

**WAYNE COMMUNITY COLLEGE**

**STRATEGIC PLAN**

**YEAR-END REPORT**

**2020-2021**

**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 2020-2021.

**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) Expand curriculum program offerings
  - 2) Expand curriculum course offerings
  - 3) Expand Workforce Continuing Education Services (WCES) course offerings
- B. Continually review and revise the Strategic Enrollment Management Plan (SEM)
- C. Annual Headcount
  - 1) Unduplicated headcount for curriculum
  - 2) Unduplicated headcount for Workforce Continuing Education
- D. Increase training opportunities for business and industry

#### Key Performance Indicators:

- A-1. Track the number of new or expanded program offerings
- A-2. Track the number of course offerings
- A-3. Track number of courses offered
- B. Review of Strategic Enrollment Management Plan (SEM)
- C-1. Unduplicated headcount for curriculum
- C-2. Unduplicated headcount for workforce continuing education
- 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, persistence, and completion
- B. Track Basic Skills students progressing academically toward attainment
- C. Increase licensure and certification passing rates
- D. Foster educational and workforce partnerships to create broad opportunities for students

**Key Performance Indicators:**

- A. Retention, persistence, and completion
  - 1) FTE – budget FTE for curriculum
  - 2) FTE – budget for Workforce Continuing Education
  - 3) Retention – annual curriculum fall-to-fall
  - 4) Persistence – annual curriculum fall-to-spring
  - 5) Completion rates – curriculum completion rates
  - 6) Institutional annual duplicated and unduplicated
  - 7) National Student Clearinghouse
  - 8) First-year progression (NCCCS Performance Measure)
  - 9) Curriculum student completion (NCCCS Performance Measure)
  - 10) Student success rate in college-level English courses (NCCCS Performance Measure)
  - 11) 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. 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

*In the 2019-2020 reporting year, Wayne Community College established baselines, standards, and targets based on the WCC's average for each key performance indicator. These baselines, standards, and targets will be effective for reporting years 2019-2024.*

**Wayne Community College Strategic Plan  
2020-2021 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**

Analysis: Course offerings significantly decreased during the pandemic. The college is focused on not only expanding programs and course offerings, but also course methodologies.

**B. Continually review and revise the Strategic Enrollment Management Plan (SEM)**

Analysis: As a relatively new committee, the SEM committee continues to evolve. Initially the committee's focus was to increase FTE by 100 over the next five years. However, due to the loss of overall enrollment during the pandemic, the committee is focused on reaching the FTE levels of pre-pandemic.

**C. Annual headcount**

Analysis: Overall, the college saw a decrease in curriculum enrollment by 3.4% from 2020-2021 (the most recent data available for this report). Workforce continuing education saw an enrollment decline of 38%.

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

Analysis: The pandemic significantly decreased the college's ability to reach business and industry and is therefore still trying to reach pre-pandemic levels of training events and participants.

**Key Performance Indicators:**

**A-1. Track the number of new and expanded program offerings**

<b>Baseline:</b>	11 (3-year average; 2016-17 = 7; 2017-18 =18; 2018-19 = 11)
<b>Standard:</b>	12
<b>Target:</b>	13

**Analysis of the data:** Seven new curriculum programs were developed between Fall 2019 – Fall 2020 and 16 new curriculum programs were developed between Fall 2020 and Fall 2021, which exceeded the target.

**Results of action items:**

1. New programs were submitted and approved by the college's Curriculum Committee; Board of Trustees; and SACSCOC. Some of the new programs include artificial intelligence, entertainment technologies, and teacher preparation.

## A-2. Track the number of course offerings

Curriculum - Number of Courses Offered	
Reporting Year	Curriculum
2017-18	1700
2018-19	1576
2019-20	1538
2020-21	1670

Source: *Entrinsik Informer report "IE - Course Sections Schedule"*

**Baseline:** 1605 (3-year average; 2017-18 = 1700; 2018-19 =1576; 2019-20 = 1538)

**Standard:** 1625

**Target:** 1650

**Analysis of the data:** Offered 9% more courses than in 2019-20, which exceeded the target of 1650 courses.

### Results of action items:

1. Course additions and revisions were developed within the appropriate division and vetted and approved by the Curriculum Committee.

## A-3. Track number of courses offered

Continuing Education - Number of Courses Offered	
Reporting Year	Continuing Education
2017-18	1379
2018-19	1377
2019-20	1311
2020-21	1018

Source: *Entrinsik Informer report "IE - Course Sections Schedule"*

**Baseline:** 143 (3-year average; 2016-17 = 130; 2017-18 = 148; 2018-19 =152)

**Standard:** 150

**Target:** 155

**Analysis of the data:** The number of courses has decreased by 22% and did not meet the set baseline.

### Results of action items:

1. HRD courses saw the biggest decline because faculty and staff were not able to get into correctional and rehabilitation agencies during this time. Faculty are hopeful that they will be able to re-enter these facilities soon.

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

**Analysis of the data:** The SEM Committee met on October 7, 2020; February 25, 2021; April 15, 2021; June 10, 2021; October 8, 2021; November 4, 2021; and December 3, 2021.

### Results of action items:

1. Developed working definition of SEM – to help with the onboarding, marketing, and keeping students connected
2. Created data dashboards to monitor enrollment more frequently
3. Reviewed best practices from across the state
4. Plan to increase advertising / marketing
5. Plan to increase use of social media
6. Will work with North Carolina Community College System Office consultant who can help develop a new SEM plan
7. Will apply for grant funding to support student recruitment through graduation

## C. Annual headcount – unduplicated for curriculum (C-1) and continuing education (C-2)

Year	Curriculum	Con Ed
2017-18	4437	7326
2018-19	4397	6832
2019-20	4342	6064
2020-21	4193	3776

*Sources: Fall, Spring, and Summer Headcount Data Marts*

### Curriculum

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

**Standard:** 4436

**Target:** 4480

**Analysis of the data:** Curriculum headcount is down 3.43%, which did not meet the set baseline.

### Results of action items:

1. Many course offerings were offered online due to COVID. It has been difficult to recruit and retain students who do not prefer to take courses online.

### Continuing Education

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

**Standard:** 6808

**Target:** 6876

**Analysis of the data:** Continuing education is down 38%, which did not meet the set baseline

### Results of action items:

1. Long-standing off-campus sites such as DART and Neuse Correctional were closed to outside agencies. Therefore, WCC faculty were not able to serve students in these facilities, resulting in the drastic decrease in headcount.

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

**Baseline:** 38 (Number of trainees served as reported to NCCCS –  
3-year average, 2017-18 = 35; 2018-19 = 38; 2019-20 = 40)

**Standard:** 40

**Target:** 43

**Analysis of the data:** Did not meet the baseline

**Results of action items:**

1. Many businesses and industries were not allowing outside entities into their facilities due to COVID-19.



**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 the department chair and program faculty. 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 of an initiative of a U.S. Department of Education 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.

**Key Performance Indicators:**

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

2020-2021: ILO #5 (Natural Sciences) - Interpret or analyze natural phenomena using concepts and principles of the natural sciences. (Baseline = 76%; Standard = 78%; Target = 80%). 166 of 177 signature assignments were collected.

2020-2021: ILO #6 (Social Sciences) - Explain social phenomena or behaviors by applying concepts and principles of the social or behavioral sciences. (Baseline = 78.5%; Standard = 80%; Target = 90%). 225 of 534 signature assignments were collected.

**Analysis of the data:** For ILO #5, only 72% of students met or exceeded the expectations based upon the rubric (did not meet baseline). For ILO #6, only 70% of students met or exceeded the expectations based upon the rubric (did not meet baseline).

**Results of action items:**

1. For ILO #5, science faculty will: improve online lectures; stress critical thinking; and focus on observational skills

- For ILO #6, college transfer faculty will: identify and strategically integrate common themes across the social and behavioral science disciplines; faculty will create a new signature assignment

## B. Program reviews

**Analysis of the data:** For the 2020-2021 academic year, program reviews in the college transfer and business and computer technologies divisions were submitted. All other areas submitted outcome follow-ups.

### Results of action items:

- Please see individual program reviews

## C. Utilization of teaching and learning center

Year	Participants	Trainings
2019-20	40	7
2020-21	49	11

*Source: Title III Report, Data Sets*

### Participants

**Baseline:** 40 (2019-20, first year of data available)

**Standard:** 45

**Target:** 50

### Trainings

**Baseline:** 7 (2019-20, first year of data available)

**Standard:** 10

**Target:** 13

**Analysis of the data:** The CTLE achieved the Standard for Training sessions offered and nearly met the Target for Participants.

### Results of action items:

- Initiative:** Implement training for new faculty on-boarding  
**Results:** This initiative continues with sessions at the start of fall and spring semesters, for 2020-21 ten new faculty participated in the session. Feedback continues to be positive and we continued to adapt the presentation to meet the specific needs of new faculty.
- Initiative:** Purchase 4 laptops for CTLE  
**Results:** Two laptops were loaned to faculty during Covid easing the pivot to fully online course delivery for face-to-face courses. The remaining two laptops were configured to all eLearning and CTLE staff to access valuable campus resources while working from home.
- Initiative:** Create a CTLE Advisory Group and center  
**Results:** The center has been created and the advisory group has met. The goal now is to familiarize new and existing instructors with the CTLE and how it can support them.
- Initiative:** Support the needs of adjunct faculty for online course design and Moodle operations.  
**Results:** This initiative was in direct response to Covid, but supporting adjunct faculty remains a CTLE focus with the offer of evening support sessions continuing.

5. Initiative: Provide students with an in-course resource to support their readiness for online learning.  
Results: The Moodle Orientation course v.2 has awarded 427 digital badges.
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: Creation of an information guide 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%
2018-19	96	83 / 86%	86%	188	170 / 90%	90%	284	253 / 89.1%	89.1%

*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:** A total of 284 students were included in the cohort for this measure. Of the 284, 253 students were retained (remained enrolled) for a persistence rate of 89.1%, resulting in a yellow on the “stop light” report (below excellence level, above college average). The 253 students represent 170 associate degree and 83 with 30+ hours. The demographics of the 31 students not retained (enrolled) were 19 female, 12 male, and 5 of those were CCP students. Calculating the measure to achieve a “green” performance (met or exceeded excellence level), the college would have needed only six more students to be retained. In regards to performance funding, the college lost approximately \$9,000.

#### **Action items: (Performance Measures Action Items and Assessment of Action Items, 2019-2024)**

1. Action Item #1: Enhanced focus on CCP students.  
Assessment of Action Item: 1) Ensure CCP students remain enrolled and retained. 2) Provide high school counselors with student progress reports. 3) High school recruitment, assisting them in the application process in the high schools. 4) Promote Bison Benefits scholarship program. The assessment of these action items will happen concurrently each academic semester.
2. Action Item #2: Students enrolled in ACA 122 will create an academic transfer plan designed to ensure transfer to a four-year college or university.  
Assessment of Action Item: 100% of students who complete an ACA 122 course will create an academic transfer plan as part of their course objectives. This will happen concurrently each academic semester.

3. Action Item #3: Provide greater opportunities for students to be exposed to college and university representatives through regular visits to WCC.

Assessment of Action Item: The College Transfer Advising Center will continue to schedule visits with college and university representatives. Ongoing and as allowed due to COVID restrictions.

**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, persistence, and completion**

Analysis:

- Curriculum retention exceeded the baseline of 64.6% (was 65.4%), but did not meet the standard of 67%
- Curriculum persistence exceeded the baseline of 78.4% (at 78.7%), but did not meet standard of 80%
- Curriculum completion exceeded the baseline of 25.3% (at 26%), but did not meet the standard of 27%

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

Analysis: Did not meet the baseline of 47% set by the NCCCS (only achieved 31.6%)

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

Analysis: Exceeded the baseline of 0.98 index score set by the NCCCS (at 1.04); exceeded the standard of 1.00; did not meet the target of 1.05

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

Analysis: Not able to be quantified

**Key Performance Indicators:**

**A. Retention, persistence, and completion**

**1) FTE – budget FTE for curriculum**

Year	Curriculum
2017-18	2895.47
2018-19	2912.21
2019-20	2836.93
2020-21	2683.47

*Source: Curriculum Institutional Class Reports (CU – 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:** Decreased by 5.4% from 2019-20 to 2020-21, which did not meet the baseline

**Results of action items:**

1. COVID-19 had a significant (negative) impact on the college's Budget FTE

**2) FTE – budget FTE for continuing education**

Year	Con Ed
2017	668.67
2018	817.18
2019	749.54
2020	448.20

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

**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:** Decreased by 40% from 2019-20 to 2020-21, which did not meet the baseline

**Results of action items:**

1. COVID-19 had a significant (negative) impact on the college's Budget FTE

**3) Retention – annual curriculum fall-to-fall**

Fall-to-Fall

Fall	Fall Enroll	Completers (Did not Return)	Retained	Stop Out	Persistence
2016	3386	577	1564	1245	63.2%
2017	3392	605	1574	1213	64.2%
2018	3334	661	1556	1117	66.5%
2019	3342	573	1613	1156	65.4%

Sources: Fall and Spring Comprehensive Curriculum Student Report (CSR) and Entrinsik Informer report "IE - Graduates - Acad Credentials by Term by Program Code"

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

**Standard:** 67%

**Target:** 70%

**Analysis of the data:** Exceeded the baseline of 64.6% (at 65.4%), but did not meet the standard

**Results of action items:**

1. COVID-19 had a significant (negative) impact on student retention

4) Persistence – annual curriculum fall-to-spring

Fall-to-Spring

Fall	Fall Enroll	Completers (Did not Return)	Retained	Stop Out	Persistence
2016	3386	91	2504	791	76.6%
2017	3360	120	2524	716	78.7%
2018	3334	110	2517	707	78.8%
2019	3342	132	2498	712	78.7%
2020	3181	136	2326	719	77.4%

Sources: Fall and Spring Comprehensive Curriculum Student Report (CCSR) and Entrinsik Informer report "IE - Graduates - Acad Credentials by Term by Program Code"

**Baseline:** 78.4% (2016=76.6%; 2017=79.7%; 2018=78.8%)  
**Standard:** 80  
**Target:** 82

**Analysis of the data:** Exceeded the baseline of 78.4% (at 78.7%), but did not meet the set standard

**Results of action items:**

1. COVID-19 negatively impacted fall-to-spring persistence

5) Completion rates – curriculum 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	855	26%	936

Sources: Fall Comprehensive Curriculum Student Report (CCSR) and Entrinsik Informer report "IE - Graduates - Acad Credentials by Term by Program Code"

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

**Analysis of the data:** Exceeded the baseline of 25.3% (at 26%), but did not meet the standard

**Results of action items:**

1. COVID-19 negatively impacted student completion

6) Institutional annual duplicated and unduplicated

Duplicated	
Curriculum Completers	
Graduation Year	# of Completers
2017-18	1,420
2018-19	2,136
2019-20	1,574
2020-21	1,661

Source: Entrinsic Informer "IE - Graduates - Acad Credentials by Term by Program Code" Report

**Duplicated**

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

**Standard:** 1750

**Target:** 1775

Unduplicated	
Curriculum Completers	
Graduation Year	# of Completers
2017-18	902
2018-19	1,134
2019-20	946
2020-21	935

Source: Entrinsic Informer "IE - Graduates - Acad Credentials by Term by Program Code" Report

**Unduplicated**

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

**Standard:** 1050

**Target:** 1100

**Analysis of the data:** Did not meet the baseline

**Results of action items:**

1. COVID-19 negatively impacted student completion



7) National Student Clearinghouse report

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%
Fall 2014	443	51.05%
Fall 2015	402	56.70%

Sources: Wayne Community College National Student Clearinghouse Enrollment

**Baseline:** 43.9% (Fall Cohorts-2011=41.16%; 2012=41.25%; 2013=49.33%)  
**Standard:** 45%  
**Target:** 47%

**Analysis of the data:** Exceeded the baseline, standard, and target

**Results of action items:**

1. Because this is a six-year outcome, COVID-19 did not have a significant impact on the results

8) First-year progression (NCCCS Performance Measure)

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%
2019-2020	761	51 / 7%	410 / 54%	57 / 7%	68.1%

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:** The College achieved a 68.1% performance of this measure, resulting in a yellow on the “stop light” report (below excellence level, above college average). In order to achieve a “green” performance (met or exceeded excellence level), the College needed 30 more students to remain enrolled, making progress toward their completion. With the benefit of those 30 students, WCC would have received their full potential quality funding of \$37,474. In the cohort of 761 students, 242 did not graduate or re-enroll the following Fall semester, and 104 were CCP (Career and College Promise) students.

**Action items: (Performance Measures Strategies and Results, 2019-2024)**

1. Action Item #1: Review and investigate the data.  
Assessment of Action Item: 1) Pull cohort listing of students for each term. 2) Address issues or implement actions within that semester to retain those students. 3) Utilize Achievement Coaches to retain students. This will happen each academic semester.
2. Action Item #2: Enhanced focus on CCP students.  
Assessment of Action Item: 1) Ensure CCP students remain enrolled and retained. 2) Provide high school counselors with student progress reports. 3) High school recruitment, assisting them in the application process in the high schools. 4) Promote Bison Benefits scholarship program. This will happen concurrently each academic semester.

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

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%
2016	798	91 / 11%	200 / 25%	151 / 19%	42 / 5%	60.7%

*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:** The College achieved a 60.7% performance of this measure, resulting in a yellow on the “stop light” report (below excellence level, above college average). To achieve a “green” performance (met or exceeded excellence level), the College needed 6 more students to graduate, transfer, or remain enrolled. The non-successful population was 314. Of the 314, the majority of the cohort was under the age of 18, representing the 104 who were CCP or high school students who did not continue their education at WCC or another college or university. The average CCP student completes 6 hours, not the recommended 12 hours which affects the performance of this measure. However, the successful students are CCP (55.8%) as compared to the traditional student (44.2%).

**Action items: (Performance Measures Strategies and Results, 2019-2024)**

1. Action Item #1: Review and investigate the data.  
Assessment of Action Item: 1) Pull cohort listing of students for each term. 2) Focus on vulnerable students, which would impact their progress toward completion. 3) Utilize Achievement Coaches to reach out to the stop-outs and try to get those students to re-enroll. 4) Address issues or implement actions within that semester to retain those students. This will happen each academic semester.
2. Action Item #2: Enhanced focus on CCP students.  
Assessment of Action Item: 1) Ensure CCP students remain enrolled and retained. 2) Provide high school counselors with student progress reports. 3) High school recruitment, assisting them in the application process in the high schools. 4) Promote Bison Benefits scholarship program. 5) Look at the potential of offering a 4<sup>th</sup> math in the high schools. This will happen concurrently each academic semester.

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

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%
Fall 2017 Cohort 2021 NCCCS Report	700	582	508	83%	72.6%

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:** The measure calculates the percentage of first-time fall associate degree seeking and transfer students passing a credit-bearing English course with a “C” or better within three years. WCC’s performance was 72.6%, exceeding the excellence level (70.4%).

Efforts of the Language and Communication faculty in helping students achieve success in this measure were commended. Program Learning Outcomes have assisted in the progress of this measure along with the use of computer labs for English courses. In addition, Wayne Early Middle College High School (WEMCHS) students are eligible to take English courses and are eligible for calculation of this cohort and measure. Results show that 83% of students enrolled were eligible for the calculation of this measure.

**Action items: (Performance Measures Action Items and Assessment of Action Items, 2019-2024)**

1. Action Item #1: Continue to ensure English courses have preferred access to computer labs.  
Assessment of Action Item: Room scheduling of computer labs for English courses.

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

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%
Fall 217 Cohort 2021 NCCCS Report	700	433	338	62%	48.3%

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:** The measure calculates the percentage of first-time fall associate degree seeking and transfer students passing a credit-bearing math course with a “C” or better within three years of their first term of enrollment. WCC’s performance was 48.3%, below excellence level (54.5%), above college average (46.3%). Results show that 62% of students enrolled were eligible for the cohort and calculation of this measure.

The challenges are dual enrolled students, student preparation, and delivery methods. Some students should not be taking the online method and are better suited for the seated. Students who fail online courses, continue to enroll in online. We need to continue to advise students and encourage them to enroll in math courses suited to their skill level. The Math Department will continue to maintain the standard of offering MAT 071 face to face, not online.

Other discussion commented that the measures’ time requirement is what limits are success. Advisors must communicate to their advisees the importance of enrolling in math and English. Sometimes the focus of the student is to obtain the technical skills instead of seeking general education courses. Advising is a key role in these measures. The Math Department continues to identify and work with program departments that are not following advising recommendations to get students enrolled in math courses. The use of creative engagement activities must be utilized by instructors to maintain the students attention and enhance learning.

**Action items: (Performance Measures Action Items and Assessment of Action Items, 2019-2024)**

1. Action Item #1: Continue to offer one-on-one tutoring for all math courses.  
Assessment of Action Item: Schedule one-on-one tutoring sessions.
2. Strategy Item #2: Offering MAT 071 for students needing additional time to improve their skills in math.  
Assessment of Action Item: Schedule MAT 071 offerings for each semester and add sections if necessary.
3. Action Item #3: Enrolling students in math for programs requiring math.  
Assessment of Action Item: Reviewing program requirements with advisees and enrolling them in appropriate math courses.
4. Action Item #4: Focus on MAT 143 and MAT 171 offerings.  
Assessment of Action Item: Research MAT 143 and MAT 171 offerings.
5. Action Item #5: Instructor’s use of creative activities to engage student online learning.  
Assessment of Action Item: Provide professional development training to math faculty on how to create creative activities to engage student learning.

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

YEAR	Adult Basic and Secondary Education						English as a Second Language			Total		
	Levels 1-4			Levels 5-6			Levels 1-6					
	POPs	MSGs	MSG	POPs	MSGs	MSG	POPs	MSGs	MSG	POP	MSGs	MSG
2018-19	877	395	45%	168	87	52%	467	205	44%	1512	687	45.4%
2019-20	705	225	32%	72	28	39%	424	126	30%	1201	379	31.6%

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 measure calculates the number of periods of participation (PoP) during the program year. Number of PoPs result in measurable skills gain (MSGs) within the levels. Students must advance to higher level, within all the levels, to be counted as a gain. WCC's performance was 31.6%, above the NCCCS baseline level (15.7%) and below the college average (33.5%). Colleges submit data monthly to the System Office. In comparison, WCC ranks 5% higher than other community colleges. WCC is currently at 25% of our goal for the fiscal year.

TPCC has increased group testing opportunities, along with providing students the opportunity to test online. Another way that the Program implemented was personal contacts with the students. Providing the students periodic updates on their progress and connecting them with the support services available. Some issues that continue to be roadblocks are transportation and childcare.

**Action items: (Performance Measures Action Items and Assessment of Action Items, 2019-2024)**

1. Action Item #1: Encourage students to transition to pathways (Advanced Manufacturing, Allied Health, Applied Technologies, and Public Safety).  
Assessment of Action Item: Advise completers to transition to pathways to achieve marketable employment skills.
2. Action Item #2: Continue to build personal relationships with students.  
Assessment of Action Item: Make personal phone calls to students to encourage them to complete their adult high school credits and to schedule testing appointments.

**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	130	9	7%
2019-20	82	4	5%
2020-21	29	7	24%

*Sources: Entrisik Informer, BS-TPCC Graduation; FC-End of the Term Information by Program Code or by Advisor; NCCCS Basic Skills / CCR Power BI Report*

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

**Analysis of the data:** Exceeded the baseline, standard, and target

**Results of action items:** This year was an anomaly due to the low number of student completers

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%
2017-18	1,857	124	36	29.0%
2018-19	1,735	133	13	9.8%

Source: Voluntary Framework of Accountability (VFA) Adult Basic Education (ABE) Raw Data

**Baseline:** 14.5% (2014-15=15.4%; 2015-16=15.37%; 2016-17=12.9%)  
**Standard:** 16%  
**Target:** 18%

**Analysis of the data:** We do not currently have the data, as the VFA did not collect data for this year

**Results of action items:**

1. Not applicable

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
2019-20 2021 NCCCS Report	215	236	185	205	1.04

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 Rate (PM6) ensures programmatic coursework prepares students to practice competently in their chosen profession. PM6 created a weighted index score of first-time test-taker results on licensure and certification exams. PM6 is the only performance measure that evaluates Curriculum and Workforce Continuing Education programs because both academic areas have state-mandated exams that candidates must pass before becoming active practitioners.

The College achieved an overall index score of 1.04 index score, resulting in a yellow on the “stop light” report (below excellence level, above college average). For the reporting year 2020, the NCCCS baseline for PM6 was 0.75 weighted index score, the NCCCS college average for PM6 was 0.98 weighted index score, and the NCCCS excellence level was 1.09 weighted index score. WCC ranked 14 out of the 58 NCCCS colleges.

**Action Items: (Performance Measure Action Items and Assessment of Action Items, 2019-2024)**

1. Action Item #1: Test preparation.  
Assessment of Action Item: a) Review course and it’s requirements for all licensure/certification exams. b) BLET – add five additional days to last day of classes specifically for review of state exam. c) Nurse Aide – focus on skills lab and coursework. d) EMT – build in post exam reviews. e) Real Estate – stress the importance of the exam and how it affects the institution’s performance.
2. Action Item #2: Share results with faculty.  
Assessment of Action Item: Implement changes and/or improvements within course to help focus on those deficiencies.
3. Action Item #3: Meet with Licensure/Certification program coordinators.  
Assessment of Action Item: a) schedule individual discussions with program coordinators. b) Discussion of the measures and performance results. c) Implement measures to increase the results for those measures.

*Individual licensure and certification exam passing rate results are provided in the pages that follow in alphabetical order by exam title.*

**BLET**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	23	19	83%	1.11
2020	2018-19	33	21	64%	0.68
2021	2019-20	18	14	78%	0.91

**Dental Hygiene**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	17	14	82%	0.95
2020	2018-19	27	23	85%	0.95
2021	2019-20	26	26	100%	1.03

**Detention Officer**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	16	14	88%	0.97
2020	2018-19	14	14	100%	1.08
2021	2019-20	14	14	100%	1.09

**EMR**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2020	2018-19	11	5	45%	1.00
2021	2019-20	10	8	80%	1.12

**EMT-Basic**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	36	27	75%	1.05
2020	2018-19	44	36	82%	1.22
2021	2019-20	29	26	90%	1.10

**EMT-Paramedic**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	6	3	50%	0.66
2020	2018-19	7	4	57%	0.80
2021	2019-20	10	10	100%	1.10

**Fire Inspection**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	15	9	60%	1.19
2020	2018-19	20	13	65%	1.10
2021	2019-20	14	9	64%	1.05

**Nurse Aide**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	83	56	67%	0.91
2020	2018-19	82	56	68%	0.88
2021	2019-20	43	33	77%	1.00

**Practical Nursing**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	20	20	100%	0.15
2020	2018-19	15	13	87%	0.91
2021	2019-20	15	13	87%	0.95

**Registered Nursing**

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	37	34	92%	1.02
2020	2018-19	39	39	100%	1.1
2021	2019-20	29	29	100%	1.10



**Real Estate Sales**

<b>NCCCS Report</b>	<b>Exam Year</b>	<b># Tested</b>	<b># Passed</b>	<b>% Passing</b>	<b>Index Score</b>
2019	2017-18	4	4	100%	1.5
2020	2018-19	9	6	67%	1.13
2021	2019-20	7	3	43%	0.87

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

**Analysis of the data:** Not quantifiable

**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: This is achieved through the annual evaluation of service units through service reviews and outcome follow-ups

**B. Implement Facilities Master Plan**

Analysis: This is achieved through a regular review of the Facilities Master Plan

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

Analysis: Strategic priorities and KPIs are assessed on an annual basis. Data are collected from both internal and external sources and are shared with key stakeholders to include President’s Council, Planning Council, Board of Trustees, and academic deans. Results are also published on the college’s public-facing website.

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

Analysis: Grant awards are tracked in the Office of Institutional Effectiveness and donations and raised funds are tracked in the Foundation Office. These awards and amounts are shared with key stakeholders to include President’s Council, the Board of Trustees, and the Foundation Board.

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

Analysis: The technology plan is reviewed and revised on an annual basis through the Technology Committee and the IT Office staff.

**Key Performance Indicators:**

**A. Service reviews**

**Analysis of the data:** Service areas are on a three-year cycle to evaluate their service area. Follow-up reports are submitted for two years after each cycle.

**Results of action items:**

1. Each unit evaluates their roles and functions; needs; and overall success in meeting the needs of the college. Action items are developed and reported on in the two years following the cycle.

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

**Analysis of the data:** The Facilities Master Plan is a ten-year plan

**Results of action items:**

1. The plan is reviewed annually and addendums are made as necessary

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

**Analysis of the data:** Strategic priorities and KPIs are assessed on an annual basis. Data are collected from both internal and external sources and are shared with key stakeholders to include President's Council, Planning Council, Board of Trustees, and academic deans.

**Results of action items:**

1. Results are published on the college's public-facing website

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

**Analysis of the data:** Grant awards are tracked in the Office of Institutional Effectiveness and donations and raised funds are tracked in the Foundation Office.

**Results of action items:**

1. These awards and amounts are shared with key stakeholders to include President's Council, the Board of Trustees, and the Foundation Board.

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

**Analysis of the data:** The technology plan is reviewed and revised on an annual basis through the Technology Committee and the IT Office staff.

**Results of action items:**

1. New technology is purchased as funds are available
2. New IT processes are developed and shared campus-wide with employees, students, and guests