

Program Outcome and Assessment(s)
2018 Program Outcome (PO) Year End Reporting Form
Program Review Cycle – 2017-18

Institutional Goal 2: Increase Student Access
Institutional Goal 3: Improve Student Success

Name of Program: Transitional Programs for College and Career

Mission/Purpose Statement: The Wayne Community College Basic Skills Program provides research-proven instruction and college and career readiness pathways that allow students to achieve skills to attain their career and educational goals and successfully navigate education and employment opportunities.

Outcome # 1: Basic Skills Progress (discontinued)

Baseline: 2018 NCCCS Performance Measures System Baseline = 34.5%
Standard: 2018 NCCCS Performance Measures Average College Percentage = 60.1%
Target: 2018 NCCCS Performance Measures System Excellence Level = 68.3%
(NCCCS final publication, 7/11/18)

| Year | Students | Completing Level | % Completing |
|---------|----------|------------------|--------------|
| 2011-12 | 1221 | 812 | 66.5% |
| 2012-13 | 1328 | 927 | 79.0% |
| 2013-14 | 963 | 650 | 77.0% |
| 2014-15 | 805 | 555 | 68.9% |
| 2015-16 | 916 | 734 | 80.1% |
| 2016-17 | 875 | 652 | 74.5% |

Source: NCCCS Performance Measure Report

2018-2019 Strategies / Action Items:

| Item # | Strategies / Action Items <i>(Action items identified in the 2017-18 year-end report)</i> | Results <i>(State the progress/results of the action items identified based on your method of assessment. Provide number/percent accomplished.)</i> |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Continue to invite other departments to share their program information with Basic Skills faculty and staff to better advise students. | Various departments across campus have met with TPCC staff and faculty. These meetings have been helpful so we can better advise students on next steps. Mechanical engineering, Turfgrass management, WCE Allied Health programs are some of the programs that have presented. |
| 2 | Implement the new TABE Assessment Tool | TABE 11/12 has been received and training has been conducted. Will be fully implemented by July 1, 2019. |
| 3 | Implement Computer Based Test for HiSET. | In process. Should be fully implemented by IT department for summer semester, |

| | | |
|--|--|-------|
| | | 2019. |
|--|--|-------|

Provide narrative for analysis of outcome data. *(Based on the data, provide a narrative of your analysis of the data. Indicate factors that may have affected your service unit outcome data. State any changes you plan to address for next year that may affect / increase your service unit outcome data.)*

WCC Transitional Programs for College and Career exceeded the Excellence level in Student Progress with 74.5%. For the upcoming 2018/2019 school year, progress will be measured by number of students who achieve at least one educational functioning level gain number of periods of participation with measurable skill gains.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

WCC TPCC exceeded the system excellence level. We were one of the top ten colleges in the state in student progress.

2019-2020 Strategies / Action Items:

| Item # | Action Items <i>(Identify new strategies/action items and/or use the same strategies/action items from previous year.)</i> | Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Fully implement HiSET computer based testing. | Show number of students using computer based HiSET testing. |
| 2 | Implement scanning process for TABE 11/12 answer sheets. | Run reports/analysis after using scannable answer sheets. |
| 3 | Increase number of staff eligible to administer GED/HiSET testing. | Staff trained to test. |

Outcome # 2: Basic Skills Transition to post-secondary.

Description of outcome: Transitional Programs for College and Career (Basic Skills) students that enter CE or CU programs while enrolled or exiting Basic Skills during program year. The results will be calculated as the number for current program year BSP students that enter CE or CU classes within the succeeding program year.

Baseline: 13% (2015-16 WCC Results)
Standard: 15.4% (Average College Percentage)
Target: 25% (Performance Goal)

Data / Results:

Post-Secondary Education or Training Transition to Wayne Community College

| Program Year | Number of Completers | Curriculum (Spring, Summer, or Fall) | % Transition | Workforce Continuing Education (Spring, Summer, or Fall) | % Transition | Total Transition Attained % |
|--------------|----------------------|--------------------------------------|--------------|----------------------------------------------------------|--------------|-----------------------------|
| 2015-16 | 182 | 14 | 8% | 10 | 5% | 13% |
| 2016-17 | 135 | 11 | 8% | 10 | 7% | 16% |
| 2017-18 | 123 | 23 | 19% | 58 | 47% | 66% |

Sources: *Entrinsik Informer BS – TPCC Graduation (AHS, HSEGED, or HSEHIST) – 07/01/xx – 06/30/xx, Entrinsik Informer IR – CE Enrollment (without BSP students), and Entrinsik Informer – FC – End of the Term Information by Program Code or By Advisor*

Post-Secondary Education or Training Data Matching to All Colleges

| Program Year | Attained % |
|--------------|------------------------------------|
| 2012-13 | 30% |
| 2013-14 | 29% |
| 2014-15 | 22% |
| 2015-16 | WIOA Transition |
| 2016-17 | Transition |
| 2017-18 | Credential Attainment data at 50%* |

Source: *NCCCS Desktop Monitoring Report (Colleague and Data matching)*

*Credential attainment is based on student moving to post-secondary or employment within NRS program year.

2018-2019 Strategies / Action Items:

| Item # | Strategies / Action Items (Action items identified in the 2017-18 year-end report) | Results (What has been the progress / results of the strategies / action items to reach the projected outcomes? Please use data; numbers / percent to justify outcomes.) |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Implement requirement for AHS students to take College and Career Transition Class. | Students can take transition class as an elective. It is not required due to the increase in number of online students. |
| 2 | Develop a TPCC General Handbook that includes all the possible quick certification classes offered at WCC to assist in advising students. | Too expensive. |
| 3 | Completely revise the Student Planner to focus on | Too expensive. |

| | | |
|---|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Student-Centered career and college information, activities, and calendar. | |
| 4 | Continue to invite other departments to share their program with TPCC during Orientation and Quest Academy classes. | Other departments on campus regularly meet with orientation students to discuss their programs. One out of two orientations per month has a guest speaker. |

Provide narrative for analysis of outcome data. *(Based on the data, provide a narrative of your analysis of the data. Indicate factors that may have affected your service unit outcome data. State any changes you plan to address for next year that may affect / increase your service unit outcome data.)*

The percentage of students transitioning to post-secondary or training at WCC went up dramatically. Faculty and staff work with students to establish goals and to help them identify what they want their next steps to be.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target? Please provide an overall analysis of the results of your standard/target. Provide percentage of increase/decrease.)*

The number of students transitioning from TPCC to post-secondary or a training program at WCC far exceeds the goal of 25%. Students are counseled about their goals when they enter our program and transitioning to curriculum or continuing education programs is discussed in classes and when the student completes either their Adult High School diploma or High School Equivalency diploma.

2019-2020 Strategies / Action Items:

| Item # | Action Items <i>(Identify new strategies/action items and/or use the same strategies/action items from previous year.)</i> | Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i> |
|--------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Develop a student handbook/planner which would contain only essential information. Small, easily accessible format. | Have ready for 2019/2020 school year. |
| 2 | Expand College and Career Transition class. | Include more visits from curriculum and continuing education instructors as well as business representatives. |