and clinical setting to ensure the competencies and confidence of students performing said skills.  
Results: 100% of the students completed the “Skill Assessment” workbook. The student success rate for EMS during this past academic year was successful.

### **Nursing**

1. Action Item #1: Issue Early Alerts to all students involving attendance requirements and academic progress concerns.  
Results: Early Alerts were administered for 100% of PN and ADN students who were not passing the course. The standard Early Alert form was utilized, which includes contact names and numbers for resources that are available to students on campus. Several students were referred directly to Counseling Services. Students voice appreciation for this early interaction and intervention.
2. Action Item #2: Offer the workshop on test-taking and study skills.  
Results: 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. Action Item #3: Use alternate format questions for 10% of each unit test.  
Results: This is done consistently. Course coordinators insure at least 10% of the questions on each test are alternate format, such as select all that apply or ordered response. The National Council of the State Boards of Nursing (NCSBN) indicates that the average number of select all that apply items on the NCLEX-RN and NCLEX-PN is 30-35%; therefore, the nursing faculty aims to mirror the format of these exams as much as possible.
4. Action Item #4: Incorporate simulation experiences on all nursing courses to enhance student learning.  
Results: Clinical simulation is integrated into each course in the ADN and PN curricula. Also, faculty utilized simulation, including virtual assignments, in classes, labs, and clinical experiences throughout the year. Additionally, open labs were offered as a retention strategy in NUR 111, NUR 117, NUR 101, and NUR 102, which provided students with additional simulation opportunities. Use of simulation in the nursing department has increased from 2018 by 40% in Summer/2019, 62% in Spring/2019, and 53% in Fall/2019.

### **D. Quality Enhancement Plan (OnPoint)**

**Analysis of the data:** 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.

**Results of action items:**

1. The QEP Facilitator and Data Coordinator are still analyzing data and drafting the report for the SACSCOC Fifth-Year Interim Report. The first draft of the Impact Report has just been submitted to the SACSCOC Leadership Team for review.

**E. Annual review of external partnerships established**

**Analysis of the data:** There is no measurable data to review.

**Results of action items:**

1. Not applicable.

**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.

**Strategic Priorities:**

**A. Improve service unit outcome assessment**

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. Implement Facilities Master Plan**

Analysis: The Facilities Master Plan is regularly reviewed by the Board of Trustees and is reflected in minutes of Board meetings. The college completed the first new construction project in twelve years on the campus in July 2020. The new Ash building houses the college's automotive programs. The college is currently working on plans to renovate the Hocutt building for the welding technology program.

**C. Review key performance indicators and strategic priorities**

Analysis: The Planning Council reviewed the strategic priorities and key performance indicators at their September 24, 2020 meeting. Recommendations were discussed and revisions and deletions were approved.

**D. Identify and secure external revenue streams to support programs and services**

Analysis: The college was awarded \$3,223,653 in grants in FY 2018-19 and \$6,089,526 in FY 2019-20, an increase of 88.9%.

**E. Systematically review and replace technology to meet program and campus needs**

Analysis: The onset of COVID-19 has emphasized the college's need to assess existing technology and procure additional technology to help meet program needs for faculty, as well as the needs of administrators and staff. New laptops and computers were purchased to assist in moving faculty and staff into a tele-work friendly environment. Several frequently used classrooms were upfitted with new symposiums and cameras. The college's Technology Committee and IT Director will continue to annually review the technology plan to assess the college's technology needs.

## **Key Performance Indicators:**

### **A. Service reviews**

**Analysis of the data:** 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.

**Results of action items:**

1. Participation in the workshops has increased.
2. Service reviews are being submitted on time and with less errors, as observed by the Office of Institutional Effectiveness staff.

### **B. Annual review of Facilities Master Plan**

**Analysis of the data:** The college's VP of Operations works closely with other college administrators and the Board of Trustees to help procure funding for projects identified in the Facilities Master Plan.

**Results of action items:**

1. The Ash building was completed in July 2020.
2. Renovation of the Hocutt building has begun.

### **C. Annual review of key performance indicators and strategic priorities**

**Analysis of the data:** 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.

**Results of action items:**

1. Several key performance indicators were revised or eliminated at the Planning Council meeting in September 2020 due to the inability to measure the indicators.
2. The Office of Institutional Effectiveness assesses the Strategic Plan and KPIs annually.

### **D. Annual review of revenue streams**

**Analysis of the data:** Revenue streams are reported to the college administrators and Board of Trustees by the Vice President of Financial Services/Chief Financial Officer, Executive Director of the Foundation, and the Director of Grants Development and Management

**Results of action items:**

1. The Foundation is working on a new capital campaign in conjunction with the Board of Trustees to assist in meeting the needs identified in the Facilities Master Plan.
2. Grant awards doubled from 2018-19 to 2019-20 in large part due to CARES Act (HEERF) funding. This year was certainly an outlier for grant awards.

#### **E. Annual review of Technology Plan**

**Analysis of the data:** Data are reviewed by the Technology Committee and documented through Technology Committee meeting minutes.

**Results of action items:**

1. Due to COVID-19, the college had to expeditiously increase campus-wide technology to allow for telework and remote learning for faculty and students.