Wayne Community College

STRATEGIC PLAN YEAR-END REPORT – 2021-22

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WAYNE COMMUNITY COLLEGE |
OFFICE OF INSTITUTIONAL EFFECTIVENESS

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 2021-2022.

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.

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: The committee is still focused on reaching the FTE levels of pre-pandemic.

C. **Annual headcount**
   Analysis: The annual headcount standard and target were not met. The baseline was 4,392 and the annual headcount was only 4,193.

D. **Increase training opportunities for business and industry**
   Analysis: The baseline for this measure was 38 training opportunities for business and industry, but only 23 trainings were held.

Key Performance Indicators:

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

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

Analysis of the data: (7) new curriculum programs were developed between Fall 2019 - Fall 2020; (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
2021-22	1521

Baseline: 1605 (3-year average; 2017-18 = 1700; 2018-19 =1576; 2019-20 = 1538)
Standard: 1625
Target: 1650

Analysis of the data: Course offerings were down by 149 (-8.9%) from the previous year.

Results of action items: Deans and faculty are taking the opportunity to reduce redundancies in course scheduling. They are streamlining programs which also requires the deletion of some courses.

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
2021-22	1053

Baseline: 1356 (3-year average; 2017-18 = 1379; 2018-19 = 1377; 2019-20 = 1311)
Standard: 1375
Target: 1400

Analysis of the data: The number of courses offered through continuing education increased by 35 (+3.4%). However, this is still well below the baseline, standard, and target.

Results of action items: The college continues to suffer from a lack of students wanting to take courses, presumably due to the COVID-19 pandemic. Courses will continue to me marketed to a broad and diverse group of people to try to generate interest.

B. Review of Strategic Enrollment Management Plan (SEM)

Analysis of the data: The SEM Committee met on October 8, 2021; November 4, 2021; December 3, 2021; February 4, 2022; February 11, 2022; and March 11, 2022.

Results of action items:
1. The committee was asked to share a draft SEM plan with their respective departments for further input
2. The IE office will send FTE and enrollment updates to the committee to review periodically
3. New dashboards will be created to share more data with users
4. A student stop out list was created to include students who stop out due to financial aid challenges. The Financial Aid office is reviewing these students to see what, if anything, the college can do to help with this barrier on a student-by-student basis.
5. New programs will be marketed.
6. Dr. Pfeiffer challenged the committee to increase enrollment by 10% over the next year

7. It was determined that only 28% of students are FT, while 72% are PT (curriculum students)

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
2021-22	4025	4675

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: Headcount decreased by 168 students (-4%) for curriculum students. The college did not meet the baseline, standard, or target for this KPI. The college is still struggling to reach pre-pandemic enrollment numbers for both curriculum and continuing education.

Results of action items:
1. Marketing is a must for all college programs at this time, especially CTE programs.
2. The college is working with the NCCCS Office to determine other action items to try to recruit students, as many colleges have seen a significant decrease in student enrollment.

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

Analysis of the data: Headcount increased by 899 (+23.8%) for continuing education students. However, this is still far from the set baseline and projected standard and target for this KPI.

Results of action items:
1. For TPCC – the college is able to get back into some of the previous sites (pre-pandemic) to teach courses.

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

Baseline: 38 (Number of trainees served as reported to NCCCS –
                 3-year average, 2017-18 = 35; 2818-19 = 38; 2019-20 = 40)
Standard: 40
Target: 43

Analysis of the data: With only 23 trainings held, we did not meet the baseline, standard, or target. Many businesses are still not allowing outside entities to enter the facilities due to the COVID-19 pandemic.

Results of action items:
1. Maintain communication with local business and industry to be notified when in-person trainings can once again be held.
2. Try to offer virtual training options.

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)**
   Analysis of the data:

   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 (Math): Apply appropriate mathematics to solve real-world problems.

   Analysis of the data:
   ILO #1: No data were reported

   ILO #3: Only 38/73 (52.05%) of our 2021/22 cycle students met or exceeded expectations. This is lower than last cycle's (2018/19) 59%, but much higher than the 2015/16 cycle's 29%. It might be that the impacts of Covid 19 are still at play.

   ILO #4: 76% of students met the dimension, which did not meet the standard or target.

1. ILO #1: No data were reported

    ILO #3:
    - Considering the prevalence of COVID over the last two years, there does not appear to be a precipitous decline between the performance of students this cycle (2020/21 at 52%) and those of the last cycle (2018/19 at 59%)
    - Students continue to demonstrate proficiency at a higher rate than they did in 2015/16 (when only 29% met or exceeded expectations).
    - There was a markedly higher submission rate for student assignments this cycle (up from 58% submitted in 2018/19 to 87% in 2021/22). This suggests communication has improved between the ILO committee and the many instructors who participate in the ILO assessment. (In fact, only one instructor was unable to provide any student assignments this semester.)

    ILO #4: The experience of assessing signature assignments has again proven to be a strong professional development activity within our department. We have meaningful discussions each time we gather to calibrate our scorers using pre-chosen exemplars. We will further use departmental discussions to explore and facilitate our current action items for this assessment cycle. As a result of our conversations from our departmental meeting on March 18, 2022, we have decided to pilot Friday "Exam Buster" tutoring sessions which will be staffed by our full time faculty from 8 am to 12 pm. We are targeting students who currently have below a 70% average. However, all of our students are welcome as long as they do not have another scheduled class during our tutoring hours. These sessions will be held Spring 2022 semester in Dog 208 on the following dates: April 1st, April 8th, and April 29th. We anticipate these sessions will prepare curriculum mathematics students with much needed skills to be successful in their classes.

B. **Program reviews**

    Analysis of the data: The following programs were up for review during this three-year cycle: AGEN; Agri-Business; AI Cloud; AI Engineering; Animal Science; Associate in Science; Associate in Science in Teachers Preparation; Automotive; Autobody; BLET; and Aviation.

    Results of action items:
    1. Please see individual program reviews

C.   Utilization of teaching and learning center

Year	Participants	Trainings
2019-20	40	7
2020-21	49	11
2021-22	90	18

Source: Title III Report, Data Sets

<u>Participants</u>
Baseline: 40 (2019-20, first year of data available)
Standard: 45
Target: 50

<u>Trainings</u>
Baseline: 7 (2019-20, first year of data available)
Standard: 10
Target: 13

Analysis of the data: Exceeded the targets set for both the number of participants and trainings. If this trend continues we will consider changing the target.

Results of action items:
1. <u>Initiative</u>: Continue fine-tuning and presenting New Faculty Onboarding
    <u>Results</u>: Feedback from instructors is leading to creation of new resources: a "what is this and when/how will I use it" guide for Okta chicklets. And a new welcome "package" both print and digital
2. <u>Initiative</u>:   Use 4 laptops for CTLE
    <u>Results</u>: The laptops were returned to the CTLE after Covid challenges eased. All four need to be updated by IT. Following updates, faculty will receive a reminder that the laptops are available for their use.
3. <u>Initiative</u>: Continue to promote the CTLE, it's activities and resources to faculty
    <u>Results</u>: Created the Online Instructor Handbook, updating the Faculty Training course to include the CTLE
4.   <u>Initiative</u>: Support the needs of adjunct faculty for online course design and Moodle operations.
    <u>Results</u>: 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. <u>Initiative</u>: Provide students with an in-course resource to support their readiness for online learning
    <u>Results</u>: A "Need Help" block was added to the Moodle master course template that leads students to campus services and online learning support
6. <u>Initiative</u>: Provide faculty with a clearer understanding of what the CTLE is and can do for them, distinguishing it from the eLearning Department.
    <u>Results</u>: Following up on feedback from new instructors CTLE is creating additional resources including the online and paper welcome packs and the Okta chicklet graphic among others.

D. College Transfer performance (NCCCS Performance Measure)

Year	30 + Hours			Assoc Degree Recipient			Total		
	#	# / % Ret	% Persist	#	# / % Ret	% Persist	#	# / % Ret	% Persist
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

Year	Transfers	Success Rate	Index Score
2019-20	278	86.0%	.0982

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 278 students were included in the cohort for this measure. Of those, 86% were retained.

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 was 65.4%, the same as the year prior. Although higher than the set baseline, this is below the standard and target. Persistence was 74.9%, down by 2.5% from the previous year, and below the baseline, standard, and target levels. Completion was 27%, which is 1% higher than last year, meeting both the baseline and standard, but not the target.

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

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

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

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
2021-22	2492.00

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: Curriculum budget FTE is 191.47 less than last year (-7.1%)

Results of action items:
1. The college must continue to recruit new students, and
2. Convert part-time students to full-time students

2) FTE – budget FTE for continuing education

Year	Con Ed
2017	668.67
2018	817.18
2019	749.54
2020	448.20
2021	601.00

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: Budget FTE for continuing education is well below the baseline. Although the budget FTE is up by 152.8 (and increase of 34%) from the previous year, it is still 154.8 (-20%)

Results of action items:
1. Budgets are going to have to be carefully monitored to ensure spending is within reason during this time. Budgetary items such as travel and materials and supplies may need to be cut to stay within budget.

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%
2020	3181	633	1446	1102	65.4%

Sources: Fall and Spring Comprehensive Curriculum Student Report (CCSR) 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: Curriculum retention was 65.4%, the same as the year prior. Although higher than the set baseline, this is below the standard and target.

Results of action items:
1. Scholarships (through HEERF) are being made available to try to retain more students
2. More student wraparound services are being offered to students to help with retention (gas cards, childcare, food, and counseling are some of the services being provided to students on a case-by-case basis)

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%
2021	3040	118	2159	763	74.9%

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: Persistence was 74.9%, down by 2.5% from the previous year, and below the baseline, standard, and target levels.

Results of action items:
1. Scholarships (through HEERF) are being made available to try to retain more students
2. More student wraparound services are being offered to students to help with retention (gas cards, childcare, food, and counseling are some of the services being provided to students on a case-by-case basis)

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
2020	3181	870	27%	930

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: Completion was 27%, which is 1% higher than last year, meeting both the baseline and standard, but not the target.

Results of action items:
1. Student wraparound services are being provided to try to assist students to completion (Academic Skills Center, counseling services, gas cards, and student scholarships are some of the ways students are being helped)

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
2021-22	1,499

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

<u>**Duplicated**</u>
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
2021-22	863

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

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

Analysis of the data: Duplicated curriculum completers is down 212 while unduplicated curriculum completers is down by 72.

Results of action items:
    1.   We believe this is still the result of COVID-19 and it will take a year or two to come out of this slump.

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: This outcome far exceeds the target.

Results of action items:

1. More stackable credentials were added so that students could earn certificates towards their degree program.

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

Year	Fall Cohort			Success Rate			Index Score		Total Index Score
	Pell	Non-Pell	Total	Pell	Non-Pell	Total	Pell	Non-Pell	
2020	182	488	670	59%	70%	67%	1.065	1.004	1.021

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:

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%

Year	Fall Cohort			Success Rate			Index Score		Total
	Pell	Non-Pell	Total	Pell	Non-Pell	Total	Pell	Non-Pell	Index Score
2017	231	567	798	57%	65%	63%	1.460	1.038	1.160

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 success rate for this measure is 63% which is higher than the set target.

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. The 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 4th 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

Year	Fall Cohort			Success Rate			Index Score		Total Index Score
	Pell	Non-Pell	Total	Pell	Non-Pell	Total	Pell	Non-Pell	
2018	211	452	663	66%	72%	70%	1.144	1.144	1.144

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: WCC ranked 10th out of 58 colleges for this measure, with an index score of 1.144 (color indicator, green). To get the platinum level (met or exceeded excellence level), we needed five additional students to successfully complete college-level English.

The Student Success Rate in College-Level English Courses Measure will continue to work on the actions/strategies addressed in the previous report and the results of these will be reported on in the 2024 report 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

Year	Fall Cohort			Success Rate			Index Score		Total Index Score
	Pell	Non-Pell	Total	Pell	Non-Pell	Total	Pell	Non-Pell	
2018	211	452	663	33%	53%	46%	0.948	1.022	0.998

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: WCC is currently 29th out of 58 colleges in this measure, with an index score of 0.998 (color indicator, yellow). To reach the color indicator of green ( ), we needed 23 more students to successfully complete college-level math 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 student's attention and enhance learning.

The Student Success Rate in College-Level Math Courses Measure will continue to work on the actions/strategies addressed in the previous report and the results of these will be reported on in the 2024 report of this measure.

Action items: (Performance Measures Action Items and Assessment of Action Items, 2019-2024)
1. <u>Action Item #1</u>: Continue to offer one-on-one tutoring for all math courses.
   <u>Assessment of Action Item</u>: Schedule one-on-one tutoring sessions.
2. <u>Strategy Item #2</u>: Offering MAT 071 for students needing additional time to improve their skills in math.
   <u>Assessment of Action Item</u>: Schedule MAT 071 offerings for each semester and add sections if necessary.
3. <u>Action Item #3</u>: Enrolling students in math for programs requiring math.
   <u>Assessment of Action Item</u>: Reviewing program requirements with advisees and enrolling them in appropriate math courses.
4. <u>Action Item #4</u>: Focus on MAT 143 and MAT 171 offerings.
   <u>Assessment of Action Item</u>: Research MAT 143 and MAT 171 offerings.
5. <u>Action Item #5</u>: Instructor's use of creative activities to engage student online learning.
   <u>Assessment of Action Item</u>: 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

Year	POPs	Success Rate	Index Score
2020-21	669	35.4%	0.961

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: WCC's index score performance was 0.961 (color indicator, yellow), which was within the NCCCS average band index score (1.171). In comparison, WCC ranks in 30th place out of all 58 colleges. In order for WCC to have reached a color indicator of green, we would have needed 63 students to have an MSG (1.217 index score).

In order for a student to earn an MSG, they must earn high school credits (over 75%), graduated and enter post-secondary, or graduate with AHD or equivalent. However, only one of these will be counted as an MSG per year. Therefore, if a student earns multiple MSGs, only one will be counted. Students are clearly making progress, but it is the group's opinion (Planning Council) that this is not an accurate measure of student success.

The Basic Skills Student Progress Measure will continue to work on the actions/strategies addressed in the previous report and the results of these will be reported on in the 2024 report of this measure.

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%
2021-22	53	10	19%

Sources: Entrinsik 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: This measure saw a 19% transition rate, which far exceeded the set target.

Results of action items:
1. We are not sure what to attribute this success to. We thought that the 2020-21 year was an anomaly due to the low number of completers, but this year was almost double that of last year and still had double digit percent of students to transition. We will monitor this measure to see how it trends.

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: At only 9.8% completion, this is below the baseline, standard, and target set.

Results of action items:
1. A bridge between adult basic education and curriculum programs must be developed.

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

Year	Test Takers	Index Score
2020-21	263	1.004

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: The college earned an index score of 1.004, which is higher than the baseline and standard, but below the target.

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
2022	2020-21				N/A

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
2022	2020-21				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
2022	2020-21				N/A

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
2022	2020-21				N/A

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
2022	2020-21				1.17

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
2022	2020-21				N/A

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
2022	2020-21				0.72

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
2022	2020-21				0.97

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
2022	2020-21				N/A

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
2022	2020-21				1.03

Real Estate Sales

NCCCS Report	Exam Year	# Tested	# Passed	% Passing	Index Score
2019	2017-18	4	4	100%	1.5
2020	2018-19	9	6	67%	1.13
2021	2019-20	7	3	43%	0.87
2022	2020-21				N/A

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**
   <u>Analysis</u>: This is achieved through the annual evaluation of service units through service reviews and outcome follow-ups

B. **Implement Facilities Master Plan**
   <u>Analysis</u>: This is achieved through a regular review of the Facilities Master Plan

C. **Review key performance indicators and strategic priorities**
   <u>Analysis</u>: 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**
   <u>Analysis</u>: 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**
   <u>Analysis</u>: The technology plan is reviewed and revised on an annual basis through the Technology Committee and the IT Office staff.

Key Performance Indicators:

A. 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

B. 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.

C. 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

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:
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