



Wayne Community College

Strategic Plan Year-End report – 2022-23



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WAYNE COMMUNITY COLLEGE

Wayne Community College Strategic Plan

This Strategic Plan year-end report provides data analysis and use of results for each of the institutional goals, strategic priorities, and key performance indicators from 2022-2023.

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

Strategic Priorities are annual focus areas identified by 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's goals. Each key performance indicator includes standards (acceptable performance) and targets (desired performance).

WCC Institutional Goals, Strategic Priorities, and Performance Indicators

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
2022-2023 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 continue to be significantly lower than the previous five years. It is believed that this is still carryover from the pandemic. The college is focused on expanding programs, course offerings, and 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: Curriculum headcount increased by 3% (120 students) and continuing education increased by 10% (472 students). Headcount is trending upwards, which is positive.

D. Increase training opportunities for business and industry

Analysis: 96 trainees were served, far exceeding the target set.

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: This performance indicator is no longer being tracked, as it was decided by Planning Council that the college cannot continue to add new programs each year.

Results of action items:

1. Not applicable

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
2022-23	1448

Source: Entrisik 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: Curriculum course offerings decreased by 4.8% from the previous year and did not meet the baseline, standard, or target.

Results of action items: Deans and faculty continue 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
2022-23	1032

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

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

Analysis of the data: Course offerings for continuing education dropped by 2% from the previous year.

Results of action items: Courses will continue to be 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 7, 2022; November 4, 2022; February 10, 2023; and April 21, 2023.

Results of action items:

1. The College finished the initial setup for Element 451 which will be used for marketing, digital emails to students, and will automate many of the College’s forms.
2. With CARES funding being depleted and the reduction in TAA funding for veterans, the committee is discussing how we can retain our veteran students.
3. Continued focus on increasing enrollment and retaining students.
4. Achievement Coaches are focused on the vulnerable, first generation, minority male students.
5. The committee received training on accessing Institutional Effectiveness data and dashboards available to all employees.

6. The college is reviewing a Customer Resource Management System (CRM) that would allow us to automate many of the processes we currently handle manually, such as sending letters once a student is accepted and moves to the admissions phase.
7. Other community college's successful enrollment best practices were shared.
8. North Carolina Community College System Office is planning a regional Strategic Enrollment Management (SEM) professional development sessions.

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
2022-23	4145	5147

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 up 3% from the previous year, which unfortunately still did not meet the baseline, standard, or target.

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.
3. The college is applying for grants to try to help with specific program needs that will helpfully also help with student recruitment.

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 headcount is up by 10%, but still did not meet the baseline, standard, or target.

Results of action items:

1. An associate dean for applied technologies was hired to increase programming and student recruitment / enrollment in workforce continuing education. If this pilot is successful, other associate deans will be added in allied health and business and computer technologies.

D. Annual number of business and industry trainings

Year	Number of Trainees Served by 361 Funding
2019-20	218
2020-21	51
2021-22	82
2022-23	96

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: 96 trainees were served, far exceeding the target set.

Results of action items:

1. Create more awareness of available training – this will be measured by the number of new employer partners
2. Plan Critical Thinking Lean Tool events for interested industries – this will be measured by the number of individuals trained from the EOY reports

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:

2022-2023: ILO #2 (Language and Communications) Compose effective written documents.

Analysis of the data: This assignment was gathered from English 112 (Writing/Research in the Disciplines) classes during the Fall semester, 2022

Signature assignments were collected during the Fall of 2022 from on-campus and online, full-time instructors. Planning and Research selected a random sample of students enrolled in Eng 112. (The sample was determined by using a proportional stratified random sampling method.) This list was sent to the department chair of Language and Communication who then informed instructors in his department to pull ungraded copies of research papers/projects for the selected students.

The department chair sent the rubric to team members several weeks in advance of the assessment due date, Dec. 15. Since all the assessors were veterans of the process, they were already familiar with the quality of writing expected for each level of assessment.

The baseline (74.8%, 2019-20 average score of all dimensions), standard (75.8% of students meet or exceeds expectation on all dimensions), and target (76.8% of students meet or exceeds expectation on all dimensions) was not met. Although scores were higher on every category assessed by the rubric, only 65% of students met or exceeded overall expectations for this assignment.

Students assessed showed marked improvement on each category of the rubric and have been doing so over the last several cycles of assessment. So, our teaching methods are working, but the outcomes are developing slowly as we tweak how we help students meet their course learning outcomes.

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. An 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 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 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 skills.

B. Program reviews

Analysis of the data: Program and Service Reviews were conducted in 2021-22. Program Outcome and Service Outcome Assessment Reports will be conducted for the next two years, 2022-23 and 2023-24.

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
2022-23	10	45

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 Target for Training sessions offered and the Target for Participants. If this trend continues, we will consider changing the target.

Results of action items:

1. **Initiative:** Continue fine-tuning and presenting New Faculty Onboarding
Results: Created separate template Welcome letters for full-time and adjunct faculty.
2. **Initiative:** Use 4 laptops for CTLE
Results: These laptops remain available in the CTLE for faculty and student use.
3. **Initiative:** Continue to promote the CTLE, it's activities and resources to faculty
Results: This initiative continues with all resources updated and increased differentiation of offerings. Ex. AI discussions fall under CTLE.
4. **Initiative:** Support the needs of adjunct faculty for online course design and Moodle operations.
Results: Began offering on demand training specially for adjuncts in the evenings. So far there have been 4 sessions requested by adjunct instructors – all during regular office hours.
5. **Initiative:** Provide students with an in-course resource to support their readiness for online learning
Results: The “Need Help” content has been updated and revised to include videos for student services and links to the Moodle Orientation course and the Request to Drop a Class Form.

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
2020-21	274	87.6%	1.002

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:

The purpose of the measure is to ensure the academic success of community college students at a four-year university or college. Index score based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits) transferring to a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to. Excellence: 1.036; Average Band Max: 1.009; Average Band Min: 0.954; Baseline: 0.871; WCC Performance: 1.002 (> Average Band Min, < Average Band Max).

The College Transfer Performance 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: 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 66%, 0.6% higher than the year prior. Although higher than the set baseline, this is below the standard and target. Persistence was 78.9%, up by 4% from the previous year, above the baseline, but below the standard, and target levels. Completion was 26%, which is 1% lower than last year, meeting the baseline but below the standard and target.

B. Track Basic Skills students progressing academically toward attainment

Analysis: WCC's index score was 0.971, which earned a "yellow" in the NC Community College System Student Performance Report. A "yellow" means that a college is average.

C. Increase licensure and certification passing rates

Analysis: The college earned a 1.099 index score, which equated to a "platinum" in the NC Community College System Student Performance Report. Platinum means that a college met or exceeded the level of excellence set by the System Office.

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

Analysis: Educational and workforce partnerships will be measured differently in the future, to include work-based learning and apprenticeships. Currently, there is no good way to measure this performance indicator.

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
2022-23	2599.00

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 107 higher than last year

Results of action items:

- A. The college must continue to recruit new students, and
- B. 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
2022	658.00

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 57 (and increase of 9.48%) from the previous year, it is still -12.93% below the baseline.

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, 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%
2021	3040	532	1475	1033	66.0%

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 66.0%. Although higher than the set baseline, this is below the standard and target.

Results of action items:

1. Targeted scholarships such as Bison Benefit are being offered to 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%
2022	3171	118	2385	668	78.9%

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 78.9%, up by 5.34% from the previous year, and higher than the baseline, but below the standard and target levels.

Results of action items:

1. Targeted scholarships such as Bison Benefit are being offered to 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
2021	3040	799	26%	877

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 26%, which is 1% lower than last year, meeting the baseline but not the standard and 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
2022-23	1,569

Source: *Entrinsik 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
2021-22	863
2022-23	919

Source: *Entrinsik 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: Duplicated curriculum completers is up by 70 and unduplicated curriculum completers is up by 56. Both of these measures is below the baseline, standard, and target.

Results of action items:

1. The numbers for completers still takes into account the students who were enrolled during COVID. It is believed that this will take at least another year in which to recuperate.

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%
Fall 2016	392	61.24%

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: The six-year completion rate for Fall 2016 was 61.24%, which far exceeds the baseline and set standard and target for this measure.

Results of action items:

1. It is believed that the elimination of redundant courses and streamlined programming is helping students complete their programs of study.

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
2021	129	166	652	58%	77%	75%	1.123	1.124	1.123

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 purpose of the measure is to ensure first-year students are making progress toward credential completion. Index score based on the percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in post-secondary education the subsequent fall term semester. Excellence: 1.067; Average Band Max: 1.035; Average Band Min: 0.971; Baseline: 0.874; WCC Performance: 1.123 (Met or Exceeded Excellence Level).

The First-Year Progression 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: 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

Year	Fall Cohort			Success Rate			Index Score		Total Index Score
	Pell	Non-Pell	Total	Pell	Non-Pell	Total	Pell	Non-Pell	
2017	231	567	798	57%	65%	63%	1.460	1.038	1.160
2018	135	200	749	44%	63%	59%	1.251	1.110	1.081

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 purpose of the measure is to ensure student completion and/or persistence toward a post-secondary credential in a timely manner. Index score based on percentage of first-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours. Excellence: 1.086; Average Band Max: 1.046; Average Band Min: 0.968; Baseline: 0.850; WCC Performance: 1.081 (> Average Band Max, Below Excellence).

The Curriculum Student Completion 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)

- 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.
- 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 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
2019	109	195	707	59%	59%	70%	1.203	1.080	1.223

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 purpose of the measure is to ensure students are successfully completing a credit-bearing English course within their first three academic years. Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within three years. Excellence: 1.144; Average Band Max: 1.074; Average Band Min: 0.934; Baseline: 0.723; WCC Performance: 1.223 (Met or Exceeded Excellence Level).

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
2019	109	195	707	30%	36%	46%	1.077	0.914	1.071

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 purpose of the measure is to ensure students are successfully completing credit-bearing Math courses within their first three academic years. Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within three years. Excellence: 1.194; Average Band Max: 1.100; Average Band Min: 0.910; Baseline: 0.626; WCC Performance: 1.071 (> Average Band Min, < Average Band Max).

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. 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

Year	POPs	Success Rate	Index Score
2020-21	669	35.4%	0.961
2021-22	940	41.9%	0.971

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 purpose of the measure is to ensure individuals with low literacy skills are progressing academically toward credential or employment. Index score based on the percentage of Basic Skills periods of participation (PoP) with measurable skill gain (MSG) during the Basic Skills program year (July 1 - June 30). Excellence: 1.241; Average Band Max: 1.122; Average Band Min: 0.884; Baseline: 0.527; WCC Performance: 0.971 (> Average Band Min, < Average Band Max).

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%
2022-23	60	10	17%

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: This measure saw a two percent decrease since the previous year, but is still well above the baseline, standard, and target.

Results of action items:

1. We are still unsure as to the reason why this measure has increased so significantly. We will re-establish baselines next year.

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%
2019-20	1,319	216	22	10.2%

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 10.2%, this is far below the baseline, standard, and target.

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
2021-22	245	1.099

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 purpose of the measure is to ensure programmatic coursework prepares students to competently practice in their chosen profession. Index score based on the percentage of first-time test-takers passing licensure and certification exams within each exam. Exams included in this measure are state-mandated exams which candidates must pass before becoming active practitioners. Excellence: 1.069; Average Band Max: 1.026; Average Band Min: 0.938; Baseline: 0.806; WCC Performance: 1.099 (Met or Exceeded Excellence Level).

The Licensure and Certification Passing Rate 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 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.

**** Subcategory results suppressed when there are less than 20 in the denominator***

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				*
2023	2021-22				*

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
2023	2021-22				1.04

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				*
2023	2021-22				*

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				*
2023	2021-22				*

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
2023	2021-22				1.31

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				*
2023	2021-22				*

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
2023	2021-22				0.99

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
2023	2021-22				1.00

Note: Due to a change in vendor, Nurse Aide excludes January 2022 results. Nurse Aide includes results from February 2022 through December 2022.

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				*
2023	2021-22				*

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
2023	2021-22				1.11

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				*
2023	2021-22				*

D. Annual review of external partnerships established

Analysis of the data: Not currently 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 via service reviews and outcomes

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 key performance indicators 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 Cabinet, Planning Council, and Board of Trustee members. 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 Cabinet, Board of Trustee members, 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 reviews are reviewed annually

Results of action items:

1. Each service review makes recommendations for improvement and assessment

B. Annual review of Facilities Master Plan

Analysis of the data: The Facilities Master Plan is regularly reviewed by the VP of Operations and Board of Trustees Building Committee

Results of action items:

1. Recommendations for new and renovated spaces are vetted and approved by the Board of Trustees Building Committee, VP of Operations, and college President.

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 Cabinet, 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